

Key Resources and References for Early Intervention

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Mission and Key Principles of Early Intervention Supports and Services Developed by the Community of Practice Workgroup on Principles and Practices in Natural Environments

In July, 2006 the Community of Practice Workgroup on Principles and Practices in Natural Environments held a “think tank” of leading Part C/early intervention researchers, trainers, practitioners, administrators, and family members. The group identified the mission and key principles of early intervention which were subsequently refined to the versions below. This activity was sponsored by the Office of Special Education Programs, US Dept. of Education and facilitated by the National Early Childhood TA Center (NECTAC), the Southeast Regional Resource Center (SERRC), and Region 6 Parent Information and Training Center (PTI).

Mission of Early Intervention Services (CoP, 2008)

Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children’s learning and development through everyday learning opportunities.

7 Key Principles of Early Intervention Services (CoP, 2008)

- I. Infants and toddlers learn best through every day experiences and interactions with familiar people in familiar contexts.
- II. All families, with the necessary supports and resources, can enhance their children’s learning and development.
- III. The primary role of the service provider in early intervention is to work with and support the family members and caregivers in a child’s life.
- IV. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect family members learning styles and cultural beliefs and practices.
- V. IFSP outcomes must be functional and based on child and family needs and priorities
- VI. With team and community support, a primary service provider is most appropriate to collaborate with the family to address their priorities, needs and interests.
- VII. Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws.

Workgroup Members: Susan Addision, Betsy Ayankoya, Mary Beth Bruder, Carl Dunst, Larry Edelman, Andy Gomm, Barbara Hanft, Cori Hill, Joicey Hurth, Grace Kelley, Anne Lucas, Robin McWilliam, Stephanie Moss, Lynda Pletcher, Dathan Rush, M’Lisa Shelden, Mary Steenberg, Judy Swett, Nora Thompson, Julianne Woods, and Naomi Younggren.

Position Statements, Competencies, and Recommended Practices Supporting Family-Centered, Culturally Competent, Contextualized, and Integrated Early Intervention Supports and Services

Family-Centered Supports and Services

From CoP:

- II. All families, with the necessary supports and resources, can enhance their children's learning and development.
- IV. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect family members learning styles and cultural beliefs and practices.

From APTA:

Demonstrate knowledge of family systems theory, recognize the central importance of the family, and be able to provide family centered services

- identify and discuss how the following factors may affect a child's and family's experience with an early intervention program:
 - i. cultural
 - ii. socioeconomic
 - iii. ethical
 - iv. historical
 - v. personal values
- respect the family and acknowledge that the family is the most significant member of the team (p. 151)

From ASHA:

- Among the four guiding principles to be considered in the design and delivery of services to infants and toddlers with disabilities:
 - Services are family centered and culturally and linguistically responsive. (p. 6)
- This transmittal of information and expertise involves the mastery of key skills such as the ability to
 - (a) establish a positive affiliation,
 - (b) use collaborative problem-solving strategies,
 - (c) understand professional and familial boundaries,
 - (d) use partnering strategies (as alternatives to direct instruction), and
 - (e) be aware of the impact of one's own values, beliefs, attitudes, and past experiences on interactions, as well as the potential impact on the family of the information shared. (p. 6)

From DEC Recommended Practices:

- F6: Practices, supports, and resources provide families with participatory experiences and opportunities promoting choice and decision making.
- F7: Practices, supports, and resources support family participation in obtaining desired resources and supports to strengthen parenting competence and confidence.
- F8: Intrafamily, informal, community, and formal supports and resources (e.g. respite care) are used to achieve desired outcomes.
- F9: Supports and resources provide families with information, competency-enhancing experiences, and participatory opportunities to strengthen family functioning and promote parenting knowledge and skills.
- F11: Resources and supports are provided in ways that are flexible, individualized, and tailored to the child and family's preferences and styles, and promote well-being.

From IDEA '97:

There is an urgent need to...enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities.

Culturally Competent Supports and Services

From DEC Recommended Practices:

- F5: Family/professional relationship building is accomplished in ways that are responsive to culture, language, and other family characteristics.
- F13: Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families and their communities.

From ASHA:

- ...the key to cultural competence lies more in our ability to craft respectful, reciprocal, and responsive interactions, both verbal and nonverbal, across diverse cultural parameters than in the breadth of our knowledge about other cultures (p. 7)

From APTA:

- It is essential for early intervention professionals to be family-centered and culturally competent. (p. 141)
- Therapists need to provide this intervention in a manner that fosters family function and respects the family's values and culture. (p. 149)
- ...advocate that children are best understood in the contexts of family, culture, and community (p. 151)
- Recognize the impact of a child with special needs on a family unit throughout the family life cycle:
 - describe a typical daily routine and activities that families may encounter
 - implement basic strategies to support the family unit, including the parents, parent-child relationships, and sibling subsystems (p. 151)

Contextualized Supports and Services

From CoP:

- I. Infants and toddlers learn best through every day experiences and interactions with familiar people in familiar contexts.
- V. IFSP outcomes must be functional and based on child and family needs and priorities

From APTA:

- “Integrate therapy intervention strategies into home and community settings:
 - a) support and facilitate family child interaction as primary context for learning and development
 - b) use daily routines including child care activities such as feeding, bathing, dressing, and playing
 - c) use parent and child mediated activities during intervention
 - d) modify intervention strategies according to changes in the child’s interests, functional level, medical status, or family needs” (p. 153)

From AOTA:

- Interventions provided in natural settings during daily routines are most likely to be applied consistently (p. 398)

From ASHA:

- Among the four guiding principles to be considered in the design and delivery of services to infants and toddlers with disabilities:
 - Services are developmentally supportive and promote children’s participation in their natural environments. (p. 6)
- Services should support children’s development across the variety of settings within which they learn and grow and promote functional and authentic learning experiences. (p. 8)
- SLPs require a comprehensive understanding of the importance of early social and emotional development as an organizer of overall development general child development across domains, and the interrelationships of developmental areas, as well as of caregiver–child relationships. (p. 8)

From DEC Recommended Practices:

- F9: Supports and resources provide families with information, competency-enhancing experiences, and participatory opportunities to strengthen family functioning and promote parenting knowledge and skills.
- F10: Supports and resources are mobilized in ways that are supportive and do not disrupt family and community life.
- I9: Team members focus on the individual child’s functioning (e.g. engagement, independence, social relationships) in the contexts in which he or she lives, not the service.
- I15: Team members use the most normalized and least intrusive intervention strategies available that result in desired function.
- I18: Team members focus on the between-sessions time (i.e. build in activities that can be carried out across time and contexts)

Integrated Supports and Services

From CoP:

- III. The primary role of the service provider in early intervention is to work with and support the family members and caregivers in a child's life.
- VI. With team and community support, a primary service provider is most appropriate to collaborate with the family to address their priorities, needs and interests.

From APTA:

- Physical therapists provide their unique contribution to the early intervention team through their competence in promoting sensorimotor function and activities by enhancing motor and perceptual development, musculoskeletal status, neurobehavioral organization, cardiopulmonary status, and effective environmental adaptation. (p. 149)
- ...therapists must acquire the global knowledge and skills of an early interventionist, that is, child and family development and family-centered care. (p. 149)
- Therapists should form a partnership and work collaboratively with other team members, especially the child's family (p. 152)
- Therapists should function as a consultant
 - a) identify the administrative and interpersonal factors that influence the effectiveness of a consultant
 - b) provide technical assistance to other early intervention team members, community agencies, and medical facilities
 - c) monitor the implementation of therapy recommendations by other team members
 - d) formally and informally teach/train therapy staff" (p. 152)

From AOTA:

- Some examples of occupational therapy services for each of the five specified areas of Part C are listed below:
 - Physical development
 - Cognitive development—introducing activities that promote attention to tasks, teaching sorting and classifying of objects, promoting skills for listening and following directions, and modifying the environment so that distractions are minimized
 - Communication development—facilitating oral-motor skills for sound production and for efficient intake of food and teaching operation of communication devices or sign language
 - Social-emotional development—fostering self-regulation and social play skills, promoting interactions with peers and adults, training family and caregivers on methods for eliciting positive interactions and decreasing inappropriate behaviors, and modifying environments to promote positive interactions
 - Adaptive development—helping the child develop skills for eating and drinking independently, teaching dressing and grooming tasks, training parents in safe positioning techniques, and modifying food textures to enhance eating. (p. 397)

From ASHA:

- Among the four guiding principles to be considered in the design and delivery of services to infants and toddlers with disabilities:
 - Services are comprehensive, coordinated, and team based. (p. 6)

From DEC Recommended Practices:

- I7: Team members engage in role release (i.e., help others learn each other's skills) and role acceptance (i.e. are prepared to learn others' skills).
- I8: Team members use a transdisciplinary model to plan and deliver interventions.
- I19: Team members recognize that outcomes are a shared responsibility across people (i.e., those who care for and interact with the child) working with the child and family).
- F17: Practices, supports, and resources promote the family's and professional's acquisition of new knowledge and skills to strengthen competence and confidence.

From AOTA:

- Education and training of other team members is essential.

Evidence-Based Practices

From CoP:

- VII. Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws.

From ASHA:

- Among the four guiding principles to be considered in the design and delivery of services to infants and toddlers with disabilities:
 - Services are based on the highest quality evidence that is available. 9p. 6)

References

CoP: Community of Practice Workgroup on Principles and Practices in Natural Environments

APTA: Chiarello, L., Effgen, S. (2006). Updated Competencies for Physical Therapists Working in Early Intervention. *Pediatr Phys Ther*,18,148–158. Available at: www.pedpt.org

ASHA: American Speech-Language-Hearing Association. (2008). *Roles and responsibilities of speech-language pathologists in early intervention: Technical Report*. Available at: <http://www.asha.org/docs/html/TR2008-00290.html>

AOTA: Clark, G., Polichino, J., Jackson, L. (2004). The Reference Manual Of The Official Documents Of The American Occupational Therapy Association, Inc. *American Journal of Occupational Therapy*, 58, 681–685. Available at: <http://aota.org/Practitioners/Official/Statements/40881.aspx>

DEC: Sandall, S., McLean, M.E., & Smith, B.J. (2000) DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Longmont, Colorado: Sopris West For information: <http://www.dec-sped.org/recommendedpractices.html>

Other resources

American Speech-Language-Hearing Association. (2008b). *Roles and responsibilities of speech-language pathologists in early intervention: Guidelines*. Available at: www.asha.org/policy

American Speech-Language-Hearing Association. (2008c). *Roles and responsibilities of speech-language pathologists in early intervention: Position statement*. Available at: www.asha.org/policy

Resources Related to Early Intervention Supports and Services on the Web

This document lists web sites that contain useful information related to the delivery of supports and services for infants and toddlers with disabilities and their families in natural environments. Many of these sites contain downloadable publications, recommended readings, pertinent links, and other useful resources. This list is a work-in-progress and is periodically updated – sites are always coming and going – please contact <larry.edelman@ucdenver.edu> with corrections and additional sites that should be added.

Building the Legacy: IDEA 2004|

<http://idea.ed.gov/>

The Office for Special Education and Rehabilitative Services of the U.S. Department of Education maintains this site. It is the primary source of information on IDEA including the law, regulations, updates, training and technical assistance resources, speeches, articles, and more.

IDEA 2004 Statute

<http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C>

Part C regulations as codified as of July 1, 1999

<http://www.nectac.org/idea/idea.asp>

OSEP Home Page

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

This site provides links to sites funded by the Office for Special Education Programs of the U.S. Department of Education. Among the many links that may be of interest in those seeking information about natural environments are: Deaf/Blind, Dispute Resolution and Mediation, Early Childhood, IDEA'97, Inclusion, Literacy, Parents, Partnership Projects, and Professions and Professional Development, and Resource Centers.

SPP/APR Guidance Materials

www.rfccnetwork.org

Be sure to click on SPP/APR Calendar.

Wrightslaw Overview of Part C

<http://www.wrightslaw.com/info/ei.index.htm>

Office of Special Education Programs Technical Assistance and Dissemination (TA&D) Network

<http://www.rfccnetwork.org/content/view/137/192/>

This site, hosted by the Federal Resource Center for Special Education (FRC) provides annotated links to all of the special education technical assistance efforts across regions and topical areas. The Federal Resource Center for Special Education (FRC) is a five-year contract between the Academy for Educational Development (AED), its partner, the National Association

of State Directors of Special Education (NASDSE), and the U.S. Department of Education, Office of Special Education Programs. Through its work with the RRCs and the technical assistance networks, the FRC provides a national perspective for establishing technical assistance activities within and across regions by identifying and synthesizing emerging issues and trends.

National Early Childhood Technical Assistance Center (NECTAC)

<http://www.nectac.org/>

The National Early Childhood Technical Assistance Center supports the national implementation of the early childhood provisions of the Individuals with Disabilities Education Act ([IDEA](#)). Our mission is to strengthen systems at all levels to ensure that children (birth through five) with disabilities and their families receive and benefit from high quality, culturally appropriate and family centered supports and services. This site includes a lot useful information pertinent to natural environments.

Natural Environments & Inclusion Bibliography Database

<http://www.nectac.org/inclusion/search/inclubibintro.asp>

This annotated bibliographic database contains articles, reports and books written about the research and supports needed to ensure that young children, ages birth through 6 years, with disabilities and their families are fully included in programs and in their communities. This bibliography was developed in response to the need to bridge the gap between research to practice by making research based practices easily available to practitioners and policy makers.

Enhancing Services in Natural Environments Ask the Experts Conference Call Series March - May 2004

You can purchase tapes or CDs of the calls at: <http://edla.aum.edu/serrc/confcall.pdf>

You can listen to the calls streamed over the web at:

<http://edla.aum.edu/serrc/calls/confcalls.html>

You can download materials at:

<http://www.nectac.org/~calls/2004/partcsettings/partcsettings.asp>

Education Resource Information Centers (ERIC)

<http://www.accesseric.org/>

ERIC is a distributed national information system designed to provide users with ready access to an extensive body of education-related literature. ERIC, established in 1966, is supported by The National Library of Education, a part of the U.S. Department of Education's Office of Educational Research and Improvement. The ERIC system WWW Home Page is maintained at the ACCESS ERIC facility. ERIC encompasses the world's largest and most frequently searched education database and a decentralized network of knowledgeable and helpful subject experts. ERIC also maintains an extensive Internet presence, including the award-winning AskERIC question-answering service and Virtual Library, the National Parent Information Network, and more than a dozen subject-oriented gopher and World Wide Web sites. A search for the term "natural environments" will yield hundreds of hits.

Connecticut's Birth to Three System

<http://www.birthe23.org>

The mission of the Connecticut's Birth to Three System is to strengthen the capacity of families to meet the developmental and health-related needs of their infants and toddlers who have delays or disabilities. The Birth to Three Web Site is an attempt to provide information about the Connecticut Birth to Three System and its services, and other related support resources. Of particular interest is the downloadable "Service Guideline 2: Natural Environments: Intervention

Guidance for Service Providers and Families
(<http://www.birth23.org/Publications/natenvir99.pdf>)

IDEA Practices Home Page

<http://www.ideapractices.org/>

The site is an activity of IDEA Partnerships, four national projects funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services to deliver a common message about the landmark 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). The Partners, working together for five years, inform professionals, families and the public about IDEA '97 and strategies to improve educational results for children. Four linked projects work closely with a network of more than 105 organizations to realize the goals of IDEA '97: ASPIRE: The Associations of Service Providers Implementing IDEA Reforms in Education at The Council for Exceptional Children brings together teachers and related services providers; ILIAD: The IDEA Local Implementation by Local Administrators Partnership also at The Council for Exceptional Children supports associations of educational leaders; FAPE: The Families and Advocates Partnership for Education at PACER Center links families, advocates and self-advocates; and PMP: The Policymaker Partnership at the National Association of State Directors of Special Education increases the capacity of policymakers.

Division for Early Childhood

<http://www.dec-sped.org/index.html>

The Division for Early Childhood (DEC) is one of seventeen divisions of the Council for Exceptional Children (CEC) - the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Natural Environments in Urban Communities

<http://www.uconnucedd.org/Projects/NLE/Default.htm>

The Natural Environments in Urban Communities project is a model demonstration project designed to increase the number of children receiving early intervention services in community activities with their typically developing peers. The project is now in its third year and is growing quickly as more and more families living in urban communities are learning about and are interested in expanding their child's learning opportunities through participation and involvement in their communities. A collaborative approach is used to develop an individualized community map that best suits the needs of each individual child and their family. This model demonstration project is a four-year project funded through the Office of Special Education Programs, United States Department of Education. Mary Beth Bruder, Principal Investigator.

Research and Training Center on Service Coordination

<http://www.uconnucedd.org/Projects/RTC/Default.htm>

The Research and Training Center is a national initiative to determine the best approach to creating an effective system of service coordination for children with disabilities and special health care needs and their families. The center is a partnership of two agencies: University of Connecticut Health Center and the University of North Carolina at Chapel Hill. Now in its second year, the center has completed three in-depth studies of how different states implement service coordination within early intervention programs. The Research and Training Center on Service Coordination is a five-year funded by the Office of Special Education Programs, US Department of Education. Mary Beth Bruder, Principal Investigator.

Center for the Advanced Study of Excellence (CASE) in Early Childhood and Family Support Practices

<http://www.fippcase.org/>

CASE is an applied research institute located at the The Family, Infant and Preschool Program in Morganton, NC. CASE staff conduct applied research studies, analyze extant databases, and develop and implement strategies to promote practitioners' and parents' adoption and use of practices informed by research findings. Research and practice at CASE are guided by conceptual and methodological frameworks emphasizing the enhancement and promotion of child, parent, and family competence and confidence in a manner consistent with a family-centered philosophy.

CASE has three kinds of products that are available to support your work:

- CASEinPoint are web based journal articles about early childhood and family-centered practices: <http://www.fippcase.org/caseinpoint.php>
- CASEmakers are bibliographies of selected references to information about intervention and utilization practices: <http://www.fippcase.org/casemakers.php>
- CASEtools include descriptions of instruments, scales and intervention procedures produced by CASE Investigators: <http://www.fippcase.org/casetools.php>

TaCTICS

<http://tactics.fsu.edu/index.html>

TaCTICS (Therapists as Collaborative Team members for Infant/Toddler Community Services) is an outreach training project funded by a U.S. Department of Education Grant. It will share tools useful in skillfully navigating the path toward provision of Part C Services using the child/family's daily routines, activities, and events as a context for assessment and intervention. TaCTICS: provides "how to" information to family members, SLP's, OT's, PT's, early interventionists, and administrators/Models meaningful family participation and decision-making in the service delivery process/Offers strategies for effective interdisciplinary and interagency collaboration/Builds on research that identifies the relevance of the child/family's daily routines as a context for assessment-intervention/Utilizes routines to embrace the uniqueness of each child's program of functional and developmentally appropriate skills. Juliann Woods, Project Director.

Family-Guided Routines Based Intervention

<http://fgrbi.fsu.edu/index.html>

FGRBI is a research project that is focused on developing and validating a family-guided routines-based intervention model that meets the spirit of the legislative mandate of natural environment and recommended practices of the field.

Individualizing Inclusion in Child Care Project

<http://www.fpg.unc.edu/~inclusion/index.htm>

The child care program at Frank Porter Graham continuously seeks to provide optimal child care services to children with special needs and typically developing children. The child care program, in conjunction with the Individualizing Inclusion in Child Care project, is implementing and evaluating a model for individualizing intervention experiences for infants, toddlers, and preschoolers with disabilities in the context of child care. The project model will be used to individualize inclusive services for 22 children with special needs who are enrolled in the program. There are 3 key components of the model: Routines-Based Assessment, Embedded Instruction, Integrated Therapy. R. A. McWilliam, Principal Investigator.

Partnerships for Inclusion (PFI)

<http://www.fpg.unc.edu/~pfi/>

Partnerships for Inclusion (PFI) is a statewide technical assistance project with offices in the western, central, and eastern regions of North Carolina. Administratively housed at the Frank Porter Child Development Center at UNC-Chapel Hill, PFI provides technical assistance to support the inclusion of young children with disabilities, ages birth through five, in community programs. This site offers access to useful publications and other products.

The National Early Intervention Longitudinal Study (NEILS)

<http://www.sri.com/neils/>

Funded by the U.S. Department of Education Office of Special Education Programs, NEILS is a longitudinal study that is following more than 3,300 children with disabilities or at risk for disabilities and their families through their experiences in early intervention and into early elementary school. The study will provide information about the characteristics of children and families, the services they receive, and the outcomes they experience.

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS)

<http://www.clas.uiuc.edu/>

The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) is a federally-funded collaborative effort of the University of Illinois at Urbana-Champaign, The Council for Exceptional Children, the University of Wisconsin-Milwaukee, the ERIC Clearinghouse on Elementary and Early Childhood Education, and the ERIC Clearinghouse on Disabilities and Gifted Education. The CLAS Institute is funded by the Office of Special Education Programs of the U.S. Department of Education. The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds. The materials and resources available on this site reflect the intersection of culture and language, disabilities and child development. Through this site we intend to inform consumers (e.g., practitioners, families, and researchers) about materials and practices that are available and the contexts in which they might select a given material or practice. Parts of the site can also be read in Spanish.

The Early Childhood Tutorial

<http://www.mdecgateway.org/olms/output/page.php?id=9342>

The Maryland Infants and Toddlers Program's Early Childhood Tutorial consists of three Web-based modules focused on the Individualized Family Service Plan (IFSP) Process and the transition for children and families to preschool and community-based programs.

The Johnson & Johnson Pediatric Institute

<http://www.jjpi.com>

The Johnson & Johnson Pediatric Institute is committed to improving maternal and infant care outcomes through the development and delivery of credible, professionally-endorsed educational programs, and resources for Healthcare Professionals and Parents/Caregivers. The Johnson & Johnson Pediatric Institute Objective: As a world leader in maternal and infant care, it is our goal to continue to partner with leading healthcare professionals throughout the world to improve the quality of care for mothers, infants and families. The JJPI is a dedicated, independent company within the Johnson & Johnson Family of Companies, focused solely on the development and dissemination of educational programs and services in pediatrics, parenting and infant development. The JJPI programs and services aim to address the needs and interests of Professionals and Parents/Caregivers worldwide on: Pregnancy and Post-Natal

Care, Amazing Talents of the Newborn, Touch in Labor and Infancy, Optimizing Infant Development, Early Brain and Child Development, CME/CE Programming, Pediatric Round Table Scientific Conferences, and much more.

ZERO TO THREE

<http://www.zerotothree.org/>

ZERO TO THREE's mission is to promote the healthy development of our nation's infants and toddlers by supporting and strengthening families, communities, and those who work on their behalf. We are dedicated to advancing current knowledge; promoting beneficial policies and practices; communicating research and best practices to a wide variety of audiences; and providing training, technical assistance and leadership development. ZERO TO THREE is a national non-profit organization.

Let's Play Project

<http://letsplay.buffalo.edu/>

The *Let's Play Project*, at the University at Buffalo, Center for Assistive Technology, is a model demonstration project funded by the US Department of Education. The Let's Play Project's web site is just about "one-stop shopping" for information about play and assistive technology for young children with disabilities. The web site is packed with useful resources for parents and professionals in early childhood and early intervention programs. The site contains products, guidelines, checklists, reference lists, case examples, links and many more resources that were developed through the Let's Play! Project. You'll find a wealth of strategies and supporting materials useful when considering play options for young children with disabilities.

Coaching in Early Childhood

<http://www.coachinginearlychildhood.org/>

This site is chock-full of useful resources including articles, research reviews, web-based learning modules, web-based forums, bibliographies, case studies, and much more. The purpose of the Coaching in Natural Environments website is to share information and resources about where, how, and why to provide services for infants, toddlers, and their families who are eligible for services under Part C of the Individuals with Disabilities Education Act (IDEA) in natural settings. The site also provides follow-up web-based training and support for state and early intervention program leaders who are participating in the Personal Development and Ongoing Continuous Improvement Model for Service Delivery in Natural Environments.

The Teaching and Learning Collaborative (TLC) Natural Environments Program

<http://jeffline.tju.edu/cfsrp/tlc/core-new-staff.html#2>

The purpose of the Philadelphia Teaching and Learning Collaborative is to improve the quality of services for families and their infants and toddlers. The site has many valuable resources. Part of the Child and Family Studies Research Programs at the Thomas Jefferson University.

American Association for Home-Based Early Interventionists

<http://www.aahbei.org/>

The American Association for Home-Based Early Interventionists (pronounced AH-BE) serves families and those working in the field of early intervention with infants, toddlers, and preschoolers with special needs.

The National Early Childhood Transition Center

<http://www.ihdi.uky.edu/nectc/>

The Center's mission is to examine factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families.

Early Childhood Research & Practice

<http://ecrp.uiuc.edu/index.html>

ECRP is a peer-reviewed electronic journal sponsored by the Early Childhood and Parenting (ECAP) Collaborative at the University of Illinois at Urbana-Champaign, covers topics related to the development, care, and education of children from birth to approximately age 8. ECRP emphasizes articles reporting on practice-related research and development, and on issues related to practice, parent participation, and policy. ECRP also includes articles and essays that present opinions and reflections, and letters to the editor. Beginning with the Spring 2004 issue (Vol. 6, No. 1), ECRP is a fully bilingual (English and Spanish) journal.

TAcommunities.org

<http://www.tacommunities.org/>

TAcommunities.org is one of several forums available as part of OSEP's Technical Assistance initiative to exchange strategies and ideas that will improve outcomes for children with disabilities. This project seeks to combine OSEP resources from the Monitoring and State Improvement Planning Division and technical assistance resources from the Research to Practice Division.

Resource Guide: Selected Early Childhood/Early Intervention Training Materials

<http://www.fpg.unc.edu/~scpp/~resourceguide/>

The online *Resource Guide* outlines 674 resources, including curricula, videotapes, programmed texts and discussion guides. Resources are grouped by instructional content (e.g., assessment, family-professional collaboration) and instructional process (e.g., family involvement). Each entry includes a product description and ordering information.

Guide to Resources Produced by National Institute on Disability and Rehabilitation Research (NIDRR) Grantees: Infants, Children, and Youth with Disabilities

<http://www.naric.com/public/reSearch/ReSearchVol1no1.cfm>

This guide was a collaborative effort of the National Center for the Dissemination of Disability Research (NCDDR) and the Consortium for Children and Youth with Disabilities and Special Health Care Needs, Georgetown University Center for Child and Human Development. The *Guide* serves as a link between research and practice by providing readers with basic information about *Guide* items, including how to obtain them directly from NIDRR grantees or the National Rehabilitation Information Center (NARIC). The *Guide* contains 172 entries and features scholarly items as well as immediately functional resources for use by teachers, rehabilitation personnel, therapists, and others who facilitate success for infants, children, and youth with disabilities.

IDEA Infant and Toddler Coordinators Association

<http://www.ideainfanttoddler.org/index.htm>

The IDEA Infant and Toddler Coordinators Association promotes mutual assistance, cooperation and exchange of information and ideas in the administration of the IDEA Infant and Toddler Program, and to provide support to the state coordinators; leadership to meet the developmental needs of infants and toddlers in accordance with their families' and parents'

request, culture and values; develop models, standards, and guidelines and to provide technical assistance to promote effective state early intervention programs, etc.

Using Medicaid to Support a Transdisciplinary/Consultative Approach to Service Delivery

<http://nectac.org/~calls/2006/finance/medicaid.asp>

On December 12, 2006, NECTAC in conjunction with the Part C Finance Leadership Initiative hosted a national conference call entitled, "Using Medicaid to Support A Transdisciplinary/Consultative Approach to Service Delivery. You may listen to an audio recording of this call and view meeting materials on this page.

International Society on Early Intervention (ISEI) <http://depts.washington.edu/isei/>

The primary purpose of the ISEI is to provide a framework and forum for professionals from around the world to communicate about advances in the field of early intervention.

Orelena Hawks Puckett Institute Sites

www.everydaylearning.info

www.poweroftheordinary.org

www.researchtopractice.info

The Encyclopedia on Early Childhood Development

<http://www.child-encyclopedia.com/en-ca/home.html>

Canada's Centre of Excellence for Early Childhood Development has launched a free online Encyclopedia on Early Childhood Development. It presents current scientific knowledge on 33 topics associated with the psychosocial development from conception to age of five.

The Professional Training Resource Library

http://depts.washington.edu/isei/ptrl/PTRL_Purpose.php

The Professional Training Resource Library (PTRL) is carried out by the International Society On Early Intervention in partnership with the Association of University Centers on Disabilities. The library contains materials representing interdisciplinary and discipline-specific core knowledge and skills relevant to degree-oriented as well as continuing education and certificate programs. Types of material in the library may include: Assessment Tools, Case Studies, Course Syllabuses, Internship Guidelines, Readings, Specific Curricula, Training Manuals, Videos, and Web-Based Modules. Search tools will be activated on January 1, 2008.

The National Individualizing Preschool Inclusion Project

http://www.collaboratingpartners.com/docs/R_Mcwilliam/NIP%20Flyer.pdf

The Individualizing Inclusion approach hinges on three critical components: functional intervention planning, integrated therapy, and embedded intervention.

Texas ECI Online Training Modules

<http://www.dars.state.tx.us/ecis/providers/trainingmodules.shtml>

Five state-of-the-art online training modules have been developed so information can be accessed anytime from anywhere.

Early Intervention in Natural Environments Blog (Robin McWilliam's blog)

<http://www.naturalenvironments.blogspot.com/>

Journal of Early Intervention

<http://jei.sagepub.com/>

The Journal of Early Intervention is an official publication of the International Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).

Infant/Toddler Early Learning Guidelines

<http://nccic.org/itcc/PDFdocs/itelg.pdf>

The National Infant and Toddler Child Care Initiative at ZERO TO THREE has released a new document entitled *Infant/Toddler Early Learning Guidelines*, which summarizes efforts by states and territories to develop early learning guidelines for infants and toddlers.

Sharing Knowledge with Infant-Toddler Teachers and Home Visitors

<http://www.ehsnrc.org/Publications/Sharing%20Knowledge.html>

Wiki: Help Define Approaches to Professional Development

<http://community.fpg.unc.edu/discussions/wiki-pd-approaches>

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

<http://www.vanderbilt.edu/csefel/>

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) promotes the social emotional outcomes and enhances the school readiness of low-income children ages birth to 5, and serves as a resource center for disseminating research and evidence-based practices to child care programs across the country.

Research at the National Center for Early Development & Learning (NCEDL)

<http://www.fpg.unc.edu/~ncedl/>

NCEDL is a national early childhood research project supported by the US Department of Education's Institute for Educational Sciences (IES) that focuses on enhancing the cognitive, social and emotional development of children from birth through age eight.

The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS)

<http://www.clas.uiuc.edu/>

The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds.

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/>

NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for children from birth through age 8. This website provides information for teachers and administrators, links to its journal articles, information about conferences, and links to national organizations.

National Association of State Directors of Special Education, Inc.

<http://www.nasdse.org/>

NASDSE is dedicated to providing services to state education agencies for the benefit of children with disabilities.

National Dissemination Center for Children with Disabilities

<http://www.nichcy.org/Pages/Home.aspx>

NICHCY is a national organization that serves as a clearinghouse of information on disabilities, laws, education, and research. This site has specific information on IDEA, organizations, conferences, publications, and a set of FAQs. There are also links to state-specific information through State Resource Sheets, providing easy access to information about disabilities in all states. The site is accessible in English or Spanish.

Parent Advocacy Coalition for Educational Rights (PACER) Center

<http://www.pacer.org/>

PACER aims to enhance the quality of life for children with disabilities and their families based on a parent-helping-parent model. The website includes tip sheets, conference links, and resources for parents and professionals negotiating educational and employment systems.

Center for Early Literacy Learning

<http://www.earlyliteracylearning.org>

The main goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes. The Center will produce toolkits containing practice guides for promoting early literacy learning that can be used by parents and early childhood practitioners who work with infants, toddlers, and preschool children.

CONNECT: The Center to Mobilize Early Childhood Knowledge

<http://community.fpg.unc.edu/connect>

CONNECT is developing web-based, instructional resources for faculty and other professional development providers that focus on and respond to challenges faced each day by those working with young children with disabilities and their families. The modules are designed to build early childhood practitioners' abilities to make evidence-based decisions. They emphasize a decision-making process, realistic problems to solve, the importance of integrating multiple perspectives and sources of knowledge, the relevance and quality of content, and feedback.

National Professional Development Center on Inclusion

<http://www.fpg.unc.edu/~npdci/>

The National Professional Development Center on Inclusion (NPDCI) works with states to create a system of high quality, cross-agency, accessible professional development for early childhood personnel. While NPDCI serves as a resource to all states, the center will select eight states for more intense collaboration, 4 in year 1 of the project (2007) and 4 in year 2 (2008).

Technical Assistance Center on Social Emotional Intervention for Young Children

<http://www.challengingbehavior.org/>

The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) was funded to identify, disseminate and promote the implementation of evidence-based practices in order to improve the social, emotional, and behavioral functioning of young children, with a special emphasis on young children, birth through five with or at risk for delays or disabilities. The mission of TACSEI is to build the capacity of state and local programs to promote the social development of young children with or at-risk for delays or disabilities.