KANSAS INSERVICE TRAINING SYSTEM

NEWSLETTER

Training for Early Childhood Professionals and Families

Head Start and Services for Children with Disabilities Meeting

SAVE THIS DATE: November 15-16, 2004. The annual Head Start and Services for Children with Disabilities Meeting will now be part of the Kansas Head Start Association Conference at the Wichita Marriott.

Check the Summer newsletter or kskits.org for more details.

In this issue

Strategies to Promote Inclusion

Ilene S. Schwartz, 2004 KITS Summer Institute Presenter

Researchers at the University of Washington have been studying strategies to help children with and without disabilities interact and learn together for over 40 years. At the Experimental Education Unit, on the UW campus, we have over 200 children with and without disabilities who spend their days together in preschool and kindergarten classrooms. Here are some of the strategies that we use to facilitate their learning and development.

Teaching Communicative and Social Competence

Without communication and social interactions between children, an "inclusive program" is likely to provide little more than parallel instruction. When children with autism learn how to initiate spontaneous communications within natural social contexts, and to respond appropriately to the communications of others, they can begin to appropriately control their environment and develop positive relationships with others. Therefore, teaching communicative and social competence is a very high priority in our inclusive preschool.

Children with autism who do not have functional verbal skills need to acquire an effective communication mode; we use the Picture Exchange Communication System (PECS; Frost & Bondy, 2002) to help them acquire these skills. PECS teaches

PRESCHOOL ~ INFANT-TODDLER CORNER

New Preschool Outcome Required for all States

In the past the Office of Special Education Programs (OSEP) in the Federal Department of Education has required states to report on numerous outcomes for the Part C Infant-Toddler program, but relatively few outcomes for the Part B Preschool program (and then only as part of the 3-21 state system). Most centered around the age 3 transition and focused on services being in place by the child's 3rd birthday.

The new outcome does not relate to IDEA or early childhood special education. Instead, the focus is on how the state's preschoolers with disabilities are doing in pre-academic topics and two developmental areas. Under the section on Free Appropriate Public Education, the new probe reads: "Are the early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services, improving?" These are important school readiness and general early childhood indicators, and seem more related to No Child Left Behind and its emphasis on high academic standards being met by all children.

I would appreciate KITS readers' input (email Marnie at mcampbell@ksde.org) in help-

Thoughts to Reflect On . . .

(Based on Winnie Dunn and M'Lisa Shelden's presentation, Implementing Effective Practices in Early Intervention: Using Research to Support Decisions about O.T. and P.T. Services on April 5-6, 2004 in Overland Park.

What is the Purpose of Early Childhood Intervention?

Early childhood intervention is to support care providers in developing the competence and confidence to help the child learn.

Our Goal?

Promoting the child's ability to "be and do" by facilitating the family's or care providers ability to enhance the child's development using what they consider important. (Shelden & Rush, 2001)

Our Issue?

"… one major challenge that probably confronts all areas of early intervention … the persistent gap between our knowledge base and our current practices." (McLean and Cripe, 1997) "… the gap between what we know (research) and how early intervention (practice) is implemented is discouraging." (Raab & Dunst, 2004)

The Collaborative Calendar of Events

For a more extensive calendar look at kskits.org/ktc

⇒ **Add new training events**
⇒ **Browse by month**

⇒ **Search by event**
⇒ **Find links to other early childhood calendars**

DATE	EVENT	CONTACT PERSON
*6/22-25/04	*More than Play: Facilitating Children's Development in Natural and Inclusive Environments*: 11th Annual KITS Summer Institute, Lawrence	Misty Goosen 785-864-0725 mistyg@ku.edu
7/23-24/04	*Kansas Kindergarten Literacy Conference*, Wichita	Dan Arnold 720-872-2599
7/29-30/04	*Kansas State Dept. of Education Leadership Conference* Wichita	Lisa Ingram 785-296-3097 lingram@ksde.org
*9/10/04	*Conducting Appropriate Evaluations for Infants & Toddlers* Salina	Vera Stroup-Rentier 620-421-6550 ext. 1768 vlsrent@ku.edu
*9/10/04	*Asking the Right Questions, Getting the Right Answers: Evaluating Young Children for Special Education Services*, Salina	Misty Goosen 785-864-0725 mistyg@ku.edu
*11/15-16/04	*Kansas Head Start Association/Head Start & Services for Children with Disabilities Conference*, Wichita	Vera Stroup-Rentier 620-421-6550 ext. 1768
12/4/04	*Division for Early Childhood Conference* Chicago	pfaff@gomeeting.com 410-269-6801
*2/24-26/05	Kansas Division for Early Childhood (KDEC) Conf. *The Changing Faces of Early Childhood*, Overland Park Check KDEC website at www.kdec.org for more information.	Peggy Miksch 785-296-6135 pmiksch@kdhe.state.ks.us

* KITS sponsored or co-sponsored events

• **KCCTO child care** or **CDA** advisor trainings: 785-532-7197 or 1-800-227-3578, www.kccto.org/index2.html

• **Families Together Family Enrichment Weekends**, **Parent Networking Conferences** and **Families Together Mini-Conferences**: 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 1-877-499-5369 or 913-384-6783 in Kansas City, www.familiestogetherinc.com

• **HeadsUp Network** distance training for the **Head Start** and **early childhood** community: 1-800-438-4888, www.heads-up.org

• **The Children's Alliance Training Team**: Debra Childress, 785-235-5437, www.childally.org/training/training.html

• **KACCRRA** training: www.kaccrra.org

• **The Capper Foundation**: www.capper.org

• **Council for Exceptional Children**: www.cec.sped.org/pd

• **Kansas State Dept. of Education Student Support Services**: www.kansped.org/ksped/cws.html

children to communicate with pictures and symbols, focusing on initiations, which precludes dependence on question-asking by others (e.g., "What do you want? Show me what you want."). The program also systematically teaches persistence, a skill that we observe students using in many communicative and social interactions. Most of our students with autism have quickly acquired functional communication skills through PECS. The rapid rate of skill development allows children to communicate in understandable and acceptable ways about things that are important to them while they are acquiring functional speech skills (Frost & Bondy, 2002). It is noteworthy that we have seen no evidence that the use of such a system retards the development of speech; in fact many of the children acquire speech after learning to communicate with PECS.

We also consider imitation to be an important dimension of relating to others and a critical tool in learning from others. Many children with autism do not know how to imitate others. Therefore, we provide systematic training in imitation skills to students who do not yet imitate adults or their peers, by embedding the training in the preschool curriculum and in activities throughout the day such as small group, opening circle, gym, outdoor play, and free choice. Outcomes of such training have included not only increases in imitation skills, but increased and improved social interactions.

Concurrent with direct training of communication and imitation skills, we plan opportunities for students with autism to interact directly with their typically developing peers. For example, at opening circle, we begin with a desirable toy such as bubbles and then support all children to share the toy directly with others instead of having the material go from child to teacher to child. In order to improve both the quality and duration of such interactions, we teach children to interpret the behavioral/communicative cues of others (e.g., gestures, vocal approximations). We also teach children using PECS to make exchanges with peers. In this way, children become familiar with the variety of ways in which peers with and without disabilities deliver their messages and make social contact.

Example: Mark, a young boy with autism, is sitting at the art center with several of his classmates. He is using PECS to request materials he needs to complete his art project. His favorite painting utensil is Dot Art paints. He looks around and sees that Mary, who is typically developing and new to the class, has the Dot Art by her. He builds the sentence, "I want Dot Art paint," with his symbols and extends his sentence strip toward her. Ben, who has been in Mark's class for the past year, sees that Mark is trying to communicate with Mary, but Mary is intent on her painting and does not notice. Ben turns to Mary and says, "Mary, Mark is talking to you. Take the sentence from him and see what he wants." Mary looks up and reaches for the sentence strip, looks at the picture, and gives Mark what he requested. Ben says to Mary, "If you want it back you can just ask Mark for it. We have to share in our class."

Use Instructional Strategies That Maintain the Natural Flow of Classroom Activities

Rather than isolating children with autism from typical preschool activities and from their peers in order to provide individualized instruction, we emphasize teaching within the context of developmentally appropriate activities and routines. We draw peers into the instructional situation where possible. This approach requires us to use a variety of naturalistic teaching procedures including mand-model procedures, time delay, incidental teaching, and interrupted routines and behavior chains. These strategies fit particularly well into a preschool setting because they are designed to be embedded in ongoing activities that are interesting to the students. As noted by Noonan and McCormick (1993), all share several characteristics:

1. Teaching occurs in the natural environment.
2. Individual teaching interactions are typically very brief and distributed or spaced over a period of hours or days.
3. Instructional interactions are typically child initiated.
4. Instruction uses natural consequences (i.e., objects and events are highly salient and desired by the child) (pp. 238-239).

In applying each technique, we use scaffolding — different

types of cues or prompts to ensure that children receive the necessary amount of support. We take care, however, to provide only what help is required so that children do not exert counter control (e.g., tantrums or aggression) or become dependent on prompts.

Example: One of Jacob's IEP objectives is to learn to match similar objects. During small-group time his class is making collages with a variety of art materials. Before the activity began, Jacob's teacher placed on his collage five shapes that are different colors. Before Jacob can begin to choose preferred art materials for his collage, his teacher gives him five corresponding color shapes for Jacob to match. Jacob's teacher provides the appropriate level of prompts for him to complete the matching task successfully and as independently as possible. Then he finishes his collage alongside his classmates.

Proactively and systematically build a classroom community that includes all children

Young children learn by doing — this is axiomatic in early childhood education. In our program, everyone has a chance to learn because everyone participates. We never question if a child "is ready" to participate or is ready to be in a busy preschool classroom with typically developing children. Rather, we ask what supports and accommodations a child will need to be successful. We view classrooms as learning communities where everyone can make a valuable contribution and where everyone has something to learn.

Translating the ideal of fully participatory learning communities into practice is a challenge. We need to plan activities that will engage children with a large range of diverse abilities. Our goal is to plan classroom activities that the child with the most significant disabilities can engage in independently and that are challenging to the typically developing children. Activities must have multiple components, be open-ended, and support a variety of responses. Our school day is a mix of child-directed and teacher-directed activities. Recognizing that many children with autism may need more instructional support during traditional child-directed activities (e.g., free choice), we view these as both child-directed and teacher supported; the teacher support/instruction helps children partici-

pate in meaningful classroom activities thereby facilitating class membership.

Group activities are an important part of creating a classroom community. Our classrooms have at least one daily large-group activity and one small-group activity in which all children participate. They begin as short activities and get longer across the school year. Large-group activities include opening circle, songs, stories, and acting out plays. Small-group activities include cooperative games, art projects, and preacademic activities. They all address the strengths of children with autism by using preferred materials and activities to teach new behaviors and skills. All group activities include children with diverse abilities and allow every child to have a turn and play a role. For example, during some small-group activities every child, including children with autism, is in charge of handing out material. This responsibility puts the children with autism on an equal footing with others in the group and teaches them to be receptive communicative partners and to interact with peers as they request materials.

Example: It is "Show and Share" day at school today and Oliver, a 5 year old with autism, is ready. In his lap he has a special toy that his grandmother gave him and some note cards that his teacher prepared which have cues written in words and symbols. When the teacher calls on him, Oliver walks to the front of the circle. He holds up his toy, looks at the note cards, then looks at his classmates, and follows the established routine of telling them two things about his item. Then he looks at his teacher and says "Any questions?" After calling on classmates and answering two questions he returns to his seat in the circle, puts his toy and note card behind him, and picks up the note card at his place. This note card was prepared by his teacher with cues to support Oliver's participation as an audience member. Now it is the turn of Anthony, a typically developing boy. After telling the class two things about the stuffed toy he is holding, he asks "Any questions?" Oliver looks at the card in front of him, raises his hand, and looks at Anthony. Anthony calls on Oliver and Oliver asks, "Where did you get it?" Anthony answers the question, calls on another classmate, and Show and Share time continues.

Promote Generalization and Maintenance of Skills

Unless skills are demonstrated across a variety of nontraining situations, and maintained across time, children will have limited ability to participate meaningfully in the range of activities that characterize inclusive environments. Instruction in any skill, therefore, includes strategies to promote generalization and maintenance. Particularly important strategies are:

1. Targeting skills for instruction that will be useful in each child's life. This means targeting skills a given child needs in nontraining situations and those that are typically enjoyed by children of the same chronological age. Such useful skills will be practiced across many persons and in many situations over time, which is so important for promoting generalization and maintenance. Further, when skills are useful, they often achieve a naturally reinforcing outcome, reducing the need for artificial reinforcers in new situations or across time.

2. Using instructional prompts judiciously and fading them rapidly. We use the least directive and intrusive prompt that will ensure successful skill performance and then fade that prompt as quickly as we can without disrupting performance. We want to reduce the probability that children (who may demonstrate stimulus overselectivity) become hooked on adult assistance and direction.

3. Using naturally distributed trials. This simply means that not all instruction is formally scheduled; we capitalize on the opportunities to teach that arise within natural school routines and activities. In addition to promoting skill acquisition by increasing the opportunities for instruction, teaching when skills would normally be performed can improve generalization "by providing a contextual sequence that duplicates the occasions in which the skill should naturally occur after instruction ceases" (Billingsley, Liberty, & White, 1994, p. 90).

4. Using common materials for instruction. Teaching with materials that are frequently found in preschools, child care settings, and the homes of young children promotes generalization. We also design opportunities for children to practice with similar materials across many settings in the classroom; for instance, materials used for a structured teaching activity during small group are also available in one of the centers during free choice. Materials are rotated systematically: there are always some familiar and some new materials so that children learn to demonstrate new behaviors with many materials.

Example: Joey, a young boy with autism, has had difficulty engaging in pretend play. In order to promote the development of these skills, Joey's teacher provides systematic instruction of pretend play sequences during small-group time. The teacher has prepared a simple play script with pictures and words to teach him a play sequence. Joey's teacher instructs him by modeling the play sequence, following the pictures in the script book, and reciting the corresponding language. Joey takes a turn and the teacher assists him. During this systematic instruction at small group, she uses the same play materials that are available in the dramatic play center this week. Later that day during free play Joey enters the dramatic play area, sees the familiar pretend-play props from small group, and his picture script book. He begins following the sequence without any assistance from an adult. Next week the teacher will use a similar play script with a different set of materials.

With these strategies in place we have created a program in which all children learn, make friends, and reach for the stars. Can anyone ask more from an early childhood program?

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Noonan, M. J., & McCormick, L. (1993). *Early intervention in natural environments: Methods and procedures*. Pacific Grove, CA: Brooks/Cole.

ing develop an approach to a statewide evaluation and data-gathering system for providing this information. My sense is that ECSE programs find it difficult enough to keep up with evaluation information related to IDEA eligibility, present levels of educational performance, and progress toward IEP goals. Personally, I believe it is important that the assessment be developmentally appropriate, its purpose be clear, and the results not be used to harm children in any way.

Results of Spiral of Inclusion Study

At the KDEC conference February 27, Megan Purcell presented her dissertation findings for her Ph.D at University of Kansas with Dr. Eva Horn and Dr. Barb Thompson. Using information from KSDE, Megan worked with various districts and cooperatives across Kansas in an effort to identify what it took for them to be able to serve more than 40% of their preschoolers with disabilities in typical early childhood settings.

Her research focused on five districts representing urban, large cooperatives, and rural districts. Here is her "Top Ten List":

10. Use an outside person as a "mediator" at the beginning to help with planning, someone who can look at the new program with objective eyes.
9. Establish good public relations by gaining trust and respect from all stakeholders, encouraging good media recognition for the program, collaborating with community groups/businesses/professionals, advertising by "word of mouth," and allowing staff opportunities to shine through presentations.
8. Create formal contracts/agreements. For example, when blending programs, delineate funds for specific purposes, work within policies of individual funding sources, and establish a "barter" system as appropriate.
7. Collaborate with community resources such as colleges/universities, KITS and other support organizations, and other locally successful programs.
6. Establish formal/informal teaming structures for all stakeholders, planning for times for all to meet and searching for external funds to cover costs of being out of classroom and/or stipends for participation outside of work time.
5. Partner and mentor among Early Childhood (EC) and Early Childhood Special Education (ECSE) teachers, one of whom may support the other as needed. For example, a Head Start (HS) and ECSE teacher may partner so HS teacher can assist with HS regulations and ECSE teacher can assist with IEPs and special education regulations. Mentoring often works with an experienced teacher pairing with a teacher with less experience, but soon both find benefits.
4. Provide staff development with opportunities for joint trainings, workshops, conference attendance, working with colleges/universities for on-site classes, and developing study groups for staff.
3. Seek active participation with families at all levels in the planning stages, ongoing development, as Board members, assisting with program evaluation, and as volunteers in classrooms.
2. Identify key people who will make planning and implementation "happen." These could be administrators (district, special ed, school board, etc.), child care directors, Head Start directors, families, teachers anywhere!
1. Buy in. All stakeholders must come to agreement about the philosophy of the program, and all must agree that inclusion of preschoolers with disabilities into typical early childhood programs is what's best.

NOTE: Megan is now on the faculty of Eastern Kentucky University, as a member of an interdisciplinary program preparing early childhood providers including teachers and other staff members. Congratulations!

—submitted by Marnie Campbell, KSDE Student Support Services

Why the Research to Practice Gap?

Practitioners frequently adopt unproven practices; proven practices are not as easy to implement; many unproven practices reinforce an expert-based model; practitioners do not read the literature; practitioners believe what other practitioners tell them; many unproven practices offer "hope" to families. (Jette, et .al, 2003; McWilliam, 1999; McWilliam, Young, & Harville, 1996) Practitioners most often use expert-based, professionally-centered, and service-oriented models that conflict with the purpose of early intervention. (Dunst, 2000; Hebbeler & Gerlach-Downie, 2002).

Rethinking Early Intervention:

"...conceptualizing early intervention in natural environments solely as early intervention services provided by qualified personnel in natural environments is both limited and limiting" (Dunst, Hamby, Trivette, Raab, Bruder, 2000); "…using procedures with no efficacy puts us at risk for slowing children's progress and wasting time precious to their development and learning." (Logemann, 2000)

It is the responsibility of anyone providing Part C services to use practices informed by early intervention research. Practice decisions should be guided by the science/evidence from the field of early intervention.

References

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Hebbeler, K.M., & Gerlach-Downie, S.G. (2002). Inside the black box of home visiting: A qualitative analysis of why intended outcomes were not achieved. *Early Childhood Research Quarterly, 17*, 28-51.

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Raab, M., & Dunst, C.J. (2004). Parents' and practitioners' perspectives of young children's everyday natural learning environments. *Psychological Reports, 94*, 251-256.

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—submitted by Peggy Miksch, Infant-Toddler Services, KDHE

Website Resources

Parent Pals
http://www.parentpals.com/gossamer/pages/Special_Education_Games/index.html

Teaching Ideas for EC Special Educators
http://www.mcps.k12.md.us/curriculum/pep/teach.htm

The Idea Box
http://www.theideabox.com

Lesson Plans from Scholastic
http://teacher.scholastic.com/ilp/index.asp

The Perpetual Preschool
http://www.perpetualpreschool.com/

Do Science
http://www.doscience.com/act_archive/condiment_diver/condiment.html

Scholastic Ideas for Meeting Special Needs
http://teacher.scholastic.com/professional/specialneeds/index.htm

American Sign Language Browser
http://commtechlab.msu.edu/sites/aslweb/browser.htm

Source: Circle of Inclusion, University of Kansas. (2002). *Click start: Ideas for the inclusive classroom*. Retrieved on April 27, 2004, from http://www.circleofinclusion.org/english/links/kdec.html.
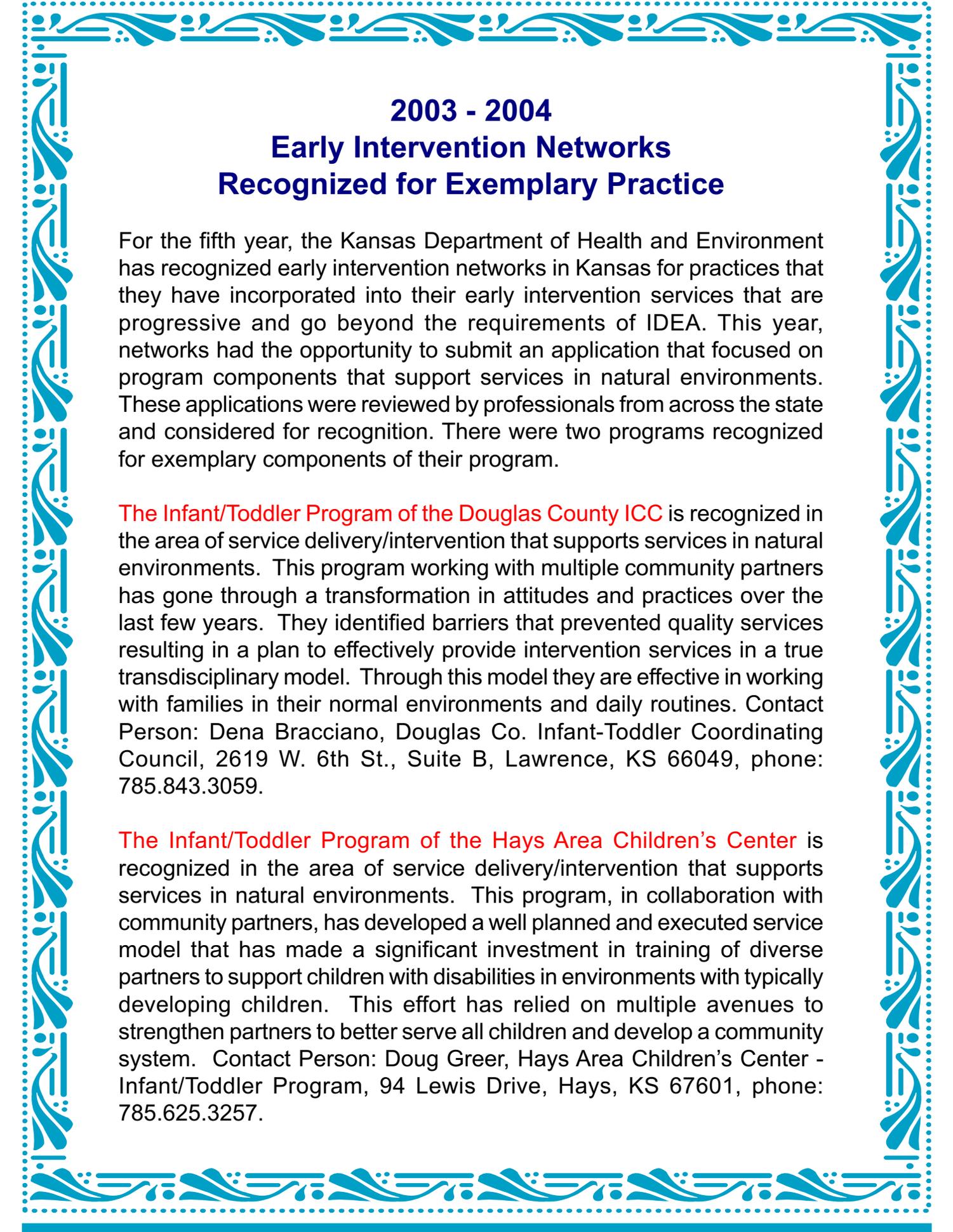
2003 - 2004
Early Intervention Networks
Recognized for Exemplary Practice

For the fifth year, the Kansas Department of Health and Environment has recognized early intervention networks in Kansas for practices that they have incorporated into their early intervention services that are progressive and go beyond the requirements of IDEA. This year, networks had the opportunity to submit an application that focused on program components that support services in natural environments. These applications were reviewed by professionals from across the state and considered for recognition. There were two programs recognized for exemplary components of their program.

The Infant/Toddler Program of the Douglas County ICC is recognized in the area of service delivery/intervention that supports services in natural environments. This program working with multiple community partners has gone through a transformation in attitudes and practices over the last few years. They identified barriers that prevented quality services resulting in a plan to effectively provide intervention services in a true transdisciplinary model. Through this model they are effective in working with families in their normal environments and daily routines. Contact Person: Dena Bracciano, Douglas Co. Infant-Toddler Coordinating Council, 2619 W. 6th St., Suite B, Lawrence, KS 66049, phone: 785.843.3059.

The Infant/Toddler Program of the Hays Area Children's Center is recognized in the area of service delivery/intervention that supports services in natural environments. This program, in collaboration with community partners, has developed a well planned and executed service model that has made a significant investment in training of diverse partners to support children with disabilities in environments with typically developing children. This effort has relied on multiple avenues to strengthen partners to better serve all children and develop a community system. Contact Person: Doug Greer, Hays Area Children's Center - Infant/Toddler Program, 94 Lewis Drive, Hays, KS 67601, phone: 785.625.3257.

2003 - 2004
Early Childhood Preschool Program
Recognized for Exemplary Practice

Each year the Kansas State Department of Education recognizes early childhood programs that incorporate innovative and progressive practices into their system. These practices go beyond the requirements of IDEA and are judged to be exemplary by a panel of professionals from across the state. Individual programs submit an application to be considered for this recognition, and this year one program was identified.

The McPherson Early Childhood Special Education Program, a part of McPherson County Special Education Cooperative, is recognized for its efforts in providing preschool services for children with disabilities in inclusionary environments. Over the past few years, the staff have planned in collaboration with community partners, conducted needs assessments, and systematically moved and dispersed their program into the community settings with typically developing children. This has been accomplished through creative use of staff, funds, and materials and has lead to a community capacity building effort to support young children and their families. Contact: Marguerite Hornback, Early Childhood Center, 128 N Park, McPherson, KS 67460, phone: 620.241.9590.

Save This Date: February 24-26, 2005
2005 Kansas Division for Early Childhood (KDEC) Conference

The 2005 Kansas Division for Early Childhood Annual Conference will be February 24-26 at the Doubletree Hotel in Overland Park. Call for proposals information can be found at www.kdec.org or you may contact Peggy Miksch at pmiksch@kdhe.state.ks.us or 785-296-6135.

New Materials Available for Check-out

Early Childhood Resource Center
620-421-6550 ext. 1651 or 1-800-362-0390 ext. 1651
email: resourcecenter@ku.edu   web: kskits.org/ecrc

CMV-7024 Breakthroughs: How to Reach Students with Autism

CMV-7025 Autism Spectrum Disorders

CMV-7027 Dr. Temple Grandin; Visual Thinking of a Person with Autism

CMV-7028 Dr. Temple Grandin; Medications-Fact and Fiction

CM-5007 Children's Software & New Media Revue, Vol.11, No. 5

PM-3.829 Developing Teacher Leaders; How Teacher Leadership Enhances School Success

CM-3510 Teaching Reading K-2 Workshop

CM-2171 Enriching Early Mathematical Learning

CM-2060 The Word in Play; Language, Music, and Movement in the Classroom; 2nd Ed

PM-445 A Teacher's Guide to Including Students with Disabilities in General Physical Education, 2nd Ed

PM-3.842 Caring for Infants & Toddlers in Groups; Developmentally Appropriate Practice

PM-3.841 Home Visiting; Reaching Babies and Families "Where They Live"

PM-3.840 Before the ABCs; Promoting School Readiness in Infants and Toddlers

PM-719 Fatherneed; Why Father Care Is as Essential as Mother Care for Your Child

CM-6559 A Baby's First Sign Book: Out For A Walk

CM-6558 A Baby's First Sign Book: A Book of Colors

AI-1013 A Look at Social, Emotional, and Behavioral Screening Tools for Head Start and Early Head Start

PM-2603 How Culture Shapes Social-Emotional Development; Implications for Practice in Infant-Family Programs

PM-346 Designing Early Literacy Programs; Strategies for At-Risk Preschool and Kindergarten Children

CM-7088 The Power of Guidance; Teaching Social-Emotional Skills in Early Childhood Classrooms

PM-347 How to Foster Creativity in All Children

CM-4069 Creative Learning Activities for Young Children

PMV-2.843 Your Preschool Classroom Computer Center: How Does It Measure Up?

CM-2172 Little Kids-Powerful Problem Solvers: Math Stories from A Kindergarten Classroom

CM-2174 The Young Child and Mathematics

CM-2173 Number in Preschool and Kindergarten

PM-3.843 The Director's Toolbox, A Management Series for Early Childhood Administrators: Leadership in Action: How Effective Directors Get Things Done

CM-2175 Worms, Shadows, and Whirlpools, Science in the Early Childhood Classroom

PMV-430 Intensive Early Intervention and Beyond; A School-Based Inclusion Program; Breaking the Barriers III

PMV-2.844 Building Bridges Between Teachers and Families

CM-2176 Growing Up With Literature, 4th Edition

CMV-2059 The Young Scientist Series: Discovering Nature With Young Children

AI-2065 Phonemic-Awareness Skills Screening

AI-2066 Pre-Literacy Skills Screening

PM-3.844 Excellence in Practice Series, Building Early Intervention Teams: Working Together for Children and Families

CM-3040 Solving The Discipline Puzzle; Understanding Instructional Discipline

PM-2604 After Adoption; The Needs of Adopted Youth

CM-5007 Children's Software & New Media Revue, Vol.11, No.6

PM-720 That's My Child; Strategies for Parents of Children with Disabilities

CM-5522 Recognizing and Managing Children with Fetal Alcohol Syndrome/Fetal Alcohol Effects: A Guidebook

PM-3.845 Issues in Children's and Families' Lives; Early Childhood Programs for a New Century

PM-2605 Understanding Families; Approaches to Diversity, Disability, and Risk

PM-2606 Coaching Families and Colleagues in Early Childhood

CM-4070 Early Literacy in Preschool and Kindergarten

PM-2702 The Complete Learning Spaces Book for Infants and Toddlers

CM-2178 Making Toys for Infants & Toddlers Using Ordinary Stuff for Extraordinary Play

CM-3041 Please Don't Sit on the Kids; Alternatives to Punitive Discipline, 2nd Ed

CM-6560 Time to Sign with Children, Learning Guide

CM-2136 Toddler Science; Introducing Beginning Science Concepts through Music, Rhyme, and Hands-On Exploration

PM-3.846 Educating Children with Autism

PM-3.847 What Every Special Educator Must Know; Ethics, Standards, and Guidelines for Special Educators, 5th Ed

AI-2068 Test of Phonological Awareness

AI-9600 Assessment of Practices in Early Elementary Classrooms

PM-721 Grandparenting with Love & Logic; Practical Solutions to Today's Grandparenting Challenges

AI-3014 Comprehensive Test of Phonological Processing

PM-2110 The Land of the Lullaby; Peek-A-Boo Trail

CM-5523 Topics in Autism: Healthcare for children on the Autism Spectrum; A Guide to Medical, Nutritional, and Behavioral Issues

Contacting KITS:

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