

Resources for Leadership Strategies

➤ *National Association for the Education of Young Children (NAEYC)*

Bredenkamp, S. & Copple, C. (Eds.) (1997). *Developmentally Appropriate Practice in Early Childhood Programs*, revised edition. Washington, DC: NAEYC.

This book spells out the principles underlying developmentally appropriate practice and guidelines for classroom decision making. The revised edition is explicit about the importance of the social and cultural context in considering appropriateness of practices. For all engaged in the care and education of infants and toddlers, 3- through 5-year-olds, or primary-grade children, this book offers an overview of each period of development and extensive examples of practices appropriate and inappropriate with children in that age group.

Order online at www.naeyc.org/resources/catalog/ or call NAEYC at 1-800-424-2460

Kaiser, B. & Rasminsky, J.S. (1999). *Meeting the Challenge: Effective Strategies for Challenging Behaviors in Early Childhood Environments*. Ottawa, Ontario, Canada: Canadian Child Care Federation.

This reader-friendly book offers easily understandable ideas and strategies proven to work for children with the most challenging behaviors and to benefit every child in the setting. Published by the Canadian Child Care Federation

Order online at www.naeyc.org/resources/catalog/ or call NAEYC at 1-800-424-2460

National Association for the Education of Young Children. (1998). *Accreditation Criteria & Procedures of the National Association for the Education of Young Children—1998 Edition*. Washington, DC: NAEYC.

Improve your program with these standards—set by the early childhood profession. Programs that apply for accreditation through NAEYC will receive this book in their self-study packet.

Order online at www.naeyc.org/resources/catalog/ or call NAEYC at 1-800-424-2460

➤ *Division for Early Childhood of the Council for Exceptional Children (DEC)*

Sandall, S., McLean, M., Smith, B.J. (Eds.) (2000). *DEC Recommended Practices in Early Intervention/Early Childhood Special Education*. Denver, CO: Division for Early Childhood.

Based on an extensive literature review and focus groups of parents, teachers, and administrators, these practices offer much-needed guidance to parents and professionals who work with young children with disabilities. *Recommended Practices* outlines how families and educators can improve the development and learning outcomes for children including improved social competence, independence, problem solving, and enhanced family functioning. *Recommended Practices* covers the following seven topic areas:

- Assessment - Neisworth & Bagnato
- Child-Focused Interventions - Wolery
- Family-Based Practices - Dunst & Trivette
- Interdisciplinary Models - McWilliam
- Personnel Preparation - Stayton & Miller
- Policies, Procedures, and Systems Change - Harbin & Salisbury
- Technology Applications – Stremel

Order online at www.sopriswest.com or call Sopris West at 800-547-6747.

Hemmeter, M.L., Joseph, G., Smith, B. J. & Sandall, S. (Eds.) (2001). *DEC Recommended Practices Program Assessment: Improving Practices for Young Children with Special Needs and Their Families.* Denver, CO: Division for Early Childhood.

A companion to *DEC Recommended Practices in Early Intervention/Early Childhood Special Education*, this resource will help you assess and improve the quality of services you provide to young children with disabilities and to their families. The assessment is appropriate for Head Start, child-care centers, public schools, or other early childhood programs that implement developmentally appropriate classrooms and curricula.

Use this assessment to:

- Evaluate direct services and indirect supports, based on the recommended practices.
- Determine the strengths and needs of your program.
- Evaluate the impact of training, technical assistance, and other interventions.
- Identify professional development needs of staff.

Includes reproducible Program Assessment, Summary, and Action Planning forms.

Order online at www.sopriswest.com or call Sopris West at 800-547-6747

Sandall, S. & Ostrosky, M. (Eds.) (1999). *Practical Ideas for Addressing Challenging Behaviors.* Denver, CO: Division for Early Childhood.

Published by the Division for Early Childhood of the Council for Exceptional Children, this book also includes the DEC's position statement on interventions for challenging behaviors. Leading experts contribute chapters on topics such as environment and teaching strategies for the classroom and working with parents to address challenging behaviors at home.

Order online at www.sopriswest.com or call Sopris West at 800-547-6747.

➤ **Hayden, P., Frederick, L., & Smith, B.J. (2003).** *A Roadmap for Facilitating Collaborative Teams.* Longmont, CO: Sopris West.

This manual provides reasons and resources for creating collaborative teams to promote meaningful change in local early childhood systems. It was developed based on research on effective practice related to systems change and teaming/collaboration and the experiences of the Collaborative Planning Project (CPP) for Comprehensive Early Childhood Systems. This project provided training and technical assistance (TA) to eight local interagency/CPP teams across four states.

This resource will help state administrative and TA staff, local administrators, local Interagency Coordinating Councils (ICCs), and other local collaborative teams:

- create a coordinated system of early care and education services to young children birth through five (or up to age eight) and their families;
- improve relationships and communication among the agencies that compose the system;
- maximize and blend resources; and
- improve the likelihood that ALL children can have positive child outcomes as a result of family-friendly services in quality, inclusive settings

Order online at www.sopriswest.com or call Sopris West at 800-547-6747

Also available at www.csefel.uiuc.edu

> Head Start

Administration for Children and Families. (1996). Head Start program performance standards and other regulations (45 CFR Part 1304 and Guidance). Washington, DC: U.S. Department of Health and Human Services, Administration on Children, Youth and Families.

> Other Resources

National Association of State Directors of Special Education (NASDSE) (2002). *Mental health, schools and families working together for all children and youth: Toward a shared agenda: A concept paper* [Online]. Available: <http://www.nasdse.org/sharedagenda>

National Center for Children in Poverty (2001b). *Building services and systems to support the healthy emotional development of young children: An action guide for policymakers* [Online]. www.nccp.org

National Research Council (2001). *Eager to learn: Educating our preschoolers*. Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education. B. T. Bowman, M. S. Donovan, & M. S. Burns (Eds.) Washington, DC: National Academy Press.

Office of Special Education and Rehabilitation Services, U.S. Department of Education. (1997). *Individuals with Disabilities Education Act Amendments of 1997*. Retrieved May 28, 2002 from <http://www.ed.gov/offices/OSERS/Policy/IDEA/IDEA.pdf>

Shonkoff, J. P., & Phillips, D. A. (Eds.). (2001). *From neurons to neighborhoods: The science of early development*. Washington, DC: National Academy Press.

Simpson, J., Jivanjee, P., Koroloff, N., Doerfler, A., & Garcia, M. (2001). *Promising practices in early childhood mental health*. Systems of care: Promising practices in children's mental health, 2001 series, Volume III. Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research.

Walsh, S., Smith, B. J., & Taylor, R. (2000). *IDEA requirements for preschoolers with disabilities: Challenging behaviors*. Reston, VA: Council for Exceptional Children

Walsh, S., Smith, B. J., & Taylor, R. (2000). *IDEA requirements for preschoolers with disabilities: IDEA early childhood policy and practice guide*. Reston, VA: Council for Exceptional Children.

Wishman, A., Kates, D., & Kaufmann, R. (March, 2001). *Funding for early childhood mental health services and supports*. Washington, DC: Center for Mental Health Services and Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

Woodbridge, M. W., & Huang, L. N. (2000). *Using evaluation data to manage, improve, market, and sustain children's services*. Systems of Care: Promising Practices in Children's Mental Health, 2000 Series, Volume II. Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research.

Websites

The Center for Evidence-Based Practices for Young Children with Challenging Behavior
www.challengingbehavior.org

Center on the Social and Emotional Foundations for Early Learning
www.csefel.uiuc.edu

Division for Early Childhood of the Council for Exceptional Children
www.dec-sped.org

National Association for the Education of Young Children
www.naeyc.org

National Association of Child Care Resource and Referral Agencies
www.naccrra.org

National Association for Bilingual Education
www.nabe.org

National Black Child Development Institute
www.nbcdi.org

Zero to Three
www.zerotothree.org