



Consumer's Guide to Professional Development Resources

Prepared by the Early Head Start
National Resource Center
@ ZERO TO THREE



**U.S. Department of Health
and Human Services**
Administration for Children and Families
Administration on Children, Youth, and Families
Head Start Bureau

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Administration for Children and Families
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Head Start Bureau

Consumers' Guide to Professional Development Resources

Introduction

Programs are only as good as the individuals who staff them. This is particularly true of programs which serve young children, since the potential to do harm during these vulnerable years of infancy and toddlerhood is so great. Thus, staff development has been included as a key element in order to underscore its centrality to the success of the initiative.

—THE STATEMENT OF THE ADVISORY COMMITTEE ON SERVICES FOR FAMILIES WITH INFANTS AND TODDLERS, (P.18)

The Advisory Committee on Services for Families with Infants and Toddlers recognized the critical role professional development plays in developing and sustaining high-quality programs for infants, toddlers, and families. The *Consumers' Guide to Professional Development Resources* was designed to help Early Head Start (EHS) program administrators, supervisors and others responsible for staff development and continuous learning make informed decisions about the purchase and use of professional development resources.

The *Consumers' Guide* consists of two sections:

Part 1: Creating a Program and Professional Development Plan

Part 1 of the *Guide* offers a conceptual framework for professional development activities and suggests a set of twelve steps for creating an effective program and professional development plan. The professional development plan covers a range of topics, including: establishing a training committee; determining the capacity and needs of the program; setting priorities; identifying resources; and evaluation.

Part 2: An Annotated Bibliography of Resources

Part 2 of the *Guide* is an annotated bibliography of multimedia professional development resource materials,

including books, curricula, and training systems. The resource materials are organized in three main sections under the framework of the *Head Start Program Performance Standards*:

1. Early Childhood Development and Health Services
2. Family and Community Partnerships
3. Program Design and Management

A diagram located at the top of each resource description references the particular section of the *Program Performance Standards* to which the resource is most applicable. For example, the following diagram indicates that the resource is relevant to the Health and Safety Standards under Early Childhood Development and Health Services. In some instances, resources may apply to more than one section.

- EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES
 - Child Health and Development
 - Education and Early Childhood Development
 - **Health and Safety**
 - Nutrition
 - Mental Health

In addition to the title, author, and publication date, each annotated review includes the following information:

The **Format** section identifies whether the resource is print or audiovisual material and whether it is a **general resource** or a **training tool**. A general resource is one that provides valuable information but was not created for the purpose of training. A training tool is a resource that was specifically designed to be used for training.

The **Description** section of the resource provides an overview of the content of the publication and whether it is part of a series of materials.

The **Audience** section identifies for whom the author or editor indicated the resource was designed. If the

intended audience was not specified by the author or editor, the reviewers used their best judgment to identify the intended audience. This information is not meant to limit the use of a particular resource. Many of the publications have multiple uses for a wide variety of audiences.

The **Additional comments** section provides additional information about the resource and how it might be useful to programs.

Ordering information includes, when available, the publisher, address, telephone number, fax, e-mail, Web site address, and cost at the time of this publication.

PART 1

Creating a Program and Professional Development Plan

What is Professional Development?

Professional development is broadly defined as *building individual and program competence*. Professional development activities include all the ways that adults learn—in structured lectures or training sessions; on-the-job with a more experienced staff partner; in groups where work issues and specific children or families are discussed; and in 1-to-1 dialog with a supervisor whose role is to support the individual’s competence and help staff move toward their professional goals.

The following principles reflect this definition of professional development:

- Professional development activities should build on each other and repeat the central themes or beliefs of Early Head Start over time and in a variety of ways.
- Knowledge of a broad array of adult learning strategies is essential to meet the specific needs of individual staff members.
- Professional development and staffing are interrelated. Developing job descriptions, recruiting, hiring, and retaining qualified staff require an integrated approach to training. For example, it is difficult to create an effective job description without having determined needs and resources of the target population and the knowledge, skills, and personal attributes necessary to do the job.
- Preservice, inservice, and on-going professional development activities have different goals and therefore require different strategies.
- Professional development efforts must support program plans for credentialing, certification, career advancement, and other links to formal education.
- Professional development has a direct impact on the ability to retain qualified staff. Safe working conditions, adequate planning time, caseload size, the opportunity for supportive supervision, and compensation are critical staffing and training issues.

- Cultural sensitivity is an essential component of all professional development activities.
- Professional development is a life-long, dynamic, and continually evolving process.

Background and Vision of Early Head Start

Two important documents provide a framework for understanding the critical role of professional development in building program excellence: *The Statement of the Advisory Committee on Services to Families with Infants and Toddlers* and the *Head Start Program Performance Standards*.

The Advisory Committee provided the following principles for ensuring high quality staff:

1. Programs will be required to select staff who, together, cover the spectrum of skills, knowledge and professional competencies necessary to provide high quality, comprehensive, culturally appropriate, and family-centered services.
2. Programs will need to identify the capacity of potential staff members to develop caring, respectful and empowering relationships with children, families, and co-workers.
3. Ongoing staff training, supervision and mentoring of both line staff and supervisors will be an integral part of staff development.
4. Such training, supervision, and mentorship will reflect an interdisciplinary approach and emphasis on relationship building.
5. Staff training programs will ensure that staff are “cross-trained” in areas of child development, family development and community building. (p.18–20)

The *Statement of the Advisory Committee* also addressed issues of staff retention, maintaining morale and build-

ing motivation. High quality performance and development occurs when they are:

- linked to rewards such as salary, benefits, and career advancement;
- provided in environments that spark curiosity, excitement and openness to new ideas; and
- grounded in best practices revealed by ongoing research, evaluation and monitoring.

The Head Start Program Performance Standards

1304.52(K)(2) *Grantee and delegate agencies must establish and implement a structured approach to staff training and development, attaching academic credit whenever possible. This system should be designed to help build relationships among staff and to assist staff in acquiring or increasing knowledge and skills needed to fulfill their job responsibilities.*

The *Program Guidance* for this *Standard* describes staff training and development as “a continuous, creative process, individualized to meet the goals of each employee while responsive to the overall program.” Furthermore, “a structured approach to ongoing staff development:

- is ongoing and supports the individual needs of staff;
- builds on prior staff development activities and includes follow-up activities;
- links to employees’ performance appraisals;
- uses a variety of approaches and current technology;
- builds on the principles of adult learning; and
- makes use of locally available resources.” (pg. 210)

The *Guidance* further provides a rationale that states “One of the most important determinants of program excellence is the presence of well-trained, qualified staff. In order for staff to do their jobs effectively and to meet the changing needs of the children and families served, agencies must have a system that supports staff in a process of continuous learning. A structured approach to continuous learning addresses both program philosophy and individual job requirements.” (pg. 209).

Creating a Professional Development Plan for Your Program

The Early Head Start National Resource Center, in collaboration with the regionally-based Quality Improvement Centers, developed the *Infant/Family Network Planning Guide* in 1997 to assist EHS programs in the development of their program and professional development (PPDP) plans. The Head Start publication *Developing a Head Start Training Plan* (Head Start Bureau, 1994) was a key resource for the following twelve steps for building a professional development plan that are outlined in the *Planning Guide*:

Step 1. Establish a Training and Professional Development Committee.

The role of this committee is to plan, implement and evaluate an effective training and technical assistance plan. The committee should be composed of individuals who represent various levels of responsibility and positions across the program as well as parents and community partners. The person assigned responsibility for staff development in the EHS program should play a major role in the committee.

The committee should have the ongoing responsibility for assessing training and technical assistance needs and capacities of the program and staff, evaluating its effectiveness, implementing the training, and tying the process into the program’s overall continuous improvement efforts. Special attention needs to be paid to staff qualifications and program requirements, especially the need for the CDA credential with an Infant/Toddler endorsement, the opportunity for academic credit when possible, and other ways of assuring that staff are qualified to carry out the assigned responsibilities.

Initially, the committee should begin with a review of the *Performance Standards*, vision, and goals. Then, incorporate the program goals, objectives, expected outcomes, and special needs of the target population into the

framework for the program and professional development plan (PPDP). Once the program is operational, new information can be integrated into these broad categories. While the PPDP is initially likely to be broad, if it is well-conceived, it is easily embellished and adapted. The PPDP is a living, dynamic tool for assuring competence in individual staff and the program as a whole and contributes to the program's continuous improvement efforts.

Step 2. Determine Capacities and Needs of the Program and Staff.

Use the *Performance Standards*, the *Advisory Committee Statement*, EHS Program Announcement, the program's recently revised goals, objectives and outcomes, the community assessment, and any other relevant reports or materials (such as monitoring reports, PIR, HSFIS data, evaluation data from your continuous improvement efforts), to assess the capacities and needs of staff and the program as a whole. Program goals will lead to training goals.

Step 3. Describe Expected Outcomes of the Training and Technical Assistance.

The committee should describe how the T&TA is expected to benefit EHS staff, volunteers, parents, children, and the organization as a whole. What changes in skill and behavior are expected, what new practices should occur? How will this be determined, when and by whom?

Step 4. Set Training Priorities.

The committee will then make a list of what kinds of staff development are needed based on the information developed in Step 2. This list should be reviewed and prioritized, considering the availability of time and resources.

Step 5. Determine the Audience.

The committee will want to make sure that the various learning styles of staff are known and addressed. Integrate topics as well as audiences so that there is cross-fertilization of topics, talent and expertise.

Step 6. Identify Training and Technical Assistance Resources.

The committee will examine the individual staff development and program needs that have been identified. Then they will determine what resources are necessary to deliver the training and technical assistance. Resources may be readily available within programs, from the Head Start funded T&TA system, from human services or education service delivery systems at the state or national level, and/or through private sources that the program may wish to purchase on their own.

Step 7. Identify Methods.

Training and professional development is an ongoing process. Even when someone is deemed "competent" there is room for further professional growth. The methods chosen for conveying information to individuals and groups range from mentoring, regular supervision sessions, and staffings, to self-study, workshops, and classes. The methods should reflect the individual learning styles of participating staff.

Step 8. Prepare a Training Budget and Allocate Funds.

Decisions need to be made regarding which training options to use and the estimated costs of each option. A detailed training budget should be developed from these planning decisions.

Step 9. Prepare the Program and Professional Development Plan.

The plan consists of two parts:

First Part

The *first part* is a narrative that describes the EHS program's philosophy and approach to training and technical assistance and the principles the program wants to use as the foundation for the plan. It should include a description of why the selected methods make sense for the program and staff and, in particular, how supervision at all program levels is to be accomplished over time to support the

T&TA identified in the chart (the second part). The narrative should also describe how training outcomes, including changes in practices, will regularly be assessed and how they will influence adaptation of the PPDP plan and the program's continuous improvement efforts.

Second Part

The *second part* consists of a PPDP chart developed to identify specific training and professional development activities that will occur. It will help staff easily visualize the degree to which each training or technical assistance activity fits into the larger training plan, and adds to, integrates with, and draws on other PPDP initiatives. The categories chosen for chart headings should help programs to carefully think through what they are trying to accomplish with each T&TA activity they plan.

Common Chart Headings:

- content**—topics that will be covered
- goals/objectives**—the training or professional development goals that describe what you hope to accomplish with this activity
- outcome**—what you expect will be accomplished & how you will gauge success (e.g., process outcomes & behavior changes)
- audience**—specifically who will receive this T&TA activity
- method**—learning strategies and techniques to be used
- resources**—who will be providing the T&TA/staff, program development
- cost**—how much this T&TA effort will cost in both staff time and money
- date**—when this T&TA activity will take place
- follow-up**—how to tie into continuous improvement and to improving specific T&TA

Step 10. Implementing the Plan.

The committee should prepare a schedule, assign staff responsibilities, and adopt strate-

gies that will ensure the training is conducted according to the plan.

Step 11. Evaluate the Training and Technical Assistance Events.

The committee should be responsible for assessing the learning event in terms of planning, presentation, and effectiveness. Evaluation should take place both immediately following the event and several weeks or months later, to see whether it accomplished its objectives.

Step 12. Follow-up and Evaluation.

Follow-up is a part of training and technical assistance. It reinforces what is covered in a training experience. It also helps to integrate new knowledge into practice so that the goals, objectives and outcomes are met and quality and effectiveness is continued and reinforced. As mentioned previously, the initial plan will become more specific as staff are hired and services are fully operational. The content and methods chosen should address the program and staff needs and it should tie into the program's continuous improvement efforts. Regularly scheduled assessments by the Training and Professional Development Committee of whether the goals, objectives and outcomes are moving forward would occur in connection with the program's continuous improvement efforts. Observation and direct feedback from staff, parents and community partners are important parts of evaluating the plan and its process.

PART 2

Annotated Bibliography of Resources



Early Childhood Development and Health Services

- Child Health and Development
- Education and Early Childhood Development
- Health and Safety
- Nutrition
- Mental Health

Ages and Stages Questionnaire (ASQ): A Parent-Completed, Child-Monitoring System

Author

Diane Bricker and Jane Squires, with assistance from Jane Farrell, Linda Mounts, Robert Nickel, LaWanda Potter, and Elizabeth Twombly

Publication Date

June 1995, revised edition 1999

Format

Reproducible questionnaires, User's Guide, Home Visit Video
Sampler English and Spanish versions

Description

This is a developmental screening instrument. The complete package includes the questionnaires, scoring sheets, summary sheets and a user's guide. The user's guide contains an overview of the ASQ materials and implementation procedure, intervention activities, and validity and reliability data. The sampler provides excerpts from these materials and a video demonstrating how to administer the ASQ on a home visit.

The 1995 edition consisted of eleven questionnaires for use at 4, 6, 12, 16, 18, 20, 24, 30, 36, and 48 months of age. The 1999 edition added eight new questionnaires for the following ages: 10, 14, 22, 27, 33, 42, 54, and 60 months.

Audience

The questionnaires are completed by parents under the direction of professionals interested in monitoring child growth and development.

Additional Comments

The questionnaires are useful for all program personnel who are interested in learning about child development, in addition to those responsible for developmental screening. Parents who fill out questionnaires, and home-based and center-based staff can use the results to understand how a particular child is developing.

This tool contains useful information about screening and assessment, and the rationale for why the particular items were chosen for each of the questionnaires. This instrument can be used to monitor a child's development over time, as well as to engage parents in new or emerging abilities of their child. The results of the screening could serve as the basis for case presentations on specific children about whom there is concern.

Ordering Information

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
1-800-638-3775
Fax: 410-337-8539
www.brookespublishing.com
custserv@brookespublishing.com

Questionnaires	\$165.00
Users Guide	\$45.00
Complete ASQ system	\$190.00
Video	\$44.00

The Ages and Stages Questionnaire on a Home Visit

Author

Jane Farrell and LaWanda Potter

Publication Date

1995

Format

Video (19 minutes)
(training tool)

Description

This video, created for staff training, demonstrates the administration of the Ages and Stages Questionnaires during a home visit. Footage of the home visit is interspersed with the voice of a narrator who identifies critical issues for effectively using this screening tool and how the home visitor has implemented those key points. For example, some of these issues include: how the home visitor encourages parent participation; involves siblings; enhances the educational value of the instrument by explaining the developmental progression; and demonstrates cultural sensitivity.

Audience

The video is intended for trainers and home visitors.

Ordering Information

Paul H. Brookes Publishing Co.

P. O. Box 10624

Baltimore, MD 21285-0624

1-800-638-3775

Fax: 410-337-8539

www.brookespublishing.com

custserv@brookespublishing.com

\$44.00

Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, 2nd Edition, rev.

Author

Edited by M. Green

Publication Date

2000, 2002

Format

Book (general resource)

Description

Bright Futures is a health promotion program of the Maternal and Child Health Bureau of the U.S. Department of Health and Human Services. *Bright Futures* was designed to address the preventative and health promotion needs of infants, children, adolescents, families and communities. The health supervision guidelines are organized into four sections: infancy, early childhood, middle childhood, and adolescence. Each section identifies developmental achievements, issues, strengths, family preparation, and health supervision care for that developmental period. There are fifteen appendices which include information on topics such as immunization schedules, hearing and vision screening, a tooth eruption chart, and a bibliography of resources.

Audience

The book is intended for health care providers.

Additional Comments

The *Bright Futures* materials are available on CD Rom as well as on the Internet. The materials are not copyrighted and can be freely distributed. The materials can also be downloaded from the Bright Futures Web site.

Ordering Information

Bright Futures Project
National Center for the Education in Maternal and Child Health (NCEMCH)
Georgetown University
2000 15th Street, North, Suite 701
Arlington, VA 22201-2617
703-524-7802
Fax: 703-524-9335
brightfutures@ncemch.org
www.brightfutures.org

\$38.00

FIRST STEPS: Supporting Early Language Development

Author

Educational Productions

Publication Date

1995

Format

Four videos and a training manual (training tool)

Description

FIRST STEPS is a video-based language training program designed to help increase the awareness, sensitivity, and skills of all adults who work with very young children, including children who are typically developing and children with special needs. The goal of this series is to help adults learn to read and respond to the variety of messages that infants and toddlers send long before they have the words to express themselves. The *FIRST STEPS* package includes four instructional videos, each approximately 30 minutes, and extensive printed support materials for each of four steps:

- Beginning Language Connections
- Reading the Child's Message
- Talking with Young Children
- Building Conversations

These printed materials include the trainer's notebook full of presentation notes for the trainer, discussion questions, group exercises, transparency masters, viewer's guides, worksheets, and transcripts of all four videos.

Each video contains a 16–20 minute segment that presents core concepts and techniques for enhancing early language development. This segment is followed by a short series of video training segments to help reinforce concepts, stimulate discussion, and provide opportunities for hands-on practice.

Audience

This series can be used for training parents, caregivers and other direct-service personnel, management staff members, early childhood educators, early intervention professionals, therapists, counselors, and other clinicians.

Additional Comments

The *FIRST STEPS* language series can be presented as a one-time class or workshop, as the topic for a series of training sessions, or as part of a home visit. This video-based training could be used in a wide variety of ways. It is suitable for training staff members and parents on how to incorporate language development into children's daily activities. It points out what parents and staff members are already doing to promote learning about individual children and developing close relationships. The adults in the videos represent a variety of ethnic backgrounds, and the children who are shown represent children who are typically developing as well as children who have a number of different developmental delays and special needs. The language is clear and understandable for parents but not too basic for professionals. Settings in the videos range from a home during a home visit, centers, parent groups, as well as interviews with a speech and language pathologist and a child development specialist. The information is useful to anyone interested in identifying what to look for when observing a language-rich environment. The videos are unique in that they have a core presentation followed by additional short video segments that the trainer can use to focus in detail on specific points and to offer additional activities and discussion.

The package is wonderful for new or inexperienced trainers because it contains so many resources. It gives clear directions on how to use the videos, what questions to ask participants to stimulate discussion, small and large group activities, transparencies, worksheets, a script for the trainer to follow, and additional resources.

Ordering Information

Educational Productions, Inc.

9000 SW Gemini Drive

Beaverton, OR 97008-7151

1-800-950-4949

Fax: 503-350-7000

custserv@edpro.com

www.edpro.com

\$1,360.00

New Visions for the Developmental Assessment of Infants and Young Children

Author

Edited by Samuel Meisels and Emily Fenichel

Publication Date

1996

Format

Book (general resource)

Description

The book is the result of a multidisciplinary parent/professional Work Group on Developmental Assessment convened by ZERO TO THREE. This edited volume contains 18 chapters by various authors on different aspects of developmental assessment. The book is organized into five sections: 1) New Visions of Assessment; 2) Parents' Perspectives; 3) Contextual Perspectives; 4) New Approaches to Assessment; and 5) Assessment and the Policy Context. The book presents critical issues in the assessment of babies and young children and the limitations on how assessments are typically performed. The first chapter outlines principles of an appropriate assessment, and practices to avoid. The fourth section of the book, New Approaches to Assessment, consists of 10 chapters by researchers and clinicians who describe innovative techniques.

Audience

This book was designed for all those concerned with assessing the developmental status of infants and young children.

Additional Comments

ZERO TO THREE developed a companion publication for parents called *New Visions for Parents: Understanding Your Child's Developmental Assessment*. The publication is available on the Web site at www.zerotothree.org. It consists of a letter to parents about developmental assessment, how to prepare for a child's developmental

assessment, a glossary of terms, and additional resources.

Ordering Information

ZERO TO THREE
2000 M St., NW, Suite 200
Washington, DC 20036
1-800-899-4301
Fax: 202-638-0851
pubs@zerotothree.org
www.zerotothree.org

\$35.00

Setting the Stage: Including Children with Disabilities in Head Start

Author

Head Start Bureau, U. S. Department of Health and Human Services

Publication Date

1993

Format

Training Guide (training tool)

Description

The Head Start Training Guides consist of a Foundation Guide, designed to provide staff with the essential information to meet the Head Start Performance Standards, and several supporting guides which address specific knowledge and skills. Each guide consists of three sections. The first section includes three training modules. The second section provides ideas for continuing professional development, and the third section lists additional resources.

This is a Foundation Guide. This Foundation Guide introduces staff to the idea of inclusion and how to develop the necessary skills to practice effective inclusion of children with disabilities. There are four published supporting guides in this series:

- *Leading the Way: Disabilities Services and the Management Team*
- *Supporting Children with Challenging Behaviors: Relationships are Key*
- *Translating the IEP into Everyday Practice*
- *Including Children with Significant Disabilities in Head Start*

Audience

The guide was designed for the trainers of Head Start staff.

Ordering Information

Head Start Information and Publication Center (HSIPC)

1133 15th St., NW, Suite 450

Washington, DC 20005

1-866-763-6481 (toll free)

202-737-1030

Fax: 202-737-1151

puborder@headstartinfo.org

www.headstartinfo.org

Free to Head Start/Early Head Start grantees

Online version available: www.bmcc.org/Headstart/Settings/preface.htm

The Ages of Infancy: Caring for Young, Mobile, and Older Infants—Program for Infant/Toddler Caregivers (Module III)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1990

Format

Video (training tool)

Description

The video describes infancy in three different stages of development—the young, the mobile, and the older infant or toddlers. Each stage is characterized by its own crucial developmental issues. The young infant's focus is security; the mobile infant's focus is exploration; and the older infant's focus is a quest for identity. The authors provide specific guidelines and suggestions for effective caregiving.

Audience

This video is intended for trainers, home-based staff, center-based staff, and program administrators, managers, or directors.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be purchased separately as a set of 50. The videos listed under each of the four Modules are intended to be used hand in hand with the program's series of guides and

trainer manual. The written materials provide extensive and in-depth coverage of a topic.

Ordering Information

www.pitc.org
California Department of Education
CDE Press, Sales Office
P.O. Box 271
Sacramento, CA 95812-0271
800-995-4099
Fax: 916-323-0823

\$65.00

For information about the PITC Module Training Intensive, contact WestEd PITC:
WestEd PITC
Center for Child and Family Studies
180 Harbor Drive, Suite 112
Sausalito, CA 94965
415-289-2300

EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

Caring For Infants and Toddlers in Groups: Developmentally Appropriate Practice

Author

J. Ronald Lally, Abbey Griffen, Emily Fenichel, Marilyn Segal, Eleanor Stokes Szanton, and Bernice Weissbourd

Publication Date

1995

Format

Book (general resource)

Description

The information in this book provides an excellent foundation for all center-based programs serving infants and toddlers. This book provides information on how babies develop at various stages and the components of quality child care. It also provides suggestions on adult child relationships, parent/caregiver relationships, and examples of appropriate and inappropriate practices. There is a chart of developmental milestones and an extensive reference and resource section.

Audience

This book is useful for all levels of staff in center-based settings. Home visiting staff may find it helpful as they learn more about child development and plan group socialization experiences. Program managers will find it an essential resource as they are planning their center-based services. It is also intended for parents and staff concerned with group care of infants and toddlers.

Additional Comments

The format of the book makes it accessible to various audiences: trainers can use the case presentations to develop training sessions; parents and direct service staff will enjoy the developmental milestones; program directors will benefit from the clear descriptions of appropriate and inappropriate practice.

Ordering Information

ZERO TO THREE
2000 M St., NW. Suite 200
Washington, DC 20036
1-800-899-4301
Fax: 202-638-0851
pubs@zerotothree.org
www.zerotothree.org

\$17.00

The Creative Curriculum For Family Child Care

Author

Diane Trister Dodge and Laura J. Colker

Publication Date

1991

Format

Book (general resource)

Training Guide and Video (training tool)

Description

The Creative Curriculum for Family Child Care is divided into two sections. The first section, *Setting the Stage*, offers information on child development, setting up the home environment, developing a daily schedule, and working effectively with children and parents. The second section, *Activities*, provides specific ideas regarding developmentally appropriate activities for children.

The *Trainer's Guide to the Creative Curriculum for Family Child Care* offers suggestions for planning effective training sessions and outlines a series of workshops based on the content in the *Creative Curriculum for Family Child Care*.

Audience

The curriculum is useful for both trainers and staff in center-based settings.

Additional Comments

A companion video, *Caring and Learning*, profiles how four different family child-care providers offer high-quality child care in the home environment. The accompanying *User's Guide* provides ideas for using the video for training.

The *Creative Curriculum* video demonstrates the principles set forth in the book. It shows how children learn in different developmental domains and how caregivers support that learning process.

Ordering Information

Teaching Strategies, Inc.

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1-800-637-3652

202-362-7543

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custserv@teachingstrategies.com

www.teachingstrategies.com

The Creative Curriculum for Family Child Care \$29.95

The Trainer's Guide to the *Creative Curriculum for Family Child Care* \$22.95

Caring and Learning video \$42.00

The Creative Curriculum Video \$99.50

Items are discounted if ordered from the Teaching Strategies Web site.

The Creative Curriculum for Infants and Toddlers

Author

Amy Laura Dombro, Laura J. Colker, Diane Trister Dodge

Publication Date

1998

Format

Book (general resource)
Training Guide and Video (training tool)

Description

The *Creative Curriculum for Infants and Toddlers* provides a framework for developing an approach to infant/toddler learning and development in child-care settings. The Curriculum is divided into five parts. Part One defines the relationships that play a role in a quality program, including the relationships with children, their families, and the community. Part Two considers the broad context of the program, from planning and evaluation, to individualizing, health and safety, and discipline. Part Three discusses daily routines and Part Five addresses the activities that should be a part of every day. Part Five includes a variety of appendices, such as planning forms, checklists, and resources.

The *Trainer's Guide*, written by Diane Trister Dodge, Sharon E. Yandian, and Donna Bloomer, is intended for those who direct programs, train staff, or teach students using the *Creative Curriculum* as a textbook. Part One of the *Trainer's Guide* provides an overview of the *Creative Curriculum* and how it supports high quality standards for infant/toddler programming. There is also a section devoted to professional development and maximizing the impact that training has on staff learning. Part Two of the *Trainer's Guide* provides twelve workshop sessions to help staff apply the *Creative Curriculum* in their own settings. A Resource section offers additional reading, videos, and Web sites to compliment the training topics.

Audience

The trainer's guide is intended for trainers, program administrators and managers, as well as instructors in educational institutions.

The curriculum is intended for use by program administrators and staff in center-based settings.

Additional Comments

The *Creative Curriculum* video demonstrates the principles set forth in the book. It shows how children learn in different developmental domains and how caregivers support that learning process.

Ordering Information

Teaching Strategies, Inc.
PO Box 42243
Washington, DC 20015
1-800-637-3652
202-362-7543
Fax: 202-364-7273
custserv@teachingstrategies.com
www.teachingstrategies.com

The Creative Curriculum for Infants and Toddlers \$34.95

A Trainer's Guide to the *Creative Curriculum for Infants and Toddlers* \$27.95

The Creative Curriculum Video \$99.50

Items are discounted if ordered from the Teaching Strategies Web site.

Discoveries of Infancy: Cognitive Development and Learning— Program for Infant/Toddler Caregivers (Module III)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1992

Format

Video (training tool)

Description

Infants begin learning through simple sensory motor experiences, after which they move toward figuring things out cognitively in their minds. This video explores the constant quest for knowledge by infants and toddlers. The video depicts six major kinds of discoveries that children make during their first three years of life and offers guidelines on how to support early learning.

Audience

The video is intended for trainers, center-based staff, home-based staff, and program administrator, managers, or directors.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be purchased separately as a set of 50. The videos listed under each of the four Modules are intended to be used hand in hand with the program's series of guides and

trainer manual. The written materials provide extensive and in-depth coverage of a topic.

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EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

The Early Intervention Training Project Manual: A Workbook for Service Providers of Families with Children Birth to Three

Author

Edited by Loretta Murin and Philomene Haviland

Publication Date

1998

Format

Training Guide (training tool)

Description

This workbook is designed to help direct service providers identify children under three years of age who should be referred for early intervention. The topics of the training modules are: observation; child development; cultural self-assessment; working with families; the decision to refer; and the early intervention system. There are forms and worksheets to aid in the training, as well as detailed instructions for the trainer. Training exercises include vignettes and other follow-up activities. The workbook contains detailed case studies of children whose families experienced the effects of homelessness, substance abuse, teenage parenting, and domestic violence.

Audience

The guide is intended for trainers.

Additional Comments

This resource can help direct service providers develop observational skills, enhance their understanding of child development, and learn how to partner with families to support their child's development. The training modules deliver the information in an effective sequence with excellent follow-up activities.

Also included are resources such as a chart of developmental milestones, and a list of state contacts for the federal early intervention program, Part C of the Individuals with Disabilities Education Act.

Ordering Information

Philomene Haviland

The Oberkotter Early Childhood Center/Henry Viscardi School

National Center for Disabilities Services

201 I. U. Willets Road

Albertson, NY 11507-1599

516-465-1639

Early Messages: Facilitating Language Development and Communication— Program for Infant/Toddler Caregivers (Module III)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1998

Format

Video (training tool)

Description

This video opens by describing infants' biologically built-in potential to learn language and underscores that early communication is rooted in the child's family and culture. Through rich examples of infant-caregiver communication and the infant's early language, the video illustrates ten strategies caregivers can use to enhance communication and language development, including being responsive when infants initiate communication, using child-directed language, supporting bilingual development, and engaging infants with books and stories.

Audience

This video is intended for trainers, home-based staff, center-based staff, and program administrator, managers, or directors.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be

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Educating and Caring for Very Young Children

Author

Doris Bergen, Rebecca Reid, and Louis Torelli

Publication Date

2000

Format

Book (general resource)

Description

This book is organized into three parts:

1. Basic Principles of Infant and Toddler Curriculum;
2. Individual Developmental Factors Influencing Infant and Toddler Curriculum: Cases and Learning Activities; and
3. Ecological Factors Influencing Infant and Toddler Curriculum.

Part I introduces play as a primary medium for curriculum. The authors explore factors such as temperament and social-emotional relationships that influence children's play and incorporate these concepts into the design of the physical and emotional environment. Part II explores the needs of the individual child and how educators meet these needs through curriculum and environment. Part III discusses ecological factors influencing curriculum, including family culture, values, and policy and research.

Audience

This book can be used by trainers, direct-service staff, and management.

Additional Comments

This resource is most effectively used with staff members who are responsible for designing and evaluating environments and curriculum for children.

Part II emphasizes the importance of individualization through case studies of infants and toddlers of various ages. The authors provide a description of the infants' experiences and offer information to the reader on curriculum priorities, recommendations for environment, and sample activities. Each chapter concludes with discussion questions that assist readers in reflecting on the content and provide opportunities to apply information to their own experiences with infants and toddlers.

Appendices provide additional information about setting up physical space indoors and outdoors for infants and toddlers.

A teacher's manual to *Educating and Caring for Very Young Children* can be downloaded from the Teachers Press Web site.

Ordering Information

Teachers College Press
 PO Box 20
 Williston, VT 05495-0020
 1-800-575-6566
 Fax: 802-864-7626
 www.tcpres.com
 tcpres@tc.columbia.edu

\$22.95 paperback

\$52.00 cloth

First Moves: Welcoming a Child to a New Caregiving Setting— Program for Infant/Toddler Caregivers (Module I)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1988

Format

Video (training tool)

Description

The video illustrates some practical steps that a professional caregiver can take in introducing a child to a new setting. The suggestions can help make those often difficult, and sometimes wrenching, separations go a lot easier for everyone. First, the video will review the use of time, space, and indirect contact concepts which research and experience in child-care programs around the country have shown to be very helpful in easing the transition from parent to new caregiver. Then other important points covered will be viewed briefly in the video, such as the influence of a child's age and the crucial role of the parent in the separation process.

Audience

The video was designed for use by trainers.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be purchased separately as a set of 50. The videos listed

under each of the four Modules are intended to be used hand in hand with the program's series of guides and trainer manual. The written materials provide extensive and in-depth coverage of a topic.

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Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers— Program for Infant/Toddler Caregivers (Module I)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1990

Format

Video and video guide (training tool)

Description

The video explores various temperamental styles of infants and toddlers identified in studies by noted researchers Stella Chess and Alexander Thomas. As explained in the video, temperament includes nine identified traits: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. The video goes on to explain that these nine temperamental traits can be grouped into three temperamental styles: flexible, fearful, or feisty. Techniques are described for dealing with children of different temperaments in infant/toddler groups.

Audience

The video and guide are intended for use by trainers.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be purchased separately as a set of 50. The videos listed

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Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers— Program for Infant/Toddler Caregivers (Module I)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1990

Format

Video and video guide (training tool)

Description

How to get in tune with infants and toddlers is the topic of the video. The caregiver who can follow the lead of children, pick up their rhythms, and let them know that their messages are understood is in tune with those children. When this happens, children learn that someone else understands their emotions and feelings. As the caregiver and infant become in tune with each other, they develop a deep understanding and become close. This closeness is the foundation of healthy emotional growth in infants and toddlers. The video presents the importance of responsive caregiving and explores a process for getting in tune with infants and toddlers in a child-care setting. The process consists of studying child development and temperamental differences in infants and toddlers; learning about the children's families and their cultures; developing self-awareness; and mastering the responsive process of watch, ask and adapt.

Audience

This video and guide is designed for trainers.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content

assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be purchased separately as a set of 50. The videos listed under each of the four Modules are intended to be used hand in hand with the program's series of guides and trainer manual. The written materials provide extensive and in-depth coverage of a topic.

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The High/Scope Approach for Under Threes

Author

High/Scope UK

Publication Date

1999

Format

Video (training tool)

Description

This 68-minute video was produced primarily for participants of the High/Scope Curriculum Implementation Course for those working with children under three. It is also appropriate for early childhood staff who wish to broaden and deepen their understanding of how babies and toddlers learn. It is divided into eight sections which focus on creating appropriate learning environments for this age group, helping children learn to choose what they want to do, developing supportive adult-child interactions, and assisting children in handling social conflict. Key experiences as seen from the child's point of view are constantly reinforced.

Audience

The video can be a useful training aide for staff at all levels because the viewer can see babies and toddlers in action with sensitive and responsive adults supporting their development.

Additional Comments

It could be used in conjunction with chapters in *Tender Care and Early Learning* (see accompanying review of this book) to focus on a variety of issues associated with how very young children learn and thrive. It would likely not be shown all at one time since it is long but it is divided very clearly into separate sections for easy use.

The music that accompanies the video is extremely repetitive but the content overcomes this flaw.

Ordering Information

High/Scope Press
600 North River Street
Ypsilanti, MI 48198-2898
1-800-40-PRESS
Fax: 734-485-5210
www.highscope.org
info@highscope.org

\$50.95

Inclusive Child Care for Infants and Toddlers: Meeting Individual and Special Needs

Author

Marion O'Brien

Publication Date

1997

Format

Book (general resource)

Description

This text provides a wealth of information for high quality infant and toddler child care. There are four major sections to the book. Part I includes an introduction to infant and toddler development and the philosophy of inclusive child care that is based on a developmental and ecological perspective; partnering with parents; and organizing the environment. Part II explores curriculum development and appropriate learning experiences, and guiding children's behavior. Part III focuses on daily routines such as feeding, diapering and toileting, and transitions. Part IV addresses management and administrative issues such as training, supervision, and evaluation.

The developmental and ecological philosophy that this resource is based on effectively describes how child-care settings can easily include children with special needs. The developmental approach focuses on daily routines as the greatest opportunities for learning, recognizing and responding to children's emotional needs, and individualizing play experiences for all children. The ecological perspective recognizes that children learn constantly and every interaction between a teacher and child is an opportunity for learning. An inclusive child-care setting provides opportunity for individual choices, a structure for children's experiences, and people who support learning.

Audience

This text is designed as a resource for all child-care providers, directors, and administrators, and as a training tool for students and beginning teachers.

Additional Comments

Individual chapters or topics in the book could be read and discussed in staff meetings. Individuals may want to refer to specific sections (i.e. tips for guiding behavior, managing transitions, etc.) as challenges arise. There are useful planning forms, checklists, and other tools throughout the text.

While the information is written primarily for center-based settings, the ideas can also be applied to family child-care homes with some adaptation.

This book does a wonderful job of not only setting forth a philosophy of inclusive child care but also of giving strategies and tools for implementing the information in practice.

Ordering Information

Paul H. Brookes Publishing Co.

P. O. Box 10624

Baltimore, MD 21285-0624

800-638-3775

Fax: 410-337-8539

custserv@brookespublishing.com

www.brookespublishing.com

\$34.95

Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning— Program for Infant/Toddler Caregivers (Module III)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1995

Format

Book (training tool)

Description

This guide explores how the naturally occurring activities of infants and toddlers contribute to their learning and development. Infants and toddlers benefit greatly when they have a caregiver who (1) is sensitive and responsive to their various needs and interests; (2) creates developmentally appropriate environments; and (3) introduces activities that encourage the children to explore freely and have control of that which unfolds. This guide offers ideas and insights for such caregiving and examples of developmentally appropriate and inappropriate practices.

Audience

This book is intended for trainers.

Additional Comments

This guide is included in the materials for Module III (Learning and Development) of the Program for Infant/Toddler Caregivers. The guides listed under each of the four Modules are intended to be used hand in hand with the program's series of videos. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive and in-depth coverage of a topic. Training intensives for trainers on using the program print materials and videos are offered by WestEd.

Ordering Information

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Infant/Toddler Caregiving: A Guide to Language Development and Communication— Program for Infant/Toddler Caregivers (Module III)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1992

Format

Book (training tool)

Description

Five articles in this publication focus on language development and communication of young, mobile, and older infants, emphasizing that the home language and culture of children play a vital role in their early development and care. Also included are references, recommended caregiving practices, warning signs, points to consider, and suggested readings.

Audience

This book is intended for use by trainers.

Additional Comments

This guide is included in the materials for Module III (Learning and Development) of the Program for Infant/Toddler Caregivers. The guides listed under each of the four Modules are intended to be used hand in hand with the program's series of videos. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive and in-depth coverage of a topic. Training intensives for trainers on using the program print materials and videos are offered by WestEd.

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Infant/Toddler Caregiving: A Guide to Routines— Program for Infant/Toddler Caregivers (Module II)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

2002, rev. 2nd edition

Format

Book (training tool)

Description

Caregiving routines are opportunities for caregivers to build a close personal relationship with each child while attending to the child's physical, emotional, and other developmental needs. Concepts—including greetings and departures, feeding, diapering and toileting, dressing and bathing, sleeping and naptime, health and safety, recordkeeping, and special issues concerning children and families—are presented in ten chapters. Suggested readings are also included.

Audience

This book is intended for trainers, home-based staff, center-based staff, and program administrators, managers, and directors.

Additional Comments

This guide is included in the materials for Module II (Group Care) of the Program for Infant/Toddler Caregivers. The guides listed under each of the four Modules are intended to be used hand in hand with the program's series of videos. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive and in-depth coverage of a topic. Training intensives for trainers on using the program print materials and videos are offered by WestEd.

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Infant/Toddler Caregiving: A Guide to Setting Up Environments— Program for Infant/Toddler Caregivers (Module II)

Author

J. Ronald Lally and Jay Steward developed collaboratively by WestEd, Center for Child and Family Studies and the California Department of Education.

Publication Date

1990

Format

Book (training tool)

Description

The information and ideas presented in this guide are intended to be used with a companion video, *Spaces to Grow*. These materials are designed to help caregivers set up environments for infants and toddlers that promote young children's health, safety, and comfort; meet their developmental needs; and provide a comfortable and convenient work place for the caregiver. The guide informs caregivers and program managers about designing settings suitable for groups of various sizes and children of different ages. Readers learn about dividing space for family child-care and within center settings. Three major sections provide information on creating environments for infants and toddlers, planning the infant-toddler care setting, and setting up specific areas.

Audience

The book can be used by trainers, home visitors, center-based staff, program administrators, managers, and directors.

Additional Comments

This guide is included in the materials for Module II (Group Care) of the Program for Infant/Toddler Caregivers. The guides listed under each of the four Modules are intended to be used hand in hand with the program's series of videos. The videos illustrate key concepts and caregiving techniques for a specific area of

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Infant/Toddler Caregiving: A Guide to Social Emotional Growth and Socialization— Program for Infant/Toddler Caregivers (Module I)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1990

Format

Book (training tool)

Description

Six noted experts in the field of early social-emotional development and socialization wrote this guide. It contains a wealth of information specifically written to help caregivers with their day-to-day efforts to nurture social and emotional growth in infants and toddlers. The guide is divided into five sections. In the first three sections—The Developing Self, The Development of Social Skills, and Guidance—nationally recognized experts approach the question of how caregivers can nurture early social and emotional growth. The papers in each section are followed by related information from research and practice, and then concrete examples are given of caregiver actions that support growth. Section Four—Appropriate and Inappropriate Practices—contains appropriate and inappropriate examples of caregiving behavior in the areas of social-emotional growth and socialization. This section draws heavily on the booklet, *Developmentally Appropriate Practices*, which is available from the National Association for the Education of Young Children. Section Five—Suggested Resources — directs the reader to additional readings and appropriate audiovisual materials.

Audience

This book is intended for use by trainers.

Additional Comments

This guide is included in the materials for Module I (Social-Emotional Growth and Socialization) of the Program for Infant/Toddler Caregivers. The guides listed under each of the four Modules are intended to be used hand in hand with the program's series of videos. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive and in-depth coverage of a topic. Training intensives for trainers on using the program print materials and videos are offered by WestEd.

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It's Not Just Routines: Feeding, Diapering, and Napping Infants and Toddlers— Program for Infant/Toddler Caregivers (Module II)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

2000, rev. 2nd edition

Format

Video (training tool)

Description

Two aspects of caregiving routines are discussed—carrying out routines properly, and promoting close relationships and learning through responsive, individualized care. This video highlights the role of routines in the infant/toddler curriculum and provides examples of children's learning. Also discussed are the importance of breast-feeding, the prevention of baby bottle tooth decay, the use of protective gloves, the application of universal precautions, and the reduction of the risk of SIDS.

Audience

This video is intended for trainers, home-based staff, center-based staff, and program administrators, managers or directors.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be purchased separately as a set of 50. The videos listed

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Learning Language and Loving It: A Guide to Promoting Children's Social and Language Development in Early Childhood Settings

Author

Elaine Weitzman

Publication Date

1992

Format

Training guide (training tool)

Description

This guidebook is one component of a training program entitled *Learning Language and Loving It*. The 14-week training program includes an orientation, eight interactive group training sessions, and six videotaping and feedback sessions. The program is supported by the guidebook and teaching videos. This guide is written for direct-care providers, trainers, and supervisors. It is useful for helping those who work directly with children to understand how language develops and how to support a young child's social and language development. It is meant to be used in tandem with a complete training program; however, it is useful by itself as a training tool and as a resource to use when a direct-service provider has questions or needs clarification with respect to a child's social and language development. It contains some articulate descriptions of language development and useful pictures of adult-child interactions that are either supportive or nonsupportive of the child's language development.

Audience

The program is designed for direct-service child-care providers (teachers, family child-care providers, home visitors, etc.). It is also a useful resource for trainers and supervisors of direct-service providers.

Additional Comments

This resource is most effectively used as a training tool to help direct-service providers better understand how language develops and ways to support a young child's social and language development.

The guide contains scenarios of adults supporting children's development accompanied by illustrations that

give a quick snapshot of what the interaction might look like. The observation guides included in the text can be useful tools for direct-service providers to use when observing children with teachers and peers. These observation guides can be photocopied directly from the book. This resource also includes useful descriptions of emerging language and emphasizes the importance of reading and responding to baby's cues and signals.

As a note of caution, the author of this resource concludes that children with developmental delays and children for whom English is their second language "will be at a serious disadvantage" in their attempts to communicate with peers and others. The guide provides little discussion about the importance of culture and its effect on social and language development. This resource may not meet the needs of programs that are training staff members on techniques to use with children experiencing developmental delays or that are exploring the effect of culture on social and language development.

Ordering Information

The Hanen Centre
1075 Bay Street, Suite 403
Toronto, ON M5S 2B1
CANADA
416-921-1073
Fax: 416-921-1225
info@hanen.org
www.hanen.org

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Washington, DC 20036
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Fax: 202-638-0851
pubs@zerotothree.org
www.zerotothree.org

\$39.00

Module I Trainer's Manual: Social Emotional Growth and Socialization— Program for Infant/Toddler Caregivers

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1990

Format

Training Guide (training tool)

Description

The manual provides an easy-to-follow guide for effectively presenting print and video materials in the Program for Infant/Toddler Caregivers' Training Module I: Social Emotional Growth and Socialization. The heart of the trainer manual is a series of lesson plans that help organize training efforts by outlining an overview, philosophy, key concepts, adult learning activities, support materials, and video content related to the module. Prepared text for handouts and overhead transparencies are included in a loose-leaf binder-insert format. Because each trainer's setting will differ, the lesson plans should be viewed as a general guide that can be adapted to one's own particular needs.

Audience

The guide is intended for use by trainers.

Additional Comments

This manual will help trainers use the Program for Infant/Toddler Caregivers' training materials. It was written to aid in creating training plans. The manual is not a set of rules to be rigidly followed. As the training materials become familiar, trainers can create many different lessons combining the video and print materials from this module and the other modules in special ways to suit different needs. These types of creative efforts are encouraged and are seen as essential in keeping training

efforts dynamic and fresh. The manuals listed under each of the four Modules are intended to be used hand in hand with the program's series of videos. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive and in-depth coverage of a topic.

Ordering Information

www.pitc.org
California Department of Education
CDE Press, Sales Office
P.O. Box 271
Sacramento, CA 95812-0271
800-995-4099
Fax: 916-323-0823

\$20.00

For information about the PITC Module Training Intensive, contact WestEd PITC:
WestEd PITC
Center for Child and Family Studies
180 Harbor Drive, Suite 112
Sausalito, CA 94965
415-289-2300

EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

Module II Trainer's Manual: Group Care—Program for Infant/Toddler Caregivers

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1990

Format

Training guide (training tool)

Description

The manual provides an easy-to-follow guide for effectively presenting print and video materials in the Program for Infant/Toddler Caregivers' Training Module II: Group Care. This module focuses on the unique needs of infants and toddlers in group child-care settings. The heart of the trainer manual is a series of lesson plans that help organize training efforts by providing an overview, philosophy, key concepts, adult learning activities, support materials, and video content related to the module. Prepared text for handouts and overhead transparencies are included in a loose-leaf binder format. Because each trainer's setting will differ, the lesson plans should be viewed as a general guide that can be adapted to particular needs.

Audience

The guide is designed for trainers.

Additional Comments

This manual will help trainers use the Program for Infant/Toddler Caregivers' training materials. It was written to aid in creating training plans. The manual is not a set of rules to be rigidly followed. As the training materials become familiar, trainers can create many different lessons combining the video and print materials from this module and the other modules in special ways to suit different needs. These types of creative efforts are

encouraged and are seen as essential in keeping training efforts dynamic and fresh. The manuals listed under each of the four Modules are intended to be used hand in hand with the program's series of videos. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive and in-depth coverage of a topic.

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415-289-2300

EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

Module III Trainer's Manual: Learning and Development— Program for Infant/Toddler Caregivers

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1995

Format

Training Guide (training tool)

Description

The manual provides an easy-to-follow guide for effectively presenting print and video materials in the Program for Infant/Toddler Caregivers' Training Module III—Learning and Development. The heart of the trainer manual is a series of lesson plans that help organize training efforts by outlining an overview, philosophy, key concepts, adult learning activities, support materials, and video content related to the module. Prepared text for handouts and overhead transparencies are included in a loose-leaf binder format. The lesson plans should be viewed as a general guide that can be adapted to one's own particular needs.

Audience

This guide was designed for trainers.

Additional Comments

This manual will help trainers use the Program for Infant/Toddler Caregivers' training materials. It was written to aid in creating training plans. The manual is not a set of rules to be rigidly followed. As the training materials become familiar, trainers can create many different lessons combining the video and print materials from this module and the other modules in special ways to suit different needs. These types of creative efforts are encouraged and are seen as essential in keeping training efforts dynamic and fresh. The manuals listed under

each of the four Modules are intended to be used hand in hand with the program's series of videos. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive and in-depth coverage of a topic.

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415-289-2300

EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

The Next Step: Including the Infant in the Curriculum— Program for Infant/Toddler Caregivers (Module III)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

2001

Format

Video (training tool)

Description

This guide explores the contribution of the naturally occurring activities of infants and toddlers to their learning and development. Infants and toddlers benefit greatly when they have a caregiver who (1) is sensitive and responsive to their various needs and interests; (2) creates developmentally appropriate environments; and (3) introduces activities that encourage the children to explore freely and have control of that which unfolds. Ideas and insights for such caregiving and a listing of developmentally appropriate and inappropriate practices are offered in this guide.

Audience

This video is intended for trainers, home-based staff, center-based staff, and program administrators, managers, or directors.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be

purchased separately as a set of 50. The videos listed under each of the four Modules are intended to be used hand in hand with the program's series of guides and trainer manual. The written materials provide extensive and in-depth coverage of a topic.

Ordering Information

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415-289-2300

EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

Nurturing Children

Author

Head Start Bureau, U. S. Department of Health and Human Services

Publication Date

1993

Format

Training Guide (training tool)

Description

The Head Start Training Guides consist of a Foundation Guide, designed to provide staff with the essential information to meet the Head Start Performance Standards, and several supporting guides which address specific knowledge and skills. Each guide consists of three sections. The first section includes three training modules. The second section provides ideas for continuing professional development, and the third section lists additional resources.

This is a Foundation Guide. The three training modules in this Foundation Guide focus on recognizing the individual needs of children, supportive interactions with children, and caring for children through their families. The four published supporting guides in this series include:

- *Enhancing Children's Growth and Development*
- *Observing and Recording: Tools for Decision Making*
- *Individualizing: A Plan for Success*
- *Emerging Literacy: Linking Social Competence*

Audience

This guide is designed for trainers of Head Start staff.

Ordering Information

Head Start Information and Publication Center (HSIPC)

1133 15th St., NW, Suite 450

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1-866-763-6481 (toll free)

202-737-1030

Fax: 202-737-1151

puborder@headstartinfo.org

www.headstartinfo.org

Free to Head Start/Early Head Start grantees

Prime Times: A Handbook for Excellence in Infant and Toddler Programs

Author

Jim Greenman and Anne Stonehouse

Publication Date

1996

Format

Book (general resource and training tool)

Description

This book is designed for programs serving children under three years of age and for students intending to work with young children in child care. The book is both a training tool and a general resource for program development. Topics include an overview of quality organizations, structuring a program, quality caregiving, the learning environment, relationships, and program evaluation.

Audience

This book is intended for trainers, center-based staff, program administrators and managers, and students.

Additional Comments

The content and organization of this book make the information accessible for staff with various levels of training and education. Exercises, checklists, and other tools provide concrete ideas for implementing the ideas presented in the text.

Ordering Information

Redleaf Press

450 North Syndicate, Suite 5

St. Paul, MN 55104

800-423-8309

Fax: 800-641-0115

www.redleafpress.org

\$29.95

Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care— Program for Infant/Toddler Caregivers (Module II)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1988

Format

Video (training tool)

Description

J. Ronald Lally interviews Magda Gerber, an internationally recognized leader in infant care, on a variety of topics such as philosophy of care, her approach to observing infants and toddlers, and her concerns about infant equipment. Scenes from caregiving settings illustrate points that Ms. Gerber makes during the interview.

Audience

The video can be used by trainers, home visitors, center-based staff, administrators, managers, and directors.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be purchased separately as a set of 50. The videos listed under each of the four Modules are intended to be used hand in hand with the program's series of guides and trainer manual. The written materials provide extensive and in-depth coverage of a topic.

Ordering Information

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P.O. Box 271
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For information about the PITC Module Training Intensive, contact WestEd PITC:

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Center for Child and Family Studies
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Sausalito, CA 94965
415-289-2300

EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

Space to Grow: Creating a Child-Care Environment for Infants and Toddlers— Program for Infant/Toddler Caregivers (Module II)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1988

Format

Video (training tool)

Description

The powerful influence of environments on infants and toddlers is described in this video. Very young infants are limited in their ability to move away from an environment or to change one to their liking. Child-care providers have much more control over the space where they care for infants. Programs can make an environment pleasant for very young children and for adults—a space where infants and toddlers as well as staff members can grow.

The video demonstrates eight qualities to consider when setting up care for infants and toddlers: health, safety, comfort, convenience, child size, flexibility, movement, and choice. These qualities are based on the ideas of experts from different parts of the country.

Audience

The video can be used by trainers, home visitors, center-based staff, administrators, managers, and directors.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the

audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be purchased separately as a set of 50. The videos listed under each of the four Modules are intended to be used hand in hand with the program's series of guides and trainer manual. The written materials provide extensive and in-depth coverage of a topic.

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EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings

Author

Jaclyn Post and Mary Hohmann

Publication Date

2000

Format

Book (general resource)

Description

This 362-page book is a guide to providing high-quality care for infants and toddlers in child-care centers and homes. It describes in detail how High/Scope's active learning approach can be adapted for very young children in the sensory-motor stage of development. The manual provides both a rationale and specific suggestions for promoting learning in groups. It is based on educational theory and research as well as data collected from home visitors and practitioners across the country implementing the High/Scope approach. Twenty-one infant/toddlers programs answered surveys and provided anecdotes and child observations and their input is reflected throughout the book.

Audience

The book is designed for anyone working with or responsible for caring for infants and toddlers in groups. The "wheel of learning" framework is easy to understand and put into practice for staff at all levels.

Additional Comments

This book is useful to help caregivers better understand:

1. how babies and toddlers learn;
2. how warm and supportive relationships with adults support that learning;
3. how to set up physical environments that are age-appropriate and foster learning;
4. the importance of schedules and routines for rich learning experiences; and

5. the vital importance of observation in providing responsive care.

Specific chapters could be assigned for reading in advance of a study group or individual staff members could be asked to read and share specific parts of it with their colleagues.

This book is appealing because of its easy-to-read text, its many photographs, materials lists, chapter summaries, and reference lists. Another significant advantage is the accompanying video which clearly illustrates the most important concepts and principles of High/Scope.

Ordering Information

High/Scope Press
600 North River Street
Ypsilanti, MI 48198-2898
1-800-40-PRESS
Fax: 734-485-5210
www.highscope.org
info@highscope.org

\$42.95

Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups— Program for Infant/Toddler Caregivers (Module II)

Author

The Program for Infant/Toddler Caregivers was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education.

Publication Date

1992

Format

Video (training tool)

Description

The video illustrates three child-care program policies that can lead to quality child care: primary caregiver assignments, use of small groups, and continuity of care. During infancy, children need deep connections with every person who cares for them, whether those people are family members or caregivers. All the learning and loving that follows in children's lives builds on those early attachments with special people. Recommendations are presented on how to organize primary caregiving most effectively, what group sizes and ratios for different settings and age groups are optimal, and how to ensure continuity of care.

Audience

The video can be used by trainers, home visitors, center-based staff, administrators, managers, and directors.

Additional Comments

A video magazine is included with each video in the PITC video series. This booklet is a learning aid to help trainers think more about the techniques illustrated in the video and put them into practice. The content assists trainers in viewing the video again, taking a closer look at sequences of special interest or benefit to the audience. Also, the booklet can be used to reflect on and further clarify the key concepts as they are practiced in a child-care setting. The video magazine can be

purchased separately as a set of 50. The videos listed under each of the four Modules are intended to be used hand in hand with the program's series of guides and trainer manual. The written materials provide extensive and in-depth coverage of a topic.

Ordering Information

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For information about the PITC Module Training Intensive, contact WestEd PITC:
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415-289-2300

EHS staff members who attend the training intensives sponsored by EHS NRC receive a set of print and video materials free of charge.

Transdisciplinary Play Based Intervention: Guidelines for Developing a Meaningful Curriculum for Young Children

Author

Toni W. Lindner

Publication Date

1997

Format

Book (training tool)

Description

This book opens with a review of a play-based assessment approach, Transdisciplinary Play-Based Assessment (TBPA) for children from birth to six years of age. An in-depth description of this approach can be found in a companion book titled *Transdisciplinary Played-Based Assessment: A Functional Approach to Working with Young Children*. Following the review of this assessment approach is a comparison between traditional models of intervention and play-based intervention for children with special needs.

The book outlines in detail the process for developing a play-based approach to curriculum: identifying the child's strengths and needs; setting priorities for intervention; developing activity-based curriculum plans; and ongoing evaluation. There are many sample planning forms to illustrate the ideas discussed in the text. A chapter on materials and equipment discusses the differences between a home environment and a center-based setting.

The remainder of this book details developmental skills and ideas for intervention in four domains: cognitive; social and emotional; communication and language; and sensorimotor. The intervention guidelines provide suggestions for activities designed to support or facilitate specific skills. The book closes with a detailed case study of one child's assessment and intervention plan.

Audience

This book is intended for practitioners in the field of early intervention.

Additional Comments

This resource could be used to train direct service staff about a process or philosophy of observing children in play to identify their developmental strengths and needs, and to design appropriate intervention experiences to meet those needs. The chapters on the developmental domains provide particularly rich details of the underlying developmental skills that intervention activities are designed to support. This material could be used as part of a comprehensive training on effective observation and recording of child development.

The material is written for a fairly sophisticated and knowledgeable audience, but could be adapted for parents and others who are interested in how to use play to best support particular developmental skills. It is also an excellent resource for understanding the sequence of development in the different domains, and how play activities support emerging skills.

Ordering Information

Paul H. Brookes Publishing Co.

P.O. Box 10624

Baltimore, MD 21285-0624

1-800-638-3775

Fax: 410-337-8539

www.brookespublishing.com

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\$49.95

Young Children and The Arts: Making Creative Connections

Author

Sarah Goldhawk and The Task Force on Children's Learning and The Arts: Birth to Age Eight

Publication Date

1998

Format

Report (general resource)

Description

This document identifies how early childhood art experiences play a critical role in healthy child development and promote children's cognitive and literacy skills. The authors cite three guiding principles for programs to use to build an arts-based, early childhood education program and include examples of how these guiding principles can be put into action. A chart summarizes appropriate art activities based on children's developmental stages from birth to eight years. The appendix includes recommendations, resources, and references.

Audience

The report is intended for early childhood education professionals.

Additional Comments

This resource could help EHS programs enhance their curriculum experiences that incorporate the creative arts. The guiding principles and examples could be used to stimulate dialogue on best practices, and the references provide additional reading and places to go for more ideas. The developmental chart "Children's Developmental Benchmarks and Stages: A Summary Guide to Appropriate Arts Activities" could be particularly useful to illustrate how even very young infants are able to participate in art experiences. The chart gives examples of experiences in which to engage the children to promote learning and examples of what parents and children can do together.

Ordering Information

Council of Chief State School Officers
Arts Education Partnership
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
202-408-5505
pubs@ccsso.org
www.ccsso.org

\$1.50

The report can also be downloaded from the CCSSO Web site.

Caring for Our Children: National Health and Safety Performance Standards— Guidelines for Out-of-Home Child Care Programs

Author

A collaborative project of the American Public Health Association and the American Academy of Pediatrics

Publication Date

1992

Format

Book (general resource)

Description

This reference guide consists of national health and safety standards for out-of-home child-care programs. The standards were designed to be used to plan and implement a quality child-care program.

The nine chapters cover the following topics: staffing; program activities for healthy development; health protection and promotion; nutrition and food services; facilities, supplies, equipment and transportation; infectious diseases; children with special needs; administration; and recommendations for licensing and community action.

Audience

The book is primarily intended for the general child-care system. Health professionals, consultants, and parents may also find the book useful.

Additional Comments

The extensive selection of appendices cover topics such as staff qualifications, standards for playground equipment, immunization schedules, and record and reporting forms. A glossary of selected health terms is included.

Ordering Information

Online versions are available on the National Resource Center for Health and Safety in Child Care Web site: www.nrc.uchsc.edu.

American Academy of Pediatrics
Division of Publications
141 Northwest Point Blvd.
PO Box 747
Elk Grove Village, IL 60009
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Laying a Foundation in Health and Wellness

Author

Head Start Bureau, U. S. Department of Health and Human Services

Publication Date

1993

Format

Training Guide (training tool)

Description

The Head Start Training Guides consist of a Foundation Guide, designed to provide staff with the essential information to meet the Head Start Performance Standards, and several supporting guides which address specific knowledge and skills. Each guide consists of three sections. The first section includes three training modules. The second section provides ideas for continuing professional development, and the third section lists additional resources.

This is a Foundation Guide. The first training module in this Foundation Guide provides an opportunity for staff to explore their own definition of health and well-being. The second module explores the link between health and social competence. The third training module helps staff develop strategies to incorporate health promotion into daily activities with children and families.

The six published supporting guides in this series are:

- *Preventing and Managing Communicable Diseases*
- *Promoting Mental Health*
- *Enhancing Health in the Head Start Workplace*
- *Sustaining a Healthy Environment*
- *Caring for Children with Chronic Illness*
- *Safety First: Preventing and Managing Childhood Injuries*

Audience

The guide is designed for trainers of Head Start staff.

Additional Comments

Following the training modules, a section on *Continuing Professional Development* offers activities to develop some concrete actions that staff can take to further support health promotion. The Resources section provides additional books, newsletters, and directories.

Ordering Information

Head Start Information and Publication Center (HSIPC)

1133 15th St., NW, Suite 450

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Fax: 202-737-1151

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Model Child Care Health Policies, 3rd Edition

Author

American Academy of Pediatrics, Pennsylvania Chapter

Publication Date

1997

Format

Book (general resource)

Description

This book contains models of appropriate health care policies in child-care settings. They are designed to be used and adapted to various out-of-home child care facilities. Some of the policies included are: discipline, care of acutely ill children, medication, emergency plans, and sanitation and hygiene. These models reflect best practices and provide the blueprint for creating policies to meet the unique needs specific to a particular site. Readers are cautioned to adapt the policies to comply with state, funding, and accreditation requirements.

There are over 20 appendices that provide sample forms, checklists, medical records, and more.

Audience

This book is designed for administrators and directors of child-care programs.

Additional Comments

The model policies provide helpful information that can be used in conjunction with the *Head Start Program Performance Standards* and state licensing regulations to create comprehensive policies that reflect best practice in the child care field.

Ordering Information

American Academy of Pediatrics

Division of Publications

141 Northwest Point Blvd.

PO Box 747

Elk Grove Village, IL 60009

888-227-1770

pubs@aap.org

www.aap.org

\$40.00 (includes 10 copies of *Preparing for Illness* brochure)

Preparing for Illness

Author

American Academy of Pediatrics

Publication Date

1999

Format

Pamphlet (general resource)

Description

This pamphlet provides an overview of recognizing signs and symptoms of illness and how to respond in the child-care setting. Topics include how to recognize signs of illness, conditions that require immediate medical attention, and when to include or exclude ill children from child care. There are two extensive charts that list symptoms and conditions, their cause, when to exclude from child care, when to seek medical advice, and when to re-admit the child.

Audience

The pamphlet is intended for administrators, directors, and child-care providers. Parents will also find the information useful.

Additional Comments

This is a useful reference for child-care providers to monitor the health of individual children. This pamphlet is easy to read and could also be used for all levels of staff and parent training. It may assist in the development of health care policies but should be used in conjunction with the *Head Start Program Performance Standards* and state licensing regulations.

The information in this pamphlet is not a substitute for seeking medical advice.

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\$40.00 (10 copies and *Model Child Care Health Policies, 3rd. Ed.*)

The Safe Havens Training Project: Helping Teachers and Child-Care Providers Support Children and Families Who Witness Violence in Their Communities

Author

Produced by Family Communications, Inc., in collaboration with the Child Witness to Violence Project, Boston Medical Center

Publication Date

1998

Format

Three 20-minute videos with a 275-page training manual (training tool)

Description

This package is a training program that includes three 20-minute videos and a training manual, materials that can be used in one session or sequentially in three workshops for teachers and caregivers. These materials examine the issue of community violence by looking at the kinds of violence children are witnessing; its effects on their development; and what teachers, parents, and community members can do to respond to the need for safety for both children and adults. These materials provide detailed guidance on presenting three workshops: *The Violence That Children Can See*; *The Power of Our Relationships*; and *The Need to Be Heard*. Included in the package are training outlines, activities, overheads, and handouts for the three workshops.

Audience

The training series is designed to be used with Head Start staff members and directors as well as staff members of center-based and family child care. An outreach supplement, *Building Safe Havens: A Presentation for Families and Communities*, to be used with the first video, is designed to reach parents and can also be used with law enforcement officers, religious leaders, health-care professionals, civic leaders, and other community members.

Additional Comments

The workshop content and materials assume that most participants will have had some formal training or education in child development and that trainers will have some knowledge about the effect of trauma on children. It can be effectively used in staff development activities and with EHS community partners to raise awareness about the effect of violence on young children, about the protective factors that enhance the coping capacity of families and children, and about the kinds of relationships and caregiving that can provide a safe haven for children, families, and the staff members who care for them.

This tool is a well-designed package of materials that can be used with a wide range of audiences to educate them about the problem of violence in children's lives. It provides step-by-step guidelines and materials for presenting the three workshops.

Ordering Information

Family Communications, Inc.
4802 Fifth Avenue
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1-877-677-6437
412-687-2990
Fax: 412-687-1226
www.misterrogers.org

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1-800-899-4301
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www.zerotothree.org

\$195.00

Bright Futures in Practice: Nutrition

Author

Edited by Mary Story, Katrina Holt, and Denise Sofka

Publication Date

2000

Format

Spiral bound book (general resource)

Description

Bright Futures is a health promotion program of the Maternal and Child Health Bureau in the U. S. Department of Health and Human Services. This publication is the second in a series of health promotion materials designed to implement the guidelines set forth in the document *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents*.

The guide is organized into four sections:

- *Introduction*—provides an overview on healthy eating habits and physical activity; understanding the cultural context of food and nutrition; and establishing community partnerships to promote healthy nutrition.
- *Nutrition Supervision Guidelines*—identifies critical issues and important messages for parents in each age range; includes screening and assessment questions; and frequently asked questions with answers.
- *Nutrition Issues and Concerns*—addresses common issues such as breastfeeding, sports, oral health, vegetarianism, undernutrition, food allergies, and more.
- *Nutrition Tools*—includes questionnaires, risk factors, nutrition resources, and others.

Audience

This book was designed for health professionals and community-based programs that serve families.

Additional Comments

Some ideas for using this resource are:

- Parent handouts of the Frequently Asked Questions
- Reading and discussing specific sections during staff meetings
- Using the many tools with families: nutrition questionnaires, screening and assessment questions, etc.
- Identifying further reading or resources on specific issues or challenges

The design and organization of the book make it very easy to read and user-friendly.

Ordering Information

Bright Futures Project
National Center for the Education in Maternal and Child Health (NCEMCH)
Georgetown University
2000 15th Street, North, Suite 701
Arlington, VA 22201-2617
703-524-7802
Fax: 703-524-9335
brightfutures@ncemch.org
www.brightfutures.org

\$32.00

Guide to Your Child's Nutrition: Making Peace at the Table and Building Healthy Eating Habits for Life

Author

Edited by William H. Dietz and Loraine Stern

Publication Date

1999

Format

Book (general resource)

Description

This book provides a comprehensive guide to children's nutrition and eating habits. It was developed as a reference guide for parents by members of the American Academy of Pediatrics. The fifteen chapters in the book include age-specific information, as well as specific issues such as allergies, eating disorders, and food safety. The first three chapters address issues related to infants and toddlers, including breastfeeding, introducing solids, and managing the eating habits of toddlers. The needs of infants and toddlers are also addressed in the later chapters on specific food-related issues. The appendices provide checklists, food/medicine interactions, growth charts, food substitutions, and additional resources.

Audience

This book is intended for use by parents.

Additional Comments

Although this book was written for parents, it is also a useful reference for those who work with parents and young children. It is written in simple language and organized so that information on specific issues can readily be found. It also provides a thorough overview of children's nutritional needs and helpful strategies for managing eating difficulties.

Ordering Information

American Academy of Pediatrics
Division of Publications
141 Northwest Point Blvd.
PO Box 747
Elk Grove Village, IL 60009
888-227-1770
pubs@aap.org
www.aap.org

\$15.95

Pediatric Nutrition Handbook, 4th Edition

Author

American Academy of Pediatrics

Publication Date

1998

Format

Book (general resource)

Description

This handbook is a reference guide for practitioners concerned with the nutritional support of children. The material is written for a professional audience and includes a wide range of information pertaining to nutritional health. There are a number of chapters that pertain to topics of interest to Early Head Start programs such as: breastfeeding, introducing foods to infants, feeding toddlers, nutrition during pregnancy, and nutrition and oral health. There are many chapters on the nutritional needs of special populations (children with HIV infection, preterm infants, etc.)

Audience

This book is intended for health care providers.

Additional Comments

This book will mainly be of interest to health staff as a reference guide on specific issues of nutrition for young children. The lengthy chapters on breastfeeding are useful resources for programs serving pregnant women.

There is much useful information in this comprehensive resource but also much technical information that will only be meaningful to health professionals.

Ordering Information

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WIC and Head Start: Partners in Promoting Health and Nutrition for Young Children and Families

Author

U. S. Department of Health and Human Services, Head Start Bureau

U. S. Department of Agriculture, Food and Nutrition Services

Publication Date

1999

Format

Book (general resource)

Description

This book is a report based on a study of WIC (Women, Infants, and Children Special Supplemental Nutrition Program) and Head Start collaboration efforts across the nation. The study, conducted from October 1994 through September 1996, was designed to identify effective collaborations, potential barriers, and disseminate findings to WIC and Head Start staff.

The first chapter provides an overview of the components of both WIC and Head Start. Additional chapters address WIC and Head Start program requirements and provide examples of collaboration in the areas of: eligibility; health and nutrition screening and assessment; nutrition education for children and parents; providing nutritious foods; and program administration. The final chapter provides strategies and techniques for successful collaboration. The appendices include an interagency agreement, a report of a Head Start-WIC Focus Group, the research methodology for this study, a list of the WIC and Head Start agencies who participated, and key contacts in Food and Nutrition Service, Head Start State Collaboration Offices, State WIC agencies, and the Head Start Training and Technical Assistance Network.

Audience

This book is intended for Head Start and WIC program staff.

Additional Comments

Staff who are responsible for planning nutrition services and community collaboration will find many examples of strategies to maximize resources and meet family needs. Each chapter is organized in a user-friendly and easy to read format. The appendices provide helpful contacts.

Ordering Information

Head Start Information and Publication Center (HSIPC)

1133 15th St., NW, Suite 450

Washington, DC 20005

1-866-763-6481 (toll free)

202-737-1030

Fax: 202-737-1151

puborder@headstartinfo.org

www.headstartinfo.org

This can be downloaded from the USDA Food and Nutrition Web site: www.fns.usda.gov

Early Childhood Mental Health Consultation

Author

Elena Cohen and Roxane Kaufmann, published by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services

Publication Date

2000

Format

Monograph (general resource)

Description

This 44-page monograph has six sections, including adopting a mental health perspective, a definition for and types of mental health consultation, essential features of early childhood mental health consultation, challenges and strategies in the consulting process, and conclusions and recommendations for action. It also includes lists of selected resources and programs as well as a list of assessment questions for consultants to use when thinking about children, families, and programs.

This monograph summarizes the presentations, discussions, and background materials from the May 1998 Roundtable on Mental Health Consultation Approaches for Programs/Systems Working with Infants, Toddlers, and Preschoolers and Their Families. SAMHSA convened the meeting to examine the question of how mental health consultants can best help the early childhood community address the mental health issues of children in their care and, thereby, to assist child-care settings in securing SAMHSA services.

Audience

This monograph can be used by mental health and other consultants, leaders and managers of programs, trainers, and direct-service staff.

Additional Comments

This monograph is a good resource for programs that want to focus more on meeting the social and emotional needs of young children and their families. It defines and describes the essential features of early childhood mental health consultation and discusses strategies for responding to the inevitable challenges that arise in putting a system into place. This monograph could be used in staff discussions about the meaning of mental health in early childhood programs. It could also be a very useful resource to managers in building an effective set of mental health services.

This publication represents the best thinking of a group of key mental health professionals brought together to answer questions about what knowledge and skills are needed by early childhood mental health consultants and which programs across the country have developed successful models in practical settings. The descriptions of models developed by four early childhood programs to access mental health consultation are useful as guides.

Ordering Information

Georgetown University Child Development Center
National Technical Assistance Center for Children's
Mental Health
3307 M Street, NW
Washington, D.C. 20007
202-687-5000
deaonm@georgetown.edu (Mary Deacon)
gucdc@georgetown.edu
www.georgetown.edu/research/gucdc/document.html

\$7.00

Handbook of Infant Mental Health

Author

Edited by Charles H. Zeanah, Jr.

Publication Date

2000, rev. 2nd edition

Format

Book (general resource)

Description

The information in this book provides thorough up-to-date information regarding infant mental health, including family and cultural context, research, and theory.

This 2nd edition edited volume contains 36 chapters on issues affecting the mental health of very young children. The chapters are divided into six sections:

1. context of infant mental health;
2. risk and protective factors;
3. assessment;
4. psychopathology;
5. intervention; and
6. applications of infant mental health.

This text is a comprehensive resource on an array of diverse topics regarding infant development.

Audience

This book is appropriate for direct service providers, program administrators/managers/directors, and community partners.

Additional Comments

This text would be most effectively used as a reference manual to explore various issues in the field of infant mental health.

A major strength of this text is the additional list of resources at the end of each chapter to guide interested persons in further research on the topic. Some of the language in the text does contain research and academic jargon that may take those who are unfamiliar with this type of writing additional time to read and comprehend. However, the quality of information is worth the effort.

Ordering Information

The Guilford Press
72 Spring St.
New York, NY 10012
800-365-7006
Fax: 212-966-6708
www.guilford.com
info@guilford.com

\$63.00

Mental Health Consultation in Early Childhood

Author

Paul J. Donahue, Beth Falk, & Anne Gersony Provet

Publication Date

2000

Format

Book (general resource)

Description

This book focuses on how to use clinical mental health perspectives and skills to promote healthy emotional development in young children in a variety of early childhood settings, including EHS. It provides a conceptual framework for relationship-based mental health consultation, focusing on assessing, understanding, and working with the entire culture and context of a program. It also affords concrete guidance for mental health consultants who may find themselves in situations and settings for which their training has not adequately prepared them. Divided into three sections, it explores ways of establishing a collaborative relationship between the consultant and the staff of a school, examines the consultant's on-site work in designing effective interventions, and reflects on the challenges and benefits of the consultation process. The reader is exposed to the many roles that mental health consultants can play in helping to support quality care.

Audience

The book is targeted to practitioners and their supervisors, who are involved (or plan to be) in mental health consultation. It is also useful for child care program directors and staff who are interested in this kind of consultation. It could also beneficially be used to train staff to better understand infant mental health principles and their use in early childhood settings.

Additional Comments

Individual chapters can be read and discussed with all staff serving young children in groups. Chapters on observing and assessing young children and providing therapeutic interventions provide a window into the applicability of mental health principles and processes in group care for very young children.

This book is very readable and well organized. It includes numerous vignettes and case illustrations that add to its value in translating the ideas to practice.

Ordering Information

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\$28.95

Promoting Cultural Competence in Children’s Mental Health Services

Author

Edited by Mario Hernandez and Mareasa R. Isaacs

Publication Date

1998

Format

Book (general resource)

Description

The text opens with an introductory chapter that defines the term “cultural competence” and provides an overview of the field. Four sections follow the introduction:

- *Organizational Infrastructure Development*—planning, implementation strategies, staff development, and issues pertaining to the managed care environment.
- *Neighborhoods and Communities as Partners in Mental Health Services*—ethnographic approaches, community partnership, and family involvement.
- *Special Issues in Serving Culturally Diverse Populations*—the impact of violence, clinical assessment and treatment, substance abuse, services to infants, toddlers, and preschoolers, and immigrant children.
- *Evaluation and Research Issues Facing the Development of Culturally Competent Services*—conceptual, methodological, and statistical issues, and how to use research results.

The book includes case examples, and some tools for developing culturally competent organizations.

Audience

This book is intended for program planners, practitioners, policy makers, researchers and others interested in systems of care for children with mental health disorders.

Additional Comments

Program administrators and directors can find many tips and suggestions for assessing the cultural competence of their organization and strategies for enhancing cultural competence. The chapter on service approaches for infants, toddlers, and preschoolers includes a case study of infant mental health services which may be particularly relevant to EHS programs.

This volume is one in a series designed to address current issues in children’s mental health services. The other titles in this series are: *From Case Management to Service Coordination for Children with Emotional, Behavioral, or Mental Disorders: Building on Family Strengths*; *Children’s Mental Health: Creating Systems of Care in a Changing Society*; and *What Works in Children’s Mental Health Services? Uncovering Answers to Critical Questions*.

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Promoting the Mental Health of Infants and Toddlers in Early Head Start, Zero To Three, Vol. 18, #2

Author

Tammy L. Mann

Publication Date

1997

Format

Journal article (general resource)

Description

This article is in the October/November 1997 issue of *Zero To Three*, the Bulletin of ZERO TO THREE: National Center for Infants, Toddlers, and Families. This issue of the Bulletin was devoted to the first two years of the Early Head Start program.

This article describes the challenges associated with addressing the mental health needs of babies and families. Strategies are offered to support staff in responding to mental health issues.

Audience

The article is a good resource for child-care program administrators and directors.

Additional Comments

This article provides an overview of the complex challenges associated with serving families with multiple needs in a brief, easy-to-read format. It can be used to provide staff, consultants, and community partners with essential information for implementing a quality program.

Ordering Information

ZERO TO THREE
2000 M St., NW, Suite 200
Washington, DC 20036
1-800-899-4301
Fax: 202-638-0851
pubs@zerotothree.org
www.zerotothree.org

\$10.00 for each *Bulletin* issue

Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda

Author

Department of Health and Human Services

Publication Date

2000

Format

Report (general resource)

Description

This document is a summary of the Surgeon General's conference on children's mental health that was held in September 2000. It is an outgrowth of the Surgeon General's Report on Mental Health that was released in December 1999. This report provides a statement of the committee's overarching vision concerning the mental health of children as well as the goals and action steps for children's mental health that were outlined at the conference. One section describes the conference proceedings and provides a brief synopsis of comments from invited speakers. An appendix supplies additional reference and resource information.

Audience

This report is most useful for individuals interested in mental health systems, for example, policymakers who are working with state collaborations around mental health services for children. Anyone who is looking at carrying out services, making changes to services, or collaborating around services on a state or national level will find this publication informative.

Additional Comments

Goals and action steps are clearly articulated in this document. However, infants and toddlers and the unique aspects of infant mental health are only briefly addressed. Certain language also implies that mental health issues with children are a result of "things going wrong with the brain," and the report does not provide enough discussion about the importance of relationships in supporting the healthy development of infants and toddlers.

Ordering Information

The National Institute of Mental Health
Office of Communications and Public Liaison
6001 Executive Boulevard, Room 8184, MSC 9663
Bethesda, MD 20892-9663
301-443-4513
Fax: 301-443-4279
On-line version available: www.surgeongeneral.gov/topics/cmh/childreport.htm

What Do You Do With the Mad That You Feel? Helping Children Manage Anger and Learn Self-Control: A Training Workshop for Child-Care Providers and Others Working with Young Children

Author

Mister Rogers' Neighborhood Child-Care Partnership

Publication Date

1998

Format

Facilitator's guide and video (training tool)

Description

This facilitator's guide with accompanying video is a guide for trainers wanting to use the *What Do You Do with the Mad That You Feel* workshop curriculum. The workshop is designed to assist participants in supporting children to manage their angry feelings through activities to support the development of self-control and suggested ways to intervene when anger or frustration overwhelms children.

Supporting handouts and materials include written material on Fred Rogers' child-development philosophy and television show as well as an article on helping young children manage anger. Video segments support discussion about different concepts introduced in the curriculum. Activities and materials suggest that the curriculum is appropriate for staff members providing care for infants, toddlers, and preschoolers.

Audience

The guide and video are intended for trainers.

Additional Comments

This resource is most effectively used with center-based and home-based staff members as well as others providing support to children and families.

The masters for the handouts include activities that assist adults in supporting children to manage their anger in developmentally appropriate ways. An additional page for parents is included in the handouts, which provides helpful hints for parents to assist their children in managing anger. Also included is a list of children's books whose stories emphasize emotions such as anger and that encourage children to talk and learn about feelings.

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\$45.00

Young Children's Behaviour: Practical Approaches for Caregivers and Teachers

Author

Louise Porter

Publication Date

1999

Format

Book (general resource)

Description

The book is divided into seven parts:

1. a general introduction, including guidelines to quality care, theories of behavior management, and an overview of discipline;
2. children's self-esteem;
3. children's social needs, including children's friendships and social skills;
4. difficult behavior;
5. behavioral challenges of young children;
6. helping children with particular needs, including stress and resilience, grief, and abuse; and
7. caring for the adults, including a section on collaborating with parents and meeting needs of the staff.

The appendices include information on standards of care and a code of ethics, activities for children, diagnostic criteria for attention-deficit disorders, characteristics of young gifted children, and resource books for children and adults.

Audience

This book is intended for caregivers and teachers working with young children from infancy through first grade.

Additional Comments

This book is dense with valuable information. Though the author's background and references speak more specifically to her experiences with the Australian child-care system, many of the theories and broader issues with respect to children and the socialization that takes place in group care are valuable. A supervisor might ask teachers to read excerpts and discuss the importance of strategies that are valuable in their daily work.

This book is best comprehended by readers with a high literacy level. The appendices contain much useful information, and the section on caring for the adults is valuable. In particular, the book emphasizes the important point that discipline is a process that involves much more than just a child's behavior.

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