EARLY CHILDHOOD INTERVENTION RESOURCES

RESOURCES FOR PROFESSIONAL MATERIALS, RESEARCH BASED INFORMATION, AND LEARNING MATERIALS

AbleNet
WEBSITE: http://www.ablenetinc.com
AbleNet shares information regarding assistive technology products for people with disabilities. The AbleNet site provides information on over 800 technology products and curriculum solutions for professionals who serve people with disabilities.

AbleNet describes devices for assistive and augmentative communication (AAC), switch access, environmental control units, computer access, iPad, iPhone, and iPod Access, learning technology, low vision technology, and mounting solutions: http://www.ablenetinc.com/Assistive-Technology.

AbleNet also describes various curricula used with students with disabilities in grades K-12: http://www.ablenetinc.com/Curriculum. For professionals AbleNet offers its “University” which is an online or on-site learning resource. Free live Webinars are available (about 4/month). The webinars include information about curriculum, communication devices, switch/mounts, iDevices, and computer access.

Building the Legacy: IDEA 2004 Part B and Part C
WEBSITE: http://idea.ed.gov
U.S. Department of Education website containing IDEA statutes and regulations for Part C early intervention and Part B special education including early childhood special education (Part B, Section 619). The website also contains learning and training materials including an introduction to early intervention, creating Individualized Education Programs (IEP) for children who are eligible for special education and related services, webcasts, video clips and model forms necessary for providing special education and related services.

Bright Futures
WEBSITE: http://www.brightfutures.org/georgetown.html
Bright Futures is a program focusing on disease prevention and health promotion for infants, children, and adolescents. The Bright Futures site provides a variety of guidelines, materials and resources that providers and organizations can use to strengthening the connection between state and local programs, pediatric primary care, families, and local communities. Links to videos and CDs on a vast array of topics including the prevention of Sudden Infant Death Syndrome in newborns is available.

CanChild
WEBSITE: www.canchild.ca
CanChild Center for Childhood Disability Research is a research and education center located at McMaster University in Hamilton, Ontario, Canada. The organization is dedicated to disseminate information on disabilities and conduct research on effective practices for children with disabilities. Information is available for families, policy makers, and providers.

CanChild has a multi-disciplinary team of researchers from pediatrics, rehabilitation medicine (physiatry), occupational therapy, physiotherapy, etc. CanChild also partners with children/youth, families, researchers, policy analysts, and service provider organizations such as McMaster Children's Hospital. They also train students in disability research (graduate students, post-doctoral fellows, researchers, and experts). “CanChild Today” is CanChild's weekly newsletter that offers updates on research, resources, and programming.
CanChild researchers developed the Gross Motor Function Measures, the Gross Motor Performance Measure, and the Gross Motor Classification System. These are widely used tools for children with cerebral palsy. They have also developed a n array of other tools.

**Center on the Developing Child**
**WEBSITE:** [http://developingchild.harvard.edu](http://developingchild.harvard.edu)

The mission of the Center is to leverage the rapidly growing knowledge related to child development inform practice, research, and policy to improve outcomes for children facing adversity. The Center's activities include:

- **National Scientific Council on the Developing Child** is the Center's flagship initiative on translating science into policy. A multi-disciplinary, multi-university group of scientists and scholars synthesizes and communicates the science of early childhood and early brain development to inform public discourse and policy making.
- **National Forum on Early Childhood Policy and Programs** is an outgrowth of the Council that assesses and interprets research evidence on program effectiveness and a range of interventions targeting early childhood, as well as data on family support services to inform policymaking and practice.
- **Global Children’s Initiative** aims to develop a portfolio of international projects that adds value to the work of others in the domains of child health and development.
- **Frontiers of Innovation** collaborates with a broad network of people and organizations to drive the design of intervention strategies grounded in scientific research that produce breakthrough outcomes for at-risk children.
- **Science of Adversity and Resilience** advances our understanding of how genes, experiences, and environmental influences interact during prenatal, child, and adolescent development to affect brain development and lifelong outcomes in learning, behavior, and health.
- **Students, Education, and Leadership Development** focuses on creating a new breed of change agents who are prepared to drive innovation in research, policy, and practice related to the well-being of vulnerable children.

**Center for Disease Control and Prevention (CDC) Act Early: Information for Early Childhood Educators**
**WEBSITE:** [http://www.cdc.gov/ncbdd/actearly/ccp/index.html](http://www.cdc.gov/ncbdd/actearly/ccp/index.html)

The “Learn the Signs, Act Early” campaign is to increase awareness of the importance of early identification and intervention for young children with autism spectrum disorders or any developmental delay or disability. This website provides resources for early development, a list of screening tools, parent information resource documents, tools for monitoring development, and links to further resources.

**Center for Early Childhood Mental Health Consultation (CECMHC)**
**WEBSITE:** [www.ecmhc.org](http://www.ecmhc.org)

The Center for Early Childhood Mental Health Consultation (CECMHC) focuses on the delivery of high quality mental health consultation based on principles and research-based models. CECMHC offers a variety of resources offering practical and effective ways to promote young children's social and emotional development, and reduce challenging behaviors. These resources include self-assessments, web-based practice tools, books, guides, and implementation toolkits. The Center is led by Georgetown University, Center for Child and Human Development.

**Center on the Social Emotional Foundations for Early Learning**
**WEBSITE:** [http://csefel.vanderbilt.edu](http://csefel.vanderbilt.edu)

Provides information and resources related to social emotional development and school readiness for children birth to five. Information and learning modules with video examples are available that will assist providers to embed best practices in social emotional development and learning into everyday practice.

**Child and Family Studies Research Program**
**WEBSITE:** [http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

A component of Thomas Jefferson University, the CFSRP conducts research, develops data-based training programs, and demonstrates evidence-based service delivery models to establish best practices for families and their young children with disabilities. The program also provides opportunities for students to learn and experience best practices as part of their professional training at Thomas Jefferson University.
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The website links to Tots ‘N Tech, an online resource for assistive technology for young children. The CFSRP offers e-learning opportunities through their Teaching and Learning Collaborative (TLC) for service providers in the Philadelphia area. Topics include: transdisciplinary practice, eligibility determination, using the DAYC-2, creating and measuring outcomes, progress and monitoring, using the Ounce Scale etc.

The CFSRP offers resources supporting a child’s participation and learning in home, school, and community activities. Resources including materials for assessing activities and routines, creating meaningful outcomes, embedding individualized child interventions, teaching caregivers, and documenting change over time in meeting IFSP outcomes.

Contemporary Practices in Early Intervention for Children Birth to Five (CPEI)

WEBSITE: http://teachingei.org/index.html
GRADUATE CERTIFICATE PROGRAM: http://scs.georgetown.edu/programs nc/CE0110/early-intervention?dID=5
CONTINUING EDUCATION CREDIT: http://teachingei.org/account/info_CE.html
NON-CREDIT: http://teachingei.org/account/info_non_credit.html
GROUP TRAINING: http://teachingei.org/account/info_group_trainings.html

The CPEI consists of a series of training modules and provider resources designed to enhance the knowledge and skills of early childhood intervention service providers from the education, health care, therapeutic and social service fields. The CPEI curriculum is a comprehensive set of learning activities addressing the principles of evidence based, culturally and linguistically competent, family centered early intervention practices in an easily accessible format. This specialized curriculum is offered in 4 different options: 1) a graduate certificate program option, 2) continuing education credit option, 3) non-credit option, and 4) a group training option.

The *graduate certificate program* is offered through the Georgetown University, School of Continuing Studies, Center for Continuing and Professional Development. It is a 10-month, 18-credit program offered online with occasional in-person sessions. The curriculum for the *continuing education credit* option offers 20 credit hours or 2 continuing education credits, upon completion of the program. The *non-credit option* is also available. The *group training* option is available to training a group of providers or a state wide system.

The online modules contain self-assessments, case studies, disability primers, and handouts. The modules include: infants, toddlers, and young children with disabilities; family, culture, and community; evidence based early childhood practices; evaluation and assessment of infants, toddlers, and young children, leadership within a system of care; autism spectrum disorders, assistive technology for young children; and individualized family service plans and individualized education programs.

Council for Exceptional Children (CEC)

WEBSITE: https://www.cec.sped.org

The mission of the CEC, an international professional organization is to improve educational success for children and youth. Contains publications and professional development products including upcoming and recorded webinars on various education topics. Website contains standards, ethics and guidelines for special education professionals. The CEC has a Division for Early Childhood (DEC) that promotes policies and advances evidence-based practices that support families and enhance the development of young children at risk for developmental delays and disabilities http://www.dec-sped.org/index.aspx.

DC Resource Center for Children with Special Health Care Needs

WEBSITE: http://dccshcn.org/index.html
LINK FOR PROVIDER DATABASE: http://dccshcn.org/database/provider_results.php
LINK FOR PROGRAM DATABASE: http://dccshcn.org/database/programs_results.php
INFORMATION RESOURCE LIBRARY: http://dccshcn.org/resource_library.html

The DC Resource Center is a component of the Georgetown University Center for Child and Human Development. The website serves as a resource for providers to better know and understand the complex array of services and supports within the DC system for children with special health care needs. The website hosts information on a variety of health, mental health, rehabilitation, and other services for providers.

Two databases (Service Providers and Program) provide information about service providers and programs in DC. The Resource Center has an information resource library composed of publications and products that providers may use to further understand conditions and systems for children, youth, and young adults with special health care needs and
their families. This information is organized under the categories Affordable Care Act, Early Intervention and Special Education, Health Guides, Health Literacy, Medicaid, National Organizations, and Sexuality and Reproductive Health.

All of the links have been evaluated for their usefulness, reliability, and timeliness of the information they present. The community links contain topics like Early Childhood, Developmental Delay, Cerebral Palsy, Sickle Cell Anemia, and Learning Disabilities. The Resource Center includes DC based social and support network opportunities families, youth, siblings to share information and provide a virtual community around issues for children and youth with special health care needs.

The site also lists training opportunities available in the DC area about systems and supports for children with special health care needs, including Advocates for Justice in Education, American Academy of Pediatrics, DC Chapter, and Bright Futures at Georgetown University and the Health Information Group.

**Early Childhood Professional Development Center (ECPDC)**

**WEBSITE:** [http://learninggei.org](http://learninggei.org)

ECPDC, is part of the Georgetown University Center for Child and Human Development and provides resources, information, training opportunities, and discussions on contemporary practices in early childhood intervention, birth through 5 years of age. The Professional Development Center has several projects that support the work and training of early childhood students and professionals in the DC area as well as nationally. The ECPDC describes electronic and in-person training opportunities; links to international resources such as learning modules and videos, information regarding past trainings, an active blog, and other materials.

**Early Childhood Technical Assistance Center (ETCA)**

**WEBSITE:** [http://ectacenter.org](http://ectacenter.org)

ETCA focuses on improving systems, outcomes, and practices for young children at-risk or who are delayed or have a disability and their families. In addition to many topics supporting implementation of the Part C and Section 619 programs under IDEA, ECTA provides access to a variety of primary sources, research and reference materials for individuals at all levels of the system: administrators, researchers, policy makers, practitioners, families and advocates for young children with special needs. The ETCA site features videos, guidelines for recommended practices, webinars, and other materials. Family resources are also available.

ETCA offers conferences, webinars, a training workshops, including an annual National Training Institute for Effective Practices (NTI). ECTA collaborates with a variety of other federally funded programs established to support programs and providers of service to young children birth through 5: Early Childhood Outcomes Center, Regional Resource Center Program, ASD Toddler Initiative, Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children, Center for Early Literacy Learning (CELL), The Center for IDEA Early Childhood Data Systems (DaSy), Early Childhood Personnel Center (ECPC), IDEA Infant and Toddler Coordinators Association (ITCA), Consortium of State IDEA 619 Coordinators, Early Intervention Family Alliance (EIFA), The Center for Appropriate Dispute Resolution in Special Education (CADRE), The Center on Enhancing Early Learning Outcomes (CEELO), The IDEA Data Center (IDC), Expanding Opportunities Initiative, OSEP's Early Childhood Personnel Development Projects, State Early Childhood TA Systems, Early Hearing Detection and Intervention (EHDI), CDC, Learn the Signs. Act Early. (CDC)

ETCA is a key resource on information pertaining to providing evidenced based early childhood intervention.

**Go Baby Go**

**WEBSITE:** [http://www.udel.edu/gobabygo](http://www.udel.edu/gobabygo)

Go Baby Go is led by Cole Galloway, PhD, PT. Galloway uses off-the-shelf race cars to provide mobility to children with mobility difficulties, empowering them to be part of the action at home, in the child care center, or on the playground. Unlike power wheelchairs, the ride on cars can be used in the critical years of development (6 months-3 years). The cars are a mix of high tech and low tech features. The current models have sensors to detect and navigate around obstacles, or let kids bump into them safely. They also have a remote device, which allows an adult to have control. Each car is adapted to meet an individual child’s needs. The cars provide a fun way for children to independently explore their environment, interact with other children, and engage meaningfully with the people in their life.
Health Information Group (HIG)

**WEBSITE:** http://www.healthinfoverified.org

**HEALTH INFORMATION LEARNING LAB:** http://www.healthinfolearninglab.org

The HIG was established at Georgetown University as part of the MCH Library providing leadership in program development, educational resources, and innovative technology to improve health and well-being of young children. Faculty and staff of the HIG collaborate with federal agencies, professional organizations, and academic institutions to launch national health initiatives, develop and disseminate culturally and linguistically competent health materials for professionals, and to provide access to seminal and emerging materials and technologies in the field.

The HIG collaborates with many federally and state funded projects at Georgetown University and throughout the country developing distance learning curricula on topics including:

- General children's health and promotion and disease/injury prevention
- Children's mental health
- Early childhood development
- Disability
- Cultural and linguistic competence
- Oral health
- Physical activity

The HIG also develops online databases and data systems such as the MCH Library, The International Health Law database, the Ohio Safety Net Dental Clinics database, etc. The HIG develops health communication print materials on various topics such as health supervision, public policy, oral health, nutrition, physical activity, mental health, and vulnerable populations.

The HIG and the MCH library have created a New Media Primer for health professionals. The Primer is a database/reference for using social media in a public setting. A toolkit that assists health professionals and families to find health promotion and disease prevention materials online is also available.

International Society on Early Intervention (ISEI)

**WEBSITE:** depts.washington.edu/isei

**PROFESSIONAL TRAINING RESOURCE LIBRARY:** http://depts.washington.edu/isei/ptr/ptrloview.php

The International Society on Early Intervention located at the Center on Human Development and Disability at the University of Washington in Seattle provides a framework and forum for professionals from around the world to communicate about advances in the field of early intervention. ISEI emphasizes linkages between basic science and applied research, interdisciplinary collaborations, and connections between research and practice. The Society sponsors or co-sponsors international conferences, provides information about conferences relevant to the field of early intervention, publishes a membership directory, and has established an information exchange mechanism through the internet. The ISEI hosts a book series, *Brookes Early Intervention Book Series*, to advance the understanding of early intervention concepts and practices from an international perspective.

ISEI Members can access the Professional Training Resource Library, a searchable, web-based library of materials to support professional training in the field of early intervention. Materials include assessment tools, case studies, course syllabi, internship guidelines, readings, specific curricula, training manuals, web-based videos, and modules. Users submit material that will be reviewed and approved, a process in place to ensure that all material placed in the library contains high quality and current information.

Maternal and Child Health Library

**WEBSITE:** http://www.mchlibrary.info

**PARTNER WEBSITES:** http://www.healthinfoverified.org

**BRIGHT FUTURES:** http://www.brightfutures.org

**HEALTH INFORMATION GROUP:** MCH Navigator: http://navigator.mchtraining.net


The MCH Library provides access to critical resources for leaders and the workforce in state Title V agencies, communities, health professionals, educators, researchers, policymakers, and families in order to help develop and implement changes in policy and practice. The website provides resources for programs and providers including: toolkits on evaluation, healthy start, infant mortality, social media in the states, state MCH-Medicaid coordination,
policy and research translation, and SIDS. Professional resources also include guides on over 80 topics, funding resource centers, and online public health training portals. The site hosts a weekly newsletter, an online directory for finding community services for children and families, a resource for schools on nutrition, child and adolescent health, violence prevention, etc.

The library also provides resources on colleges and universities that provide degrees and certificate programs for MCH related topics. MCH Library’s Navigator is an online portal offering training opportunities for MCH professionals that catalogues the content and skills addressed by each training and guides learners in addressing their strength and weaknesses in MCH knowledge and competencies and offers access to online training matched to their needs.

The MCH Library partners with Bright Futures, Health Information Group, MCH Navigator, and the National MCH Oral Health Resource Center.

**National Dissemination Center for Children with Disabilities**

**WEBSITE:** [http://nichcy.org](http://nichcy.org)

NCHY offers information about disabilities, delays, and rare disorders in infants, toddlers, children, and youth with disabilities. The organization offers information relating to development stages, categories of disability under IDEA law, videos, blogs, research summaries, abstracts, and publications, and fact sheets on specific disabilities. NICHY also has online modules and downloadable PDFs on evidence based practices for education. NICHCY lists contact information with the wide range of organizations, conferences, and resources that are focused on specific disabilities and the disability network at large. Although funding for the National Dissemination Center for Children with Disabilities ended September 2013, the website’s free resources will be available until September 30, 2014.

**National Technical Assistance Center for Children’s Mental Health**

**WEBSITE:** [http://gucchdtacenter.georgetown.edu](http://gucchdtacenter.georgetown.edu)

The National Technical Assistance Center for Children’s Mental Health (TA Center), located within the Georgetown University Center for Child and Human Development is dedicated to increasing the capacity of communities, states, tribes, and territories to improve, sustain, and develop and expand a Systems of Care approach to service delivery for children and youth with or at risk for mental health challenges and their families. Resources offered include publications, an archive of webinars, conferences, technical assistance and a biannual training institute. The TA center has also launched a number of initiatives including:

**National Center for Cultural Competence**

**WEBSITE:** [http://nccc.georgetown.edu](http://nccc.georgetown.edu)

The National Center for Cultural Competence increases the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity. Resources include self assessments, publications, and data vignettes.

**Orelena Hawk’s Puckett Institute**

**WEBSITE:** [http://www.puckett.org/centers.php](http://www.puckett.org/centers.php)

Orelena Hawk’s Puckett Institute is a not-for profit applied research institute with a mission to enhance and promote healthy child, parent, and family function. The Institute conducts research and evaluation studies, implements demonstration projects, provides training and technical assistance, and engages in the dissemination and utilization of activities with practitioners and families of young children. Institute activities are organized into seven centers:

**Center for Evidence Based Practices (CEBP):** [www.evidencebasedpractices.org](http://www.evidencebasedpractices.org)

CEBP activities and initiatives bridge the gap in early intervention, early childhood education, parent and family support, and family-centered practices by conducting research, preparing practice-based research syntheses, and producing evidence-based products. Some of these initiatives include:

- **Research and Training Center of Childhood Development** ([www.researchtopractice.info](http://www.researchtopractice.info)). Promotes the adoption and use of evidence-based practices (EBP) for improving childhood development through applied research. Also offers activities, toolkits/guides, and training on EBP.
- **Center for Literacy and Learning (CELL)** ([www.earlyliteracylearning.org](http://www.earlyliteracylearning.org)). CELL promotes evidence based practices for early literacy learning, focusing on early childhood intervention practitioners, parents, and other caregivers of
children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk. Resources include practice guides (also offered in Spanish), CELLCasts, videos, power point presentations, printable PDF archives, reviews, articles, notes, and practice guides for coaches and trainers.

- **Preschool-to-Adult Life Span (PALS) Study:** The major goals of PALS are to investigate continuity and change in children's development from birth through early adulthood and to determine the manner in which variations in early childhood program practices (a) influence developmental pathways and (b) are related to both short-term and long-term child, parent, and family outcomes. PALS is a prospective, longitudinal study that began in 1972.

- **Contextually Mediated Practices Project:** Examines the characteristics and consequences of a promotional approach to early childhood intervention that uses everyday activity settings as contexts for child learning. A major goal of CMP is the enhancement of parents' competence and confidence in increasing their children's participation in everyday experiences serving as sources of learning opportunities.

- **Characteristics and Consequences of Young Children's Everyday Natural Learning Opportunities: Identifies the development-enhancing characteristics of everyday natural learning opportunities associated with optimal child behavioral and developmental consequences.**

- **Practice-Based Research Syntheses of Family-Centered Helpgiving:** Practice-based research synthesis to identify practice characteristics that can be used by practitioners with parents and families to optimize the benefits of their helpgiving practices and styles.

- **Sustainability of Family-Centered Practices Project:** This project (a) determines the extent to which family-centered practices have been sustained in early intervention programs that received training in such practices and (b) identifies the factors that have influenced and supported the sustainability of the practices.

- **Influences of Informal Supports and Resources on Parent and Family Functioning:** Identifies the characteristics of informal supports and resources that are associated with positive parent and family functioning. The project is guided by a conceptual and theoretical framework that investigates the direct and indirect influences of support and resources on different aspects of parent and family behavior, including, but not limited to, parent and family well-being, parent empowerment, parent competence and confidence, and family functioning.

- **Everyday Literacy Experiences of Preschoolers:** The development of a scale for measuring everyday child learning opportunities that are the contexts of pre- and early-literacy and language learning. The version of the scale being field-tested includes more than 50 everyday activity settings that previous research indicates are associated with variations in preschool children's literacy and language development, including school readiness.

- **Measuring the Early Literacy Development of Young Children:** The development of a scale for measuring the literacy and language development of children birth to five years of age. The instrument includes seven sub scales that measure the early development of print awareness, alphabetic awareness, phonological awareness, text comprehension, oral language, and written language.

**Center for Excellence in Early Childhood Education (CEECE):** [http://www.ceecenc.org](http://www.ceecenc.org)


**Center for Innovative and Promising Practices (CIPP):** [http://www.innovativepractices.org](http://www.innovativepractices.org)

Identifies, develops, and evaluates innovative and promising approaches to early intervention, childhood education, parent and family support, and family-centered practices. Initiatives include: Possibilities Project ([www.experiencethepossibilities.info](http://www.experiencethepossibilities.info)) that promotes the use of community activities as sources of recreational and leisure opportunities for children with and without disabilities birth to 10 years of age. Resources include videos, assessment tools, and an extensive series of Spotlights ideas pages.

Center for Improving Community Linkages (CICL): http://www.communitylinkages.org/mission.php
CICL identifies and promotes evidence-based practices to link children and their families to desired community resources, supports, and services. Initiatives include Tracking, Referral and Assessment Center for Excellence (TRACE) (www.tracecenter.info) which identifies and promotes the use of evidence-based practices and models for improving child find, referral, early identification, and eligibility determination for infants, toddlers, and young children with developmental delays or disabilities. Resources include web-based articles and frameworks, snapshots, bibliographies, summaries, analyses, toolkits, and practice guides.

Center for Practical Evaluation (CPE): http://www.practicalevaluation.org/index.php
CPE focuses on the development and use of evaluation methods and approaches for informing changes and improvements to policy and practice. The major aims of CPE activities and initiatives are the development and use of approaches to evaluation grounded in a promotional, asset-based, and capacity-building theory. Initiatives include: A Practical Model for Conceptualizing and Conducting Program Evaluations, Measuring Adoption, Application and Adherence (AAA) to Family Support Principles, Parenting and Family Support Program Practices Scale, PRomotional Indicators System of Evaluation (PRISE), Quality Enhancement Indicators Project, Family Resource Program Evaluation Project, Early Intervention Program Evaluation Project

Center for Dissemination and Utilization (CDU): http://www.utilization.info
CDU is an applied research center that promotes the use of evidence-based products, materials, and training methods.
  • **Power of the Ordinary** (www.poweroftheordinary.org): is a celebration of the rich array of powerful learning opportunities occurring throughout the everyday lives of young children birth to six years of age. The everyday moments of children’s learning are shown in posters, videos, slide shows, and newsletters.
  • **Everyday Children’s Learning Opportunities Institute** (www.everydaylearning.info): Produces materials that parents and practitioners can use to increase the use of everyday family and community activity settings as sources of young children’s natural learning opportunities.
  • **Experience the Possibilities** (www.experiencethepossibilities.info): Promotes everyday family and community activities as sources of learning, recreational, and leisure opportunities for children birth to six years of age. Resources include ideas pages, videos, interest-based learning materials, and assessment tools.

Other initiatives include: Practice-Based Research Synthesis of Adult Learning Strategies, Practitioner Preferences for Presentation of Evidence-Based Information, Effectiveness of E-Mail Announcements in Promoting Web-site Visits, Mapping Web-site Searching Patterns of Web-site Visitors

Family, Infant and Preschool Program (FIPP)
**WEBSITE:** http://www.fipp.org
The Family, Infant and Preschool Program (FIPP) Center for the Advanced Study of Excellence (CASE) in Early Childhood and Family Support Practices provides research and training supporting evidence-based practices in early childhood intervention. FIPP also provides direct services to young children, their families, and pregnant women. FIPP is part of the J. Iverson Riddle Developmental Center (JIRDC) located in Morganton, NC, USA.

A variety of products and materials are available to download:
  • **CASEinPoint** are web based journal articles. They include descriptions of the conceptual and theoretical models and frameworks that guide the conduct of CASE studies, descriptions of CASE projects and major CASE activities and initiatives, and findings from CASE investigations, studies, and evaluations.
  • **CASEmakers** include bibliographies of selected references related to the evidence-based intervention and utilization practices used by CASE investigators. They include references to key sources of information constituting the focus of activity and investigation in the various CASE laboratories.
  • **CASEtools** include descriptions of instruments, scales and procedures for promoting an understanding of the characteristics of evidence-based practices and methods and procedures for promoting adoption of these practices.
  • **BriefCASE** are concise how-to guides designed to assist practitioners in operationalizing the characteristics of evidence-based practices. These documents are a result of practical application of early childhood and family support practices used as part of CASE investigations, studies, and activities.
  • **CASEcollections** are groupings of web-based journal articles, tools, how-to guides, and bibliographies on a specific topic or theme related to early childhood and family-centered practices.
Results Matter
WEBSITE: http://www.cde.state.co.us

Results Matter creates resources and supports to positively influence the lives of children and families. Resources available on the site include: an online video library, online learning opportunities, outcome writing, etc.

Section on Pediatrics-American Physical Therapy Association
WEBSITE: http://www.pediatricapta.org

The Section on Pediatrics promotes the highest quality of life for all children, people with developmental disabilities, and their families. The Section serves as a resource for the pediatric physical therapist and also promotes practitioners of choice from children birth to 21 years with or at risk for movement dysfunction. The specialty section serves as a voice to further the role of pediatric physical therapist and physical therapist assistant. The website offers resources for both members and for general consumers. Consumers can access a variety of fact sheets and resource materials.

Sensory Processing and Disorder Research Foundation
WEBSITE: http://www spdfoundation.net

The mission of the SPD Research Foundation is to improve the lives of children and families affected by sensory processing disorder. A variety of resources for parents and professionals are available online for those interested in helping children with academic, social, and emotional challenges associated with SPD. Resources include options for finding treatment for those with SPD, online courses such as the Basics of Sensory Processing Disorder and Sequential Oral Sensory (SOS) Approach to Feeding. The Foundation hosts a variety of related programs including online courses with SPD University, Intensive Mentorships, Books, CDs, and an International Symposium. SPD Foundation provides intensive mentorship for clinicians with training in assessment for SPD during intensive, one-week programs at SPD Foundation and its sponsor clinic, STAR Center in Denver. Intensive mentorships include a combination of didactic lecture sessions by researchers at the Foundation and mentored clinical experiences at STAR center.

Siskin Children’s Center
WEBSITE: http://www.siskin.org/www/docs/201

The research team focuses on contemporary early childhood intervention practice including:
- Routines Based Assessment and Intervention
- Providing Early Intervention in the Natural Environment
- Designing Quality Individualized Family Service Plans
- Conducting Responsive Home Visits

The site contains a wide variety of downloadable tools that will assist providers to conduct routines based interviews, develop quality IFSP, conduct family centered early intervention home visits and implement integrated child-centered classroom activities.

Special Quest

The Special Quest Birth-Five program is designed to increase the quality of early childhood programs for all children and facilitate cross sector collaboration. Special Quest provides support to states and local communities to provide inclusive services for young children with disabilities and their families. The program’s major components include a State Leadership Team, an Ambassador Program and Graduate Activities for former participants, a Family Leadership program, a Community of Practice, Materials Dissemination, and a web-based multimedia training library. There are also networking tools and resources (training library, resource bank, and quick links).

Technical Assistance Center on Social Emotional Intervention for Young Children
WEBSITE: www.challengingbehavior.org

The mission of the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) is to improve the systems and services related to children with disabilities or delays. To achieve this, TACSEI creates research-based products and resources to help decision-makers, caregivers, and service providers apply effective practices for the improvement of social-emotional outcomes for young children with, or who are at risk for, delays and disabilities. Most of these products are free and available on the website. TACSEI also offers training, consultation, and
related publications, with several links to intervention and development tools. Collaborators and partners include the Center on the Social and Emotional Foundations for Early Learning, the ECMHC, and Pyramid Plus.

**Therapists as Collaborative Team Members for Infant/Toddler Community Services (TaCITCS)**

**WEBSITE:** [http://tactics.fsu.edu](http://tactics.fsu.edu)

Originally funded as a training project by the U.S. Department of Education, the site is maintained to share tools useful in implementing evidence based early childhood services with naturally occurring learning opportunities a context for assessment and intervention. General resources include children’s books, a list of organizations pertaining to family resources, and learning modules. The website offers a myriad of resources for children with disabilities, including special needs clothing, computer accessibility products, communication devices, newsletters/publications, legal advocacy resources, alternative health/medicine/therapies, job training/education/university resources, books, and travel and recreational resources.

- **Family-Guided Approaches to Collaboration in Early Intervention (FACETS):** [http://www.facets.lsi.ku.edu/index.shtml](http://www.facets.lsi.ku.edu/index.shtml). FACETS provides materials and resources promoting and implementing family-guided, activity based intervention strategies. The web site provides ideas, materials, and tools found useful in the provision of Part C services. Materials and tools include modules, interactive training techniques, links to related internet sites

- **Family Guided Routines Based Intervention (FGRBI):** [http://fgrbi.fsu.edu](http://fgrbi.fsu.edu). FGRBI is an ongoing series of research studies focused on developing and validating a family-guided routines-based intervention approach that meets the spirit of the legislative mandate of natural environment and recommended practices of the field. Resources on the FGRBI website include handouts, video protocols, downloadable articles

- **Facilitating Administrative Change toward Infant/Toddler Community Services (FACTICS):** [http://tactics.fsu.edu/MIH/steps/factics.php](http://tactics.fsu.edu/MIH/steps/factics.php). FACTICS offers training materials (modules and workshops) for supervisors and mentors to use with program staff. Materials for each module include agendas, exercises, activities, evaluations sheets, and fact sheets.

**Tots 'N Tech**

**WEBSITE:** [http://tnt.asu.edu](http://tnt.asu.edu)

Tots ‘N Tech Research Institute is a collaboration between Thomas Jefferson University (TJU) in Philadelphia, PA and Arizona State University (ASU) in Tempe, AZ. TnT disseminates information/resources, and conducts research related to the use of adaptations and assistive technology for infants and toddlers. The TnT newsletter provides information on how to improve child development through the appropriate use of low and high tech. For instance, the “Powered Mobility for Infants and Toddlers,” issue discusses why mobility is important for children with physical limitations, safety and training considerations, types of powered devices, activities and routines, and parent/child outcomes for children with limited mobility. Tots N Tech has a publication database containing information on assistive technology, early intervention, effective therapies, and recommended practices for service providers.

TnT developed *AT Resource Briefs* describe resources/materials that support AT use in early intervention such as how to fund AT, possible funding sources/resources and how to choose a funding source, grantmanship, perceptions of AT, the use of AT in school settings, how to use and make simple AT devices, and how to design professional development activities about assistive technology in early intervention

**Zero to Three**

**WEBSITE:** [http://www.zerotothree.org](http://www.zerotothree.org)

National non-profit organization that provides information and knowledge about nurturing early development for families, professionals, and policymakers. Resources and publications on a variety of early intervention and early childhood topics including early brain development, behavior and health. Interactive modules on the how early care enriches the developing brain.
RESOURCES RELATED TO THERAPEUTIC EQUIPMENT

Kaye Products: http://kayeproducts.com
Kaye products sell mobility aids, adaptive positioning equipment, and therapy products for infants, children, and young adults with special needs. They have walkers, benches, standers, seating, tables and desks, and tricycles.

Fisher Price: http://www.fisher-price.com
Fisher Price offers baby products from newborn to more than 12 months. The products include baby gear, toys, and games. Fisher Price also provides family playtime guides and activities for parents.

The Step2 Little Helpers Grocery Cart: www.step2.com
The little helper's grocery cart is recommended for children age 2 and up. It is a 10lb toy cart that is made low and wide for easy handling. It comes with large wheels, a durable basket, a lower shelf for extra storage and can also serve as a toy stroller.

Hands Splints: http://www.benik.com/peds/wrist
Hand splints are worn to maintain a good hand position and prevent contractures. The pediatric hand splints at Benik come in a variety of custom sizing. To purchase the splints, a contact form request must be submitted.

Big Mack Button: http://www.mayer-johnson.com/bigmack-communicator
The Bigmack Communicator is a large activation surface to simplify selecting a response or controlling the environment (on-off switches, unlocking-locking, etc). It is designed for those with motor, visual, or cognitive impairments. There are four interchangeable t5ops depending on size needed as well as resistance.

Rifton: http://www.rifton.com/products
Rifton offers a full line of adaptive products for children and young adults with disabilities. Products include: gait trainers, lifts and transfer devices, special needs chairs, standers, bathing and toileting systems, grab bars and anchors.

Dycem: http://www.dycem-ns.com
Can be purchased in rolls or mats or specialty items: mats, jar openers, coasters, floor mats, cup holder, netting, bottle openers. Non-slip mats anchor items to any surface. The non-slip floor mat helps individuals gain a sure footing and boost mobility and balance. They provide stability for feet during a number of movements such as transfers from the bed to a chair.