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Videos for Wisconsin Child Care Providers to Borrow:

CHILDREN WITH SPECIAL NEEDS

This list is divided into the following sections: general topics; inclusive child care; ADHD and learning disabilities; autism; deaf/hard of hearing; other disabilities; grief, trauma, or abuse; families of children with special needs; family diversity; the Birth-to-Three early intervention process.

Go to <http://dpi.wi.gov/ccic> and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

AND YOU THOUGHT THEY WERE JUST PLAYING: TRANSDISCIPLINARY PLAY-BASED ASSESSMENT. Toni W. Linder. Baltimore, MD: Paul H. Brookes, 1995. VHS, 65 min.

This video complements the popular books by Toni W. Linder, *Transdisciplinary Play Based Assessment* and *Transdisciplinary Play-Based Intervention*. Viewers will see portions of play sessions and learn firsthand how transdisciplinary play-based assessment can be used to assess young children's skills. Toni Linder narrates the video, carefully describing skills within the various developmental domains. The video also shows specific activities that link assessment information with intervention. Viewers have opportunities to validate their observations of children's play.

DEVELOPMENTAL MILESTONES: THE PACEER PROJECT. Produced by PACEER Project, Research & Education Planning Center, College of Education, University of Nevada-Reno. Bloomington, IN: Agency for Instructional Technology, 1987. 6 VHS 10-17 min. videocassettes.

Series for child caregivers about the normal development of children from birth to 36 months and the warning signs of developmental delay.

Tape 1. FINE MOTOR AND FEEDING DEVELOPMENT. By Betty Chaya. 12 min. + user's guide.

The normal development of fine motor and feeding skills in young children. Warning signs of delay. Referral sources.

Tape 2. GROSS MOTOR DEVELOPMENT. By Pamela Smith. 10 min. + user's guide.

Normal order of development of large muscle skills (sit, roll, crawl, walk, jump, climb stairs) in newborns to three-year-olds. Signs of delay. Professional referral sources.

Tape 3. SPEECH AND LANGUAGE DEVELOPMENT. By Linda Hobbs. 17 min. + user's guide.

Review of developmental milestones in speech and language from birth to three. Warning signs of possible delay. Referral sources for evaluation if skill and age levels don't match.

Tape 4. IDENTIFICATION OF HEARING LOSS IN SMALL CHILDREN. By Joy Morros. 14 min. + user's guide.

Sixteen percent of children age one to three have fluctuating or permanent hearing loss. Warning signs of possible hearing loss in children from birth to 36 months. How a child's hearing can be tested by an audiologist with special training in testing young children.

Tape 5. CURRICULUM PLANNING FOR TODDLERS: HANDICAPPED AND NON-HANDICAPPED. By Yvonne Lienau. 14 min. + user's guide.

Handicapped and non-handicapped children playing together at the PACEER play group illustrate ideas--about the physical environment, daily routine and activities, and adult roles and responsibilities--that will work in any program.

Tape 6. DISCUSSING SCREENING RESULTS WITH PARENTS. By Janelle Mulvenon. 11 min. + user's guide.

The importance of screening all children periodically. How to inform parents that their child might have a delay. The possible reactions of parents to the news that their child might be delayed. Supporting parents in following up on referrals to appropriate services.

EARLY INTERVENTION WITH SPECIAL NEEDS CHILDREN: RESOURCES FOR PARENTS, CAREGIVERS, AND PROFESSIONALS. By the Research Foundation of State University of New York. Tucson, AZ: Communication Skill Builders, 1991. 3 VHS videocassettes, 1 hr 50 min. total + 215-page book. The three videocassettes and printed materials are loaned together as a unit.

Tape 1. Being Special...What It Means (14 min.)

Features three adults with special needs who are living full, productive lives and three families with children who have special needs.

...And Some Do Not (28 min.)

The developmental areas and stages of most children and of special needs children. For parents and professionals interested in school-aged children with special needs.

Tape 2. It's Time to Ask (22 min.)

The typical development of infants and toddlers. For anyone interested in the growth of babies.

Play Is Wonderful (18 min.)

How infants, toddlers, and adults can play together to promote growth in different developmental areas. For parents and professionals interested in the development of infants and toddlers and in early intervention.

Tape 3. If Your Child Needs Special Help to Grow (16 min.)

Discusses services, agencies, and educational options available to help children and adults with special needs throughout their lifetime. For people who wish to learn about services, including parents and outreach workers.

How to Deal with the System (12 min.)

Discusses the Individualized Education Program (IEP) process, the functions of an eligibility team, and parent/child rights and entitlements. For people interested in school-aged children with special needs.

EARLY USE OF TOTAL COMMUNICATION. Betsy Gibbs at Dartmouth-Hitchcock Medical Center in Lebanon, NH. Baltimore, MD: Paul H. Brookes, 1991. VHS, 22 min.

This video gives rational and practical suggestions for use of the total communication approach of simultaneously using speech and sign language to create avenues for children with Down's syndrome to communicate successfully. Parents are featured in discussing their initial concerns, how they learned to use total communication, how they chose signs to use with their children, and their personal feelings about the advantages and disadvantages of incorporating total communication into their lives. It is a good resource for families and professionals.

ENHANCING EMOTIONAL AND INTELLECTUAL GROWTH IN YOUNG CHILDREN WITH SPECIAL NEEDS: RESPONDING TO CHALLENGES. By Stanley I. Greenspan. 1997. VHS, 2 hrs. 49 min.

Part 1: Dr. Greenspan explains his dynamic model of child development, with special emphasis on the six stages of child-caregiver interaction. (73 min.)

Part 2: Dr. Greenspan describes developmental problems in three areas--interactive problems, regulatory disorders, and more complicated special needs--and assesses intervention approaches for deficits in each of the three categories. (96 min.)

EVERY MOVE COUNTS: SENSORY-BASED COMMUNICATION TECHNIQUES. By Jane Edgar Korsten, Responsive Management, Inc. Tucson, AZ: Therapy Skill Builders, 1993. VHS, 10 min. + book (162 p.)

Sensory-based activities to facilitate communication development in children and adults with severe disabilities who are currently perceived as being unable to communicate.

THE EXCEPTIONAL CHILD I: BUILDING UNDERSTANDING. (The Developing Child, Module 16A.) Barrington, IL: Magna Systems, Inc., 1998. VHS, 28 min. + workbook.

Describes the educationally exceptional school-age child. Explores differences in the intellectual, communication, sensory, behavioral and physical areas, as well as the child with multiple and severe handicapping conditions. Also covers society's changing perspective on exceptional children and the key efforts that have been made to advocate and legislate for the educational needs of exceptional children.

FAMILY-GUIDED ACTIVITY-BASED INTERVENTION FOR INFANTS AND TODDLERS. By Juliann Woods Cripe. Produced by the University of Kansas. Baltimore, MD: Brookes Pub. Co., 1995. VHS, 21 min.

Caregivers and interventionists plan and carry out strategies through which caregivers help young children with special needs gain vital skills during routine activities such as feeding, diapering, playtime, pet chores, doing the laundry, etc.

FEEDING AND SWALLOWING. Omaha, NE: Media Resource Center/Meyer Rehabilitation Institute, 1991. Set of 7 VHS videocassettes.

- **The Impact of Proper Positioning and Handling on Feeding:** Describes key concepts in positioning and handling to help facilitate successful eating. (8 min.)
- **Identifying and Managing Oral Hypersensitivity:** Provides an overview of tactile perception and the effects of hypersensitivity on the feeding process. Includes examples of how to incorporate desensitization activities into the child's day. (8 min.)

- **Using Behavior Approaches to Feeding and Swallowing Problems:** Addresses specific feeding techniques in six segments: therapy strategies for jaw control (from the front, back, or side); therapy strategies for bite reflex; therapy strategies for the lips; and therapy strategies for the tongue and chewing. (13 min.)
- **Indirect Management Strategies for Feeding and Swallowing Problems:** Addresses various issues in feeding and swallowing and demonstrates strategies involving indirect management of the mealtime environment and/or feeding procedures through the following 12 segments: controlling sensory input; variety of foods; examples of semi-solids; examples of solid foods; using commercial thickeners; rate of presentation; reading the child's signals; managing food consistency; examples of liquids; thickening liquids; thickening of semi-solids; and amount of presentation. (11 min.)
- **The Development of Early Skills:** Provides an overview of the development of eating skills. Discusses factors that can cause problems. (15 min.)
- **The Identification of Medically Related Issues:** Discusses the anatomy and physiology of the gastrointestinal and respiratory systems. Includes discussions of alternative feeding methods via feeding tubes and problem resolution through surgery and medical follow-up. (18 min.)

FEEDING INFANTS AND YOUNG CHILDREN WITH SPECIAL NEEDS. Lawrence, KS: Learner Managed Designs, 1989. VHS, 26 min. + manual + test packet.

Techniques to help alleviate the feeding problems of infants and children who have not developed natural sucking and swallowing movements. Ideas on how to encourage the development of more satisfying feeding patterns.

FIRST SIGNS® SCREENING KIT FOR PEDIATRIC PRACTITIONERS. Merrimac, MA: First Signs, 2004. VHS, 25 min. video **On the Spectrum: Children and Autism** + poster + screening guidelines + screening tools.

Kit includes video and print information to help pediatricians identify and intervene early in autism spectrum and other developmental/behavioral disorders. Signs of ASD to screen for are: delayed and disordered communication, restricted and repetitive behaviors, and deficits in social reciprocity. Several families and experts share their views. One of them, Dr. Stanley Greenspan, says the most unique feature of a child on the autism spectrum is lack of a continuous flow of affective and gesture reciprocity. Pediatricians should refer such children to Early Intervention for further developmental assessment as soon as possible.

HELPING YOUR CHILD LEARN DRESSING SKILLS. Pierre, SD: South Dakota Dept. of Education and Cultural Affairs, 1990. VHS, 10 min.

Uses real-life examples to show parents how to teach dressing skills to their children with hearing, vision or other impairments.

HELPING YOUR CHILD LEARN MEALTIME SKILLS. Pierre, SD: South Dakota Dept. of Education and Cultural Affairs, 1990. VHS, 8 min.

Uses real-life examples to show parents how to teach mealtime skills to their children with hearing, vision or other impairments.

HELPING YOUR CHILD LEARN PLAYTIME SKILLS. Pierre, SD: South Dakota Dept. of Education and Cultural Affairs, 1990. VHS, 9 min.

Uses real-life examples to show parents how to teach playtime skills to their children with hearing, vision or other impairments.

IDENTIFYING DEVELOPMENTAL DELAYS: A VIDEO TRAINING SERIES FOR CHILDCARE

PROVIDERS. Montclair, NJ: Programs for Parents, Inc, 2002. 3 VHS videotapes, 80 min. + checklists + worksheets.

The series presents real-life demonstrations of a wide range of developmental delays in young children birth through five. The goals of the videos are to 1) support caregivers and teachers in recognizing possible delays, and 2) offer instruction on how to discuss observations and concerns with parents so that they will have their child fully evaluated by a qualified professional. Three videos are loaned together: 1) A World of Hope: Identifying Developmental Delays Ages 0 to 3 (21 min.); 2) Next Steps: Identifying Developmental Delays Ages 3-5 (30 min.); 3) Talking to Parents (29 min.)

INTRODUCTION TO SPECIAL EDUCATION. Madison, WI: Wisconsin Dept. of Public Instruction, 2007. **DVD**, 10 min. + 12-page booklet. Also available on the Internet.

Explains the Individualized Education Program (IEP) and other aspects of special education to Wisconsin parents.

KIDS ON THE GROW: CHILDREN WITH DEVELOPMENTAL DISABILITIES LEARNING THROUGH

PLAY. Produced by the Alliance for Children and Youth. Madison, WI: Human Services Information Center, 1987. VHS, 14 min.

This instructional videotape features four children with different developmental disabilities (delayed motor development, seizure disorder, visual impairment and hearing impairment) and their parents in play settings. Shows how these children learn through play.

LEARNING THROUGH PLAY: STRATEGIES FOR INFANTS. Omaha, NE: Media Resource Center/Meyer Rehabilitation Institute, 1990. Set of 3 videos, 33 min. total.

Useful suggestions are presented for interacting with children, birth to 12 months who are medically fragile or at risk. Strategies, based on the Piagetian theory of cognitive development, illustrate ways to create and respond to opportunities that facilitate learning across a variety of settings in the home or hospital. Examples are based on work of Project Continuity, a family-centered intervention project at the University of Nebraska Medical Center for infants who are medically fragile and their families.

Tape 1. LEARNING THROUGH PLAY: STRATEGIES FOR INFANTS BIRTH – 5 MONTHS
(19 min.)

Emphasizes the need for responding to and building upon infant cues for interaction. Suggests ways to incorporate developmental goals into daily routines.

Tape 2. LEARNING THROUGH PLAY: STRATEGIES FOR INFANTS 5 – 8 MONTHS (14 min.)

Shows how infant actions become increasingly systematic and purposeful. By examining objects, communicating in games, engaging in turn-taking interaction and incidental problem-solving, infants develop important skills for early communication and learning.

Tape 3. LEARNING THROUGH PLAY: STRATEGIES FOR INFANTS 8 – 12 MONTHS (22 min.)

Shows how infants become more intentional in their interaction with people and materials. Developmental activities focus on simple problem-solving, container play, turn-taking, pairing words and gestures, and object permanence.

LEARNING WITH A S.M.I.L.E.: SENSORY MOTOR INTEGRATED WITH LEARNING EXPERIENCES.

Written by Grayce Dolesh, music by Kathy Poelker. Wheeling, IL: Look At Me Productions, Inc., 1992. VHS, 50 min. videotape + 33-min. audiocassette + manual.

Ten songs and exercises are taught by the author and a group of young children. The songs use English, Spanish, and sign language to help children who are "learning to move and moving to learn." Then you can move on to leading the exercises in your own classroom while playing the songs on the audiocassette.

MANAGING THE DEFIANT CHILD. By Dr. Russell Barkley. New York: Guilford Publications, Inc., 1997. VHS, 34 min. + program manual.

This program uses vignettes from actual parent training sessions to show how parents can be taught Dr. Russell Barkley's method of dealing with defiant children. Dr. Barkley and Dr. Gwen Edwards explain the principles underlying behavior management and describe incentive systems for motivating children.

MESSAGE FOR THE INFANT WITH DEVELOPMENTAL CONCERNS: A GUIDE FOR PARENTS AND PROFESSIONALS. By Susanne R. Hays. Albuquerque, NM: Clinician's View, 1994. VHS, 62 min.

Shows parents how to stroke a child in ways that will assist in the child's development.

NURTURING TOUCH: INSTRUCTION IN THE ART OF INFANT MASSAGE. Kalena Babeshoff, C.M.T., President, International Association of Infant Massage Instructors. Park City, UT: Family Development Resources, 1992. VHS, 50 min. + manual.

The most basic element of infant massage is touch, which is seen as a tool for strengthening parent-child bonds and promoting growth and development. The first part of this video is an introduction to the practice of infant massage. In this section, the benefits of infant massage for both parent and child are discussed. The second portion of the video contains a step-by-step demonstration of infant massage techniques. Techniques are based upon Indian and Swedish massage and Touch Relaxation. No adaptations for special needs are included. Comes with the *Nurturing Touch* handbook.

NUTRITION FOR INFANTS AND TODDLERS WITH SPECIAL NEEDS. By Linda W. Ferguson. Lawrence, KS: Learner Managed Designs, 1991. VHS, 24 min. + manual.

Because of medications they must take or because of their medical condition itself, some children need special feeding plans to maintain healthy growth and development. This tape shows some of the factors to consider in helping develop such a plan.

PEDIATRIC MASSAGE FOR THE CHILD WITH SPECIAL NEEDS. By Kathy Fleming Drehobl & Mary Gengler Fuhr. Tucson, AZ: Therapy Skill Builders, 1993. VHS, 2 hour (59 min. English & 59 min. Spanish) + viewer's guide (54 p.)

"Massage is a holistic contribution to family-centered intervention and may be utilized by a variety of people involved in the child's program, including parents, therapists, educators, nursing staff, relatives, and friends. The massage program is highly individualized.... As is always the case when children with special needs are involved, it is important to consult with medical personnel to assure that massage will be a safe and therapeutic intervention."

POTTY LEARNING FOR CHILDREN WHO EXPERIENCE DELAYS. Albuquerque, NM: Clinician's View, 1993. VHS, 65 min.

Susanne Hays describes ways to help children with disabilities manage their bowel and bladder needs independently. She discusses what to look for during an assessment, and ways to use this information to establish a program for a family. The situations of three individual children are examined. For each case,

Hays and the child's parent describe the potty training goals for the child and techniques used to successfully reach the goal. Strategies included use of a time-voiding schedule and a reward/reinforcement system.

THE SECRET LIFE OF THE BRAIN. Alexandria, VA: PBS Home Video, 2001. 5 VHS, 60-min. tapes.

Tape 1. THE BABY'S BRAIN: WIDER THAN THE SKY

Ten-day-old Elizabeth, born almost three months premature, is part of a study by developmental psychologist Heidelise Als to see if the difficulties preemies have paying attention and learning later in life can be overcome by providing a special environment that mimics the womb.

Tape 2. THE CHILD'S BRAIN: SYLLABLE FROM SOUND

At three, Michael Rehbein began having brain seizures; by the time he was seven, he was having hundreds a day. Doctors diagnosed a rare brain disease for which the cure was radical: the left hemisphere of his brain would have to be surgically removed. Dana Boatman, at Johns Hopkins University, has been testing Michael ever since his operation to see how the right side of his brain has compensated.

Tape 3. THE TEENAGE BRAIN: A WORLD OF THEIR OWN

Eighteen-year-old Courtney was a star student in high school when he was diagnosed with schizophrenia, the disease which crippled his ability to think, reason and feel. Dr. Nancy Andreasen at the University of Iowa is studying Courtney and other schizophrenics, searching to find which areas of the brain are affected and how to treat the debilitating symptoms.

Tape 4. THE ADULT BRAIN: TO THINK BY FEELING

The brain is the seat of both intellect and emotion, and this episode chronicles the critical balance between these processes and explores what happens when the balance is lost. Scientists draw insight from the stories of a stroke victim and a sufferer of post-traumatic stress disorder, and break new ground in the struggle to understand and treat depression.

Tape 5. THE AGING BRAIN: THROUGH MANY LIVES

The longstanding belief that we lose vast numbers of brain cells as we grow older turns out to be wrong. The normal aging process leaves most mental functions intact, and may even provide the brain with unique advantages that form the basis for wisdom. The aging brain is also far more resilient than was previously believed. Remarkable strides are being made in understanding stroke, Alzheimer's Disease and Parkinson's Disease.

SPEECH AND LANGUAGE DELAYS: WHAT DO THEY MEAN FOR YOUR CHILD? Nashville, TN: Bill Wilkerson Center, 1993. VHS, 13 min.

This video outlines communication skill development during the first three years of childhood and provides general guidelines for assessing a child's speech and language development. Some possible causes for speech and language delays are discussed. The video also illustrates the process of seeking help for such delays. The roles of various professionals in the evaluation process, and possible treatment options are discussed. This video is closed-captioned.

TRANSFERRING STUDENTS WITH PHYSICAL DISABILITIES. Produced by Video Communications. Virginia Beach, VA: Coastal Training Technologies Corp., 199?. 2 VHS 18 min. videos.

These programs focus on how to properly lift and move students with disabilities without the risk of injury.

Tape 1. HOW TO TRANSFER CHILDREN AT THE ELEMENTARY GRADE LEVEL

Avoiding back strain, bending, communication, and health and sanitation.

Tape 2. HOW TO TRANSFER OLDER AND HEAVIER STUDENTS

Mechanical lifts, transfers from wheelchair to car, and two-person lifts.

TROUBLES AND TRIUMPHS AT HOME: PARENTING STRATEGIES FOR PRESCHOOL CHILDREN WITH SPECIAL NEEDS. Ypsilanti, MI: High/Scope Educational Research Foundation, no date. 4 VHS videocassettes.

Set of videos for parents of special needs children aged 2 to 5, but also of interest to other caregivers. Appropriate for center and home settings. Filmstrip to video format.

Tape 1. WHEN "I'VE TOLD YOU A THOUSAND TIMES" ISN'T ENOUGH (16 min.)

Strategies families use to minimize behavior problems in special needs children aged two to five. Strategies include clearly communicating expectations, enforcing limits consistently, and helping children plan.

Tape 2. CONVERTING CONFLICT TO CALM (20 min.)

How parents of a preschooler with special needs can minimize behavior problems while still meeting their child's need to be active, stimulated, and involved. Urges parents to step back and note the child's interests, wants and needs, to analyze problem behaviors, to set limits, and to redirect the child's activity to appropriate materials, times and places, so the needs of both child and parent can be met.

Tape 3. LET THEM DO IT (16 min.)

Discusses the important learning that takes place when special needs children aged two to five are given household responsibilities. Includes ideas for adapting the environment to make it possible for children to help around the house.

Tape 4. LET THEM SAY IT (18 min.)

How language development can be incorporated naturally into such common daily activities as bathing, cooking, dressing, and cleaning. Includes ways to motivate preschoolers with language delays to use spoken language instead of alternate communication systems.

UNDERSTANDING AND MANAGING BEHAVIOR OF YOUNG CHILDREN: A GUIDE FOR TEACHERS AND CHILD CARE PROVIDERS. By Susan M. Thornton. Lawrence, KS: Learner Managed Designs, 1994. VHS, 50 min. + manual + test packet.

Effective interventions to use when children exhibit severe behavior difficulties that interfere with learning and relationships. Explores the causes of behavior problems and urges us to recognize the feelings and needs that a child's challenging behavior is trying to communicate.

UNDERSTANDING THE DEFIANT CHILD. By Dr. Russell Barkley. New York: Guilford Publications, Inc., 1997. VHS, 34 min. + program manual.

Occasional clashes between parents and children, such as tantrums, resistance to chores, and negativity are not uncommon, but when a child's defiance is chronic and disruptive of family life, he or she may have oppositional defiant disorder (ODD). This tape tells what ODD is, how to distinguish it from milder forms

of misbehavior, what causes it and why it should be treated early, and briefly presents Dr. Russell Barkley's model for treating ODD.

VERY SPECIAL ARTS WISCONSIN ARTS IN EARLY CHILDHOOD TRAINING PROJECT, YEAR ONE, 1997-1998. Madison, WI: Very Special Arts Wisconsin, 1999. VHS, 33 min.

In this example from the VSA training project for early childhood teachers, Deanna Anderson, a dancer, uses games to teach both performance and audience skills to nine children in a 30-minute session at Gray's Child Development Center in Milwaukee.

INCLUSIVE CHILD CARE

ABCS OF INCLUSIVE CHILD CARE. Production of Dependent Care Management Program in association with Basil Nestor Company, 1993. VHS, 14 min.

Tape shows us that children with a disability can be included in the same child care programs other children attend. Parents, teachers, and directors tell of their initial doubts and the overwhelming benefits of inclusive child care while we watch children with disabilities thrive in inclusive programs.

CAN I PLAY TOO? Partnerships for Inclusion. Chapel Hill, NC: Frank Porter Graham Child Development Center, 1993. Set of 3 videos.

These 3 videos are about inclusion of young children with special needs, birth through five years of age, in community child care programs. The videos were designed to raise awareness about inclusion issues and have been used effectively for in-service and pre-service training.

Tape 1. CAN I PLAY TOO? : OVERVIEW VIDEO (12 min.)

Presents the legal, social and educational rationale for inclusion.

Tape 2. CAN I PLAY TOO? : PROVIDER VERSION (20 min.)

Introduces the viewer to Tommy, a young boy with cerebral palsy, his parents, and the people who provide services to Tommy in day care.

Tape 3. CAN I PLAY TOO? : PARENT VERSION (20 min.)

Several parents, including Tommy's, share their experiences and feelings about inclusion.

CHILD CARE AND CHILDREN WITH SPECIAL NEEDS. Produced by Video Active Productions. Washington, DC: NAEYC, 2000. 2 VHS videotapes, 53 min. total. + training manual (134 p.)

This two-video set is designed to inspire and inform those who care for children with disabilities. The first tape, **Inclusion Works**, explains how the American with Disabilities Act affects child care programs and documents the experiences of four families and programs that are currently making inclusion work. The second tape, **Working Together to Include Everyone**, shows how families and programs can interact with special service providers to get the help they need.

CHILD CARE AND THE AMERICANS WITH DISABILITIES ACT. By Beth Ann Carr. Seattle, WA: Eastern Washington University, 1992. 8 VHS videotapes, each with manual.

General information to promote voluntary compliance with the parts of the ADA that cover children. Employment practices are not covered by this series.

Tape 1. CHILD CARE AND THE AMERICANS WITH DISABILITIES ACT: OVERVIEW (13 min.)

This tape familiarizes viewers with ADA terminology, tells who is covered by the Act, and should be shown along with any other tape in the series.

Tape 2. ENSURING ACCESS (8 min.)

Inexpensive ways to create access to and within your child care facility.

Tape 3. WORKING WITH PARENTS AND COMMUNITY RESOURCES (8 min.)

Suggestions for engaging the cooperation of parents, other professionals, and community resource agencies in your efforts to comply with the ADA.

Tape 4. SITUATIONS AND SOLUTIONS (9 min.)

Commonsense strategies for including children with different classes of disabilities and different kinds of problems in your child care center.

Tape 5. RECOGNIZING DISABILITIES (10 min.)

What to notice and how to be alert for children with undiscovered disabilities in your care.

Tape 6. BEHAVIOR AND DEVELOPMENT: WHAT'S A REASONABLE MODIFICATION? (8 min.)

A look at what the ADA has to say about reasonable modifications, and how easy these often are. "Commonsense suggestions to keep kids in child care and everybody else out of court."

Tape 7. FAMILY DAY CARE HOMES (11 min.)

Any part of a caregiver's home that is used for child care is subject to the ADA. This tape shows what you are and are not required to do to comply and suggests simple, creative ways to go about it.

Tape 8. THE BOTTOM LINE (9 min.)

Answers concerns about the cost to child care centers of complying with the ADA.

CIRCLE OF FRIENDS: DEVELOPING FRIENDSHIPS FOR CHILDREN WITH CHALLENGING NEEDS. Portage, WI: Portage Project, 1996. VHS, 18 min.

Enjoy watching a second-grade class plan and carry out the seven steps involved in forming a circle of friends for Rudy, a classmate with autism.

A CIRCLE OF INCLUSION. Produced by the University of Kansas. Lawrence, KS: Learner Managed Designs, 1991. VHS, 27 min. + manual.

Facilitating the inclusion of preschool and kindergarten children with severe and profound multiple disabilities in a mainstream Montessori school.

DISABILITY AWARENESS. Hampton, NH: AGH Associates, Inc., 1993. VHS, 7 min. + trainer's guide.

Reminds child care workers that they already try to accommodate all children and shows how accepting children with special needs does not change that basic fact, just the kinds of accommodations.

EDUCATING PETER. New York, NY: Ambrose Video Publishing, 1993. VHS, 30 min.

Follows Peter, a Down's Syndrome child who has always attended special schools, through his first year in a regular classroom.

EVERYBODY'S SPECIAL. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 7.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Working with exceptional children birth to age five who have special educational needs.

THE EXCEPTIONAL CHILD II: FOCUSING ON NURTURING AND LEARNING. (The Developing Child, Module 16B.) Barrington, IL: Magna Systems, Inc., 1998. VHS, 28 min. + workbook.

This video introduces the range of programs available to educationally exceptional children and their families, emphasizes the importance of involving and supporting parents, and promotes inclusion. Stresses the role the teacher plays in assuring that the exceptional child is seen as an individual and that his or her educational and social needs are met.

INCLUDE US! Sioux City, IA: TiffHill Productions, 1996. VHS, 33 min. + educator's guide.

Charming musical video featuring children of different backgrounds, ages and abilities playing side by side on the playground, marching in an imaginary band, going to school, and enjoying the tricks of a magician. Great sing-along songs accompany each segment. This tape is a fun way for both children and adults to increase their awareness of and positive attitudes toward children with special needs.

INCLUDING ALL KIDS! : INCLUDING YOUTH WITH SPECIAL NEEDS IN SCHOOL-AGE CARE.

Eugene, OR: Northwest Media, 1997. VHS, 25 min. + 1 leader's guide.

Demonstrates five practical strategies for successful inclusion of children and teens with special needs in regular child care programs: offer a wide range of activities, maintain a consistent routine, give children the right kinds of help, encourage social interaction, and encourage full participation.

INCLUSION: FOCUS ON TODDLERS & PRE-K. Beaverton, OR: Educational Productions, 2004. VHS or **DVD**, 35 min. + discussion guide.

A collection of 3 to 5 minute, unnarrated video clips showing real world examples of children with special needs interacting and enjoying learning with their typically developing peers. Adults model how to offer support and guidance, reduce barriers to include children in activities, and help each child build skills and become more independent. The clips were carefully edited for clarity and interest, making them useful in workshops, classes, and home visits.

INTEGRATED THERAPIES: MAKING CLASSROOMS ACCESSIBLE TO ALL CHILDREN. Hampton, NH: AGH Associates, 1997. VHS, 11 min.

This guide for school based occupational therapists, physical therapists, and speech pathologists lays out a plan for moving from the traditional pull-out model of direct services to an integrated therapy approach. Great for administrators too! Topics include: the educational vs. medical model, the therapist's role, teamwork in an inclusive school, program monitoring, and putting an action plan in place. A special chapter is devoted to those who work in EI and other community-based programs.

IT MAKES SENSE: PROVIDING SERVICES IN THE NATURAL ENVIRONMENT. North Logan, UT: HOPE Inc., 2002. VHS, 24 min.

Defines natural environments and shows five examples of early intervention in the child's home or in community settings like the pool or playground.

IT'S REALLY NO DIFFERENT: CONVERSATIONS WITH CAREGIVERS. Produced & directed by Ann G. Haggart. Hampton, NH: AGH Associates, Inc., 1994. VHS, 18 min. + discussion guide.

Caregivers tell how they feared and resisted including children with special needs in their classrooms; how the fear changed to acceptance of the child as someone who needed the same love and attention all children need; and what advice they would give others thinking about doing inclusive child care.

JUST BEING KIDS: SUPPORTS AND SERVICES FOR INFANTS AND TODDLERS AND THEIR FAMILIES IN EVERYDAY ROUTINES, ACTIVITIES, AND PLACES. Denver, CO: JFK Partners, University of Colorado Health Science Center, 2001. VHS, 50 min. + facilitator's guide (55 p.)

Presents six stories that demonstrate recommended practices, as a therapist or early childhood specialist works collaboratively with a family to achieve meaningful goals for their child in everyday routines, activities, and places.

JUST KIDS. Developed by the Shasta County Office of Education. Sacramento, CA: California Dept. of Education, 1993. VHS, 29 min. + guide + training manual.

Effective and practical strategies to meet the needs of prenatally substance-exposed children in preschool and day care settings. Accompanied by extensive print material.

LEARNING TOGETHER SERIES. By Robert F. Busch, Ronald Gillam, Shirley Patterson. Columbia, MO: University of Missouri, 1993. VHS, 9 modules on 4 videocassettes (197 min. total) + facilitator's guide + viewer's guide.

The Learning Together series was developed by the Missouri Tikes staff to provide child caregivers with knowledge about child development--especially about adapting and modifying environments and activities for preschool children with disabilities--so that providers can successfully integrate preschool children with and without disabilities into their programs.

Tape 1. DEVELOPING TOGETHER/COPING TOGETHER/PLANNING TOGETHER

Developing Together. By Robert Busch. 1990. 17 min.

How the five developmental domains--physical, psychomotor, communicative, cognitive, and social--impact on every child's overall development and how children with disabilities may be affected.

Coping Together. By Marilyn Coleman & Jamie Ruffini. 1990. 19 min.

The unique issues and stresses confronting families with special needs children.

Planning Together. By Shirley S. Patterson. 1990. 26 min.

What makes day care providers hesitate to accept special needs children. How the day care provider can help. How parents and providers can work things out together, and the array of services and support available to help them.

Tape 2. TALKING TOGETHER/READING & WRITING TOGETHER

Talking Together. By Shirley Patterson. 1992. 33 min.

Typical and atypical speech and language development. Ways caregivers can facilitate language learning in everyday situations and promote verbal interaction between children with and without disabilities.

Reading & Writing Together. By Stevie Hoffman. 1991. 17 min.

The natural development of literacy in young children. How to enable and encourage the efforts of special needs children through shared storybook reading and interaction.

Tape 3. PLAYING TOGETHER/COOPERATING TOGETHER

Playing Together. By Ronald Gillam. 1990. 24 min.

Why play is better than formal instruction for special needs children. Ways to facilitate play between children with and without disabilities.

Cooperating Together. By Patrick Schloss & Holly Sher. 1991. 22 min.

How children with disabilities learn positive social behavior and how you as a caregiver can promote group participation and social skills.

Tape 4. MOVING TOGETHER/GROWING TOGETHER

Moving Together. By Sherry L. Folsom-Meek. 1991. 21 min.

The value of movement in a child's life. Ways to enhance movement abilities of all children in preschool settings.

Growing Together. By Glenda Kelly. 1991. 18 min.

Medical professionals explain feeding and nutrition problems and special health conditions children with disabilities may have. Recommended procedures for giving medications are demonstrated.

OPENING YOUR DOORS TO ALL CHILDREN: PROVIDING INCLUSIVE CHILD CARE. Madison, WI: University of Wisconsin-Madison, School of Education, Madison Education Extension Programs, 1996. VHS, 30 min.

This tape takes you inside child care homes and centers to see what high quality inclusive child care looks, sounds and feels like. Providers, teachers, parents, and disability specialists share their knowledge and experience and talk about the challenges and rewards of inclusive child care.

PROCESS OF COMMUNICATION: FACILITATING INTERACTIONS WITH YOUNG CHILDREN WHO EXPERIENCE SEVERE DISABILITIES IN MAINSTREAM EARLY CHILDHOOD PROGRAMS. Produced by the University of Kansas. Lawrence, KS: Learner Managed Designs, 1991. VHS, 10 min. + manual.

Strategies for encouraging and facilitating interactions leading to meaningful and positive communication between typically developing children and children with severe disabilities in a mainstream Montessori early childhood program.

PROCESS OF INSTRUCTION: FACILITATING PARTICIPATION OF YOUNG CHILDREN WHO EXPERIENCE SEVERE DISABILITIES IN MONTESSORI EARLY CHILDHOOD PROGRAMS. Produced by the University of Kansas. Lawrence, KS: Learner Managed Designs, 1991. VHS, 12 min. + manual.

Identifies and demonstrates five key strategies to support instructional inclusion of young children of all abilities in a mainstream Montessori preschool program.

RISK AND REALITY: TEACHING PRESCHOOL CHILDREN AFFECTED BY SUBSTANCE ABUSE. A joint project of the U.S. Dept. of Health & Human Services and the U.S. Dept. of Education. Washington, DC: DHHS, 1994. VHS, 30 min. + two books.

Specific techniques and interventions designed to help preschool teachers understand what they can do to help children affected by substance abuse either through prenatal exposure to alcohol and other drugs or through living in families and/or communities where substance abuse is common.

ROOM AT THE TABLE: MEETING CHILDREN'S SPECIAL NEEDS AT MEALTIME. Sacramento, CA: California Department of Education, 1996. VHS, 24 min. + guide.

Basic information to train caregivers in helping preschoolers with special health needs to have successful mealtimes. Simple, useful ideas for modifying food texture, supporting the child's eating position, waking up the mouth muscles, strengthening lip closure, facilitating chewing and swallowing, and making it easier to hold a spoon.

SCHOOLS FOR EVERYONE. Green Bay, WI: Green Bay Area Public Schools, 1993. VHS, 16 min.

How Langlade School in Green Bay successfully integrates special education students into regular kindergarten and first grade classrooms.

SELECTED STRATEGIES FOR TEACHING YOUNG CHILDREN WITH SPECIAL NEEDS. Longmont, CO: Sopris West Educational Services, 2001. VHS, 20 min.

Illustrates teaching strategies that promote learning for young children with special needs in inclusive classrooms. Covers elements of the environment, positive reinforcement, the systematic use of prompts, and peer mediated interventions. Based on information from two books: *DEC Recommended Practices in Early Intervention/Early Childhood Special Education* and *DEC Recommended Practices: Program Assessment*.

VARIETY IS THE SPICE: EARLY CHILDHOOD INTERVENTION IN NATURAL ENVIRONMENTS. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1996. VHS, 27 min.

Young children with disabilities or special learning needs have a right to learn and grow in the same environments where their typically developing peers are found. Natural settings provide the best context for children with special needs to develop.

VERY SPECIAL ARTS WISCONSIN EARLY CHILDHOOD PROGRAM: A CREATIVE PARTNERSHIP. Madison, WI: Very Special Arts-Wisconsin, 1998?. VHS, 10 min. + summary.

Shows how the Very Special Arts Early Childhood Program brings professional artists into child care centers to expand the confidence, capabilities, and quality of life of young children with disabilities through dance, drama, creative writing, music, and the visual arts.

VIVIAN GUSSIN PALEY AND THE BOY WHO COULD TELL STORIES. Muncie, IN: Ball State University, 2001. VHS, 24 min. + companion booklet.

Aaron is a big distraction--and therefore very interesting and stimulating to the other children--when Vivian Gussin Paley visits his classroom to demonstrate how she uses storytelling and storyacting with children. Rather than punishing and excluding Aaron, Paley treats him with the empathy she's trying to teach. Over the course of two days, Aaron and Paley show his teachers, his classmates, and the viewer just what an interesting story he can tell when allowed to do so in his own way. If you are trying to create an environment where all are valued, all have a place, and none are rejected, this video is a good place to start.

WELCOME TO MY PRESCHOOL! : COMMUNICATING WITH TECHNOLOGY. Newton, MA: Education Development Center, 1996. VHS, 14 min. + guide.

Profiles an integrated preschool classroom where students with disabilities have full access to the typical curriculum through the innovative use of high and low technology tools.

WELCOMING ALL CHILDREN: CREATING INCLUSIVE CHILD CARE. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1999. VHS, 26 min.

Simple, creative changes you can make to adapt your environment, activities, routines, communication, and expectations so that your center or home truly welcomes all children.

YES, YOU CAN DO IT! CARING FOR INFANTS AND TODDLERS WITH DISABILITIES IN FAMILY CHILD CARE. National Child Care Advocacy Project. Washington, DC: The Children's Foundation, 1995. VHS, 16 min. (missing manual)

In this video, family child care providers discuss their experiences caring for children with special needs. They discuss the fears and concerns they had about running an inclusive child care program, and the techniques they used to make their programs successful. Parents of children with special needs talk about the difficulty they have finding suitable family child care. The video also outlines relevant pieces of the Americans with Disabilities Act and Part H of the Individuals with Disabilities Education Act.

ADHD AND LEARNING DISABILITIES

ADHD IN THE CLASSROOM: STRATEGIES FOR TEACHERS. By Russell A. Barkley. New York: Guilford, 1994. VHS, 39 min. + program manual + leader's guide.

Elementary school teachers demonstrate many different behavior management techniques and principles for working with children who have ADHD. We see color charts and signs, point systems, a token economy, the turtle-control technique, social skills training, and a four-step plan for avoiding potential problems.

ADHD: WHAT CAN WE DO? By Russell A. Barkley. New York: Guilford, 1992. **DVD**, 37 min. + program manual + leader's guide.

Produced for parent support groups, this program focuses on ways for managing ADHD, both medical and behavioral, at home and in school. Strategies such as home token systems are demonstrated.

BEYOND F.A.T. CITY: A LOOK BACK, A LOOK AHEAD. By Richard D. Lavoie. Alexandria, VA: PBS Video, 2005. VHS, 90 min. + guide.

This follow-up to the acclaimed video *How Difficult Can This Be?* examines the Frustration, Anxiety, and Tension (F.A.T.) experienced by children with learning disabilities. In lecture and discussion, Richard Lavoie shares what he has learned in the 14 years since making the original *F.A.T. City Workshop*.

BEYOND THE ADD MYTH: CLASSROOM STRATEGIES AND TECHNIQUES. By Thomas Armstrong. Port Chester, NY: National Professional Resources, 1996. VHS, 36 min.

Produced for teachers and parents, this video provides an array of strategies to use with children who are diagnosed (or misdiagnosed) as Attention Deficit Disorder.

CALMING THE CHAOS: BEHAVIOR IMPROVEMENT STRATEGIES FOR THE CHILD WITH ADHD. By Jim Fay and Charles Fay. Golden, CO: Love and Logic Press, 1998. 3 compact discs, 3 hrs 30 min.

Describes the Love and Logic approach to building positive and healthy relationships with children with ADD/ADHD. Features specific classroom and parenting examples of a team approach in which educators and parents work together closely to defuse and change chaotic and manipulative behaviors.

EDUCATION IN MOTION. By Carla Hannaford. Tucson, AZ: Zephyr Press, 1993. VHS, 27 min.

The author of the book *Smart Moves: Why Learning Is Not All in Your Head* introduces the Brain Gym program, an educational kinesiology system that uses movement to integrate left and right brain functions for better learning.

HELPING THE HARD-TO-HANDLE CHILD IN PRESCHOOL AND CHILD CARE. By Sonja Larson. Mill Creek, WA: ADHD Consulting Services, 1991. VHS, 1 hr 47 min. + teaching materials.

Sonja Larson explains the characteristics of children with attention deficit disorder (ADD), hyperactivity, poor impulse control, and learning disabilities, and explains other conditions that can easily be mistaken for ADD. She stresses that the most important technique to use in handling these children is your attitude. She suggests lots of useful management principles to use with children who are mildly to moderately ADD, and gives suggestions for talking with the parents of children who are so severely ADD that ordinary management techniques won't help and a treatment program is called for.

HOW DIFFICULT CAN THIS BE? : UNDERSTANDING LEARNING DISABILITIES: THE F.A.T. CITY WORKSHOP. By Richard D. Lavoie. Produced and directed by Peter Rosen Productions for Eagle Hill School Outreach. Alexandria, VA: Public Broadcasting Service, 1989. VHS, 70 min + guide.

This is a must-see tape for anyone working with children who have learning disabilities. Richard Lavoie's workshop puts a group of teachers, social workers, psychologists, and parents through a series of striking simulations to let them experience what it's actually like to be a child with a learning disability. Workshop participants and viewers gain enormous insight into the frustration, anxiety and tension that these children face every day.

IT'S SO MUCH WORK TO BE YOUR FRIEND: HELPING THE CHILD WITH LEARNING DISABILITIES FIND SOCIAL SUCCESS. By Richard D. Lavoie. New York: PBS Video, 2005. VHS, 90 min.

The lives of most children are filled with joy, laughter, and their daily adventures with friends, classmates, and teammates. Some children, however, seem unable to make these important connections with peers and, as a result, are often isolated and ignored. Richard Lavoie explores the causes and consequences of "social incompetence." He provides strategies for teaching friendship skills in the classroom, at home, and in the community.

LAST ONE PICKED--FIRST ONE PICKED ON. Teacher's version. By Richard D. Lavoie. Alexandria, VA: PBS Video, 1994. VHS, 68 min. + teacher's guide.

"Children with learning disabilities often find themselves isolated from this valued world of friendship. Their impulsive, immature and unpredictable behavior often results in social isolation and rejection. Their behavior is often misunderstood and misinterpreted by peers and adults. Although they often receive assistance and empathy for their 'academic' problems, their lack of 'social competence' is viewed as willful and negative."--Teacher's guide.

LAST ONE PICKED--FIRST ONE PICKED ON. Parent's version. By Richard D. Lavoie. Alexandria, VA: PBS Video, 1994. VHS, 62 min. + parent's guide.

This video provides parents with information and guidance related to the development of social competence for children and youths with learning disabilities. Much the same content as the Teacher's Version described above.

LOOK WHAT YOU'VE DONE! : STORIES OF HOPE AND RESILIENCE. Teacher version. By Robert B. Brooks. Alexandria, VA: PBS Video, 1997. VHS, 65 min. + teacher guide.

Dr. Brooks offers practical strategies for helping children with learning disabilities develop the confidence and resilience they will need to succeed.

LOOK WHAT YOU'VE DONE! : STORIES OF HOPE AND RESILIENCE. Parent version. By Robert B. Brooks. Alexandria, VA: PBS Video, 1997. VHS, 66 min. + parent guide.

Parent's version of the tape described above, with much the same content.

A NEW LOOK AT ADHD: INHIBITION, TIME AND SELF-CONTROL. By Russell A. Barkley. New York, NY: Guilford Publications, Inc., 2000. VHS, 39 min. + program manual.

In this very interesting video on the mechanisms behind ADHD, Dr. Barkley explains why he has come to believe that ADHD is a deficit not in attention but in behavioral inhibition, that is to say an inability to delay action in response to an external event.

WHEN THE CHIPS ARE DOWN. By Richard D. Lavoie. Washington, D.C: WETA, 1996. VHS, 62 min. + program guide.

Richard Lavoie offers practical advice on dealing with behavioral problems quickly and effectively. He shows how preventive discipline can anticipate many problems, and how teachers and parents can create a stable, predictable environment in which children with learning disabilities can flourish.

WHY CAN'T MICHAEL PAY ATTENTION? By Louise Welsh Schrank. Lake Zurich, IL: Learning Seed, 1998. VHS, 22 min. + study guide.

Uses the example of one six-year-old boy to explain the symptoms of Attention Deficit Hyperactivity Disorder (ADHD). Shows the battery of tests he takes to make sure of his diagnosis, the behavior modification training set up for him at home and in school (a school with a sit-still-and-pay-attention-to-the-teacher approach rather than an active learning approach), and what his parents learn about Ritalin, including side effects and the fact that it does not improve long-term learning.

WHY WON'T MY CHILD PAY ATTENTION? By Dr. Sam Goldstein. Salt Lake City, UT: Neurology, Learning & Behavior Center, 1989. VHS, 76 min.

A child psychologist talks with parents of ADHD children and gives a commonsense definition of Attention Deficit Hyperactivity Disorder. He explains why "pills will not substitute for skills," and shows parents and caregivers how to tell whether a child's behavior in a given situation is due to incompetence caused by ADHD or due to simple noncompliance. He then describes many specific behavioral interventions that you and the child can use to educate in cases of incompetence and to constructively discipline in cases of noncompliance.

AUTISM

ASPERGER SYNDROME: LIVING OUTSIDE THE BELL CURVE. Verona, WI: IEP Resources, 2001. VHS, 18 min.

This video features an in-depth interview with Dr. Tina Iyama of the University of Wisconsin Children's Hospital, in which she explains the causes of, symptoms of, and strategies for coping with Asperger Syndrome. 12-year-old Andrew shows that with appropriate supports it's possible to flourish outside the accepted social and educational bell curve.

"BUT HE KNOWS ALL HIS COLORS" : CHARACTERISTICS OF AUTISM IN CHILDREN BIRTH TO THREE. By Cate McClain and Pat Osbourn. Albuquerque, NM: University of New Mexico Health Sciences Center, 1995. VHS, 29 min.

Shows the behaviors seen in four children with autism who are under the age of three during an evaluation by an interdisciplinary team from the New Mexico Autism Program. The three major concerns in autism are: qualitative impairments in social interaction; qualitative impairments in communication, both verbal and non-verbal; and restrictive, repetitive, stereotyped behaviors. These behaviors must be present before the age of 30 months. Early diagnosis and intervention are very important for children and their families.

DAY BY DAY: RAISING THE CHILD WITH AUTISM/PDD. By Joan Goodman and Susan Hoban. New York: Guilford Publications, Inc., 1992. VHS, 53 min. + discussion guide.

This tape contains no professional explanations or therapeutic demonstrations or advice, just a very compassionate look into the daily lives of two children with autism/pervasive developmental disorder, while the parents tell their stories of grave problems and frustrations, practical solutions, personal anguish, and reconciliation.

FLOORTIME DVD TRAINING SERIES. By Stanley I. Greenspan and Serena Wieder. Baltimore, MD: Floortime Foundation, 2005. 6 **DVDs** + 3 training guides.

These DVDs introduce the DIR®/Floortime model, developed to identify and treat children with autistic spectrum disorders. Case studies provide an inside look at how Drs. Greenspan and Wieder work with real children and their families, showing parents how to interact with their children and support their developmental progress.

Set 1. THE BASICS: RELATING AND COMMUNICATING (introduction: 45 min.; case studies: 5 hrs 40 min.)

How to put together a comprehensive treatment program tailored to your child's needs. How to interact with your child to support his or her development, from shared attention and engagement to interaction and more advanced communication.

Set 2. SENSORY REGULATION AND SOCIAL INTERACTION (introduction: 45 min.; case studies: 6 hrs)

How to help your child overcome challenges of sensory regulation that interfere with his or her ability to relate and communicate. How better regulation will help your child reach higher developmental levels, from shared attention and engagement to social interaction and pretend play.

Set 3. SYMBOLIC AND LOGICAL THINKING (introduction: 45 min.; case studies: 5 hrs 32 min.)

How to use pretend play to help your child create and connect ideas, think logically, and master higher levels of communication. Includes examples of two children playing together.

PARENTS' GUIDE TO AN AUTISM DIAGNOSIS. (Picture of Health Series.) Madison, WI: University of Wisconsin Hospitals and Clinics, Department of Outreach Education, 1998. VHS, 30 min.

This video is for parents who wish to learn more about the appearance of autism in young children, including a general definition of autism in its various forms and a description of some of its symptoms. Dr. Christina Iyama discusses some of autism's history as well as facts versus common misconceptions. The video includes an interview with parents of an autistic child, what they noticed in their son that prompted them to seek evaluation, as well as ways that they have adjusted their lives and home.

PARENTS' GUIDE TO AUTISM TREATMENT. (Picture of Health Series.) Madison, WI: University of Wisconsin Hospitals and Clinics, Department of Outreach Education, 1998. VHS, 30 min.

Dr. Christina Iyama explains various autism treatment options and their effectiveness, focusing especially on behavioral and play therapies. The video gives parents guidelines for evaluating alternative treatments and dispels some myths about autism. The parents of a four-year-old child with autism show us what a difference their son's treatment has made in his and their lives.

POSITIVE PARENTING FOR YOUNG CHILDREN WITH AUTISM. Denver, CO: LEAP Outreach Project, 2003. Distributed by Teacher's Toolbox, Tualatin, OR. VHS, 18 min. + trainer's manual (180 p.) + parent's workbook (85 p.)

This tape introduces the Quality Inclusion Curriculum for children with Autism Spectrum Disorder. It shows many examples of parents being trained to use the program with their children ages two through six to help solve behavior issues and support the children's social skills development.

QUALITY INCLUSION FOR YOUNG CHILDREN WITH AUTISM. Denver, CO: LEAP Outreach Project, 2003. VHS, 19 min. + 2 staff workbooks (168 p. + 64 p.)

Teachers and parents share insights on what it takes to successfully integrate children with Autism into mainstream early childhood programs. Highlights include effective use of visual cues; picture exchange systems; teaching social skills; encouraging social interaction.

SOCIAL THINKING ACROSS THE HOME AND SCHOOL DAY: THE ILAUGH FRAMEWORK AND RELATED THERAPY STRATEGIES FOR KIDS WITH SOCIAL COGNITIVE DEFICITS: HFA, AS, NLD, PDD. By Michelle Garcia Winner. Grand Rapids, MI: Gray Center, 2003. 2 VHS videotapes, 4 hrs total.

These two videos will assist parents and professionals in facilitating social thinking and related skills in elementary through high school aged children with social cognitive deficits. In the Lecture video, Michelle Garcia Winner presents a workshop that defines the ILAUGH Framework, a six-point model of social cognition. In the Facilitating Social Thinking video, she provides therapy techniques and a thoughtful approach to recognizing the social cognitive reasons for students' deficits. Through direct instruction, she teaches children key concepts such as the difference between working by yourself and working as part of a group, thinking with your eyes, and specific comments and questions to support social interaction.

UNDERSTANDING AUTISM. Produced by NewsCart Productions Inc. and the Eden II Programs. Lawrence, KS: Learner Managed Designs, 1993. VHS, 19 min. + manual.

A concise introduction to autism. Explains the importance of behavioral analysis and reinforcement in educating children with autism.

DEAF / HARD OF HEARING

ACCESS FOR ALL: INTEGRATING DEAF, HARD OF HEARING, AND HEARING PRESCHOOLERS. Washington, DC: Gallaudet University, Pre-College Programs, 1992. VHS, 71 min. + manual.

This three part video and accompanying manual are designed to provide information to early childhood educators and administrators who are considering the creation of an integrated program in their school or day care center. The first section covers basic information on deafness. The second section discusses interagency collaboration. The final section discusses inclusion and adaptation within the program. Specific modifications needed to make a regular classroom accessible to children who are deaf or hard of hearing are detailed. This video is opened-captioned.

BEGINNING AMERICAN SIGN LANGUAGE. Salem, OR: Sign Enhancers, 1991-1992. VHS, color, approx. 40 min.

Teaches sign language by showing the interactions in a deaf family in common everyday situations. Instructor Billy Seago also demonstrates signs. Each tape includes an introduction to new vocabulary, a visit with the family, cultural and grammatical notes, and a practice session.

Tape 2. BREAKFAST WITH THE BRAVO FAMILY: BREAKFAST AND DINING SIGNS

Tape 4. LET'S GO FOOD SHOPPING: FOOD SIGNS

Tape 11. PLAYING IN THE PARK: NATURE AND SPORTS SIGNS (45 min.)

Tape 14. LET'S GO CLOTHES SHOPPING: CLOTHING SIGNS

DREAMS MADE REAL: INTO THE MAINSTREAM. Philadelphia, PA: Oberketter Foundation, 2004. VHS + DVD, 23 min. + 47-page parent handbook + resource sheets.

Video visits several children who are deaf or hard of hearing at infancy and again in grade school, five years later. Handbook for parents answers many common questions about childhood hearing loss. Resource sheets list many organizations to help as the child grows.

DREAMS SPOKEN HERE. Full version. Englewood, CO: Oberketter Foundation, 1998. VHS, 60 min.

A detailed exploration of oral deaf education from infancy through adolescence and adulthood, focusing on the critical early years. Includes important information on educational techniques and dramatic technological advances in hearing aids and cochlear implants. This video is closed-captioned.

DREAMS SPOKEN HERE. Short version. Englewood, CO: Oberketter Foundation, 1998. VHS, 20 min.

This brief introduction to teaching deaf children to listen and to speak is a shortened version of the above film. It can be used for those wanting a brief introduction to the issues discussed in the full version of Dreams SPOKEN Here. This video is closed-captioned.

HEAR TO LISTEN AND LEARN: A LANGUAGE APPROACH FOR CHILDREN WITH EAR INFECTIONS. Chapel Hill, NC: Frank Porter Graham Child Development Center, 1995. VHS, 20 min.

Shows how to recognize the behavioral signs that children with hearing loss often exhibit and offers strategies for fostering these children's language learning.

HEARING AID MANAGEMENT SKILLS FOR FAMILIES OF YOUNG CHILDREN WHO ARE DEAF OR HARD OF HEARING. Logan, UT: SKI*HI Institute, 1993. VHS, 56 min.

This instructional video guides caretakers through the process of acquiring and maintaining a hearing aid for a young child who is deaf or hard of hearing. Parent advisors are shown discussing the following practical management skills: understanding the anatomy of the ear; understanding hearing tests; understanding the audiogram; identifying parts and functions of the hearing aid; putting hearing aids on the child; giving the hearing aid a daily listening check; establishing full time aid use with the child; caring for the hearing aid; and troubleshooting for the source of feedback.

HEARING DEVELOPMENT AND HEARING LOSS: BIRTH TO THREE YEARS. Nashville, TN: Bill Wilkerson Center, 1995. VHS, 14 min.

This video outlines the physical and cognitive aspects of hearing and hearing loss. The first part of the video describes the physical mechanisms associated with hearing, as well as the development, consequences, and possible treatment of two types of hearing loss (conductive and sensorineural). Also discussed are the milestones of hearing development during the first three years of childhood. Resources for seeking assistance for a child's suspected hearing loss are presented. This video is closed-captioned.

MAKE A JOYFUL NOISE: AN INFORMATION KIT FOR PARENTS OF CHILDREN WHO ARE DEAF AND HARD OF HEARING. Englewood, CO: Oberkötter Foundation, 1998, 2000. VHS, 20 min. **Dreams Spoken Here** (see description above) + 47-page handbook **Make a Joyful Noise** + handout masters.

OH SEE, CAN YOU SAY? Lombard, IL: Eye Wonder Videos, Inc, 1993. VHS, 22 min. + vocabulary list.

This video picture dictionary of Sign Language demonstrates, in alphabetical order, signs for many words used in daily conversation.

SIGN WITH ME. Center for Hearing Loss in Children. Omaha, NE: Boys Town National Research Hospital, 1994-1996. Set of 6 75-min. videos in 3 volumes + 3 workbooks.

This three volume video series is designed to teach American Sign Language (ASL) to families of young children who are deaf or hard of hearing. Viewers are taught ASL on a level appropriate for communicating with children. Learning is accomplished through modeling, repetition, and activities. Both adult and child signers are featured on the tapes. Each volume contains eight lessons, and comes with its own workbook for use with the video. The workbook contains self tests and suggestions for involving all family members in the learning process.

Volume 1. BUILDING CONVERSATIONS

Signs and techniques for everyday conversations with a young deaf child.

Volume 2. BUILDING CONCEPTS

Signs for abstract concepts encountered daily by deaf toddlers, such as funny, soft, and sticky.

Volume 3. POSITIVE PARENTING

Signs to use for praising and effectively disciplining your young deaf child.

See the list titled [Language Development](#) for videos about using sign language with hearing children.

OTHER DISABILITIES

CAN DO! Louisville, KY: Visually Impaired Preschool Services (VIPS), 1991. Set of 5 videos.

Tape 1. SEEING THINGS IN A NEW WAY: WHAT HAPPENS WHEN YOU HAVE A BLIND BABY (15 min.)

This video is designed to answer common questions asked by new parents of children with visual impairments. General information and guidance is provided by a narrator and six families of children with visual impairments.

Tape 2. LEARNING ABOUT THE WORLD: CONCEPT DEVELOPMENT (15 min.)

In the absence of "learning by watching", children with visual impairments will learn about the world through other senses. This video describes how parents can aid conceptual development.

Tape 3. BECOMING A CAN DO KID: SELF-HELP SKILLS (13 min.)

This segment addresses specific techniques parents can employ to foster the development of self-help skills (e.g., feeding, dressing, cleaning, and toileting) in a child with visual impairments. Emphasis is placed on talking the child through the activity, and taking advantage of natural teaching opportunities to help the child learn. Some practical ideas for making everyday activities more manageable are also discussed.

Tape 4. MAKING FRIENDS: SOCIAL SKILLS AND PLAY (10 min.)

This video discusses how visual impairments may effect the acquisition of social skills in young children. By taking the position that children with visual impairments may unknowingly engage in socially unacceptable behavior (e.g., blindisms), this video instructs parents on how to discourage such behavior and teach appropriate social skills. The video also discusses how children may need guidance in developing play skills, since such skills cannot be acquired through observation.

Tape 5. GOING PLACES: ORIENTATION AND MOBILITY (12 min.)

Children with visual impairments may need some guidance to develop good orientation and mobility skills. This video describes practical ways for parents to encourage mobility and aid in the development of orientation skills.

CHILDREN WITH MOTOR IMPAIRMENTS. Logan, UT: SKI*HI Institute, 1987. Set of 2 VHS videocassettes, 2 hrs. total.

This video contains five physical therapy sessions involving children with various forms of cerebral palsy. Prior to each segment, the viewer is presented with information on the child's specific form of cerebral palsy. During each segment, both the physical therapist and the child's parents demonstrate a variety of feeding, handling and positioning techniques. Emphasis is placed upon allowing the child to experience his/her own body through touch and movement. Therapy techniques rely on input and action from the child as well as physical guidance.

JUST LIKE YOU AND ME. Alexandria, VA: PBS Video, 1990. VHS, 21 min.

Provides an introduction to epilepsy. Shows four children and teenagers who are living positively with the disorder.

MASTERING ASTHMA. Elk Grove Village, IL: American Academy of Pediatrics, 1998. VHS, 21 min.

Good information on asthma's causes, symptoms, warning signs, and medications. Encourages parents and children to become active partners in asthma management.

NEAR NORMAL FEEDING FOR INFANTS BORN WITH ORAL-FACIAL ANOMALIES. By Susanne R. Hays. Albuquerque, NM: Clinician's View, 1994. VHS, 36 min.

Easy strategies for feeding babies with cleft palate and other common oral problems.

POSITIONING FOR INFANTS AND YOUNG CHILDREN WITH MOTOR PROBLEMS. University of Colorado Health Sciences Center. Lawrence, KS: Learner Managed Designs, Inc., 1988. VHS, 30 min.

This videotape features several parents and their children in a variety of daily activities (feeding, playing, dressing, diapering, carrying, going out of doors, traveling by car) and demonstrates recommended ways to handle and position the child. A good teaching resource for parents and caregivers, very popular for viewing, includes practical ideas.

YOUNG CHILDREN LEARNING TO MANAGE ASTHMA: IT'S A FAMILY AFFAIR. Atlanta, GA: Georgia State University, 1994. VHS, 15 min.

A seven-year-old boy explains how well he has learned to manage his asthma and shows us what the physicians and families of three other children--age 18 months, three years, and five years--have taught them to do to manage their asthma at each stage of development.

GRIEF, TRAUMA, OR ABUSE

AARVY AARDVARK FINDS HOPE. Screenplay by Bonnie Blue, based on the story by Donna O'Toole. Burnsville, NC: Rainbow Connection, 1994. VHS, 45 min.

With the help of his friend, Ralphy Rabbit, Aarvy Aardvark slowly comes to terms with the loss of his mother and brother. An excellent video to watch with children who are learning about loss, love, and support.

THE AMAZING HUMAN BRAIN: THE SIX CORE CONCEPTS. Gilbert, AZ: LinkLetter Films, 2003. VHS, 29 min.

Dr. Bruce D. Perry of the ChildTrauma Academy covers the basics of brain anatomy and function. An understanding of the hierarchical make-up of the human brain helps caregivers and professionals to better diagnose children's problems and formulate effective treatment approaches. Adverse effects caused by neglect, fear, trauma, and violence are discussed.

ANGELS DON'T HAVE HEADLIGHTS: CHILDREN'S REACTIONS TO DEATH IN THE FAMILY. Boston, MA: Documentaries for Learning, 1988. VHS, 25 min.

Advice for physicians and others on talking with children about the death of a close family member.

CARING FOR PRETTY SPECIAL CHILDREN. Columbia, SC: South Carolina Educational Television Network, 1987. 6 VHS, 15-min. videocassettes.

This series uses a fictitious child care center, composite characters, and a dramatic format to show teachers how to work with children who have been abused and/or neglected. The programs can be shown in any order. Hosted by Alaina Reed of Sesame Street.

- Tape 1. CARING FOR PRETTY SPECIAL CHILDREN: OVERVIEW**
- Tape 2. CHILDREN WHO ARE ABUSED: WHY THEY ACT THE WAY THEY DO**
- Tape 3. GUIDING SPECIAL CHILDREN IN A GROUP**
- Tape 4. PROFESSIONAL BEHAVIOR**
- Tape 5. INDICATORS OF CHILD ABUSE AND NEGLECT**
- Tape 6. WORKING WITH THE PARENTS OF SPECIAL CHILDREN**

CHILDREN GRIEVE, TOO. Omaha, NE: Centering Corporation, 1996. VHS, 26 min.

This tape on helping children cope with grief answers three questions: what do grieving children need to know, what do grieving adults need to know, and how can families help children after someone dies.

DEATH OF A GOLDFISH. By Fred Rogers. Pittsburgh, PA: Family Communications, Inc., 1970. VHS, 30 min.

Fred Rogers designed this episode of his children's TV show, "Mister Rogers' Neighborhood," as an introduction for children to the subject of losing a loved one. He talks with children in a very sensitive way about the death of one of the fish in his aquarium and a dog he had when he was a boy. An adult should be present to guide the feelings that this program will evoke in young children.

GRIEF, TRAUMA, AND LOSS: HELPING CHILDREN COPE. By Foster W. Cline. Golden, CO: Love and Logic Press, 1999. Compact disc, 90 min.

How adults--through careful listening, sensitive questions, and loving guidance--can comfort children and help them cope with death, suicide, senseless violence.

HEALING TRUST: REBUILDING THE BROKEN BOND FOR THE CHILD WITH REACTIVE ATTACHMENT DISORDER. By Nancy Thomas. Golden, CO: Love and Logic Press, 1998. 3 compact discs, 3 hrs total.

Unbonded or unattached children, usually abused and neglected in the first two years of life, are unable to trust, filled with rage, and disconnected from other human beings. This CD offers specialized parenting techniques to help birth parents, foster and adoptive parents, and professionals build trust and connection with unbonded children.

HELPING CHILDREN COPE WITH FRIGHTENING EVENTS: WHAT YOU CAN DO! Baldwin, NY: Educational Activities, 2005. **DVD**, 25 min. + 40-page guide.

This program gives teachers the skills to help their preschool and early elementary children get back to normal after a traumatic event, such as a natural disaster. It is based on developmentally best practices, research, Head Start Performance Standards, NAEYC standards, and the work of the Child Trauma Academy.

HOW THE BRAIN DEVELOPS: THE IMPORTANCE OF EARLY CHILDHOOD. Gilbert, AZ: Linkletter Films, 2003. VHS, 29 min.

Dr. Bruce D. Perry stresses the importance of bonding and attachment as the cornerstones of early childhood optimal brain development. He tells caregivers and professionals about the various behaviors and problems of children who missed these early opportunities, presents examples to help in recognizing problems, and discusses appropriate treatment paths.

IN THEIR OWN VOICES: HOMELESS IN AMERICA. Santa Barbara, CA: Plainsight Video Production, 2002. VHS, 16 min.

Children share their experiences with being homeless, the challenges they have with friendships, school, and day-to-day routines, and also their hopes and dreams for the future.

THE SAFE HAVENS TRAINING PROJECT. Pittsburgh, PA: Family Communications Inc., 1998. 2 VHS videocassettes, 70 min. total + manual.

Mental health, emotional well-being, and learning all start with feeling safe. For trainers who are experienced in child development and violence issues, these are three excellent training modules about

working with children who have witnessed violence in their neighborhoods or communities. The two videos are loaned as a set.

Tape 1: The violence that children can see: How children are affected by witnessing violence in their communities and how we can help them (21 min.)

Tape 2: The power of our relationships: Building supportive classrooms for children who witness violence in their communities (28 min.) / The need to be heard: Supporting teachers and child care providers who work with children affected by violence in their communities (22 min.)

TALKING WITH YOUNG CHILDREN ABOUT DEATH. By Fred Rogers. Pittsburgh, PA: Family Communications, Inc., 1981. VHS, 28 min.

This video is intended to help adults feel more comfortable talking to young children about death. Fred Rogers talks to Hedda Sharapan and uses excerpts on the death of a goldfish from his program "Mister Rogers' Neighborhood." He believes that "anything human is mentionable and anything mentionable can be manageable." Parts of this video can be used directly with the young child.

THANK YOU FOR COMING TO SAY GOODBYE: INVOLVING CHILDREN IN FUNERAL SERVICES. Omaha, NE: Centering Corporation, 1994. VHS, 13 min.

Children from elementary, middle, and high schools visit a funeral home to listen and ask questions as part of Janice Roberts' grief education and funeral home orientation program. Tape shows that there is nothing funeral homes do that can't be explained to children in a caring, informative way.

UNDERSTANDING CHILDHOOD TRAUMA: STRATEGIES AND SOLUTIONS: TAPPING UNREALIZED POTENTIAL. With Dr. Bruce Perry. Barrington, IL: Magna Systems, Inc, 2002. 8 VHS, 29-min. videocassettes + guides.

Childhood trauma takes on many forms including physical abuse, mental abuse, the experience of natural disasters, death in the family, divorce, and many others. Trauma related problems include anxiety, depression, substance abuse, school failure, vulnerability to victimization and abuse, and criminality. Traumatic events in childhood can even change the biology of the brain. In this series, Dr. Bruce Perry tells how to recognize, understand, and prevent childhood trauma, and most importantly how to counsel those who suffer its effects.

- Tape 1. WHAT IS CHILDHOOD TRAUMA?**
- Tape 2. SIGNIFICANT EVENT CHILDHOOD TRAUMA**
- Tape 3. THE BRAIN: EFFECTS OF CHILDHOOD TRAUMA**
- Tape 4. IDENTIFYING AND RESPONDING TO TRAUMA: AGES 0 TO 5 YEARS OLD**
- Tape 5. IDENTIFYING AND RESPONDING TO TRAUMA: AGES 6 TO ADOLESCENCE**
- Tape 6. DOMESTIC VIOLENCE AND CHILDHOOD TRAUMA**
- Tape 7. TRAUMA AND HEALING**
- Tape 8. A PARENT'S GUIDE TO IDENTIFYING AND RESPONDING TO CHILDHOOD TRAUMA (45 min.)**

FAMILIES OF CHILDREN WITH SPECIAL NEEDS

AND THEN CAME JOHN: THE STORY OF JOHN MCGOUGH. New York, N.Y: Filmmakers Library, Inc., 1987. VHS, 35 min.

Story of a talented man with Down's syndrome who is a cherished member of the community.

AROUND THE CLOCK: PARENTING THE DELAYED ADHD CHILD. By Joan F. Goodman. New York: Guilford, 1991. VHS, 46 min. + program manual.

This program explores the many challenges facing parents of children with the combined diagnosis of ADHD and developmental delay (including difficulties with language, coordination, and learning). By taping the daily lives of two families with 5-year-old ADHD/delayed boys, the tape gives both professionals and parents a helpful look at how these problems can be handled.

A CHILD WITH SPECIAL NEEDS. With Sylvester Stallone. Los Angeles, CA: New Screen Concepts, 2004. VHS, 27 min.

Families of children with special needs share their stories to help others in similar circumstances understand that, while every child is unique, there are common experiences, emotions, and challenges they are likely to encounter as they work to help their child.

EVERY CHILD A TREASURE. Portland, ME: Parents in Partnership Project, 1993. VHS, 31 min.

This video tells the stories of families of children with special needs and/or special health care needs. The stories are told to sensitize professionals to the emotional realities of the lives of these families and how their lives are affected by both positive and negative interactions with health professionals.

FOR THE CHILD: INFORMATION ON MENTAL HEALTH AND ADVOCACY FOR RESOURCE PARENTS. With Morgan Freeman. Los Angeles, CA: Parents Action for Children, 2007. **DVD**, 30 min.

Information to help resource parents understand the most common children's mental health problems and know whom to call, what to say, and where to go to obtain the right services for the children in their care.

AN INSIDE LOOK: HELPING PARENTS RECEIVE A DIFFICULT DIAGNOSIS. Portland, ME: Parents in Partnership Project, 1993. VHS, 38 min.

Parents of children with special needs make a pediatric grand rounds presentation telling how health professionals helped them and hurt them while informing them of the conditions affecting their children. They also make suggestions to improve communication between health providers and parents.

NURTURING THE FAMILIES OF CHRONICALLY ILL OR DISABLED CHILDREN. Michael Trout. Champaign, IL: The Infant-Parent Institute, 1990. VHS, 86 min.

Discusses "survival skills" of parents of chronically ill or handicapped children and how health professionals and educators must understand these skills in order to successfully help the child.

ONE OF THE FAMILY. Early Childhood Connections for Infants Toddlers & Families. Denver, CO: Colorado Department of Education, 1999. VHS, 26 min.

This is a video for families, professionals, educators, therapists, physicians, and anyone else who may care about a child with special needs. In this video, four families introduce you to the complex world of "special needs" and show how every child is "one of the family."

OUR CHILDREN, OUR HOPES. Minneapolis, MN: PACER Center, 1993. VHS, 15 min.

African American families of children with special needs talk about creative ways to meet their children's needs, confront issues of race and cultural traditions, and help medical and educational systems change.

PARENT PERSPECTIVES: RAISING CHILDREN WITH EMOTIONAL DISORDERS. Minneapolis, MN: PACER Center, 1991. VHS, 21 min.

Parents discuss the unique challenge of raising children who have severe emotional or behavioral problems. The video provides insight into the frustrations of parents who are often perceived as the "cause" of their child's inappropriate behavior by others who may not understand the origin or nature of emotional or behavioral disorders.

PARENTING A CHILD WITH SPECIAL NEEDS: INTERVIEWS WITH PARENTS. Portland, ME: Parents in Partnership Project, 1993. 3 VHS, approx. 25 min. videocassettes + guides.

COPING WITH A CHILD WITH SPECIAL NEEDS (25 min.)

Three mothers of children with special needs (one a child with fragile x, one with cerebral palsy, and one a premature baby) tell how they and their families cope. They discuss the early phases of adjustment after getting the diagnosis, how each became an advocate for her child, stresses within the family, and their advice to medical professionals.

FATHERING A CHILD WITH SPECIAL NEEDS (28 min.)

Three fathers of autistic children (one married, one divorced with a live-in partner, one a single parent) discuss their experiences as fathers and tell what they would like medical professionals to remember when working with families like theirs.

HEARING THE DIAGNOSIS FOR THE FIRST TIME (21 min.)

Three mothers of children with special needs (one a child with Down Syndrome, one born prematurely, and one with autism) describe experiences associated with learning of their child's diagnosis, the impact on themselves and their families, the nature of the social support they received, and advice they would give medical professionals who have to give parents a difficult diagnosis.

PARENTING CHILDREN WITH SPECIAL NEEDS. By Paul Terry. Niles, IL: United Learning, 1993. VHS, 29 min. + user's guide + blackline masters.

The challenges of raising a young child with disabilities.

PARENTING IN PEDIATRIC INTENSIVE CARE. Minneapolis, MN: Minneapolis Children's Medical Center, 1989. VHS, 17 min.

Through interviews with health care professionals and with parents whose children have been in the PICU, this program educates and reassures parents new to the unit. Gives tips on making the stay more comfortable for both parents and child, with an emphasis on allowing for individual parenting styles.

PARENTS' VIEWS OF LIVING WITH A CHILD WITH DISABILITIES. By Paul Terry. Niles, IL: United Learning, 1993. VHS, 28 min. + user's guide + blackline masters.

Three couples share their stories and feelings about being the parents of children with disabilities and the hurdles of their daily lives.

SEXUALITY AND CHILDREN WITH DISABILITIES. By Betty Pendler. Minneapolis, MN: PACER Center, 1989. VHS, 58 min.

Betty Pendler has spoken and written nationally on the right of young adults with mental retardation or other disabilities to sexual expression. In this workshop, she uses her experience as the mother of a young woman with Down Syndrome to suggest ways for parents to deal with the sexuality of their growing children.

THE SIBLING EXPERIENCE. Minneapolis, MN: PACER Center, 1989. VHS, 63 min.

In this panel discussion, four young people speak about their roles as the brothers and sisters of children with disabilities, and discuss some of the problems and solutions of their sibling experience.

SOMEDAY'S CHILD: A FOCUS ON SPECIAL NEEDS CHILDREN AND THEIR FAMILIES. Produced by Project Interchange, Winfield, KS. Portland, OR: Educational Productions, Inc., 1989. VHS, 30 min. + facilitator's guide + viewer's guide.

This tape builds our understanding of the issues, experiences, and needs confronting families of children who have special needs. Three families share their sorrows and joys and the day-to-day challenges of raising a child with disabilities. Summarizes the 11 greatest needs such families have.

SPEAK UP FOR HEALTH: YOUNG PEOPLE AND THEIR PARENTS SPEAK ABOUT HEALTH ISSUES. Minneapolis, MN: PACER Center, 1991. VHS, 16 min.

This video is about young people with chronic illnesses or disabilities and their transition from pediatric health care arranged by their parents to adult health care arranged by themselves. Encourages young adults with special needs to understand their health care needs, to value independence, and to speak out on their own behalf.

FAMILY DIVERSITY

CONVERSATIONS FOR THREE: COMMUNICATING THROUGH INTERPRETERS. By Deborah Chen. Baltimore, MD: Paul H. Brookes, 1999. VHS, 60 min. + discussion guide.

Shows service providers how to respond sensitively to cultural and linguistic differences in order to promote effective communication when working with interpreters and families. Included is a discussion guide that provides objectives, key terms, facilitator notes, discussion questions, learning activities, and handouts to help the facilitator plan lessons and guide the group.

EQUAL PARTNERS: AFRICAN-AMERICAN FATHERS AND SYSTEMS OF HEALTH CARE. Bellevue, WA: National Fathers' Network, Kinderling Center, 1996. VHS, 26 min. + manual.

This powerful video presents the challenges faced by African-American fathers when they become involved with the health care system while caring for a child with a disability. Fathers and professionals discuss the difficulty of effectively using medical services which were designed to accommodate female caretakers. Fathers discuss frustrations including their difficulty in obtaining respect for their role as a male caretaker. The video comes with a discussion and resource guide.

I LOVE SOMEBODY: FOR PARENTS WITH SPECIAL NEEDS. Project CAPABLE, Cincinnati Center for Developmental Disorders. Van Nuys, CA: Child Development Media, 1992. Set of 5 videos + 4 manuals.

This video series and discussion leader's manuals were designed to be used with families in which infants and toddlers are at risk and parents have special needs. No reading skills are required by the viewer.

- **Getting Services for My Baby and Me** - Describes in a simple, concrete format the Individualized Family Service Plan including goals for the family, their roles, assessment information and what is important to the family and professionals. Includes a manual. (4 min.)
- **Feeding My Baby** - Very simple and concise information that is easy to follow. Describes the do's and don'ts of feeding young children from infancy to preschool. Includes manual. (10 min.)
- **Partners in Parenting** - Presents the concept that parents with special needs, their children, and those who work with them benefit from close collaboration. Emphasizes the goal of developing working partnerships that address family strengths and needs rather than only specific child care issues. Includes a discussion sheet. (6 min.)
- **Safety in the Home** - Presents three parents with special needs who demonstrate how to make a living room, bathroom, bedroom, and kitchen safe for children. Potential dangers in each room are identified and followed by concrete directions to make the room safe. Includes manual. (17 min.)
- **Together We Get Along** - Two small groups of parents with special needs discuss with a professional the ways they show their children love, how they figure out what their children are trying to tell them, and what to do when it is hard to love your children. Includes manual. (11 min.)

LISTENING TO FAMILIES VIDEOTAPE SERIES. American Association for Marriage and Family Therapy Research and Education Foundation. Van Nuys, CA: Child Development Media, 1994. Set of 5 videos.

This series shows different families talking with family therapists about their experiences raising young children with special needs. The conversations are family-directed and about the families' chosen topics—their family life, relationships, and concerns—rather than just their children's needs and services. These natural conversations were taped in non-studio settings, so some parts are hard to hear. The tapes are best viewed in smaller rooms with good acoustics and soft surfaces.

- Tape 1. COLTON FAMILY: A FAMILY FIGHTING FOR ITS VISION OF CLARISSA** (66 min.)
- Carissa Noel was born with Down Syndrome into a traditional two-parent family. In this tape Carissa's parents and two older brothers talk about their experiences.
- Tape 2. COLTON FAMILY: ONE YEAR LATER** (60 min.)
- Tape 3. DULTON FAMILY: TWO WISE WOMEN DEMONSTRATE STRENGTHS OF INTERGENERATIONAL PARENTING TEAM** (75 min.)
- Jabril, the middle child of three, has cerebral palsy. This tape shows both the strengths and tensions in the co-parenting relationship between his mother, Pam, and her mother, Pearl.
- Tape 4. DULTON FAMILY: ONE YEAR LATER** (57 min.)
- Tape 5. JOHNSON FAMILY: LOVE ACROSS THE GENERATIONS: GRANDMOTHERS CARING FOR GRANDCHILDREN** (66 min.)

This video tells the story of the Johnson family: a grandmother, great-grandmother, and three young children (ages two, three, and four). The family is African American, and has limited income. All three children have developmental delays. The children's mother is drug addicted,

and no longer lives with them. During the interview, we meet the children, their grandmother and great-grandmother, a neighbor/family friend, and the early intervention home visitor. Discussion centers around family strengths, generational differences in child rearing, spirituality, early intervention services, the value of social support, and the effects of drug use on the family.

PROJECT CRAFT (CULTURALLY RESPONSIVE AND FAMILY FOCUSED TRAINING). Baltimore, MD: Paul H. Brookes, 1997. VHS, 60 min. (missing manual)

Promotes understanding of stereotypes in the media, cultural diversity, family values, relationship building, communication styles, and language acquisition. Families of children with disabilities from various cultural backgrounds and the professionals who work with them share their experience and advice. This video is a valuable source of suggestions for improving service delivery and support to culturally diverse children and families.

THE BIRTH TO 3 EARLY INTERVENTION PROCESS

CESA #10 CHILD DEVELOPMENT DAYS MODEL. Early Childhood Exceptional Educational Needs Program. Chippewa Falls, WI: Cooperative Educational Service Agency #10, 1992. VHS, 18 min. + 138-pg manual.

This video shows segments of the "Child Development Days Model" developed by CESA #10. The model involves an interagency collaborative effort to provide parents with: (1) educational information concerning normal child growth and development; (2) an awareness of community resources; and (3) an opportunity for their child age 2 1/2 to 3 1/2 to participate in a developmental screening. It also shows how Birth to 3 and other agencies can screen concurrently and offer families information about community resources.

CIRCLE OF SUPPORT: A SELF-GUIDED EDUCATION PROGRAM TO ASSIST CARE-GIVERS OF TECHNOLOGY DEPENDENT CHILDREN. Madison, WI: University of Wisconsin Pediatric Pulmonary Center, 1999. Set of 2 videos + resource guide.

Detailed advice to help parents and home care providers develop a good relationship and a good home care system so a technology dependent child can live safely at home with his or her family.

- **A Care-Giver's Guide to Providing Home Care for Children Requiring Tracheostomies and Ventilators** (35 min.)
- **Parent's Reflections about Caring for Their Children Dependent on Technology** (22 min.)

FAMILY ALBUM. Portage, WI: Portage Project, 1988. VHS, 23 min. + discussion guide.

This video is designed to acquaint Birth to Three workers with the feelings, concerns, and experiences shared by parents of young children with disabilities. The parents in this video discuss the benefits of supportive professionals and a supportive social network, their feelings and fears about raising a child with special needs, and the effectiveness of the Birth to Three services available to them. The video comes with a brief discussion guide.

FAMILY-CENTERED HOME HEALTH SERVICES FOR YOUNG CHILDREN. Washington, DC: Georgetown University Child Development Center, 1995. Set of 4 videos + 4 manuals.

This series of four videos is designed to help home health staff develop the skills they will need to work with children with special needs and their families in a home setting. Each video covers a different aspect of child development, emphasizing the role of home health staff in promoting development in that area. In all videos, family members discuss their feelings about the home health care they are receiving. This series is close captioned. Each video comes with a discussion guide.

Tape 1. RESPONDING TO FAMILIES (24 minutes)

In this video, families of children with medical challenges discuss their experiences with home health services. In the second portion of the video, parents and home health workers describe ways for home health staff to reduce stress (e.g. working as a team with family members, supporting the child's role within the family).

Tape 2. ENCOURAGING COMMUNICATION AND PLAY (20 minutes)

The first part of this video covers communication in young children (e.g., types of communication and strategies to encourage the development of communication skills during nursing care). The second part of the video focuses on promoting development through play.

Tape 3. ENCOURAGING MOTOR DEVELOPMENT (16 minutes)

This video focuses on the development of fine and gross motor skills in young children. Suggests practical strategies for encouraging motor development during caregiving.

Tape 4. BUILDING FAMILY-CENTERED CARE COORDINATION (23 minutes)

This video discusses the importance of effective care coordination for young children with ongoing health needs. Information on early intervention services is provided.

A FAMILY'S GUIDE TO THE INDIVIDUALIZED FAMILY SERVICE PLAN. Juliann J. Woods Cripe, Kansas University Affiliated Program at Parsons. Baltimore, MD: Paul H. Brookes, 1995. VHS, 17 min. + manual.

This video demystifies the Individualized Family Service Plan (IFSP) by explaining what it contains and why it is useful. Four main topics are covered in this video: components of the IFSP; the roles of professionals on a child's team; documentation of a child's goals and outcomes; and what federal law says about IFSPs. Parental participation in the IFSP process is encouraged.

FIRST YEARS TOGETHER: INVOLVING PARENTS IN INFANT ASSESSMENT. Project Enlightenment, Wake County Public School System, Raleigh, NC. Van Nuys, CA: Child Development Media, 1989. VHS, 19 min.

This video demonstrates the significance of involving parents in infant assessment as an opportunity for intervention, support, and education. The model assessment process recognizes the concerns parents bring to an evaluation of their infant, and addresses formal and informal assessment situations. Designed for professionals in mental health and health-related fields and for families.

PARENTS & PROFESSIONALS, PARTNERS IN CO-SERVICE COORDINATION. Madison, WI: Waisman Center and University of Wisconsin Board of Regents, 1993, c1992. VHS, 20 min. + guide.

Tells the stories of three families to show how co-service coordination develops and the benefits it provides to infants and toddlers with special needs, their families and their service providers.

PATHWAYS FOR EARLY INTERVENTION SERVICE COORDINATION. Pathways Service Coordination Project of the Waisman Center Early Intervention Program. Madison, WI: Waisman Center, 1996. VHS, 30 min. + manual.

This videotape reflects issues and challenges related to early intervention service coordination that have been identified by service coordinators and families in Wisconsin over the past several years. The video shows vignettes highlighting four aspects of service coordination: (1) getting started with families; (2) follow along and implementation of the IFSP; (3) responding to immediate and urgent needs; and (4) transitions in early intervention. The video is interactive, requiring reflection and active participation in problem solving. It is an excellent training resource for service coordinators, other early intervention providers and parents. A companion guide is included to support individual or group involvement.

SHARING SENSITIVE INFORMATION WITH FAMILIES. Project AIM, Altamira Specialized Family Services, Inc. Van Nuys, CA: Child Development Media, 1986. VHS, 30 min.

The goal of this videotape is to make professionals aware that delivering sensitive information is not just a one-time, brief encounter with parents. Parents of children with special needs express their need for an empathic informer who provides support, information, resources, and follow-up when sharing difficult news. Demonstrates ways professionals can inform parents about a medical condition or a disability. Developed for health care professionals, educators, and parents.

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