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VIDEOS EN ESPAÑOL PARA PRESTAR

VIDEOS IN SPANISH FOR WISCONSIN CHILD CARE PROVIDERS TO BORROW

Contenido/Contents: *administración/administration -- la prevención del abuso/child abuse and neglect prevention -- desarrollo de niños/child development -- dirección y orientación positiva/child guidance and discipline -- niños con necesidades especiales/children with special needs -- el currículo y actividades/curriculum and learning activities -- diversidad/diversity -- ambientes/environments -- la guardería en el hogar/family child care -- salud, seguridad y nutrición/health, safety, and nutrition -- infantes y niños pequeños/infants, toddlers, and twos -- adquisición del lenguaje/language development -- relaciones con padres/parent relations -- por los padres/parenting -- política pública y niños/public policy and young children -- guardería para edades escolares/school-age care*

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ADMINISTRACIÓN - ADMINISTRATION

ADMINISTRACIÓN DEL CUIDADO DEL NIÑO: PONIENDO TODO JUNTO (CHILD CARE ADMINISTRATION: TYING IT ALL TOGETHER). Washington, DC: NAEYC, 1994. VHS, 26 min.

Covers the following aspects of administration: mission statement, ethics policy, business type, job descriptions, staff recruitment and selection, orientation, retention, development and training, and evaluation. Some information applies specifically to the State of Indiana.

LA PREVENCIÓN DEL ABUSO - CHILD ABUSE AND NEGLECT PREVENTION

HAGA LA DIFERENCIA! : REPORTE EL ABUSO Y LA NEGLIGENCIA DEL NIÑO (MAKE A DIFFERENCE! : REPORT CHILD ABUSE & NEGLECT). Washington, DC: NAEYC, 1996. VHS, 21 min.

The harsh reality of child abuse and neglect is discussed with professionals who share information regarding the indicators of abuse and neglect, what to do if abuse is suspected, and policies you can put in place to decrease the chance of abuse.

POCA COSA (A SMALL THING). San Francisco, CA: Bilingual Cine. VHS, 27 min. (English subtitles) + guide.

Portrays a Latino family experiencing several common family problems, resulting in abuse of the only son. Developed to enhance Latino families' awareness of the causes of and solutions for child abuse and to provide professionals with awareness of Latino cultural values and family dynamics.

RETRATO DE UNA PROMESA: PREVENCIÓN DEL SÍNDROME DE BEBÉ SACUDIDO. (PORTRAIT OF PROMISE: PREVENTING SHAKEN BABY SYNDROME). St. Paul: Midwest Children's Resource Center at Children's Health Care, 1995. VHS or **DVD**, 11 min. + fact sheet.

Una pediatra y reconocida experta a nivel nacional en abuso infantil, explica las graves y destructivas consecuencias de sacudir violentamente a un bebé y presenta sus ideas para la prevención. (A nationally recognized child abuse specialist addresses the injuries that can occur if a baby or young child is violently shaken by a parent or caregiver who reacts in anger and frustration to the infant's inconsolable crying. She also gives insight into the prevention of this serious form of child abuse.)

DESAROLLO DE NIÑOS - CHILD DEVELOPMENT

PREESCOLARES: CÓMO EVOLUCIONAN LOS NIÑOS DE CUATRO AÑOS (PRESCHOOLERS: HOW THREE AND FOUR-YEAR-OLDS DEVELOP). Lake Zurich, IL: Learning Seed, 1997. VHS, 24 min. + study guide.

A lively group of three and four year olds illustrates the milestones of social, physical, and cognitive development during these years. Shows why play in its many forms is critical to development. Study guide includes a list of developmental stages in language, art, play.

DIRECCIÓN Y ORIENTACIÓN POSITIVA - CHILD GUIDANCE AND DISCIPLINE

DESAROLLO DE LOS CONTROLES INTERNOS (BUILDING INNER CONTROLS) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 9) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Cómo guiar a los niños a que encuentren formas aceptables de expresar sus sentimientos agresivos. (Guiding children in finding acceptable ways to express their aggressive feelings. Helping young children establish self-discipline and self-control.)

DILEMAS DIARIOS: MANEJANDO DIFICULTADES (DAILY DILEMMAS: COPING WITH CHALLENGES). Washington, DC: NAEYC, 1997. VHS, 28 min.

Este programa ofrece técnicas específicas para ayudar a tranquilizar los desafíos diarios que enfrentan los maestros y sobretodo los niños. (Every day in child care programs, teachers are faced with the challenges that arise during times of transition, arrival and departure, naptime, washing and toileting, when children must move as a group, or when a toddler bites. This program offers specific techniques to help ease these challenges for children and also their teachers.)

ENFRENTÁNDOSE A LOS SENTIMIENTOS (DEALING WITH FEELINGS) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 4) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Actividades que promueven la salud emocional en relaciones familiares y autoexpresión. (Activities that promote emotional health in family relationships, self-expression, and dealing with stress. Fostering mental health in young children.)

LLEVÁNDOSE BIEN CON TODOS (GETTING ALONG TOGETHER) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 8) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Formas de mejorar la competencia social del niño. (Childhood social development and ways to enhance a child's social competence.)

PINTANDO UN CUADRO POSITIVO: EL MANEJO DEL COMPORTAMIENTO (PAINTING A POSITIVE PICTURE: PROACTIVE BEHAVIOR MANAGEMENT). Washington, DC: NAEYC, 1994. VHS, 25 min.

Este video demuestra a los adultos como ayudar a los niños en comportarse en una manera educativa, animada, y positiva. Esto hace que los niños se sientan apoyados y tengan un buen autoestima. (Shows how adults help children manage their behavior in an encouraging, nurturing, and positive manner while supporting each child's self-esteem.)

¿QUÉ PUEDES HACER CON EL ENOJO QUE SIENTES? : PARA AYUDAR A LOS NIÑOS A MANEJAR EL ENOJO Y APRENDER A CONTROLARSE; TALLER DE CAPACITACIÓN PARA QUIENES CUIDAN NIÑOS (WHAT DO YOU DO WITH THE MAD THAT YOU FEEL?) Pittsburgh, PA: Family Communications, 2002. VHS, 16 min. + trainer's manual for 2 ½ hour workshop.

El mensaje más importante de este taller es tomar conciencia de que el autocontrol no es un asunto moral sino evolutivo. El autocontrol crece en etapas a medida que el niño se desarrolla y existen cosas muy importantes que la persona responsable de su cuidado puede hacer para apoyar ese proceso. (This video includes materials to conduct a workshop for 12 to 30 child care providers. The most important message of this workshop is realizing that self-control is not a "moral" issue; it's a developmental one. Self-control grows in stages as the child develops, and there are important things child care providers can do along the way to support that process.)

REESTRUCTURACIÓN DE LA DISCIPLINA (REFRAMING DISCIPLINE). Beaverton, OR: Educational Productions, 1997. 6 VHS, 25-min. videocassettes + 3 facilitator's guides + 3 viewer's guides.

Dirección y disciplina. Videos de enseñanza y práctica. (Excellent series on discipline for adults working with children three to eight. Each of the three units pairs a teaching video with an interactive practice video. The teaching videos show real life classroom struggles and positive discipline in action while the practice videos give viewers a chance to examine attitudes, learn new skills, and practice with classroom footage.)

Unit 1. LA REALIZACIÓN DEL TRABAJO PRELIMINAR: PARANDO EL MAL COMPORTAMIENTO ENSEÑANDO DESTREZAS (DOING THE GROUNDWORK)

Ayuda a los estudiantes y a los maestros comprender por qué la disciplina positiva crea una verdadera transformación. (Non-threatening and supportive, this program helps viewers examine their attitudes about discipline and makes the case for positive discipline.)

Unit 2. CONEXIÓN CON TODOS LOS NIÑOS: LA CLAVE PARA LA DISCIPLINA CON ÉXITO (CONNECTING WITH EVERY CHILD)

Muestra cómo desarrollar una relación positiva con el maestro para motivar a los niños a que cooperen. (Reminds viewers that motivating a child to cooperate and follow an adult's agenda starts with building a strong relationship with the child. Teaches key strategies.)

Unit 3. ENTENDIMIENTO DE UN COMPORTAMIENTO DIFÍCIL: ¿POR QUÉ HACE EL NIÑO ESTO? (UNDERSTANDING DIFFICULT BEHAVIOR)

Enseña estrategias para comprender por qué algunos niños resisten y tienen mala conducta. (Teaches how to look more closely at difficult behavior to try to determine its causes. Discourages blame and labeling.)

NIÑOS CON NECESIDADES ESPECIALES - CHILDREN WITH SPECIAL NEEDS

INTERVENCIÓN TEMPRANA: AMBIENTES NATURALES PARA LOS NIÑOS (VARIETY IS THE SPICE: EARLY CHILDHOOD INTERVENTION IN NATURAL ENVIRONMENTS). Washington, DC: NAEYC, 1996. VHS, 28 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.

EL MASAJE PEDIÁTRICO POR EL NIÑO CON NECESIDADES ESPECIALES (PEDIATRIC MASSAGE FOR THE CHILD WITH SPECIAL NEEDS). Kathy Fleming Drehobl & Mary Gengler Fuhr. Tucson, AZ: Therapy Skill Builders, 1993. VHS, 2 hr video (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."

SOLO NIÑOS (JUST KIDS). Shasta County Office of Education. Sacramento, CA: California Dept. of Education, 1993. VHS, 29 min.

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

TODOS SOMOS ESPECIALES (EVERYBODY'S SPECIAL) (El Niño Completo:Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 7) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Cómo trabajar con niños que tienen necesidades educativas especiales. (Working with exceptional children who have special educational needs.)

UN NIÑO CON NECESIDADES ESPECIALES (A CHILD WITH SPECIAL NEEDS). Lupe Ontiveros. 2004.

Las familias de niños con necesidades especiales comparten sus experiencias para ayudar a que otros, en circunstancias semejantes, sepan que, aunque cada niño es especial y único, hay experiencias, emociones y retos comunes que encontrarán al tratar de ayudar a su hijo. (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.)

EL CURRÍCULO Y ACTIVIDADES - CURRICULUM AND LEARNING ACTIVITIES

BIGGER THAN BOOKS: PROMOTING LITERACY BY READING ALOUD. Portland, OR: Educational Productions, 1991. 2 VHS, approx. 30 min. videocassettes, each with facilitator's guide + 2 viewer's guides.

Habilidades de la lectura en voz alta para padres y maestros. (Read aloud skills for parents and teachers.)

Program 1. LÉEME! (READ TO ME! : SHARING BOOKS WITH YOUNG CHILDREN)

Demuestra cómo al leer en voz alta se inculca la afición por la lectura y enseña habilidades importantes del alfabetismo. (Convinces every adult that reading aloud is an invaluable experience for children. Shows how it boosts literacy and enhances adult-child relationships.)

Program 2. HABÍA UNA VEZ: HABILIDADES PARA LEER EN VOZ ALTA EN LA HORA DEL GRUPO (ONCE UPON A TIME: SKILLS FOR READING ALOUD AT GROUP TIME)

Enseña cómo leer en voz alta para grupos de niños para que se diviertan más al escuchar y aprender. (Helps every adult gain skills to read aloud so that children respond and understand more about the story and language being used by the author.)

COMENZANDO CON SESAME STREET: HABLAR, LEER, ESCRIBIR (SESAME STREET BEGINNINGS: TALK, READ, WRITE) New York: Sesame Workshop, 2002. VHS, 22 min.

El alfabetismo de los niños entre los tres y los cinco años de edad comienza con actividades diarias simples, tales como conversar, leer juntos y escribir juntos. Los padres y las personas encargadas del cuidado infantil son los primeros y más importantes maestros de los niños. (Literacy for children ages three to five begins with simple daily activities such as talking with one another, reading together, and writing together. This is a program to provide parents and teachers with the tools they need to help preschoolers along the path from listening and speaking to reading and writing.)

LA CREATIVIDAD Y LOS JUEGOS INFANTILES (CREATIVITY AND PLAY) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 11) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

La relación de la creatividad con la autovaloración y la autoexpresión. (The relationship of creativity to self-worth and self-expression. Fostering creativity.)

EL CURRÍCULO CREATIVO (CREATIVE CURRICULUM FOR EARLY CHILDHOOD). Diane Trister Dodge, project director. Washington, DC: Teaching Strategies, Inc., 1996. VHS, 37 min.

Describes seven activity areas--blocks, house corner, table toys, art, water and sand, library corner, and outdoors--and shows how teachers can enhance children's learning through play in each of the areas.

EXPLORANDO LA CIENCIA Y LA NATURALEZA (EXPLORING SCIENCE AND NATURE). Washington, DC: NAEYC, 1995. VHS, 27 min.

Aprendiendo usted mismo sobre la Ciencia y la Naturaleza es una manera apropiada para introducir estos conceptos a los niños. (The appropriate way for children to learn about science is through exploration. This tape describes many simple everyday activities that give children opportunities to observe, classify, compare, communicate, infer, predict, use numbers, measure, understand space/time relationships, appreciate nature, and care for our environment.)

JUEGAS NUEVAS PARA LOS CENTROS DE CUIDADOS DEL NIÑO (NEW GAMES FOR A CHILD CARE SETTING). Washington, DC: NAEYC, 1997. VHS, 29 min.

Nuevo Juegos Para Los Sitios Donde Se Cuida a Los Niños. Esta cansado de jugar a "Duck, Duck, Goose?" ó "Pato, Pato, Ganzo?" Este programma tiene unas cuantas sugerencias y juegos muy simples pero se disfrutan y que contienen actividades físicas y puede construir nuevas habilidades para pre-escolares y escolares. (Emphasizing the benefits of active play for young children, this program suggests several new, simple games that offer enjoyable, noncompetitive, structured physical activity and skillbuilding for preschoolers and school-age children.)

EL JUEGO DIRIGIDO: ACTIVIDADES MOTORAS DIARIAS (STRUCTURED PLAY: GROSS MOTOR ACTIVITIES FOR EVERYDAY). Washington, DC: NAEYC, 1995. VHS, 27 min.

Estar con el niño en todo tipo de actividades es una parte muy importante para el desarrollo del niño y se puede incorporar al transcurso del día. (Gross motor play is an important part of each child's development, and physical activity in their early childhood program is especially important for girls, who may not have other opportunities. This tape gives ways to incorporate developmentally appropriate, purposeful, democratic, safe and supportive structured play throughout the day. Also covered are movement concepts, goals and skills.)

EL JUEGO DRAMÁTICO: MÁS QUE JUGAR A LAS CASITAS (DRAMATIC PLAY: MORE THAN PLAYING HOUSE) Washington, DC: NAEYC, 1997. VHS, 27 min.

Aprenda los beneficios de un juego dramático en el desarrollo del niño y a través del currículo. Informese bien de estos juegos y miren lo importante que es el papel de adulto para los niños y eso los hace sentirse apoyados. (Shows the many ways in which children's development benefits from dramatic and sociodramatic play across the curriculum. Gives ideas for prop boxes and thematic play and examines the important role of adults in supporting dramatic play.)

LEJOS DE AQUÍ Y HACE MUCHO: CONTANDO CUENTOS CON NIÑOS (FAR AGO AND LONG AWAY: INNOVATIVE STORYTELLING). Washington, DC: NAEYC, 1999. VHS, 28 min.

Presents a discussion of the methodology of storytelling, its effects on children and their development, and tips on how to choose and tell a story. Storytellers show how adults can polish their own storytelling skills and help children imagine, tell, and act out their own stories.

ME ALEGRO DE SER QUIEN SOY (I'M GLAD I'M ME) (El Niño Completo: de Niños Hasta los Primeros Cinco Años, Tape 5) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Cómo reconocer lo que los niños han logrado y cómo ofrecer oportunidades para opciones individuales. (Recognizing children's accomplishments and offering opportunities for individual choice. Developing self-esteem in young children.)

MENTES EN DESARROLLO (GROWING MINDS) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 13) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Dos métodos para desarrollar la capacidad mental. (Two approaches to developing mental ability: the conventional approach and what is currently known as emergent curriculum. Developing thinking and reasoning skills.)

PLANEANDO DÍAS APROPIADOS PARA EL DESARROLLO (DESIGNING DEVELOPMENTALLY APPROPRIATE DAYS). Washington, DC: NAEYC, 1994. VHS, 27 min.

El desarrollo fundamental es una practica apropiada para todos los niños. (The fundamentals of developmentally appropriate practice for all children are demonstrated. Tape shows how to consider the child, the environment, and adult/child interactions when planning curriculum.)

PLAY POWER. Portland, OR: Educational Productions Inc., 1989. 2 VHS, 30-min. videocassettes, each with viewer's guide + facilitator's guide.

Jugando y aprendiendo. (Play and learning.)

Program 1. JUEGO DE NIÑOS: EL MUNDO DEL APRENDIZAJE (CHILD'S PLAY: THE WORLD OF LEARNING)

Demuestra cómo los niños aprenden una gran variedad de habilidades importantes mientras juegan. (Highlights how much children learn in everyday play experiences. Demonstrates how play helps build the skills needed for later academic learning.)

Program 2. TIEMPO JUNTOS: APRENDIENDO A JUGAR CON NIÑOS PEQUEÑOS (TIME TOGETHER: LEARNING TO PLAY WITH YOUNG CHILDREN)

Muestra cómo los padres y los maestros pueden extender lo que aprenden los niños por medio del juego. (Teaches how to join a young child's play and add to it, nurturing strong bonds and increasing the child's opportunities to learn.)

SON LAS COSAS PEQUEÑAS (IT'S THE LITTLE THINGS) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 1) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

La importancia de un ambiente ordenado y previsible. (The importance of a well-ordered and predictable environment. Handling daily routines.)

DIVERSIDAD - DIVERSITY

RESPECTO A LA DIVERSIDAD (RESPECTING DIVERSITY) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 10) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Cómo nace el prejuicio y cómo respetar las diferencias culturales. (How prejudice develops and how to respect cultural differences. Providing cross-cultural, non-sexist education.)

RELACIONES INDISPENSABLES: 10 PAUTAS PARA UN CUIDADO INFANTIL CULTURAMENTE SENSITIVO (ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE). 1992. 36 min.

Essential Connections: 10 puntos en el tratamiento sensible hacia el niño.. El video explora la cultura en la vida de niños y describe el papel en el desarrollo del auto-estima del niño. (Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.)

AMBIENTES - ENVIRONMENTS

LA NUEVA ORGANIZACIÓN DEL SALÓN COMO ESTRATEGIA EDUCATIVA (THE NEW ROOM ARRANGEMENT AS A TEACHING STRATEGY). 3rd ed. Washington, DC: Teaching Strategies Inc., 1996. VHS, 16 min. + user's guide.

Presents concrete ideas for arranging early childhood classrooms to support positive behavior and learning. Shows how a well-organized environment helps children establish trust and cooperate with others, develop independence, stay involved, and learn skills and concepts. (This is an earlier VHS edition of the following DVD.)

LA ORGANIZACIÓN DEL SALÓN COMO ESTRATEGIA EDUCATIVA / ROOM ARRANGEMENT AS A TEACHING STRATEGY. 4th ed. Washington, DC: Teaching Strategies, 2004. **DVD**, 32 min. Spanish, 24 min. English + bilingual guide (58 pgs)

Un salón de clase bien organizado promueve el aprendizaje, ayuda a crear una comunidad en la clase, y facilita más libertad para que los maestros puedan observar e interactuar con los niños en forma positiva. El entorno de la clase puede enviar mensajes poderosos a los niños "éste es un buen lugar para estar en él", "tú perteneces aquí", "éste es un lugar donde puedes sentir confianza", "hay lugares donde puedes estar sólo cuando lo deseas", "aquí puedes hacer muchas cosas por tu cuenta", "éste es un lugar seguro para explorar y poner a prueba tus ideas". (A well-ordered classroom promotes learning, helps build a classroom community, and frees teachers to observe and interact with children in positive ways. This completely updated DVD presents ideas for arranging preschool classrooms to purposefully communicate powerful messages to children, messages such as: "this is a good place to be", "you belong here", "this is a place you can trust", "there are places where you can be by yourself when you want to", "you can do things on your own here", and "this is a safe place to explore and try out your ideas." This is an updated DVD edition of the VHS above.)

UN LUGAR PARA CRECER: CREANDO UN AMBIENTE APROPIADO PARA EL CUIDADO DE INFANTES HASTA 3 AÑOS (SPACE TO GROW: CREATING A CHILDCARE ENVIRONMENT FOR INFANTS & TODDLERS). 1988. 22 min.

Shows that environment has a powerful influence on infants and toddlers and tells about eight qualities to consider when setting up care for infants and toddlers. The four more permanent qualities are health, safety, comfort, and convenience. The four additional qualities are that caregiving environments should accommodate child size, maximize flexibility, encourage movement, and allow for choice.

LA GUARDERÍA EN EL HOGAR - FAMILY CHILD CARE

COMO INICIAR UNA GUARDERÍA EN EL HOGAR (HOW TO START A FAMILY DAY CARE). Doris Raphael & Douglas M. Weisman, producers. Boston, MA: Day Care Video Programs, 1990. VHS, 48 min. + viewer's guide.

An overview of what is involved in starting and operating a family child care business. Shows a variety of home types and styles of care.

CUIDADO DE CALIDAD PARA LOS NIÑOS (QUALITY FAMILY CHILD CARE). Washington, DC: NAEYC, 1993. VHS, 28 min.

Looks at what a family child care professional offers families and what aspects parents look for in quality family child care. Suggests ways providers can arrange space, create a variety of play and learning opportunities, enrich children's play, teach children through modeling behavior, maintain a consistent daily schedule, work constructively with a mixed age group.

MUCHAS MANERAS CORRECTAS: CREANDO SU AMBIENTE DE CUIDADO DE NIÑOS EN CASA (MANY RIGHT WAYS: DESIGNING YOUR HOME CHILD CARE ENVIRONMENT). Porchlight Productions, 2004. Redleaf Press, distributor. VHS, 59 min. + handbook.

Este video provee las instrucciones paso a paso para ayudar a las proveedoras a organizar sus casas para el cuidado infantil. (Step-by-step guidance to help child care providers set up their homes for child care.)

EL NEGOCIO DE CUIDAR A NIÑOS (THE B.U.S.I.N.E.S.S. OF FAMILY CHILD CARE). Washington, DC: NAEYC, 1998. VHS, 29 min.

Covers the basics of family child care business: what to do before getting started; using resources; setting up the environment; including your own family; networking; ensuring excellent care; and the stresses and successes you'll experience.

THE RIE APPROACH IN FAMILY CARE. Los Angeles, CA: Resources for Infant Educators, no date. Audiocassette, 60 min. (30 min. in English and 30 min. in Spanish).

An introduction to the philosophy and methodology of respectful infant/toddler care.

SALUD, SEGURIDAD Y NUTRICIÓN - HEALTH, SAFETY, AND NUTRITION

ALIMENTANDO A SU HIJO (FEEDING YOUR CHILD). Revised. Evanston, IL: PRI, 1986. VHS, 13 min.

Helps parents and caregivers understand children's nutritional needs and the importance of establishing proper eating habits early in life. Presents mealtime as a time of closeness and reassurance as well as good nutrition.

BOCADILLOS PARA NIÑOS (SMART SNACKING FOR CHILDREN). Evanston, IL: Altschul Group Corporation, 1994. VHS, 12 min.

Snacking can give children important nutrients if we plan snacks as mini-meals and shop for them accordingly. Three different families share their ideas for healthy, fun snacks.

EL ESPECIAL DE HOY: IDEAS NOVEDOSAS PARA LAS COMIDAS DE NIÑOS PREESCOLARES (TODAY'S SPECIAL: A FRESH APPROACH TO MEALS FOR PRESCHOOLERS). Sacramento, CA: California Department of Education, 1995. VHS, 26 min. + guide.

Creating healthy meals for children takes organization and skill. This video helps caregivers get organized by offering a fresh approach to planning menus and purchasing and preparing food for preschoolers. Includes recipes and cooking demonstrations for five tasty, nutritious dishes.

LA NUTRICIÓN DEL NIÑO (FOOD FOR THOUGHT: NUTRITION AND CHILDREN). Washington, DC: NAEYC, 1996. VHS, 27 min.

Nutrition is an essential element of a child's growth and development. This tape covers children's dietary needs, food preparation and sanitation, as well as the social experience of mealtime.

A PASOS AGIGANTADOS (BY LEAPS AND BOUNDS) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 2) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Actividades de desarrollo físico, buenas costumbres de salud y seguridad del medio ambiente. (Physical development and appropriate developmental activities, good health practices, and environmental safety.)

VACUNE: ANTES DE QUE SEA DEMASIADO TARDE. (BEFORE IT'S TOO LATE, VACCINATE). Elk Grove Village, IL: American Academy of Pediatrics, no date. VHS, 16 min.

Video for parents on the crucial importance of getting children immunized. **Viewers are encouraged to copy this tape.**

INFANTES Y NIÑOS PEQUEÑOS - INFANTS, TODDLERS, AND TWOS

LOS BEBÉS SON NIÑOS TAMBIÉN (BABIES ARE CHILDREN, TOO) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 3) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Cuidar de infantes en grupos y la importancia de un cuidado cariñoso. (The special concerns when caring for infants in groups and the importance of nurturing care.)

EMPIEZA CON AMOR: LOS PRIMEROS TRES MESES COMO CONECTAR CON TU HIJO CON CRISTINA SARALEGUI (BEGIN WITH LOVE: THE FIRST THREE MONTHS: CONNECTING WITH YOUR CHILD WITH CRISTINA SARALEGUI). Chicago, IL: CIVITAS, 2000. VHS, 30 min. + discussion guide.

Concentra en tu relación con tu bebé durante sus primeros tres meses de vida. Basado en las más recientes investigaciones sobre el desarrollo infantil, recalca cinco normas generales que ayudarán a los nuevos padres a crear un ambiente sensible y enriquecedor para su bebé-la clave para ayudarlo a aprender sobre su nuevo mundo. Cuenta con la participación de la doctora Alicia Lieberman, un fabuloso grupo de nuevos padres y el estreno mundial de la canción de Raffi titulada "Blessed Be". (Focuses on your relationship with your infant in the first three months of life. Based on the latest research in early childhood development, the video highlights five guidelines that will help all new parents create a responsive and enriching environment for their young baby--the key to helping her learn about her new world. Features Dr. Kyle Pruett, a wonderful group of new parents, and the world debut of Raffi's Song "Blessed Be.")

LLORAR...QUE PUEDO HACER? (NUNCA SACUDA A UN BEBÉ) (CRYING...WHAT CAN I DO? NEVER SHAKE A BABY). Groveport, OH: SBS Prevention Plus, 1992. VHS, 8 min.

This tape about Shaken Baby Syndrome discusses the dangers of shaking babies and various strategies for coping with crying infants.

LOS PRIMEROS AÑOS MARCAN PARA SIEMPRE (THE FIRST YEARS LAST FOREVER). Rob Reiner. 1997.

La investigaciones recientes acerca del cerebro demuestran la importancia de la relación entre los niños y aquellos que los cuidan durante los críticos primeros tres años de vida. Este vídeo incluye información sobre: los lazos y vínculos; la comunicación; la salud y nutrición; la disciplina, el auto estima; el cuidado de los niños; la auto-consciencia. (New parents learn how to help their infants reach their full potential. The video includes information on bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care, and self-awareness, all considered in the light of new research in brain development.)

RETRATO DE UNA PROMESA: PREVENCIÓN DEL SÍNDROME DE BEBÉ SACUDIDO.

(PORTRAIT OF PROMISE: PREVENTING SHAKEN BABY SYNDROME). St. Paul: Midwest Children's Resource Center at Children's Health Care, 2005. **DVD**, 11 min. + fact sheet.

Una pediatra y reconocida experta a nivel nacional en abuso infantil, explica las graves y destructivas consecuencias de sacudir violentamente a un bebé y presenta sus ideas para la prevención. (A nationally recognized child abuse specialist addresses the injuries that can occur if a baby or young child is violently shaken by a parent or caregiver who reacts in anger and frustration to the infant's inconsolable crying. She also gives insight into the prevention of this serious form of child abuse.)

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PROGRAMA PARA PROVEEDORES DE CUIDADOS INFANTILES (THE PROGRAM FOR INFANT/TODDLER CAREGIVERS). Produced by the California State Department of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: California State Department of Education. **VHS**, videocassettes, each with booklet.

EL COMENZAR DE LA COMUNICACIÓN: FACILITANDO EL DESARROLLO DEL LENGUAJE (EARLY MESSAGES: FACILITATING LANGUAGE DEVELOPMENT AND COMMUNICATION). 1998. 28 min.

Covers the development of communication and language during the young, mobile, and older periods of infancy. Shows the role caregivers play in fostering early communication including turn-taking, self-talk and parallel talk, simplified speech and gestures, and imitation of infants' signals.

CON RESPETO: EL ENFOQUE DE MAGDA GERBER PARA CUIDADOS INFANTILES PROFESIONALES (RESPECTFULLY YOURS: MAGDA GERBER'S APPROACH TO PROFESSIONAL INFANT/TODDLER CARE). 1987. 58 min.

Magda Gerber, nationally recognized leader in infant care, explains her philosophy of care based on respecting infants, her approach to observing infants and toddlers, and her concerns about infant equipment. Tape is divided into three 16- to 19- minute segments with fade-outs between parts, so trainers can select any of the three parts to show and discuss during a training session.

DESCUBRIMIENTOS DE LA INFANCIA: DESARROLLO COGNITIVO Y DEL APRENDIZAJE (DISCOVERIES OF INFANCY: COGNITIVE DEVELOPMENT AND LEARNING). 1991. 32 min.

Infants and toddlers learn by making six big discoveries: learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation. This tape helps us appreciate the complexity of cognitive development and suggests specific ways caregivers can help infants and toddlers learn.

LAS EDADES DE LA INFANCIA: CUIDANDO A BEBÉS TIERNOS, QUE SE MOVILIZAN Y MAYORCITOS (AGES OF INFANCY: CARING FOR YOUNG, MOBILE & OLDER INFANTS). 1990. 26 min.

Shows how the developmental issues of security, exploration, and identity are present throughout infancy but change in prominence as the child grows from young to mobile to older infant. Demonstrates specific things caregivers can do to adapt care to the child's stage of development and support infants as they grow from birth to 36 months.

FLEXIBLE, CAUTELOSO, O BRAVO: LOS TEMPERAMENTOS DE INFANTES (FLEXIBLE, FEARFUL OR FEISTY: THE DIFFERENT TEMPERAMENTS OF INFANTS AND TODDLERS). 1990. 29 min.

Los diferentes temperamentos de los niños a temprana edad. Tecnicas en como comportarse con niños con temperamentos diferentes. (Explains nine temperamental traits: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. Children from birth tend to have one of three combinations of these traits and thus be either flexible, fearful, or feisty. Tape explains these three temperamental types and suggests caregiving techniques that are especially helpful to each type of child.)

LOS INSTINTOS PROTECTORES: TRABAJANDO CON LOS SENTIMIENTOS DE LOS PADRES Y LOS CUIDADORES (PROTECTIVE URGES: WORKING WITH THE FEELINGS OF PARENTS AND CAREGIVERS). 1996. 27 min.

This video shows how caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. The tape first focuses on how caregivers can help parents with their fears and concerns and then suggests how caregivers can deal with their own feelings.

UN LUGAR PARA CRECER: CREANDO UN AMBIENTE APROPIADO PARA EL CUIDADO DE INFANTES HASTA 3 AÑOS (SPACE TO GROW: CREATING A CHILDCARE ENVIRONMENT FOR INFANTS & TODDLERS). 1988. 22 min.

Shows that environment has a powerful influence on infants and toddlers and tells about eight qualities to consider when setting up care for infants and toddlers. The four more permanent qualities are health, safety, comfort, and convenience. The four additional qualities are that caregiving environments should accommodate child size, maximize flexibility, encourage movement, and allow for choice.

LLEVAR EL COMPÁS: LA CREACIÓN DE RELACIONES CARIÑOSAS CON INFANTES Y NIÑOS PEQUEÑOS (GETTING IN TUNE: CREATING NURTURING RELATIONSHIPS WITH INFANTS & TODDLERS). 1988. 24 min.

As a caregiver and an infant get in tune with each other, they develop a deep understanding and become close, and this closeness is the foundation of healthy emotional growth in infants and toddlers. Tape shows how in-tune caregivers respect the child, let the child set the pace, recognize the child's feelings, receive from the child rather than taking, and offer choices rather than imposing them on the child. Tape presents four specific ways to get in tune.

NO ES SOLO UNA RUTINA: LA ALIMENTACIÓN, LOS PAÑALES Y LAS SIESTAS INFANTILES (IT'S NOT JUST ROUTINE: FEEDING, DIAPERING & NAPPING INFANTS & TODDLERS). 2nd ed. 1999. 28 min.

Three sections cover the basics of feeding, diapering, and napping in detail. Each section shows the two sides of routines: first, following the proper steps and second, giving caring attention to the child's experience so as to take advantage of opportunities for positive learning and interaction. Includes an explanation of universal precautions and when and how to use gloves in diapering. The producers recommend that after each section is viewed, caregivers discuss what they have seen and add to the ideas and recommendations offered in the video.

LOS PRIMEROS PASOS: EL NIÑO ES BIENVENIDO A UN AMBIENTE ACOGEDOR (FIRST MOVES: WELCOMING A CHILD TO A NEW CAREGIVING SETTING). 1986. 27 min.

Illustrates some practical steps you, as a professional caregiver, can take in introducing a child to a new setting and making those sometimes wrenching separations go a lot easier for everyone.

RELACIONES INDISPENSABLES: 10 PAUTAS PARA UN CUIDADO INFANTIL CULTURAMENTE SENSITIVO (ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE). 1992. 36 min.

Essential Connections: 10 puntos en el tratamiento sensible hacia el niño.. El video explora la cultura en la vida de niños y describe el papel en el desarrollo del auto-estima del niño. Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.

UNIDOS EN EL CORAZÓN: SATISFACIENDO LAS NECESIDADES DE INTIMIDAD DE INFANTES EN GRUPOS (TOGETHER IN CARE: MEETING THE INTIMACY NEEDS OF INFANTS AND TODDLERS IN GROUPS). 1991. 30 min.

This tape recommends three crucial policies that help infant/toddler programs meet the intimacy needs of children: the assignment of a primary caregiver to each child, the use of small groups, and keeping caregivers and children together over time.

*See also: **POR LOS PADRES** Soy Tu Hijo (I Am Your Child)*

ADQUISICIÓN DEL LENGUAJE - LANGUAGE DEVELOPMENT

COMENZANDO CON SESAME STREET: DEL LENGUAJE AL ALFABETISMO (SESAME STREET BEGINNINGS: LANGUAGE TO LITERACY). New York: CTW, 2000. VHS, 50 min. (24 min. English, 26 min. Spanish) + audiocassette + facilitator's guide + parents' guide.

Su niño está listo para comunicarse desde su nacimiento. *Comenzando con Sesame Street* le ofrece actividades, canciones y la idea que las cosas sencillas que usted hace con su niño a diario, lo encaminará a desarrollar su lenguaje, lo cual lo llevará hacia el aprendizaje de la lectura y de la escritura. Y a esto se lo conoce como alfabetismo. (Your child is ready to communicate right from birth. This kit brings you activities, songs, and the idea that the simple things you do with your children

every day will get them on the road to language development, which will lead to reading and writing. This is what is known as literacy.)

GOOD TALKING WITH YOU: LANGUAGE ACQUISITION THROUGH CONVERSATION. Portland, OR: Educational Productions, 1987. 2 VHS, 30 min. videocassettes, each with facilitator's guide + viewer's guide.

Adquisición del lenguaje de tres a ocho años. (Language development from birth to three.)

PLATIQUEMOS (LET'S TALK: FIRST STEPS TO CONVERSATION)

Da ejemplos de cómo comunicarse con niños de 2 a 6 años para ayudarlos a aprender el lenguaje. (Helps adults see their critical role in the language development process. Models how to communicate effectively with children 2 to 6.)

AHORA SÍ QUE ESTÁS HABLANDO: TÉCNICAS QUE EXTIENDEN LA CONVERSACIÓN (NOW YOU'RE TALKING: TECHNIQUES THAT EXTEND CONVERSATION)

Enseña cómo entablar a los niños en conversaciones para que puedan practicar las habilidades del habla. (How to help children from pre-K to second grade learn to communicate effectively. Simple strategies that draw children into conversations.)

HABLEMOS DE LENGUAJE (LET'S TALK ABOUT IT) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 12) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Métodos de incrementar la competencia del lenguaje. (Language acquisition and methods for increasing language competence. Fostering the development of language skills and emergent literacy.)

PRIMEROS PASOS (FIRST STEPS: SUPPORTING EARLY LANGUAGE DEVELOPMENT). Portland, OR: Educational Productions, 1995. 4 VHS, 30-min. videocassettes, each with trainer's manual.

Adquisición del lenguaje del nacimiento a los tres años. (This complete training program teaches parents and caregivers relaxed, low-pressure ways to enhance early language learning of children birth to three with or without special needs. Helps us learn to read and respond to the messages children send long before they have words to express themselves. Each video contains a 16 to 20 minute program that presents core concepts and techniques, plus several short training extensions keyed to materials in the trainer's manual.)

Step 1. EMPEZANDO LAS CONEXIONES DEL LENGUAJE (BEGINNING LANGUAGE CONNECTIONS)

Les muestra a los adultos por qué es de suma importancia comunicarse con los infantes y niños pequeños para que aprendan el lenguaje. (Helps adults learn to respond more intentionally to infants and toddlers. Shows how to tune in to each child's unique way of communicating.)

Step 2. CAPTANDO EL MENSAJE DEL NIÑO (READING THE CHILD'S MESSAGE)

Les enseña a los adultos cómo comprender los mensajes que intentan comunicar los bebés y los niños pequeños. (Focuses attention on the typical messages babies and toddlers are sending from birth and highlights communication that can be hard to read or understand.)

Step 3. HABLANDO CON LOS NIÑOS PEQUEÑOS (TALKING WITH YOUNG CHILDREN)

Enseña las técnicas para ayudar a que los niños aprendan y comprendan nuevas palabras y conceptos. (Emphasizes the need to help young children understand what words and concepts mean. Teaches techniques that build language understanding.)

Step 4. CONSTRUYENDO CONVERSACIONES (BUILDING CONVERSATIONS)

Muestra cómo usar las conversaciones para enseñar a los infantes y a los niños pequeños el lenguaje y las habilidades sociales. (Models how to engage infants and toddlers in simple back and forth conversations that are fun and that enhance emerging language and social skills.)

RELACIONES CON PADRES - PARENT RELATIONS

ESCUCHANDO A LAS FAMILIAS (LISTENING TO FAMILIES) (El Niño Completo: Guía para el Encargado de Niños Hasta los Primeros Cinco Años, Tape 6) By Joanne Hendrick. S. Burlington, VT: Annenberg/CPB Collection, 1997. VHS, 27 min. + study guide.

Ayudar a las familias a enfrentarse con los problemas diarios y con el estrés de la vida. (Ways to help families deal with everyday problems and life crises. Communicating with families.)

LOS INSTINTOS PROTECTORES: TRABAJANDO CON LOS SENTIMIENTOS DE LOS PADRES Y LOS CUIDADORES (PROTECTIVE URGES: WORKING WITH THE FEELINGS OF PARENTS AND CAREGIVERS). 1996. 27 min.

This video shows how caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. The tape first focuses on how caregivers can help parents with their fears and concerns and then suggests how caregivers can deal with their own feelings.

RELACIONES INDISPENSABLES: 10 PAUTAS PARA UN CUIDADO INFANTIL CULTURAMENTE SENSITIVO (ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE). 1992. 36 min.

Essential Connections: 10 puntos en el tratamiento sensible hacia el niño.. El video explora la cultura en la vida de niños y describe el papel en el desarrollo del auto-estima del niño. Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.

POR LOS PADRES - PARENTING

APLAUDE (CLAP YOUR HANDS). Evanston, IL: Altschul Group Corporation, 1995. VHS, 12 min.

Creative and recreational activities for parents to do with their children.

DE NO A SÍ (FROM NO TO YES). Evanston, IL: Altschul Group Corporation, 1995. VHS, 12 min.

How parents can deal with their 2 to 6 year old children's temper tantrums without spanking them. The developmental aspects of temper tantrums are explored and useful techniques for calming children and avoiding power struggles are shown.

NUESTROS ABUELOS, ENRIQUECIMIENTO FAMILIAR: UNA GUÍA ESENCIAL PARA LOS ABUELOS DE HOY (GRANDPARENTING, ENRICHING LIVES: AN ESSENTIAL GUIDE FOR TODAY'S GRANDPARENTS). With Don Francisco. Chicago, IL: CIVITAS, 2001. VHS, 30 min. + discussion guide.

Gracias a la participación de verdaderos abuelos, y la presentación de las más recientes investigaciones sobre el desarrollo infantil, este vídeo trata sobre la importante relación entre abuelos, padres e hijos. (Featuring real-life grandparents and based on the latest child development research, this video highlights the important grandparent, parent and child relationship.)

PECES: PADRES EFICACES CON ENTRENAMIENTO SISTEMÁTICO (STEP: SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING). Don C. Dinkmeyer and Gary D. McKay. Circle Pines, MN: American Guidance Service, 1998. 3 VHS, videocassettes 143 min. total + leader's guide + book **Guía para los Padres** (147 p.)

Temas que incluye: cómo comprender a su hijo y a usted mismo; cómo comprender las creencias y los sentimientos; cómo alentar a su hijo y a usted mismo; cómo escuchar y hablarle a su hijo; cómo ayudar a sus hijos para que aprendan a cooperar; una disciplina que tiene sentido; cómo elegir su estrategia. (Intended for parent education study groups, this program is designed to help parents of children ages 7 through 12 develop effective and enjoyable ways to relate to their children and learn how to raise responsible children who will grow into responsible men and women, capable of living meaningful, happy adult lives. Based on the psychology of Alfred Adler and Rudolf Dreikurs. Includes parent's guide in Spanish and Leader's Resource Guide in English with Spanish handouts.)

POR SOLO UNOS MINUTOS DE SU TIEMPO (JUST MINUTES OF YOUR TIME: READING ALOUD FOR A LIFETIME). Gloria Waity & Clark Thompson. Madison, WI: South Central Library System, 1991. VHS, 10 min.

Parents from many social and economic groups are shown reading to their young children, and the lifelong benefits of being read to are stressed.

SOY TU HIJO (I AM YOUR CHILD). Beverly Hills, CA: I Am Your Child Foundation. VHS, approx. 30-min. videocassettes.

LOS PRIMEROS AÑOS MARCAN PARA SIEMPRE (THE FIRST YEARS LAST FOREVER). Rob Reiner. 1997.

La investigaciones recientes acerca del cerebro demuestran la importancia de la relación entre los niños y aquellos que los cuidan durante los críticos primeros tres años de vida. Este vídeo incluye información sobre: los lazos y vínculos; la comunicación; la salud y nutrición; la disciplina, el auto estima; el cuidado de los niños; la auto-consciencia. (New parents learn how to help their infants reach their full potential. The video includes information on bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care, and self-awareness, all considered in the light of new research in brain development.)

UN BEBÉ SALUDABLE (YOUR HEALTHY BABY). Cristina Saralegui. 2000.

Para darle a un niño la oportunidad de comenzar su vida saludable, los padres y las personas dedicadas a guiar niños necesitan la información más actualizada con relación a la salud y la nutrición infantil. En este vídeo, Cristina Saralegui nos entrega un consejo experto sobre que

pueden hacer los padres para ayudar a sus hijos a establecer hábitos saludables. (Discusses children's changing health needs as they grow and provides useful information on prenatal care, breastfeeding, visiting the pediatrician, children's nutritional needs and exercise.)

CUIDADO INFANTIL DE CALIDAD: CÓMO ESCOGER LO MEJOR PARA USTED Y SUS HIJOS (QUALITY CHILD CARE: MAKING THE RIGHT CHOICE FOR YOU & YOUR CHILD). Cristina Saralegui. 2000.

Este vídeo incluye información sobre: por qué una guardería infantil de calidad es importante para el saludable desarrollo de su hijo; qué es lo que usted deber buscar al seleccionar una guardería infantil; preguntas a realizar en una guardería infantil potencial; preguntas a hacerse usted mismo sobre el lugar adecuado de la guardería infantil; información importante que debe comunicar a la persona encargada de cuidar a su hijo. (Shows what to look for when choosing a care provider, whether at a child care center or in a private home.)

LA DISCIPLINA: ENSEÑANDO LÍMITES CON AMOR (DISCIPLINE: TEACHING LIMITS WITH LOVE). Antonia C. Novello. 2000.

La disciplina establecer los límites - es uno de los retos más difíciles que enfrentan los padres. En este vídeo, la Dra. Antonia C. Novello, antigua Cirujana General de los Estados Unidos, muestra a los padres que establecer límites no es un castigo, sino una forma amorosa de enseñarle al niño a controlar su conducta. (Dr. Antonia Novello explains why children actually look for behavioral limits. The video shows that a firm but gentle approach is best and demonstrates useful techniques to promote discipline. Dr. Novello also offers advice to help parents and caregivers manage their own emotions and avoid using physical punishment.)

LISTOS PARA APRENDER (READY TO LEARN). Edward James Olmos. 2000.

Este vídeo brinda información útil sobre: la importancia de comunicarse con su recién nacido; establecimiento de rutinas de lectura; materiales que preparan a su hijo para la lectura y la escritura; actividades para despertar el interés de su hijo en aprender; la importancia de una guardería infantil de calidad; la incorporación del aprendizaje en las actividades diarias. (Discusses the importance of early literacy and shows parents and caregivers how to help young children develop language skills through everyday activities like talking, singing, and playing.)

UN NIÑO CON NECESIDADES ESPECIALES (A CHILD WITH SPECIAL NEEDS). Lupe Ontiveros. 2004.

Las familias de niños con necesidades especiales comparten sus experiencias para ayudar a que otros, en circunstancias semejantes, sepan que, aunque cada niño es especial y único, hay experiencias, emociones y retos comunes que encontrarán al tratar de ayudar a su hijo. (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.)

PREPARÁNDOSE PARA SER PADRES (PREPARING FOR PARENTHOOD). With Lili Estefan. Beverly Hills, CA: I Am Your Child Foundation, 2000. VHS, 34 min.

Si usted está planeando quedar embarazada, hay muchas cosas que puede empezar a hacer para garantizarle a su hijo el mejor comienzo en la vida. Si ya está embarazada, puede comenzar a hacer cambios hoy que ayudarán a su bebé a llegar al mundo lo más saludable posible. (Includes information on forming healthy habits before and during pregnancy, the importance of prenatal care, how to prepare for your baby's birth, and how and where to get help with your questions.)

SEGURIDAD DESDE EL PRINCIPIO (SAFE FROM THE START). Andy Garcia. 2000.

Este vídeo brinda información útil sobre: seguridad en los asientos de autos y en los autos; seguridad en la alimentación y los alimentos; el sueño/la hora de acostarse; la hora de bañarse/los peligros en el baño; seguridad para el bebé en el hogar, en los juguetes, en la cocina, fuera del hogar; los niños y la seguridad de las armas. (Provides helpful information about: car seats and car safety, feeding and food safety, sleep/bedtime, bath time/bathroom hazards, childproofing at home, toy safety, kitchen safety, safety outside the home, kids and gun safety.)

SER UN PAPA (TO BE A FATHER). With Antonio Banderas. Los Angeles, CA: I Am Your Child Foundation, 2000. VHS, 29 min.

Este video ofrece información sobre lo siguiente: cómo la paternidad inicia aún antes de que el bebé nazca; cómo los padres pueden relacionarse con sus hijos desde el principio; lo que pueden hacer los padres para promover una cercana relación con sus hijos, aun cuando vivan separados; cómo los padres pueden superar los retos de la paternidad bajo circunstancias especiales como la separación y el divorcio. (Information on how fathering begins even before the baby is born, how dads can connect with their children from the start, what fathers can do to foster a close relationship with their children, how fathers can overcome the challenges of parenting under special circumstances like separation and divorce.)

POLÍTICA PÚBLICA Y NIÑOS - PUBLIC POLICY AND YOUNG CHILDREN

APOYO CORPORAL DE LOS CENTROS DE CUIDADO (A REASON TO CARE: CORPORATE SUPPORT OF COMMUNITY CHILD CARE). Washington, DC: National Association for the Education of Young Children, 1996. VHS, 26 min.

Shows various ways businesses can support delivery of high-quality child care in their communities. Executives from several corporations discuss their commitment to child care support for families.

GUARDERÍA PARA EDADES ESCOLARES - SCHOOL-AGE CARE

EXPERIENCIAS CREATIVAS PARA ANTES Y DESPUÉS DE LA ESCUELA (BEFORE AND AFTER SCHOOL, CREATIVE EXPERIENCES). Washington, DC: National Association for the Education of Young Children, 1993. VHS, 26 min.

Describes programs in which school-age children experience the responsibilities of independence within safe environments and with the support of caring and helpful adults. Looks at the building blocks of quality school-age child care: health and hygiene, physical development, safety, materials, child/space ratio, child/staff ratio, a caring and age appropriate environment, individual treatment, what kids like, problem solving, and activities.

PROGRAMAS PARA DESPUES DE LA ESCUELA (AFTER-SCHOOL PROGRAMMING: PLAN IT!) Washington, DC: NAEYC, 1999. 2 VHS, 29-min. videocassettes

Explains the need for school-age child care and outlines the major steps in program design.

09/2009