ARTICLES

Cheatham, G., & Ostrofsky, M. (2009). Listening for details: Early childhood parent-teacher conference communication facilitators. *Young Exceptional Children, 13*, 36–49. doi: 10.1177/1096250609347283
https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Listening for details-communicating.pdf

This article discusses guidelines for promoting positive communication between educators and families. It includes examples of actual conversations in the context of parent-teacher conferences from early childhood special education and Head Start programs.

DeVore, S., Miolo, G., & Hader, J. (2011). Individualizing inclusion for preschool children using collaborative consultation. *Young Exceptional Children, 14*(4), 31–43. doi: 10.1177/1096250611428424
http://www.utoledo.edu/education/grants/partnerproject/focus/docs/individualizing%20instruction%20article.pdf

Using a collaborative consultation approach, this article describes how specialists and early childhood teachers can work together to support children with disabilities in community-based preschool programs. Suggestions for collaboration around gathering assessment information, identifying goals and strategies, and monitoring children's progress are addressed.

Dinnebeil, L. A. & McInerney, W. F. (2000). Supporting inclusion in community-based settings: The role of the "Tuesday Morning Teacher." *Young Exceptional Children, 4*(1), 19–26.

This article describes the role of itinerant specialists who provide services to children with disabilities within the context of community-based early childhood programs such as Head Start. A section is dedicated to how the specialist can work in collaboration with community-based colleagues to design and implement ongoing assessment systems.

Gischlar, K. L., Hojnoski, R., & Missall, K. (2009). Improving child outcomes with data-based decision making: Interpreting and using data. *Young Exceptional Children, 13*(1), 2–18. doi: 101177/1096250609346249

This article focuses on using child performance data to inform instructional decision making. It provides detailed information on how to interpret graphs using a visual analysis approach.

Greenwood, C., Bradfield, T., Kaminski, R., Linas, M., Carta, J., & Nylander, D. (2011). The response to intervention (RTI) approach in early childhood. *Focus on Exceptional Children, 43*(9), 1–24.
http://www.crtiec.org/aboutcrtiec/documents/FOEC-V43-9-May-v5.pdf

This article discusses Response to Intervention (RtI), a framework used to identify children who are not making expected rates of progress and who may benefit from more intensive intervention.

Hojnoski, R., Gischlar, K., & Missall, K. (2009). Improving child outcomes with data-based decision making: Collecting data. *Young Exceptional Children, 12*(3), 32–44.

This article describes basic elements of collecting ongoing child assessment data in early care and education settings. It includes detailed information on selecting a target behavior, and choosing a measurement system and type of recording method.

Hojnoski, R., Gischlar, K., & Missall, K. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children, 12*(3), 15–30.

This article focuses on organizing data collected on a child's learning of a targeted behavior into a visual display in order to promote data-based instructional decision making. Examples and specific guidelines are provided for designing graphs using a computer or paper and pencil.

Kaczmarek, L. (2006). A team approach. Supporting families of children with disabilities in inclusive programs. *Beyond the Journal—Young Children on the Web*, January 2006, 1–10.

http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf

This article discusses additional strategies for early childhood staff for supporting families of children with disabilities in community-based preschool settings. Several suggestions of ways to establish and maintain ongoing communication with families around children's progress are included.

Sadler, F. (2002). The itinerant special education teacher in the early childhood classroom. *Teaching Exceptional Children, 35*(3), 8–15.

http://eiprofessionals.wikispaces.com/file/view/The+Itinerant+Special+Education+Teacher+in+the+Early+Childhood+Classroom

Although it does not directly address ongoing assessment, this article, written from the perspective of a special education itinerant teacher offers useful ideas and suggestions on how itinerant teachers can support teaching and learning of children's IEP objectives in community-based preschool programs.

Turan, Y., & Meadan, H. (2011). Social validity assessment in early childhood special education. *Young Exceptional Children, 14*(3), 13–28. doi: 10.1177/1096250611415812

The notion of social validity in early childhood special education programs refers to the meaningfulness or acceptability of a behavior or intervention in the context of a child's community or natural environment. This article provides useful guidelines to help team members work together with families to develop functional and meaningful learning goals and interventions for a child.

BOOKS AND CHAPTERS

Buysse, V., and Wesley, P. W. (2005). *Consultation in early childhood settings.* Baltimore, MD: Paul H. Brookes Publishing.

This handbook was designed to help those providing early childhood services form collaborative partnerships to effectively intervene with young children with disabilities.

Grisham-Brown, J., & Pretti-Frontczak, K. (2011). *Assessing young children in inclusive settings. The blended practices approach.* Baltimore, MD: Paul H. Brookes Publishing.

This book describes a comprehensive approach to assessing young children with diverse abilities in inclusive preschool settings.

Horn, E., and Jones, H. (Eds). (2004). *Young Exceptional Children Monograph Series No. 6: Interdisciplinary teams*. Longmont, CO: Sopris West Educational Services.

This is a collection of articles that include practical strategies for creating teams across early childhood disciplines.

McLean, M., Wolery, M., & Bailey, D. B. (2004). *Assessing infants and children with special needs* (3rd ed.). Upper Saddle River, NJ: Charles E. Merrill.

This thorough resource addresses a full range of practices related to the assessment of young children with special needs, for the purpose of planning effective instruction and early intervention services.

Sandall, S. R., and Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.

This book is about effective practices for teaching young children with disabilities in classroom settings. Strategies for staff collaboration and for using ongoing assessment data are included.

WEB RESOURCES

Birth to 5: Watch Me Thrive!

http://www.acf.hhs.gov/programs/ecd/watch-me-thrive

This federal initiative from the Office of the Administration for Children and Families seeks to promote healthy child development. It includes resources and guidance for families and providers on developmental and behavioral screenings to track a child's progress.

Family Engagement and Children with Disabilities: A Resource Guide

http://www.hfrp.org/content/download/4289/116678/file/SPED%20Bibliography-FINAL.pdf

Ferrel, J. (2012). *Family engagement and children with disabilities.* Cambridge, MA: Harvard Graduate School of Education.

This is a list of resouces that includes research reports, journal articles, examples of best practices, and tools compiled by the Harvard Family Research Project to help family members and special educators establish effective collaborative partnerships to promote children learning and development.

http://www.acf.hhs.gov/programs/opre/hs/dev_screeners/reports/screeners_final.pdf

Halle, T., Zaslow, M., Wessle, J., Moodie, S., & Darling-Churchill, K. (2011). *Understanding and choosing assessments and developmental screeners for young children: Profiles of selected measures.* Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

This compendium contains information for Head Start managers and other early childhood administrators on the psychometric qualities of a select set of screening and assessment tools commonly used in Head Start. In particular attention is drawn to reliability and validity issues as they relate to children with disabilities and children who are dual language learners.

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation

http://www.dec-sped.org/About_DEC/Position_Statements_and_Concept_Papers/Promoting_Positive_Outcomes

This document includes recommendations about assessment and progress monitoring for children with disabilities as well as how to foster supportive partnerships in assessment.

Services to Children with Disabilities—Head Start

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Services%20to%20Children%20with%20Disabilities

This website provides access to a wide range of information about children with disabilities, including resources to support Head Start staff in individualizing for these children.