

KANSAS INSERVICE



TRAINING SYSTEM NEWSLETTER

Training for Early Childhood Professionals and Families

Volume IX, Issue 4

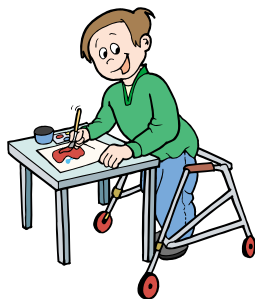
Fall 2000

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Statewide Collaborative Early Childhood Training Calendar

www.parsons.lsi.ukans.edu/kits/ktc

- searchable
- updated weekly
- links to other EC training calendars



For more information, contact
Tammie Benham, 316-421-6550 ext.
1651 or 1-800-362-0390 ext. 1651.

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Reporting Abuse and Neglect of Young Children with Disabilities

There seems that hardly a day goes by that we do not read about one more child who has become the victim of abuse and/or neglect. According to a study by Prevent Child Abuse America, more than three million children were reported for abuse and neglect in 1998 (Wang & Harding, 1999). Also known is that the children at higher risk for abuse and/or neglect are those who are most vulnerable (e.g., very young children and children who have delays and/or diagnosed disabilities) (National Center on Abuse and Neglect, 1996; Sobsey, 1994). In fact, children with disabilities are abused and/or neglected at a rate 1.7 times higher than children who do not have disabilities (National Center on Child Abuse and Neglect, 1993). Questions about what can be done about it loom large in our minds.

As mandated reporters of child maltreatment, early interventionists are charged with the timely reporting of suspected cases of child abuse and/or neglect to the child protective service agency in their communities (Buchele-Ash, Turnbull, & Mitchell, 1995). Reporting cases so that children can be protected from harm is one way that abuse and neglect can be reduced. However, it is suspected that many cases still go unreported, particularly when the child has a disability (Camblin, 1982; Mitchell, 1997; Mitchell, Turbiville & Turnbull, 1999; Sobsey, 1994). With the knowledge that reporting may be critical to a child's safety, early interventionists must understand how to spot and report suspected cases of child abuse and/or neglect.

What if you have never reported suspected child abuse and/or neglect? Where do you begin to know what is reportable?

Reporting Abuse continued on page 4

New Local Responsibilities

Valuable IDEA Resource

We've been asked to spread the word about a valuable resource for families, teachers, other service providers, administrators, and all others interested in improving results for children with disabilities.

According to the Council for Exceptional Children (CEC), the IDEA Practices Website www.ideapractices.org and its accompanying monthly email newsletter, IDEANews, are designed to provide useful and timely information and resources to help implement IDEA.

To view IDEANews online, see www.ideapractices.org/ideanewsonline.htm.

To join the mailing list and receive the monthly IDEANews, just fill out the form at www.ideapractices.org/forms/maillist.asp.

These services are national IDEA Partnership Projects funded by the U. S. Department of Education Office of Special Education Programs.

In the past, the Kansas State Department of Education established the eligibility criteria for early childhood special education (ages 3 through 5), as well as what the class size and teacher caseload should be in various service delivery models.

Since the new state special education regulations are now in place, these three things are no longer in effect. **At the local level**, school districts and cooperatives are responsible for determining these. The federal definition uses the language "significant delay in one or more areas of development." Local policies and procedures should be developed to make it clear what constitutes a significant delay in development. It is not necessary to define eligibility criteria in terms of standard deviations or percentages.

Likewise, people who work in the early childhood area should work together to develop a fair way to determine class sizes and caseloads for service providers. Consider the variables in your district/coop's boundaries: For example, if you are in a large rural

area, transportation time may be a significant variable. You may want to review the early childhood IEPs over the past few years to gather data on amount of direct service time, consultation time, training time, and other commitments of time and resources. Be sure to look at what team members do in terms of ongoing child find, evaluation/eligibility, IEP development and reviews, parent conferences and reporting, and yes—the paperwork! Despite the Paperwork Reduction Act mentioned in IDEA, the law still requires numerous notices to parents and written proof of their consent for various special education actions.

By looking at the various kinds of settings where children are served, how much time is needed for the "infrastructure," and service time, early childhood teams should be able to design a system to determine appropriate caseloads and class sizes for service providers.

The ideas and approaches you develop locally are sent in to Topeka. We are responsible for

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NEWSLETTER STAFF

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Project Director: David P. Lindeman, Ph.D.

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The Collaborative Calendar of Events

DATE	EVENT	CONTACT PERSON
Nov. 7, 2000	Annual Head Start & Services for Children with Disabilities Meeting Topeka	Vera Stroup-Rentier 316-421-6550 ext. 1768
Nov. 30, 2000	<i>Conflict Resolution in the Workplace ACCK Seminar II, Lindsborg, KS</i>	Gretchen Conway 316-241-5150 ext. 115
Dec. 7-10, 2000	<i>DEC International Early Childhood Conference on Children with Special Needs, Albuquerque, NM</i>	410-269-6801 www.dec-sped.org
Feb. 10, 2001	<i>Together We Can Learn Families Together Statewide Conference, Topeka</i>	785-233-4777 or 800-264-6343
Feb. 22, 2001	<i>New Directions in Family Service Coordination ACCK Seminar III, Salina, KS</i>	Gretchen Conway 316-241-5150 ext. 115
Mar. 1-3, 2001	<i>Kansas Division for Early Childhood (KDEC) Annual Conference Overland Park, KS</i>	Mary Beasley 913-993-9325
Apr. 24, 2001	<i>Strategies for Facilitating the Development of Young Children with Visual Impairments in Natural Environments, ACCK Seminar IV, McPherson</i>	Gretchen Conway 316-241-5150 ext. 115
Apr. 28, 2001	<i>Child Care Fair 2001 Great Bend, KS</i>	Alice Weingartner 316-792-9298 or 1-800-732-6842
May 2-4, 2001	<i>KS State Dept. of Ed./KS Staff Development Council Annual Conference (KSDE Effective Schools Conf. & KSDC Spring Conf. have merged)</i>	Teresa White 785-296-7884
June 4-6, 2001	<i>ACCK Summer Seminar in Early Intervention Lindsborg, KS</i>	Gretchen Conway 316-241-5150 ext. 115
June 19-22, 2001	Annual KITS Summer Institute Topic and location to be announced	Misty Goosen 785-864-0725
Sept. 27-28, 2001	Transitioning into Developmentally Appropriate Practices (TDAP) Conference, Wichita, KS	Misty Goosen 785-864-0725

- For a current list of trainings related to early childhood, look at the Collaborative Calendar on the KITS web page at www.parsons.lsi.ukans.edu/kits/ktc.
- Items in bold are KITS sponsored events.
- For a list of trainings in your area related to **child care**, or to obtain information about being a CDA advisor, call KCCTO at 785-532-7197 or 1-800-227-3578, or check the web at www.kccto.org/index2.html.
- For a list of **High/Scope** trainings, call Judy Nelson at Rainbows United, Inc., 316-267-KIDS.
- For specific information and dates for **Family Enrichment Weekends, Parent Networking Conferences** and **Families Together Mini-Conferences**, call the center nearest you: 1-800-264-6343 in Topeka; 1-888-815-6364 in Wichita; 1-888-820-6364 in Garden City; 913-962-9657 in Kansas City.
- For a list of trainings from the HeadsUp Network (distance training for the **Head Start** and **early childhood** community) and a list of participating Head Starts, call 1-800-438-4888 or check the web at www.heads-up.org.
- **Children's Cabinet** meets the second Friday of the month in Topeka. Contact Doug Bowman, 785-296-1329, for room location information.
- For a list of trainings offered by the **Children's Alliance Training Team**, call Debra Childress, 785-235-5437, or check the web at www.ink.org/public/childdally/trainingcalendar.htm.

How do you know who to call? First, the law helps us understand exactly what is considered abuse and neglect of a child. The Child Abuse Prevention and Treatment Act (1974) says it is the

“...physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child by a person who is responsible for the child’s welfare, under circumstances which indicate that the child’s health or welfare is harmed or threatened thereby...” (Sec. 3)


Second, it is important to know that any family member is capable of acting out against a child under specific times and circumstances. It often comes

when a person’s internal and external resources are exhausted. It may also be a result of a lack of knowledge, skills or resources of how best to raise a child. Special challenges, such as drug and alcohol abuse also increase the risk of harm to a child.

Next, the law does not require the mandated reporter to investigate or substantiate the abuse and/or neglect. The law requires only that the report be based on a suspicion that abuse and/or neglect has occurred (see Table 1 for indicators that help establish reasonable cause) (Buchele-Ash, et al., 1995). The child protective agency has the responsibility of opening the case, investigating and substantiating whether or not abuse and/or neglect has oc-

curred. The law does state that the mandated reporter must report in good faith, which means the reporter has not falsified the information (Buchele-Ash, et al., 1995).

How do you spot a case of abuse and/or neglect? First, there are common physical indicators of maltreatment (see Table 2) (Sobsey, 1994; Warger, Tewey & Megivern, 1991). Second, and more difficult to spot, are the behavioral indicators (see Table 3) (Sobsey, 1994; Warger, et al., 1991). However, for children with delays or diagnosed disabilities, these indicators may be the ones you must look for first.

Table 1. Establishing Reasonable Cause	Table 2. Physical Indicators of Maltreatment	Table 3. Behavioral Indicators of Maltreatment
<ul style="list-style-type: none"> <input type="checkbox"/> If the child states the injury was not accidental <input type="checkbox"/> If there are inconsistencies between the child’s and the caretaker/parent’s explanation <input type="checkbox"/> If there were prior unexplained injuries <input type="checkbox"/> The nature of injury does not appear accidental <input type="checkbox"/> If there are physical signs that maltreatment has occurred <input type="checkbox"/> If there are behavioral signs that maltreatment has occurred <input type="checkbox"/> If the child is regularly absent, and physical/behavioral signs are evident after absence, weekend, or vacation 	<ul style="list-style-type: none"> <input type="checkbox"/> Unexplained abrasions, bruises, and welts, especially if in various stages of healing, and found on torso, back, buttocks, or thighs <input type="checkbox"/> Coma due to head injury <input type="checkbox"/> Unexplained burns <input type="checkbox"/> Mouth/dental injuries <input type="checkbox"/> Dislocations <input type="checkbox"/> Ear injuries <input type="checkbox"/> Fractures or serious internal injuries <input type="checkbox"/> Lacerations <input type="checkbox"/> Ligature marks 	<ul style="list-style-type: none"> <input type="checkbox"/> Aggression <input type="checkbox"/> Atypical attachment <input type="checkbox"/> Disclosure <input type="checkbox"/> Fearfulness <input type="checkbox"/> Noncompliance <input type="checkbox"/> Regression <input type="checkbox"/> Sleep disturbances <input type="checkbox"/> Drastic changes in behavior <input type="checkbox"/> Changes in eating habits <input type="checkbox"/> Poor self-esteem <input type="checkbox"/> Resists physical examination <input type="checkbox"/> Self-destructive behavior <div style="text-align: center;">  </div>

Reporting Abuse continued from page 4

To report a suspected case of abuse and/or neglect, call your local child protective agency (during office hours) or the police (after hours) in your area. In Kansas, the child protective agency to call is the local Social and Rehabilitative Services (SRS) agency (check your local phone directory). You can also report by calling the statewide abuse/neglect number: 1-800-922-5330.

The time to prevent abuse and/or neglect of a child is now. Your timely report may be the step that saves a child's life, or prevents a primary or secondary disability from ever occurring.

For more answers to your questions about preventing child abuse and neglect, call Linda Mitchell, Ph.D., at Wichita State University, 316-978-6367, or email at lmitchel@twsu.edu.

References

Buchele-Ash, A., Turnbull, H. R., & Mitchell, L. M. (1995). Forensic and law enforcement issues in the abuse and neglect of children with disabilities. Mental and Physical Disability Law Reporter, 19(1), 115-121.

Camblin, L. D. (1982). A survey of state efforts in gathering information on child abuse and neglect in handicapped populations. Child Abuse & Neglect, 6, 465-472.

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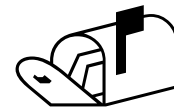
Sobsey, D. (1994). Violence and abuse in the lives of people with disabilities: The end of silent acceptance. Baltimore, MD: Paul H. Brookes.

Wang, C. T., & Harding, K. (1999). Current trends in child abuse reporting and fatalities: The results of the 1998 annual fifty state survey. Chicago: Prevent Child Abuse America.

Warger, C. L., Tewey, S., & Megivern, M. (1991). Abuse and neglect of exceptional children. Reston, VA: The Council for Exceptional Children.

—submitted by Linda Mitchell, Ph.D., Early Childhood Special Education Professor, Wichita State University

New Email for KSDE



The Kansas State Department of Education has recently changed its email addresses. To contact anyone at the department, use the first letter of the first name, then the entire last name, followed by @ksde.org. For example:

Alexa Pochowski
apochowski@ksde.org

Carol Dermeyer
cdermyer@ksde.org

Marnie Campbell
mcampbell@ksde.org

Beccy Strohm
bstrohm@ksde.org

Local Responsibilities continued from page 2

monitoring at the local level to be sure that children receive a free appropriate public education. Please contact us if you have questions (785-296-1944 or 800-203-9462, or email mcampbell@ksde.org).

—submitted by Marnie Campbell, KSDE



Transition Support Available



Do you need assistance regarding the transition process from Part C to Part B? Six regional teams are available to support your early intervention network or local education agency! These teams will provide technical assistance and /or training. All of the teams are available for phone consultation and some would be willing to visit programs or have others visit their program. Please contact a representative from the team in your geographic area:

Southeast Kansas

Debbie Potter, Carolyn Ahring and Diana Carter
SEK Special Education Cooperative, Pittsburg
316-235-3180

Kathy Peterson
SEK Birth to Three, Parsons
316-421-6550 ext. 1775

North Central Kansas

Jeff Hayes
North Central Education Cooperative, Salina
785-827-0301

Karin Clemmer
Infant-Child Development Program, Salina
785-452-6382

South Central Kansas

Ginny Butts
Bright Futures/Futures Unlimited, Wellington
316-326-8906

A limited number of Transition Resource Manuals are still available on a first come, first serve basis. Single copies may be requested by calling Robin Bayless at 316-421-6550 ext. 1618 or 1-800-362-0390 ext. 1618 or email rbayless@parsons.lsi.ukans.edu. For more information about the infant/toddler to preschool transition process, contact Vera Lynne Stroup-Rentier at 1-800-362-0390 ext. 1768.

Western Kansas

Stacey Keas
North Central Kansas Special Education Cooperative, Hays
785-434-4508

Delores Kaczor
Kid-Link, Stockton
785-425-6766

Sharon Hixson
Russell Child Development Center, Garden City
316-275-0291

Mary Matthews
Garden City Public Schools, Garden City
316-276-5270

Northeast Kansas

Dena Bracciano and Rusty Schnur
Douglas County ICC, Lawrence
785-832-5650 ext. 209 or 210

Try these web pages!



Federal Trade Commission alert for fraudulent health information on the internet

www.ftc.gov/bcp/online/pubs/alerts/mrclalrt.htm

ERIC Clearinghouse on Disabilities and Gifted Education

ericec.org

WheelchairNet

www.wheelchairnet.org

U. S. Dept. of Education's Office of Special Education and Rehabilitative Services "A Guide to the Individualized Education Program (IEP)"

www.ed.gov/offices/OSERS/OSEP/IEP_Guide/

Warner Brothers

www.warnerbros.com

Disney

www.disney.com

Theodore the Tugboat

www.cochran.com/theodore/bigharbour

Mr. Rogers

www.pbs.org/rogers

Stories by Kids

www.kids-space.org/story/story.html

Storybooks Online

www.magickeys.com/books/

New Director of Early Childhood Associate Apprenticeship Program

Butler County Community College (BCCC) has named Bonnie Duden director of the Early Childhood Associate Apprenticeship Program. Duden will coordinate with BCCC and Emporia State University to identify childcare centers interested in raising the quality of childcare by developing a registered apprenticeship program. The childcare worker may then enroll as an apprentice of the program which will allow them to earn an Early Childhood Associate through college-level early childhood coursework at BCCC and ESU. Training will begin in January 2001 with the start of the spring semester.

"This is a pilot program focused on childcare centers in the Butler County Community College and Emporia State University service areas," Duden said. "Our goal is to design a program that can be duplicated across the state."

College tuition, fees and book expense will be paid for participants of The Early Childhood Associate Apprenticeship Program, funded by a

\$350,000 grant from the U.S. Department of Labor and the Kansas Social and Rehabilitation Service. To be considered for the program, applicants must be working 30 or more hours a week as a childcare worker and meet requirements to earn a minimum of 10 credit hours of approved courses and 2,000 hours of on-the-job training each year.

"Quality child care is an important factor in the brain development of young children," Duden said. "Providing professional training to childcare workers who can use their education to create a quality environment for our children will have a positive impact on the children, their families and our communities."

Kansas is among 10 states and the District of Columbia starting the childcare apprenticeship program that will eventually be implemented throughout the country. Those interested in the apprenticeship program may contact Duden at 316-322-3244 or bduden@butler.buccc.cc.ks.us



Thoughts on Education

The renewal of education waits for teachers today who can hew a path through the hedge of thorns that comes between the soul of a student and the spiritual life that should be received from knowledge of the world...

If we produce a little inward activity with the superficial part of our nature called intellect, we may come to the conception of a mechanical kind of world; but if we further energize, enliven, and ensoul the act of knowing, so as to release our full capacity for cognition, the life, soul, and spirit of all that surrounds us will bring us their revelations of reality.

When we realize that humble, loving thought has power, actually, to participate in all the beings, events, and processes of the world around us, and when we build the goals and methods of teaching

upon this realization, we are then glad to bring children to every kind of objective knowledge, for we know that by this very act we shall challenge and awaken their own humanity within them. The art created, and the activities set in motion on the basis of such a knowing, will be human through and through. From them our social life can take new hope...

Real education will always seek to strengthen what is best in the human soul: its longing for an experience of spiritual truth that brings to the fore an objective appreciation of the noble aspects of its own nature, together with a sense of real affinity with the rest of humanity, with the Earth planet as a whole, and with the great cosmos above and beyond us.

—from *Education in Search of the Spirit* by John Gardner

Perspectives on Activity-Based Intervention

Activity-Based Intervention emphasizes teaching and learning within the context of natural environments and functional daily routines. There are several principles that underlie the ABI model and support the major premise of the model: young children with special needs should have their needs met in an environment that is as least intrusive and most inclusive as possible. These principles include:

- (1) Family members are decision makers.
- (2) Parents are parents, not therapists.
- (3) Collaboration with families is essential.
- (4) The child's needs determine how assessment is formed.
- (5) Options for services vary according to a child's needs and the family's desires.

ABI provides a systematic framework that supports serving young children and their families in a positive and collaborative manner. It is a child-directed as well as a transactional approach that embeds objectives for the child within and across activities. Routines can be child-initiated as well as planned by adults so the child will be assisted in developing both functional and generative skills. Adults will likely have to manipulate the environment so the child can

perform an activity within a naturally occurring context that will provide naturally occurring consequences to the child's act.

The implementation of the ABI model revolves around three major components of the model itself:

- (1) Collaborative program planning
- (2) Classroom activity schedule
- (3) Activity planning

These components may (and probably will!) look different in different placements or environments. In order for the model to work to the child's best advantage, there must be a positive attitude toward inclusion and a commitment to team collaboration.

The first component, a program plan, must be developed collaboratively with goals and objectives prioritized to best meet the needs of the child and the family. Professionals should be careful to select goals and objectives that increase developmental competence, are functional and generative, and are measurable. Family members should help define and prioritize objectives. Objectives should be sequential and adequate to accomplish the goal as well as reflective of the child's current level of functioning. Instructional strategies should be specific and should include in the description materials and personnel needed as well as criteria for mastery. The

child's typical routines, activities, and preferences should be the major framework for decisions and the activities and routines should occur within the child's natural environment. Make sure objectives are designed to enhance the child's participation in both current and future inclusive settings. Anticipate what the child's life will look like in the future.

An example might be:

Goal—When a care giver or peer is looking at an object, person, or event, the child will look in the direction of the person's gaze for longer than 1 second.

Objective—When a care giver or peer presents an objective within child's reach, he will look in the direction of the object for longer than 1 second.

The second and third components focus on the activities within the classroom. The second component, an activity schedule, allows persons responsible for serving the child to see where in the daily schedule each of the goals and objectives would best fit. Activities are listed on a matrix along with the objectives. Materials, environmental strategies, and peer involvement can also be included in the plan or matrix. Activities themselves can be child-initiated, routine (pre-

ABI continued on page 9

dictable), or planned by adults. All activities (particularly those planned by adults) should be interesting and appealing to children and have logical and natural consequences.

The ABI model also includes a naturalistic routine-based teaching approach. Teaching strategies can easily be embedded within this approach. Mileau teaching strategies are a type of instruction in which the adult provides prompts, models, and/or mands to the child. Teachers (adults or peers) should have an active role in the process, following the child's lead while being both an initiator and a responder. It is important to keep the framework philosophy of ABI in mind—this should be a positive experience for both child and adults.

Data collection is an important aspect of any intervention and should be used to monitor progress of the child, revise and adjust interventions, and evaluate effectiveness of strategies, interventions, and programs. Within the ABI model, anecdotal records, portfolios, and probe recordings are three types of data collection that can be used to collect information that will inform professionals and family members as to the level of a child's needs and strengths. Data systems should be chosen with an eye to the specific need for the data, the logistics of the collecting, and the setting of the natural environment.

The Activity-Based Intervention model is an effective framework for working with young children and supporting needed interventions within naturally occurring routines in least restrictive, most inclusive settings. Practitioners could easily use this model to identify, use, and modify exiting routines within their least restrictive environments to support best practices in early interventions and, in the final analysis, support the continued learning of young children and their families within a collaborative and positive environment.

—submitted by Gayle M. Stuber, Ph.D., Kansas State Department of Education

Sensational Sand

You've probably noticed—in your yard or at the playground—how much your child likes to dig in the sand. Sand is great fun, but it's also a wonderful material for learning.

Children learn mathematical and scientific concepts from playing at our sand table. For instance, when kids pour sand from measuring cup to measuring cup, they are likely to be learning about estimation, volume, texture, and even counting and simple physics.

As children play with sand, we encourage them to talk about what they are doing or experiencing. For instance, we might ask, "Does the sand feel different when it is wet?" or "How did you get the sand so smooth on your castle?"

Have you ever longed to dig your toes into the sand? Sand has the



same soothing effect on children. We find that kids who are frustrated, annoyed, or angry often choose the sand center to work out those feelings.

You can encourage sand play at home by providing a sandbox. It does not need to be large. One excellent and inexpensive sandbox is a bin or busboy tray (available at restaurant suppliers and some discount stores and flea markets) filled with sand. Bins and trays are portable, easy to clean, and easily stored. Provide measuring cups and spoons and other plastic containers to support sand play.

Of course, spills and stray sand go with the territory. With indoor sand play, a sheet or large piece of plastic will help contain the mess, but the benefits are well worth any temporary inconvenience.

—from Diffily, D., & Morrison, K. (Eds.) (1996). *Family-friendly communication for early childhood programs*. (p. 24). Washington, DC: NAEYC.

Upcoming Associated Colleges of Central Kansas Seminars

Conflict Resolution in the Workplace
Thursday, November 30, 2000 6:30 - 9:30 p.m.
Bethany College, Lindsborg, Kansas



Presenter: Kirsten Bruce, L.M.S.W., KDHE Outreach Coordinator for Tobacco Use Prevention

Working closely with others from diverse backgrounds can result in professional and/or personal conflicts. Avoiding or resolving these conflicts is dependent on effective communication. Ms. Bruce, a social worker and mediator in the Chicago court systems for two years, will present strategies for building a positive climate in your organization.



New Directions in Family Service Coordination
Thursday, February 22, 2001 6:30 - 9:30 p.m.
Kansas Wesleyan University, Salina, Kansas

Presenters: Cynthia Shotts, M.Ed., McPherson Co. Head Start Training & Collaboration Coordinator
Kathy Johnson, M.Ed. and the Shawnee County Family Service Coordination Team

This session will present an overview of trends and directions that Infant-Toddler Networks in Kansas are implementing in their efforts to provide effective family-centered service coordination. A panel of Family Service Coordinators from Shawnee County will discuss their approach and recent changes they are implementing.

*Strategies for Facilitating the Development of Young Children
with Visual Impairments in Natural Environments*

Tuesday, April 24, 2001 6:30 - 9:30 p.m.
McPherson College, McPherson, Kansas



Presenter: Karen S. Carlile, M.Ed., ECSE / V.I. Rainbows United, Inc.

Ms. Carlile, through years of experience and training, has accumulated a variety of effective strategies for working with children with visual impairments and their families. She will share these strategies including easy environmental adaptations and modification, pre-braille activities to encourage braille literacy, and activities and low cost equipment that can be used in natural environments. Opportunities for participant exploration of activities and equipment will be provided.

For more information on any of these seminars, contact Gretchen White Conway at ACCK, 210 S. Main, McPherson, KS 67460, phone 316-241-5150 ext. 115, fax 316-241-5153, email agretchc@acck.edu.



New Materials Purchased by the Early Childhood Resource Center



- AI-4008.2 Peabody Developmental Motor Scales and Activity Cards, Second Edition (PDMS-2)
- AI-6014 The Child Preference Indicators
- AI-6014.2 The Personal Preference Indicators
- AIV-2002 Charting Growth-Assessment (video)
- CM-3016 A Guide to Discipline, A Revised Edition
- CM-3503 Using Children's Literature to Learn About Disabilities and Illness
- CM-4030 Toddlers Together, The Complete Planning Guide For a Toddler Curriculum
- CM-4031 More Toddlers Together, The Complete Planning Guide For a Toddler Curriculum, Volume II
- CM-4032 Young Children: Active Learners in a Technological Age
- CM-4033 The Gift of Early Literacy For Young Children Who Are Deaf or Hard of Hearing and Their Families
- CM-4034 Early Experiences and Your Baby's Development
- CM-4035 Your Baby's Emotions, A Parent's Guide
- CM-7055 Can't You Be Still?
- CM-7056 Nobody Knows!
- CM-7057 Here's What I Mean To Say...
- CMV-7015 Childhood Lying, Stealing & Cheating (video)
- PM-2.823 Prime Times, A Handbook for Excellence in Infant and Toddler Programs
- PM-418 Including Preschool-Age Children With Disabilities in Community Settings, A Resource Packet
- PM-500 Culturally and Linguistically Sensitive Practices in Motor Skills Intervention for Young Children
- PM-679 Love and Logic Magic for Early Childhood, Practical Parenting from Birth to Six Years
- PMV-211 Laughing, Learning, Loving, Toddler Brain Development (video)
- PMV-214 But He Knows His Colors, Characteristics of Autism in Children Birth to Three (video)
- PMV-305 The Brain: Our Universe Within, Matter Over Mind (video)
- PMV-305.2 The Brain, Our Universe Within, Evolution and Perception (video)
- PMV-305.3 The Brain: Our Universe Within, Memory and Renewal (video)
- PMV-306 A Baby's World, A Whole New World, Ages Newborn to 1 Year (video)
- PMV-306.2 A Baby's World, The Language of Being, Ages 1 to 2 Years (video)
- PMV-306.3 A Baby's World, Reason and Relationships, Ages 2 to 3 Years (video)
- PMV-307 Infant Curriculum, Great Explorations (video)
- PMV-694 Effective Strategies for Supporting Adolescent Parents (video from the HeadsUp! Network)
- PMV-887 How Difficult Can This Be? Understanding Learning Disabilities (video)
- PMV-888 Beyond the Sandbox, Teaching Assistants in Early Childhood Education (video)
- PMV-889 Families on the Move (video)
- PMV-890 SSI Helping Kids (video)

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