## ARTICLES

Croft, C. (2010, January). Talking to families of infants and toddlers about developmental delays. *Young Children*, *65*(1), 44-46.

This article recommends steps that caregivers and educators can use to talk with families about infant and toddler developmental concerns.

Ray, J., Pewitt-Kinder, J., & George, S. (2009). Partnering with families of children with special needs. *Young Children, 64*(5), 16-22.

This resource walks through the experiences that families may have in adjusting to the news that their child has a disability, and moving through the process of developing an individualized plan. It includes effective strategies for educators and caregivers who work with young children with disabilities and their families.

## GUIDES AND REPORTS

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. http://www.dec-sped.org/dec-recommended-practices

The Division for Early Childhood (DEC) recommends practices provide guidance for professionals who work with children from birth to age 5 with suspected or identified developmental delays or disabilities and for their parents. The practices show effective ways to promote children's development and learning outcomes.

The National Early Childhood Technical Assistance Center. (2011, July). *The importance of early intervention for infants and toddlers with disabilities and their families.* http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf

This summary lists the benefits when infants and toddlers receive early intervention services. It also describes statistics about children who may be eligible, but who are not receiving services.

Suggested Resources

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting family engagement and school readiness, from prenatal to age 8*. https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-im/pfce-framework.pdf

The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children's learning and development.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families.* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf

Explore the role that Positive Goal-Oriented Relationships play in effective parent, family, and community engagement. This guide offers definitions, tools, and reflective practice and supervision strategies to help program staff develop positive, ongoing, and goal-oriented relationships. The resource is intended for the entire Head Start and Early Head Start community and professionals in the early childhood field. Individuals, groups of staff, and supervisors can use this tool as part of training and reflective practice and supervision. This guide is aligned with the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework and Head Start Program Performance Standards (HSPPS).

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Parent involvement and family engagement: For early childhood professionals.* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf

Use this resource to consider and contrast parent involvement and family engagement. Parent involvement and family engagement both include interactions with families. Family engagement occurs in the context of an ongoing and collaborative relationship. Meaningful relationships get us closer to effectively partnering with families. Understanding the differences between parent involvement and family engagement, we can make better choices about practices and activities that are based on the goals of our early childhood programs.

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. (n.d.). *Tips for talking with parents about developmental concerns.*

Suggested Resources

> https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/tipstalkingparents.pdf

Use this tip sheet to view recommendations for effective ways to communicate with parents when developmental concerns arise. It also gives examples of language to use.

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U.S. Department of Health and Human Services, U.S. Department of Education. (2014). *Birth to five: Watch me thrive! A community guide for behavioral and developmental screening.* https://www.acf.hhs.gov/sites/default/files/ecd/ece_providers_guide_march2014.pdf

This guide for early care and education providers focuses on developmental and behavioral screening. Topics include developmental monitoring, talking to families, and choosing screening tools.

## BOOKS

Greenspan, S. I., Wieder, S., & Simons, R. (1998). *The child with special needs: Encouraging intellectual and emotional growth*. Reading, MA, US: Addison-Wesley/Addison Wesley Longman.

In this guide to raising a child with special needs, the authors lay out a complete, step-by-step approach for parents, educators, and others working with children with developmental concerns.

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Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Supportive approaches to diversity, disability, and risk*. Baltimore, MD: Paul H. Brookes.

This book provides research about economic, social, and demographic changes in families and guides professionals who work with families and children in effective practices. It focuses on the needs of young children and improving the lives and outcomes of families.

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Hirschland, D. (2015). *When Young Children Need Help: Understanding and Addressing Emotional, Behavioral, and Developmental Challenges.* Saint Paul, M.N.: Redleaf Press

Written for child care center staff, family child care providers, preschool teachers and pre-service teachers, this book encourages a collaborative approach to serving "hard-to-reach" children.

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Kranowitz, C. S. (2006). *The out-of-sync child has fun: Activities for kids with sensory processing disorder* (Rev. ed.). New York, N.Y.: Perigee Book.

This book offers comprehensive, clear information for parents and professionals and approaches for working with children with sensory processing disorders.

Suggested Resources

National Academies of Sciences, Engineering, and Medicine. (2016). *Parenting matters: Supporting parents of children ages 0-8.* Washington, DC: The National Academies Press. https://www.nap.edu/catalog/21868/parenting-matters-supporting-parents-of-children-ages-0-8

This free, online report identifies the knowledge, attitudes, and practices of parents that can lead to positive developmental outcomes for children from birth to age 8. This report recommends promotion of effective parenting programs and services and areas for further research.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2010). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five.* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf

This resource presents both the *Multicultural Principles* and a selective review of related research, sharing ten principles addressing culture and home languages that early learning professionals can use in planning services and instruction.

## VIDEOS

EarlyEdU. (2017). *Parents sharing about special services* [Video file]. https://eclkc.ohs.acf.hhs.gov/video/responding-families-developmental-concerns-parents-sharing-about-special-services

Watch this video to hear three parents of young children share about how special services positively impacted the lives of their children and families.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Strengthening partnerships to support babies with special needs* [Video file]. https://eclkc.ohs.acf.hhs.gov/video/strengthening-partnerships-support-babies-special-needs

This animated video describes how Early Head Start staff partner with families through successes and challenges. It focuses on partnering with and supporting parents when they learn their child has a developmental delay or disability.

## OTHER RESOURCES

Center for Parent Information & Resources. (n.d.). *Supporting the parent centers who serve families of children with disabilities.* http://www.parentcenterhub.org/

This information hub serves parent centers around the country and provides family-friendly and

research-based material on topics that include: early intervention services for infants and toddlers and their families, special education services for children ages 3 and older, the process of developing individual plans for young children with disabilities and their families, and the steps to receiving special services for young children.

Küpper, L. (Ed.). (2012, October). The basics of early intervention (Module 1). *Building the legacy for our youngest children with disabilities: A training curriculum on Part C of IDEA 2004.* Washington, DC: National Dissemination Center for Children with Disabilities. http://nichcy.org/laws/idea/legacy/partc/module1

These 14 professional development modules highlight aspects of early intervention for infants and toddlers with disabilities. Trainers can use these modules to teach steps to implement Part C of the Individuals with Disabilities Education Act (IDEA).

The Early Childhood Technical Assistance Center. (2016, October). *Part C Lead Agencies.* http://ectacenter.org/partc/ptclead.asp

This web page lists each state's Part C lead agency, who are key players in the referral system to evaluate and provide early intervention services for infants and toddlers and their families.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2017). *Relationship-based practices: Talking with families about developmental concerns* [Simulation]. https://eclkc.ohs.acf.hhs.gov/family-engagement/learning-module/relationship-based-practices-talking-families-about-developmental

Use this simulation to try out possible language and approaches for bringing up concerns about young children's development with parents and families. The principles that guide the conversation come from the Office of Head Start's National Center on Parent, Family, and Community Engagement.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Infographic: Young children with special needs.* https://eclkc.ohs.acf.hhs.gov/children-disabilities/infographic/infographic-young-children-special-needs

This infographic, about children with special needs, shows what children and families need and what early care and education staff can provide. It also includes statistics about the number of children with special needs who attend Head Start and Early Head Start programs.

Suggested Resources

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. (n.d.). *Developmental milestones.* https://www.cdc.gov/ncbddd/actearly/milestones/index.html

Use this website to view and download free developmental milestone checklists for children 2 months old through age 5. The website also includes photos and videos of children at different stages of development.

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. (n.d.). *Early intervention contacts.* https://www.cdc.gov/ncbddd/actearly/parents/states.html

This web page provides links to each state's lead agency's website for early intervention services for infants and toddlers and their families.

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. (n.d.). *Watch me! Celebrating milestones and sharing concerns, Module 4: How to talk with parents about their child's development.* https://www.cdc.gov/ncbddd/watchmetraining/module4.html

One of a set of four brief learning modules on monitoring children's development, this module focuses on talking to parents when there are concerns about development. The module includes video examples of conversations.

For more information about this resource, please contact us:
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