

Early Intervention Every Day Embedding Activities In Daily Routines For Young Children And Their Families By Merle J Crawford Ms Otrl Bcba Cimi 2013 11 01

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of

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biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

This book provides a guide for planning, providing, and documenting effective early interventions for

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infants and toddlers and their families. It discusses best practices for engaging the family, team problem-solving, developing individual treatment plans, incorporating evidence-based interventions, tracking progress, and identifying and solving challenges and obstacles presenting during treatment. The book focuses on the approximately 13% of U.S. children under age 3 who have developmental delays/disabilities, many of which may impair their ability to talk, move, learn, socialize, and become independent. When delivered effectively, early intervention can improve daily function and outcomes for these children, many of whom present with multiple and unique challenges. Each chapter in this book is written to guide practitioners, clinicians, therapists, and related professionals in their daily work with young children and their families. It addresses everyday challenges, including creating routines for parents of infants and toddlers, teaching parents how to play with their children and respond to problem behaviors, and managing caregiver stress. Promoting Positive Behavioral Outcomes for Infants and Toddlers is an essential resource for scientist-practitioners/professionals and clinicians as well as researchers and graduate students in child and school psychology; educational psychology; behavioral therapy; infancy and early childhood development; speech pathology, and occupational therapy.

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Parents have the power to help babies and toddlers at risk for developmental delays make important strides--but many are confused and intimidated as to how. In this easy-to-navigate guide, leading experts present more than 100 games and activities designed to strengthen vital communication and social skills in children from birth to age 3. Everyday chores and routines--like waking up and going to sleep, getting dressed, and mealtimes--are transformed into learning opportunities that promote crucial abilities, such as how to imitate others or use simple hand gestures to convey wants and needs. Parents are the most important people in their kids' lives. Now they can be the best teachers, too. Includes user-friendly features and practical tools, in a convenient large-size format.

Aligned with DEC recommended practices and CEC standards! A must for future early interventionists.

Essential Elements in Early Intervention is a complete sourcebooks and guide for early interventionists, teachers of students with visual impairments, and other professionals who work with young children with visual impairments, dual sensory impairments, and multiple disabilities. It includes comprehensive information on vision and hearing examinations, functional vision and hearing assessments, and effective methods of providing early intervention services. The new edition includes expanded, updated information on federal special

education legislation, best practices in early intervention, evidence-based outcomes, and the role of the early interventionist, as well as strategies for working with families and educational teams successfully.

Accommodating Diversity is about equity in early childhood programs and how to achieve that goal. It is full of information, tips, strategies and ideas for early childhood professionals as they create an environment in which all children can thrive. There are chapters on defining inclusion, strategies for inclusion, speech and language delays, teamwork and professionals and challenging behaviors.

The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects, best practices, and the future directions of the field. With contributions from noted experts in the field, the book contains 30 interdisciplinary essays that explore in-depth the central issues of early childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that are

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most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning literacy, and much more. This important resource: Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars, researchers, and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and education, *The Wiley Handbook of Early Childhood Care and Education* is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field. The definitive guide to routines-based early intervention—straight from the leading authority on this highly respected, family-centered model. Includes step-by-step guidance on each part of the model, plus more than 25 photocopiable checklists to Presents strategies for helping children with autism interact

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with others and achieve their potential, covering such areas as back-and-forth interactions, nonverbal communication, and imitation.

Discover the 7 key principles and associated practices for effective early intervention services, and start putting them into action today. This easy-to-use, fillable workbook reveals not only what every EI professional should be doing in their practice, but also how to do it, with practical tips, activities, and strategies they can use to improve their work with children and families right away. Based on specific recommendations from a workgroup of today's top researchers, this comprehensive resource walks readers through every key step of the early intervention journey with children birth to 3, from the crucial first meeting with a family to the child's transition out of intervention. Perfect for group training sessions or independent study, it's a great workbook to fill in, learn from, and then keep close at hand as a quick and easy reminder of best practices. This resource identifies and focuses on the best of today's most successful evidence-based intervention approaches. It walks readers explicitly through every step of effective early intervention, and the interactive workbook format makes it easy to learn and reinforce recommended practices. Practical materials include: sample scripts that model skillful interactions, helpful quick-reference checklists, engaging "Give It a Go" activities, realistic vignettes, and an in-depth family case study that lets readers practice identifying effective and ineffective practices; and much more.

This handbook offers practical strategies and evidence-based parent-implemented interventions for very young children with autism spectrum disorder (ASD). It explores this important subject within the context of rapidly increasing numbers of toddlers who are diagnosed with ASD during the second year of life. The handbook discusses how parents of young

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children with ASD can effectively be supported, taught, and coached to implement evidence-based parenting strategies and intervention techniques, and describes a broad range of developmentally appropriate programs at the family, community, and service delivery levels. In addition, the handbook examines individual differences in parenting cognitions, emotions, and practices and proposes strategies for supporting the varying capacities of diverse families to meet the needs of young children with ASD. Chapters provide diverse coverage, spanning cultural/socio-economic differences as well as differences in family structure; parenting cognitions, emotions, and practices; parental learning styles; and access to social support. Featured topics include: Supporting families of high-risk infants who have an older sibling with ASD. The use of video feedback strategies in parent-mediated early ASD intervention. The Incredible Years (IY) Parent Program for preschool children with ASD and language delays. Self-help for parents of children with ASD. The Family Implemented TEACCH for Toddlers (FITT) support model. Parent-implemented interventions for underserved families in Taiwan. Family and provider-based interventions in South Asia. The Handbook of Parent-Implemented Interventions for Very Young Children with Autism is a must-have resource for researchers, clinicians/professionals, and graduate students in clinical child, school, and developmental psychology, family studies, behavioral therapy, and social work as well as rehabilitation medicine/therapy, child and adolescent psychiatry, pediatrics, and special education/educational psychology.

"Childress provides extensive information about conducting EI visits and gathering information to individualize intervention and develop service plans. This workbook allows practitioners to reflect on what they do, why and how they do it, and how their practices influence the quality of EI services. In this way,

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they can learn to manage their workload and thereby avoid burnout through time management strategies, stress management, and ongoing professional development"-- Every year brings new research studies that aim to describe early childhood development. Despite this boom in research, there has been little useful translation of these studies into clear recommendations for educators and mental health practitioners. This book shows experienced educators and mental health practitioners who work with young children (2-5 years of age) how to implement programs and interventions based on the latest scientific research in day care centers, preschools, special education settings, and kindergartens. Chapters in this volume offer guidelines on child assessment across five key areas of development--cognitive, language, behavioral and social-emotional functioning, adaptive behavior, and motor skills. Contributors describe interventions to help children meet age-appropriate expectations regarding cognitive and emotional maturity, and other key developmental tasks including numerical understanding, early literacy programs; and play. Other chapters discuss broad policies and legal issues impacting early education. Special attention is given to interventions for preschoolers with developmental disabilities, and the unique needs of children who are culturally and linguistically diverse. Psychologists, speech-language pathologists, social workers, and teachers will find a wealth of information in this comprehensive, practical volume.

This book examines a group-based adaptation of the Early Start Denver Model (ESDM) designed for use with preschoolers with autism spectrum disorder (ASD). It describes the principles and procedures of the Group-Based Early Start Denver Model (G-ESDM) and provides practical and empirical guidelines for implementing effective, affordable programs across public healthcare and educational settings.

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Chapters offer rationales and strategies for designing and evaluating interventions, building interdisciplinary teams, and organizing learning spaces to engage student interest. Examples discuss the social interactions in groups that provide opportunities for learning, improving interpersonal skills, and reducing problem behaviors. In addition, the book offers ideas for retooling teaching strategies when an individual child lags behind the rest of the group. Featured topics include: Creating treatment objectives in the G-ESDM. Setting up the G-ESDM team and learning environment. Development of the G-ESDM classroom curriculum. Practical tools such as decision-making trees, teaching templates, and fidelity systems. Facilitating learning through peer interactions and social participation. Implementing the Group-Based Early Start Denver Model for Preschoolers with Autism is a must-have resource for clinicians and practitioners as well as researchers, professors, and graduate students in the fields of child and school psychology, behavioral therapy, and social work along with psychiatry, pediatrics, and educational and healthcare policy.

An Activity-Based Approach to Early Intervention, Second Edition, is an ideal text for undergraduate and graduate students of early intervention, special education, and child development, and it serves as a practical in-service resource for program administrators, therapists, interventionists, and other members of transdisciplinary teams.

International Review of Research in Developmental Disabilities provides an ongoing scholarly look at research into the causes, effects, classification systems, and syndromes, etc. of developmental disabilities. Contributors come from wide-ranging perspectives, including genetics, psychology, education, and other health and behavioral sciences. Provides the most recent scholarly research in the study of developmental disabilities A vast range of

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perspectives is offered, with many topics covered Presents an excellent resource for academic researchers

Updated to reflect 10 years of evolution in demographics, research, technology, and legislation, the new edition of this bestselling textbook introduces early childhood educators to the fundamentals of six alternative assessment methods.

Early childhood professionals: Get practical how-to guidance on the primary service provider approach to teaming, the widely used, evidence-based model that helps ensure coordinated services and better outcomes for young children and families.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on

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a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children. Thorough, accessible, and research-supported, this book gives service providers the background information and practical strategies they need to help multi-risk families manage their complex challenges and ensure their young children's healthy development

"Equips early intervention providers with strategies for supporting families to facilitate critical skills for young children with autism or with characteristics of autism during typical everyday routines and activities. Focuses on those skills particularly challenging for this population, e.g., regulation, flexibility, social communication"--

The number one book in pediatric OT is back! Focusing on children from infancy to adolescence, Case-Smith's Occupational Therapy for Children and Adolescents, 8th Edition provides comprehensive, full-color coverage of pediatric conditions and treatment techniques in all settings. Its emphasis on application of evidence-based practice includes: eight new chapters, a focus on clinical reasoning,

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updated references, research notes, and explanations of the evidentiary basis for specific interventions. Coverage of new research and theories, new techniques, and current trends, with additional case studies, keeps you in-step with the latest advances in the field. Developmental milestone tables serve as a quick reference throughout the book! NEW! Eight completely new chapters cover Theory and Practice Models for Occupational Therapy With Children, Development of Occupations and Skills From Infancy Through Adolescence, Therapeutic Use of Self, Observational Assessment and Activity Analysis, Evaluation Interpretation, and Goal Writing, Documenting Outcomes, Neonatal Intensive Care Unit, and Vision Impairment. NEW! A focus on theory and principles Practice Models promote clinical reasoning. NEW! Emphasis on application of theory and frames of reference in practice appear throughout chapters in book. NEW! Developmental milestone tables serve as quick reference guides. NEW! Online materials included to help facilitate your understanding of what's covered in the text. NEW! Textbook is organized into six sections to fully describe the occupational therapy process and follow OTPF.

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding

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the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, *From Neurons to Neighborhoods* presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows. Never HIGHLIGHT a Book Again! Includes all testable terms, concepts, persons, places, and events. Cram101 Just the FACTS101 studyguides gives all of the outlines, highlights, and quizzes for your textbook with optional online comprehensive practice tests. Only Cram101 is Textbook Specific. Accompanies: 9781598572766. This item is printed on demand.

Successfully increase the communication and interactions of young children and simultaneously reduce frustration. These routines-based early intervention activities contain parent strategies, instructions for signed communication, and developmental norms, all of which are in English and Spanish! Practitioners love the easy data collection, easy to follow session plans, and resources for parents. Parents love the progress their children make with the easy to follow instructions for labeling items and actions, modeling phrases, imitating sounds, and expressing preferences. Based on the experiences and research of bilingual speech-language pathologists, these lessons have been field-tested with families to ensure progress, satisfaction, and reduced planning time for professionals. Meets the needs of children with many different disabilities:

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Down Syndrome, Autism, Cerebral Palsy, language delays, and children from different language backgrounds (English, Spanish, and bilingual English/Spanish).

This guidebook on family–professional partnerships has been used as a go-to early intervention resource in university coursework, for inservice professional development, and as a support to families in (or considering) early intervention. This new edition has been completely revised to reflect recent research and respond to feedback that the author accumulated from users of the book, including practicing professionals and university instructors. With a focus on how families and professionals can collaborate effectively so that infants and toddlers (0–3) learn, grow, and thrive, chapters address: child learning and development, family functioning and priorities, early intervention as a support and not a substitute, and planning “what’s next” after early intervention. Specific components of early intervention—evaluation and assessment, program planning, intervention implementation, service coordination, and transition—are also discussed. This hands-on resource uses stories of families in early intervention to illustrate key concepts and provides checklists that readers can use to assess their experiences in early intervention. “This guidebook is my go-to source with families, professionals, and students. The newest edition expands upon an

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already exceptional book with the most recent policy and evidence-based practice recommendations. I can't keep enough copies in my library." —Susan Fowler, director, Illinois Early Intervention Clearinghouse "Supporting and empowering parents to help their infants and toddlers with delays and/or disabilities to learn and grow is key to future successes. Bonnie's Keilty's comprehensive work on the new edition of The Early Intervention Guidebook for Families and Professionals will help to insure that Part C Early Intervention around the country will stay focused on its work with and for families." —Roxane Romanick, Founding Board Member Early Intervention Family Alliance Like many other medical and health-related professions, the speech-language pathology and audiology professions have been responding to the changes in the ways in which healthcare is delivered. These changes are occurring at the federal and state levels due to changes in legislative and regulatory policies. To this end and as a result of reports from the World Health Organization (2010, 2011, 2013) and the Institute of Medicine (2000, 2001, 2015), healthcare professionals are now addressing healthcare service delivery within an interprofessional, collaborative practice and patient outcomes context. This volume of Pediatric Clinics will present articles that address clinical care to a variety of pediatric speech and language clinical

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populations. While it will be the intent of each piece to address interprofessional perspectives of care, the opening and closing pieces, respectively, will introduce and then synthesize, all of the articles into a cogent volume. Articles are devoted to the following topics: The Journey to Interprofessional Practice: Are We There Yet; Late Talkers: Why the 'Wait and See' Approach is Outdated; A Pediatrician's Guide to Cleft Palate Speech and Non-Cleft Causes of Velopharyngeal Insufficiency (VPI); Supporting Children with Autism and Their Families: A Model for Interprofessional Practice; Feeding Problems in Infants and Children: Assessment and Etiology; A Multidisciplinary Team Approach to the Differential Diagnosis of Children with Communication Disorders; Open Up and Let Us In: An Interdisciplinary Approach to Oral Health; Otitis Media: Beyond the Examining Room; Clinical Perspectives on Pre-Literacy Development in Young Children; Using the ICF Framework to Achieve Interprofessional Functional Outcomes for Young Children: A Speech-Language Pathology Perspective; Developmental Care of the Pre-Term Infant: From NICU Through High-Risk Infant Follow Up; Interprofessional Collaborative Practice: What That Means for Early Intervention Service Delivery; The Role of the Speech-Language Pathologist in Creating a Model for Interprofessional Practice in an Ambulatory Care Clinic; and Identification of Speech

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and Language Delays In Young Children: An
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Important Collaborative Role for the Pediatrician.

Every interventionist needs this practical sourcebook, packed with research-based strategies for helping parents and caregivers take a consistent, active role in supporting young children's development.

The three-volume *Early Childhood Intervention: Shaping the Future for Children with Special Needs and Their Families* is a unique, comprehensive, and much-needed examination of a critically important issue. In its pages, a diverse array of experts discuss key aspects of policies, laws, rights, programs, and services available to children today. Examinations range from historical roots to present-day considerations, such as culturally and linguistically diverse children, use of technology, and contemporary testing and teaching methods.

Throughout, the most current and best available research is combined with professional and clinical experience, wisdom, values, and family perspectives. The work explores issues affecting both children with psychological disorders and those with physical challenges, such as children who are blind or hearing impaired. Coverage includes all aspects of life-skills, medicine, health sciences, education, and child welfare. Although it is focused on programs in the United States, this comprehensive set offers additional insights by

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Including comparisons of U.S. programs and services with their international counterparts. The third edition of this highly respected resource has the answers. A classic textbook for preservice professionals and user-friendly guide for in-service practitioners, "An activity-based approach to early intervention" offers a systematic method for assessing young children and helping them reach their goals. Readers will find thorough, research-based information on activity-based intervention (ABI) - an approach already trusted by thousands of professionals - and the strategies they need to use it effectively with children and families. Procedures for successfully implementing ABI are even clearer with this revised third edition. Using experiences with families and feedback from professionals, the authors have refined this guide with a wealth of practical updates. Professionals will find a new chapter on empirical support for ABI, coverage of important issues in the field, new research findings, and more sample forms and vignettes that vividly demonstrate how ABI works. With its creative child-directed techniques and ready-to-use forms, this comprehensive guide to ABI fully prepares students and practitioners alike to make the most of learning opportunities, work a team with other professionals and families, and help young children reach their goals.

ASQ(R) SE-2 Learning Activities & More are

photocopiable sheets of developmentally appropriate, stimulating learning activities, informational newsletters, and topical tip sheets professionals can give to parents to support their children's social-emotional development.

The general public often views early childhood education as either simply “babysitting” or as preparation for later learning. Of course, both viewpoints are simplistic. Deep understanding of child development, best educational practices based on development, emergent curriculum, cultural competence and applications of family systems are necessary for high-quality early education. Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age. The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research, accurate practical applications of research, historical foundations and key facts from the field of contemporary early childhood education. Through approximately 425 entries, this work includes all areas of child development – physical, cognitive, language, social, emotional, aesthetic – as well as comprehensive review of best educational practices with young children, effective preparation for early childhood professionals and policy making practices, and addresses such questions as:

- How is the field

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of early childhood education defined? · What are the roots of this field of study? · How is the history of early childhood education similar to yet different from the study of public education? · What are the major influences on understandings of best practices in early childhood education?

Early Intervention Every Day! Embedding Activities in Daily Routines for Young Children and Their Families Brookes Pub
As the incidence of communication disorders continues to rise, early intervention programs struggle to meet the diverse needs of individual families. This title helps speech and language therapists, as well as other early interventionists, jump-start the communication process in communicatively delayed children.

Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual Disability supports teacher educators who are preparing pre-service or in-service teachers to instruct students with intellectual disability from preschool through transition. As a solid, research based methods textbook, it focuses on providing strategies and approaches for how to teach across the spectrum of intellectual abilities and shows how teaching these students involves attention to evidence-based practice. The book presents academic, functional, and behavioral instructional strategies for all these populations. Early childhood education receives more attention and funding today than ever before, yet the quality of available programs varies widely. What interventions are most effective for promoting young children's school readiness? How can educators partner successfully with diverse families to help close the income- and race-based achievement gap? What are the obstacles to dissemination of evidence-based child care and preschool practices, and how can these obstacles be overcome? Bringing together foremost experts, this

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forward-thinking book reviews the breadth of current knowledge about early education and identifies important priorities for practice and policy. Part I describes the contemporary landscape of early education in the United States: what programs are in place; how they are utilized, administered, and funded; and their educational aims. Part II presents cutting-edge research on curricula and teaching methods that work. Coverage encompasses strategies for fostering specific skills--including language, literacy, and early mathematics and science--and for enhancing academic development overall. Next, Part III turns to the critical areas of social development and the family context of early education. Chapters describe exemplary approaches to supporting young children's executive functioning, self-regulation, social-emotional learning, and mental health. Rounding out the volume, Part IV addresses ways to better serve children with special needs, as well as how to strengthen the roles of early educators through professional development, higher education, and certification. Comprehensive and authoritative, this volume combines an impeccable research grounding with a strong applied focus. It belongs on the desks of researchers, teacher educators, and graduate students in early education, early literacy, child development, and special education; school and child care administrators; and education policymakers.

A resource of fun games for parents or teachers to help young children learn social and motor skills Barbara Sher, an expert occupational therapist and teacher, has written a handy resource filled with games to play with young children who have Autistic Spectrum Disorder (ASD) or other sensory processing disorders (SPD). The games are designed to help children feel comfortable in social situations and teach other basic lessons including beginning and end, spatial relationships, hand-eye coordination, and more. Games can

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also be used in regular classrooms to encourage inclusion. A collection of fun, simple games that can improve the lives of children with ASD or other SPDs. Games can be played by parents or teachers and with individual children or groups. Games are designed to make children more comfortable in social situations and to develop motor and language skills. Also included are a variety of interactive games to play in water, whether in a backyard kiddie pool, community swimming pool, or lake. All the games are easy-to-do, utilizing common, inexpensive materials, and include several variations and modifications.

Accessible, easy-to-follow guide to teaching parents and other caregivers to value and support a child's development.

Behavioral Principles in Communicative Disorders:

Applications to Assessment and Treatment examines the basic principles of the science of behaviorism and applies those principles to the assessment and treatment of communicative disorders. It begins with the history and basic principles of behaviorism, as well as a chapter examining Skinner's (1957) concept of verbal behavior and functional units of verbal behavior. The text then discusses functional behavior assessment, the formulation of operationally defined target behaviors, discrete trial treatment procedures, and various techniques for increasing desirable behaviors and decreasing undesirable behaviors. The concluding chapters describe single-case research designs that support the efficacy of behavioral principles and address ethical questions and historic controversies surrounding the application of those principles. Speech-language pathologists (SLPs) seek to change communicative behaviors in the clients they serve; the principles of behavioral science have many applications to the assessment and treatment of communicative disorders. There is a vast body of evidence indicating the efficacy of behavioral approaches in behavior modification, and SLPs

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have been tasked by their professional associations to employ evidence-based practices. Also, there is an appreciation for the usefulness of behavioral principles in treating clients with very severe communicative disorders, such as autism, apraxia, and dysfluency. This is evidenced by the development of the field of applied behavior analysis and the growing numbers of board certified behavior analysts (BCBA), with whom SLPs may be called upon to collaborate. Behavioral Principles in Communicative Disorders is primarily designed for practicing speech-language pathologists looking for detailed descriptions of evidence-based treatment procedures, as well as professors and students in university programs in communicative disorders. However, professionals in other fields, such as applied behavior analysis and special education, will also find this to be a highly useful text.

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