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ABSTRACT

The manual is designed to provide special education preschool teachers with a guide for parent involvement activities. The guide presents 32 activities divided into three topical areas: (1) communicating with parents (orientation packet, newsletter, school-home notebook, bulletin board for parents); (2) resource activities (field trips, home learning lending library, used book exchange, class cookbook, parent library); and (3) parent meetings and workshops (open house, outdoor education, language development, nutrition). Activities provide information on objectives, materials/personnel/budget, time needed, procedures, evaluation, and followup. Some activities are accompanied by materials designed to be duplicated. An annotated bibliography on parent involvement in early childhood special education is appended. (CL)

PARENT INVOLVEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION

PARENT INVOLVEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION:

SELECTED ACTIVITIES FOR PRESCHOOL TEACHERS

Hawaii State Preschool Incentive Grant
3430 Leahi Avenue
Honolulu, Hawaii 96815

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Office of Instructional Services/Special Needs Branch • Department of Education • State of Hawaii

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The Honorable George R. Ariyoshi
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FOREWORD

The Hawaii State Department of Education has committed itself to a free, appropriate public education for handicapped children and youth. At the core of this commitment is our partnership with parents in the provision of educational services.

This document is intended to provide special education preschool teachers with a guide for parent involvement activities. It is hoped that this resource will enhance our partnership with parents and foster collaborative efforts of school and home for the benefit of young, exceptional children. The contributions of the Advisory Council for the Preschool Incentive Grant are commended and appreciated.

Francis M. Hatanaka

FRANCIS M. HATANAKA
Superintendent of Education

January 10, 1985

Date

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INTRODUCTION

As mandated by Public Law (P.L.) 94-142, parental involvement in the education of handicapped children has become a phenomenon which teachers encounter daily as they design and implement instruction for exceptional learners. For many teachers, this mandate for working closely with parents is cause for apprehension. Frequently, this is the result of a lack of training during the educator's professional preparation. It is not so much that teachers do not want to collaborate with parents, but rather they do not know how.

The purpose of this document is to provide a parent involvement activity guide which may serve as a resource for teachers of young exceptional children. Users of this guide are encouraged to view the contents as an "idea bank."

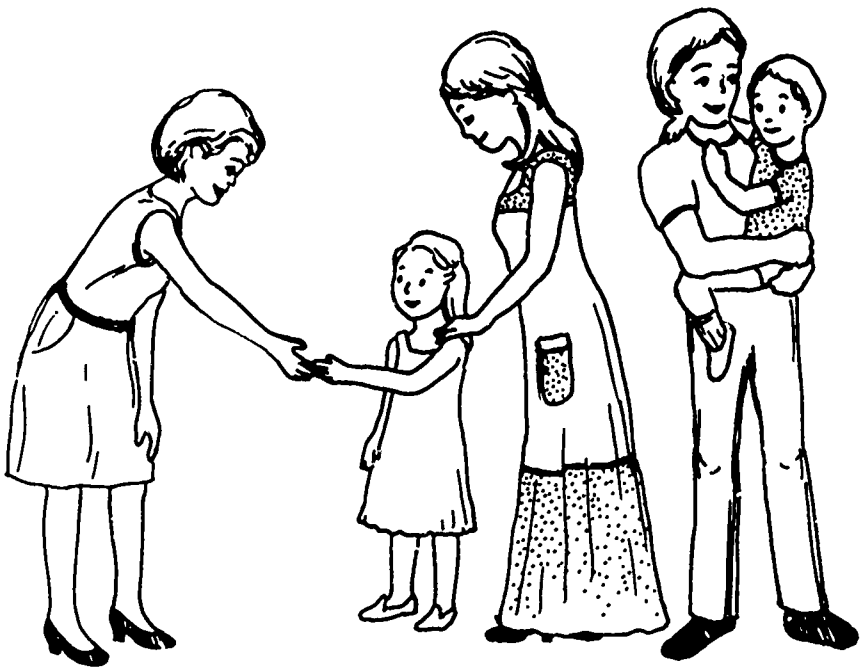
Many activities may require modification for specific circumstances or populations; teachers are encouraged to bring their own substantial expertise to the implementation of these activities.

The guide presents 32 activities divided into 3 topical areas: A. Communicating With Parents, B. Resource Activities: People, Places, and Things, and C. Parent Meetings and Workshops. All of the activities presented follow the same general format: Objectives, Materials/Personnel/Budget, Time Needed, Procedures, Evaluation, and Follow Up. In section C., Parent Meetings and Workshops, each activity is accompanied by materials which may be duplicated and distributed as handouts to parents.

The Appendices provide sample forms and other materials of interest to the reader.

A. COMMUNICATING WITH PARENTS

The 11 activities presented in Part A. are designed to initiate and maintain a positive communication flow between the school setting and the home environment. Areas covered include: welcoming new children and families to the school program, sharing program-related information with parents, informing families of specific community happenings, extending learning activities through the summer months, and fostering parental awareness and interest in school and educational issues relevant to exceptional children.



ORIENTATION PACKET

Objective: . to provide parents with information about their child's school/program.

Materials/ Personnel/ Budget: Folder with pockets, school handouts. Parent volunteer or aide. Cost of folders to be included in class supplies.

Time Needed: Approximately 2 hours to collect materials and prepare folders. Several can be done at once and kept on hand.

Procedure: Prepare a packet including the following information:

- school handout describing policies, procedures, and yearly schedule
- health care policies relating to medication, illnesses, accidents, emergencies, absences, etc.
- transportation information
- program information: class schedules, therapy services, etc.
- parent program information: parent groups, parent education, volunteering in the classroom, conferences
- recent copies of school lunch/breakfast menu
- recent copies of school or class newsletters
- supply list of items child will need at school

Evaluation: Positive response of participants and numbers of new parents who get involved in school program.

Follow Up: At parent meeting or by telephone, ask receiving parents for comments/suggestions on the orientation packet. Use their feedback to revise packet to make it more informative/useful.

NOTE: Revision or updating of the packet could be an activity to try in a parent workshop.

WELCOMING POSTCARD

Objective:
- to welcome children and their families to the school program.
- to initiate positive home-school communication.

Materials/ Personnel/ Budget: Card printed or mimeographed with a welcoming message (WE'RE GLAD YOU'RE HERE!! or WELCOME ABOARD!!) and an appropriate illustration. Postage cost, or send the card home with the child at the beginning of the school year.

Time Needed: Approximately 10-15 minutes per card.

Procedure: Teacher and staff can write their own "Welcoming Address" or design a preprinted card they fill in with appropriate information. Cards should be sent home with each child within the first day or so of school. This communication technique is especially thoughtful for parents whose children are entering public school preschool programs for the first time.

Evaluation: Numbers of positive parental responses.

Follow Up: If using preprinted cards, ask parents for feedback regarding format and content. Incorporate constructive suggestions when designing new cards.

Note: Sample card included in Appendix A.

WE MISS YOUR CHILD

Objective:
- to give children an understanding that they are missed when absent.
- to foster positive interaction between school and home.

Materials/ Personnel/ Budget: A card printed or mimeographed with WE MISS YOU!!! and an appropriate illustration. Postage cost, or the card might be sent home with other siblings in the family.

Time Needed: Approximately 10-15 minutes.

Procedure: When child is absent 2 or more days, a WE MISS YOU!!! card is sent home. It can include a short note from the teacher and classmates. The message can be written during Morning Circle when attendance is taken. The teacher can ask each child if he has a message for the absent child and statements can be copied down then on the card.

Evaluation: Response from students and parents.

Follow Up: For those students who are absent for extended periods, a weekly log of class activities and tape recorded messages from classmates might be shared.

Note: Sample card included in Appendix B.

HAPPY GRAMS AND GLAD NOTES

Objective:	. to keep parents informed about their child's progress. . to provide positive communication about child to parents.
Materials/ Personnel/ Budget:	Ditto master, printed card, or paper printed with appropriate title (ex: GOOD NEWS!!!, HAPPY GRAM!!!, etc.).
Time Needed:	Approximately 5-10 minutes per child. Try to schedule these so that each child gets one at least once each month.
Procedure:	Child is given Happy Gram or Glad Note to take home when he masters a specific objective or has a particularly good day at school. Sometimes a child may choose to earn a Happy Gram by doing a specific task within a certain timeline. Include on the Happy Gram a place for parent comments (if they want to return it to school) and/or an invitation to talk with the teacher about the event.
Evaluation:	Feedback or comments from parents.
Follow Up:	Keep records of Happy Grams sent (content and rationale) for conference time with parents.

NOTE: Sample card included in Appendix C.

STAR OF THE DAY

Objective:
- to foster the development of the child's self-image.
- to communicate with parents the positive qualities of their children.

Materials/ Personnel/ Budget: A star, paper or cloth, on a string to be hung around the child's neck.

Time Needed: Have children sit in a group--Morning Circle is a good time to do this activity. The teacher selects a "Star of the Day" and hangs the star around the child's neck. Each child takes a turn saying something positive about the "Star" and the teacher records the statement on a Star card which will be sent home with the child that day. Teacher selection can be done in numerous ways: children think of a special number or color teacher is thinking of; teacher describes a child and other children guess who it is; children close their eyes and teacher places the Star around one child's neck, etc. For more verbal children, let them nominate each other for Star of the Day.

Evaluation: Positive responses from parents and students; student behavior in classroom.

Follow Up: In a parent meeting which focuses on self-image as a topic, encourage parents to use this technique at home with all family members.

Note: Sample card included in Appendix D.

PLACES TO GO CALENDAR (SEASONAL)

Objective:
- to raise families' awareness of local events, places to go, and fun experiences for parents and children.
- to help parents learn about specific commnunity happenings.

Materials/ Personnel/ Budget: "This Week" and "What's Happening" columns of local newspapers, paper for duplication. School staff and parent volunteers to assemble, edit, and reproduce calendars. No additional monies needed.

Time Needed: Approximately 3 hours. Time can be shared if different individuals take responsibility for specific components of the calendar.

Procedure: Individuals compile listings and information regarding events happening within a certain time frame (ex: the month of December and school vacation time). The Christmas holiday season will be the theme for the events reported in the calendar. Events should be listed with necessary information such as address, time, fees, and any other pertinent information (transportation, parking, etc.). Arrange in an easy to read calendar format. The calendar can be sent home with children the last day of school before the vacation begins. Events to be listed might include the following:

- concerts
- dramatic productions or play (ex: A Christmas Carol)
- library events (films, storytelling, puppet shows)
- dislays at shopping centers or convention center (ex: Festival of Trees)
- local productions or programs at high schools, community colleges, universities, or community churches
- special events for parents and children (ex: Breakfast with Santa)
- day activity or recreation programs for children during the school vacation

Evaluation: Positive response by parents and numbers of activities/ events children and parents took part in during the vacation.

Follow Up: Consider repeating again during future school breaks if parent response is positive. Suggest more parents contribute ideas and develop the next one (ex: Spring Break Calendar).

SUMMER LEARNING AND ACTIVITY PACKETS

Objective:
- to help children and parents extend learning activities into the summer.
- to provide parents with materials and resource listings.

Materials/ Personnel/ Budget: Listings of: books, places to go, community programs, toys and games for home construction. Parent volunteer group working with teachers. No additional monies needed beyond duplicating information packets distributed to parents.

Time Needed: One or two committee meetings in late spring and time to type and duplicate materials distributed to parents. Several teachers could work together to organize this and share the time involved.

Procedure: A Summertime Learning Suggestion Box (in classroom) is used to collect ideas, listings, places to go, and fun experiences compiled by teachers, parents, staff, and children. Children's drawings can be used to illustrate the packets; keep the material short and interesting. These suggestions can be added to a teacher's SUMMER CALENDAR (a day-by-day activity plan) or used separately. This makes a nice end-of-the-year parent gift from school to home.

Evaluation: Positive response of parents and reports of families' usage of the Summer Learning Packet when school starts again in September.

Follow Up: Revision and updating of Activity Packet. Parents may want to develop one for school holidays also (ex: Christmas vacation, spring break, etc.).

NOTE: See sample SUMMER CALENDAR in Appendix E.

NEWSLETTER

Objective:
- to establish communication between school and home.
- to foster parental awareness and interest in school/educational issues.

Materials/ Personnel/ Budget: Paper and mimeograph services. School staff/parent volunteer to gather information, edit material, and duplicate copies. Check with Parent Association for funds to pay for paper if needed.

Time Needed: Newsletter can be distributed monthly or once a quarter, depending on school and parent needs and time available. Whatever timeline is chosen, try to maintain a consistent schedule. Time necessary to assemble, edit, and prepare will depend on content and format. The formation of a "Parent Press Corps" can save time and effort for the teacher and foster ownership of the newsletter on the part of the parents.

Procedure: School staff and parent volunteers maintain close contact to determine what content material should be included in the newsletter. Material is selected, edited, and prepared (typed, handwritten, illustrated, etc.); copies are duplicated for each child and school needs (bulletin board and file copy). Newsletter is sent home with children on specified day (ex: third Friday of each month). Possible topics for inclusion might be:

- a calendar of events (for children and parents) that are school-related. Include date, time, place, and specific purpose of event
- articles on classroom happenings (Open House, field trips, school programs, etc.)
- a summary of a recent parent activity to reinforce those who attended and to raise the general awareness level of parent program offerings
- a listing of future parent activities (meetings, etc.)
- a summary of legislative action relating to special education
- articles about children/families who have entered or left the program: this fosters a sense of cohesion and group membership. Be sure to secure permission to feature the family in advance
- opportunities for parent and staff training, announcements of group meetings (local organizations) and special events
- description of toys, books, or magazines parents may wish to borrow from parent library
- suggestions for helping children at home and printed instructions for making inexpensive toys or teaching materials

- information describing community services and organizations for families, and discussions of local, state, and national issues relating to handicapped children.
- a "Meet the Staff" column to introduce parents to the persons working with their children
- a "Thank You!!!" column recognizing parents and volunteers who have contributed to the school program
- a "We Need Help!!!" column requesting donations of specific materials or parent services for the classroom
- a "Parent Exchange" section to help families locate others interested in exchanging services (child care, transportation, etc.) or goods
- a section for parental response to any aspect of the newsletter (a tear-off section to be returned to school)

Evaluation: Positive responses of parents and number who report satisfaction with information provided.

Follow Up: Periodically (depending on how often newsletter is distributed), ask parents for suggestions/comments regarding content and format of the newsletter. This can be done in the Response Section (tear-off) of the newsletter itself or informally.

SCHOOL-HOME NOTEBOOK

Objective:
- to establish regular two-way communication between school and home.
- to encourage parents to share concerns, questions, and good news with school staff on a regular basis.

Materials/ Personnel/ Budget: Notebook to be provided by parents. Teacher can request this in the initial list of materials child will need when starting school. School staff (teacher, aide, therapists, etc.) and parents to write in book. No additional monies needed.

Time Needed: Approximately 5-10 mirutes per entry, per child. Teacher and staff should decide how regularly and who will write in the notebook and maintain consistency in doing so.

Procedure: Notebook can be used to communicate a variety of information.

- sharing good news (home and school)
- specific health concerns
- changes in school schedule (field trip, school holidays, etc.)
- requests for items to be sent to school (change of clothes, etc.)
- reminders about special events

Evaluation: Reports of parental satisfaction with notebook as a communication technique.

Follow Up: Periodically (once each quarter or semester) ask parents for comments or suggestions regarding the notebook system. Incorporate constructive feedback in future usage.

Note: Clarify with parents that this notebook is for <u>sharing information</u>. It is <u>not</u> a child's progress record from school to home. In order to avoid miscommunication, suggest to parents that persistent problems or concerns should be handled through a conference.

90-SECOND TELEPHONE CONVERSATIONS.... "A MINUTE OR TWO OF YOUR TIME...."

Objective:	. to assist parents in understanding the school program. . to improve communication between school and home.
Materials/ Personnel/ Budget:	Telephone, class roster, lesson plans. No monies needed.
Time Needed:	2-3 minutes per parent, two parents a day until all have been contacted (within a week).
Procedure:	Set up a calling schedule: two parents per day until all have been contacted within the first 2 weeks of school. Parents you cannot reach by phone should be sent notes. You can do this activity once each quarter or once a year. The first phone call may be to introduce yourself and let the parent know what will be happening the first 2 or 3 weeks of school. It also may be a good way to invite parents personally to the first parent meeting or Open House. Invite the parents to call if they have any questions (or write in the home-school notebook).
Evaluation:	Positive feedback from parents and students. Improved self-image for student and positive attitudes toward school on the part of the parents.
Follow Up:	Request evaluation from parents on this procedure at the end of the semester/year. Ask for their comments and feedback regarding this technique.

NOTE: This is <u>not</u> the time to discuss behavior problems or negative incidents in school.

BULLETIN BOARD (For Parents)

Objective:
- to provide an easily accessible, visual display of information (school-related and/or parenting issues) to parents in the classroom.
- to stimulate parental interest in classroom participation.

Materials/ Personnel/ Budget: Teacher/aide/staff members/parent volunteers to help locate and collect information for bulletin board. No additional monies needed.

Time Needed: Approximately 3 hours per month. Bulletin board items should be updated monthly to provide a variety of timely information.

Procedure: Materials for display can include the following items:

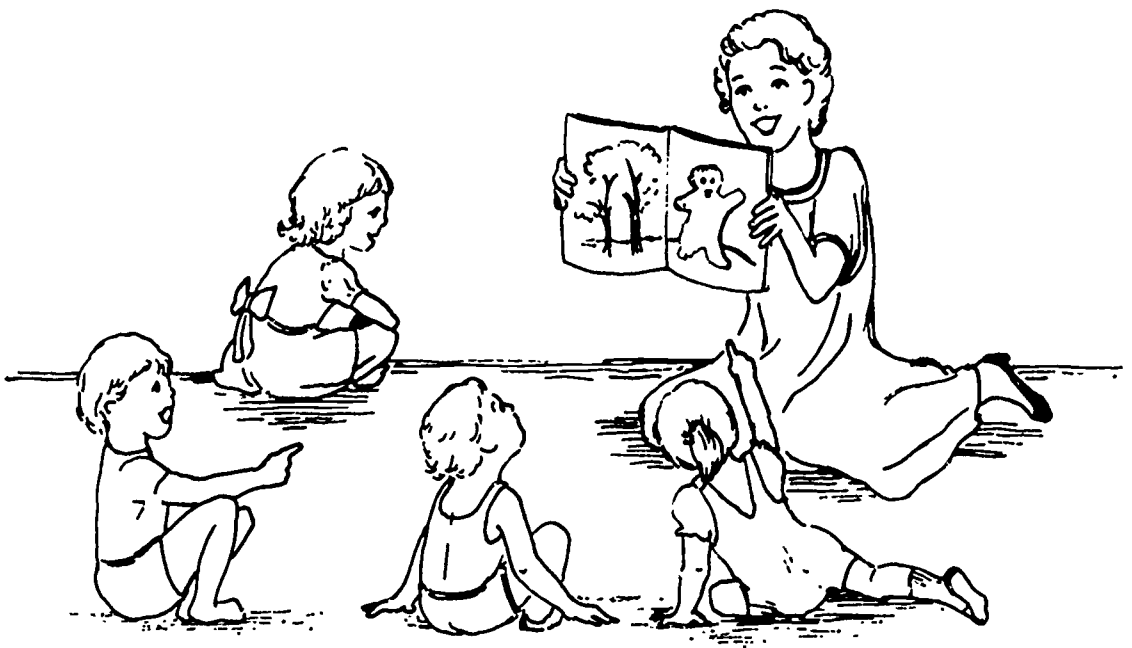
- pamphlets published by local and national organizations for handicapped children (including addresses for parents)
- classroom daily schedule
- monthly calendar of parent activities
- newsletter/newspaper articles on key issues relating to special education (mainstreaming, current legislation, testing, transportation, etc.)
- photos of children and parents, class field trips, social events
- general announcements
- community resources and services information
- current class or school newsletter
- new additions to Parent Library
- new additions to Toy/Activity Lending Library
- legislative hearing schedules with those that relate to special education circled or marked for interested parents
- general interest articles on child development, play, child behavior, health, etc.
- a "We Need Help!" corner requesting donations of specific materials or parent services for upcoming classroom activities
- a "Meet the Staff" corner, with pictures of staff members and a description of what they do and who they are

Evaluation: Positive responses of parents and number who report satisfaction with information provided.

Follow Up: Periodically (two times yearly), ask parents for suggestions/comments on ways to improve bulletin board or make it more useful for them. This can be done informally or by using a questionnaire they fill out.

B. RESOURCE ACTIVITIES: PEOPLE, PLACES, AND THINGS

The 12 activities described in Part B. are designed to provide teachers with ideas for both accessing resource people and services in the community and providing resource information to parents. Topics covered include: recruitment of parents as resource persons for the classroom or school program, provision of information and materials for parents, development of home learning materials, recognition and appreciation of parental skills and abilities, and home-school joint projects which foster mutual trust and cooperation.



INFORMATION CENTER: A PARENT-SPACE

Objective:
- to provide an easily accessible parent information center in the school.
- to stimulate parental involvement in the school program by creating a resource/meeting center for parents.
- to foster parent education via the provision of informative/interesting materials and literature.

Materials/ Personnel/ Budget: Request donations of chairs, tables, bookshelves, and other amenities to create a comfortable space. Volunteers to locate and inventory materials, a parent/school committee to plan and organize content and schedule of use. No additional monies needed.

Time Needed: Initial set-up time will vary depending on the expressed needs of parents, the numbers of parents the room will serve, and the numbers of people involved in planning and organization. Forming a committee will reduce the individual time commitment. A Parent-Space chairperson (parent volunteer) can take the responsibility for monitoring room usage and materials during the year.

Procedure: Planning committee locates space and gathers materials for the room. Room can be open for general use by parents or special programs can be arranged (workshops, meetings, films, etc.). Materials to consider for inclusion in the center include:

- books, journals, magazines (ex: Parent's, The Exceptional Parent, etc.)
- toys or educational games parents can borrow to use at home
- bulletin board with copies of newsletters, classroom daily schedule, calendar of events, etc.
- a community resource file or notebook
- parenting information on a variety of topics: play, child development, health, nutrition, behavior, management, etc.
- respite/child care information
- opportunities for parent education/training

Evaluation: Positive parental response; use of the parent room and materials (times used and purpose).

Follow Up: Periodically ask parents for feedback regarding room content and usage. Incorporate their suggestions in planning for future use of the Parent-Space.

FIELD TRIPS

Objective:
- to encourage parents to participate in their child's education through the sharing of experiences outside the classroom.
- to help develop parental knowledge/awareness of community resources.

Materials/ Personnel/ Budget: Listing of community sites appropriate for visiting. Parent volunteers/school staff. No additional monies needed unless funds for specific trips are required (ex: admission or transportation fees).

Time Needed: Approximately 1 hour prior to each field trip to conduct an orientation session for parents.

Procedure: Early in the semester/year, draw up a tentative schedule of trips (including parents in the selection and planning as much as possible). Correlate the trips with classroom objectives/units in order to link in-school and community learning experiences. Devise a system for notifying parents of upcoming trips and requesting their assistance (newsletter, "We Need Help!!!" corner of bulletin board, etc.). Prior to the trip, arrange an orientation session for parents. Points to cover include:

- objectives of the trip; explain how the visit fits into the educational program
- teacher/staff and parent roles regarding the children. Discuss safety and behavior rules and appropriate consequences for misbehavior
- characteristics/needs of the children each parent will be responsible for (specific information about each child, use of equipment--wheelchair, etc.--, emergency information)

Evaluation: Parental reactions; numbers of parents who participate.

Follow Up: Invite a parent to write a brief paragraph describing the field trip for the next newsletter. Take photos of the visit and display them on the class bulletin board. Thank parents who participated with written notes or phone calls. Plan follow-up activities to reinforce child learning (ex: story dictation, creative movement, art activity, etc.). Parents who accompanied children on visit may be willing to return later in the week to follow up with these activities. Develop a resource file of field trip sites, noting children's and parents' reactions, those liked most/least, unanticipated problems, accessibility, etc.

HOME LEARNING LENDING LIBRARY

Objective:

- to provide materials for parent/child to use at home to reinforce skill development at school.
- to enhance home educational opportunities and develop parental teaching skills.
- to offer school outreach to parents who are unable to attend programs during the school day.

Materials/ Personnel/ Budget: Arts and crafts supplies, used books in good condition, toys, and games for lending library. Parent volunteer to supervise library, school staff/parent volunteers to gather and make learning materials. If necessary, fund raising activities can help generate monies to purchase needed supplies. Check with principal regarding school policies on fund raising.

Time Needed: Set-up time will vary depending on the numbers and types of home learning activities to be developed. This activity is best implemented with the support of volunteers and a steering committee to plan and organize it. If several classrooms combined resources and personnel to implement it, the time and effort required could be minimized. The actual making of the home learning games could be a parent workshop activity at the beginning of the school year.

Procedure: Teachers, staff, and parents meet together to plan program and design materials. Home learning games to make are selected and materials are gathered. A room or closet is designated for collecting materials and supplies. Materials are compiled and catalogued; instructions for use and a description of the skill/s they reinforce are included. A time limit is set for the materials borrowed. Materials should be returned in usable condition.

Evaluation: Parental response and use of materials (times checked out).

Follow Up: Post a suggestion box for parental feedback on the games and activities, or include an evaluation card with each game asking for parent comments or suggestions. Note which activities are most often used and hold a parent workshop to duplicate them.

NOTE: Since materials are designed for frequent use, it is expected that they may deteriorate over time and replacements may need to be made.

THE "MYSTERY STORYTELLER"

Objective:	. to encourage the belief and practice that parents can contribute to the education of their children. . to give parents and other family members the opportunity to volunteer in the classroom without making a permanent long-term commitment.
Materials/ Personnel/ Budget:	Library books, children's books from home. Parent volunteers/other family members. No additional monies needed.
Time Needed:	Approximately 30 minutes per week for as long as interest lasts.
Procedure:	A "mystery storyteller" is invited to visit the class and share a story with the children. Parents are notified of the program (via newsleter or phone) and invited to participate. Volunteers choose a date and time and asked to limit their stories to approximately 15 minutes. Books may be chosen from school/public libraries or home. Storytellers from different ethnic backgrounds may be invited to tell folk tales or stories that reflect their particular culture or heritage. Storytellers may include older siblings, grandparents, and aunts/uncles as well as parents.
Evaluation:	Positive parental responses and enthusiasm of children.
Follow Up:	Try acting out stories children particularly enjoyed. Inform parents of story hours at local bookstores and public libraries and encourage them to attend. Plan a class field trip to a story hour at a children's bookstore. Invite a librarian to speak at a parent meeting about storytelling and display examples of books that are appropriate for preschoolers.

USED BOOK EXCHANGE

Objective:
- to provide parents with good, low-cost reading material.
- to generate funds for class projects, specialized equipment, or materials for Parent Room/Library (ex: film rental, magazine subscriptions, etc.).

Materials/ Personnel/ Budget: Posters, flyers, newsletter articles to announce book sale. Boxes to collect used books. Parent volunteers to organize sale and price books. No additional monies needed. Check with principal regarding school policies on fund raising.

Time Needed: Approximately 3 hours to plan publicity and begin organizing the sale. Forming a parent volunteer committee can reduce time and distribute tasks evenly.

Procedure: 4-5 weeks in advance send out flyers, etc. publicizing the book sale and announcing the collection and sale dates. For every two books brought in for the sale, contributors may choose one free book in exchange. After books are collected (1 week prior to the sale), they are priced from a nickel to a dollar apiece (depending on condition and original value). Books are displayed on shelves or a table located in the classroom. Parent volunteers serve as cashier and collect monies.

Evaluation: Money collected and buyer reactions.

Follow Up: Publicize results of sale in newsletter and thank parent volunteer committee members by name for their time and efforts. If specific materials are to be purchased with sale proceeds, announce their arrival when they are available in the class. Any unsold books can be donated to the Parent Library.

NOTE: This idea may be adapted for other materials (ex: used toys or used children's books). Several classes participating together could provide a larger materials pool and encourage parents from different classes to get acquainted.

CLASS COOKBOOK

Objective:
- to help students and parents become aware of the varying food preferences in the community.
- to provide parents an opportunity to serve as resources for each other.
- to collect potential cooking activities for use in the classroom.

Materials/ Personnel/ Budget: Paper, typewriter, duplication materials. Parents, teachers, aides, etc. If school supplies and equipment are used, no additional monies are needed.

Time Needed: Development and production time will vary depending on the numbers of recipes collected and the availability of volunteers to perform tasks (typing, compiling, etc.).

Procedure: Class composes a letter to parents explaining the activity, or announcement can be made to parents through the class newsletter. Each family contributes one recipe (more if desired) in each category: appetizer, main dish, vegetable, salad, dessert, and miscellaneous. Recipes can be illustrated or accompanied by information about the origin of each dish. Use children's artwork to illustrate the cover. Enlist parents' help in collecting recipes (or have a drop box in your classroom). One organizational strategy may be to ask your parent group to sponsor the project and have them select a cookbook committee and chairperson to direct it.

Evaluation: Acceptance/use of the cookbook; positive parental response.

Follow Up: Prepare a class luncheon or brunch using the cookbook and invite families to attend. Use appetizer recipes to make refreshments for parent meetings. Share the idea with other teachers and help them implement if they wish to do so. Try sample recipes for cooking activities in your classroom.

TOY/BOOK SWAP

Objective:
- to provide used (in good condition) books and play materials to families at no cost.
- to encourage parent-child interaction through emphasis on play and storyreading and storytelling.

Materials/ Personnel/ Budget: Posters or flyers to announce toy/book swap. Containers to collect books and toys. Parent volunteer committee to organize swap and coordinate materials collection. No additional monies needed.

Time Needed: Approximately 2-3 hours to meet with volunteer committee and plan the activity. Committee members publicize the swap (posters, flyers, newsletter articles) and organize materials collection.

Procedure: 4-5 weeks in advance, send out publicity announcing the toy/book swap and announce collection days and Swap Day. For every book or toy brought in for the swap, contributors may choose a like item in exchange. Items are displayed on shelves or a table located in the classroom.

Evaluation: Reported parent/child satisfaction; numbers of items swapped.

Follow Up: Publicize results in class newsletter and thank volunteer committee members by name for their time and efforts. Discuss Swap Day at next parents' meeting and ask for comments, suggestions, etc. If response is positive, consider repeating the activity. Take photos of Swap Day and display on class bulletin board. Any unclaimed toys or books can be donated to the class lending library.

NOTE: This activity may be most successful when several classes plan it together. This may help ensure variety and a developmental range of materials to be exchanged.

COMMUNITY RESOURCES: FILES AND CALENDAR

Objective:
- to raise awareness and expand parental knowledge of local events, organizations, clubs, and services relating to exceptional children.
- to encourage parents' self-help efforts in developing personal support networks.

Materials/ Personnel/ Budget: Newsletters and other printed materials describing program scope and services from local organizations, clubs, and associations. No additional monies needed.

Time Needed: Approximately 2-3 hours to collect and organize resource materials and develop calendar. This includes telephone contact time. More time will be needed if materials have to be picked up rather than received through the mail.

Procedure: Depending on parent needs, select associations/groups to be contacted for information. Ask for membership information, free brochures or pamphlets, and request to be included on their mailing list for newsletters, flyers, and announcements. When materials are received, parent volunteer reviews them and notes meetings, lectures, displays, films, etc. on a monthly "Community Calendar" (posted on bulletin board). Materials are organized by club/association and made available to parents through the Parent Library or Parent Corner in the classroom. Some organizations to consider contacting include:

- Commission on the Handicapped
- Council for Exceptional Children (Hawaii Federation)
- Hawaii Association for Retarded Citizens
- Hawaii Association for the Education of Young Children
- Hawaii Association for Children with Learning Disabilities
- Department of Special Education: Student CEC chapter, University of Hawaii
- Protection and Advocacy Agency
- Volunteer Information and Referral Services (ref: Social Services directory)
- Easter Seal Society of Hawaii, Inc.
- Parks and Recreation Department (City and County of Honolulu).
- Public libraries
- PATCH (People Attentive to Children)
- State Council on Developmental Disabilities

Evaluation: Parental response and usage of materials.

Follow Up: Expand resource files as new information/programs become available. Periodically update files so information is correct and current. Note any events that parents particularly liked/disliked and reasons why.

PARENT LIBRARY

Objective: . to enhance parent education and awareness through the provision of informative literature.

Materials/ Personnel/ Budget: Literature relating to varying exceptionalities, child development, play, behavior management, health and nutrition, child care, special education, etc.: books, journals, magazines, pamphlets, brochures, etc. School staff/parent volunteers to locate and gather materials for the library. Funds to purchase/subscribe to specific materials not available for free (optional).

Time Needed: Initial set-up time will depend on amount of literature to be gathered and method of organizing material. A "Parent Librarian" can be asked to monitor usage of materials during the school year.

Procedure: School staff/parent volunteers locate and gather materials. Potential sources include personal and public libraries, school and university libraries, public health centers, pediatric clinics, local organizations, and community agencies. Many agencies and organizations have descriptive/informative brochures or pamphlets that are free to the public and provide information for parents of exceptional children (ex: Commission on the Handicapped, Department of Education, Department of Health, Department of Social Services and Housing, Parks and Recreation Department, Easter Seal Society). After materials are catalogued, let families know what is available and set up a check-out system.

Evaluation: Parental response and use of library materials.

Follow Up: Rotate materials periodically; replace old magazine issues with current copies. Note which resources are most often used and try to obtain giveaway copies for parents to keep (if feasible). Publicize new additions to the Parent Library through your newsletter or bulletin board.

NOTE: Refer to Parent Involvement in Early Childhood Special Education: An Annotated Bibliography for Teachers and Administrators (1983) for a guide to selected materials appropriate for a parent library.

BULLETIN BOARD (By Parents)

Objective:	. to give parents an opportunity to share their creative/artistic talents within the educational program.
Materials/ Personnel/ Budget:	Construction paper, arts and crafts supplies, posters. Parent volunteers. No additional monies needed.
Time Needed:	Approximately 1-2 hours initially to meet with parent volunteers and discuss activity.
Procedure:	Early in the semester/year, develop a tentative list of bulletin board displays. Coordinate the displays with classroom objectives/units to provide visual illustrations of program content. Seek assistance from your parent group; ask for volunteers to help plan, gather, or make the materials for display. This might be a good year-long project for the parent group to sponsor. An example of one bulletin board might be to develop a unit on Community Helpers and feature postal workers, librarians, doctors, firefighters, etc. Parents could gather materials from appropriate places (fire station, library, etc.) and display on bulletin board.
Evaluation:	Parental response and children's reactions to displays.
Follow Up:	Invite a featured Community Helper to give a talk or demonstrate a facet of his/her job in your classroom. Plan a field trip to a featured site (fire station, library, etc.). Take pictures of displays and keep a file of various bulletin board items that are particularly informative/interesting.

PARENTS AS RESOURCES

Objective:
- to utilize more fully parental skills and talents in the school program.
- to provide parents with an opportunity to become a part of the educational process.

Materials/ Personnel/ Budget: Explanatory letter and resource questionnaire to each parent/family. Teacher or special education department head (if several classes are doing this jointly) to compose letter and develop questionnaire. No additional monies needed.

Time Needed: Approximately 2 hours to develop initial letter and draft form. Individual teacher time after that will depend on use of parent resource file.

Procedure: Resource forms are developed and initial letters are sent home with children during the first week of school. After completed forms are returned, a file of "Parents as Resources" is compiled and made available to teachers whose families participated in the activity. Individual teachers then compose a note or letter to selected parents inviting them to come to school to share their special skill, talent, experience, vocation, etc. For example: a parent may come to school to share a particular craft, a cooking activity, talk about their profession, demonstrate an art activity, etc.)

Evaluation: The number of parents responding initially and the number contacted by interested teachers. Also note the variety of talents and skills that are useful in the school setting.

Follow Up: Take pictures during the sharing time and feature the Resource Parents on the class bulletin board. Always send a thank you note following the parents' presentations and note the children's responses in the Resource File for future teachers' information. Update the Resource File periodically; contact parents and give them the opportunity to withdraw from the talent pool if they wish. Contact new parents as they enter the program and give them the opportunity to participate if they wish.

NOTE: See Interest and Availability Questionnaire for Parents for sample resource form on pages 31-33.

INTEREST AND AVAILABILITY QUESTIONNAIRE FOR PARENTS

Dear Parents:

At the beginning of each school year, we like to encourage parents to become involved in our classroom volunteer program. There are many ways parents can participate, both in the classroom and out of school. Please take a few minutes to answer the questions below, and return the form to school with your child. Thank you!

1. Would you be willing to serve as a parent volunteer for our preschool classroom sometime this school year?

   _____ Yes, on a regular basis.
   _____ Yes, occasionally.
   _____ I would like to help, but not at this time.

2. Please check where you would like to work.

In a classroom	_____
At school, but not in a classroom	_____
At home	_____
Other	_____

3. Please check the days and times that you would be available:

   _____ Monday
   _____ Tuesday
   _____ Wednesday
   _____ Thursday
   _____ Friday
   _____ Other (weekends)

   _____ Mornings
   _____ Afternoons
   _____ Evenings

4. We have listed below some of the kinds of things parent volunteers do. Please check the ones you think you'd like to do.

   _____ Tell the children something about your occupation, hobby, or a special interest (if you check this item, tell us what it is).

   _____ Read a story to a small group of children.
   _____ Help a child write a story.
   _____ Play some instructional games with children, such as lotto, science, or math games.
   _____ Help the children with drawing, painting, or other art work.
   _____ Teach a song or some other musical activity.
   _____ Supervise children on the playground.
   _____ Help in the library.

_____ Make instructional materials, such as games, puppets, bulletin boards.
_____ Save household and industrial discards for use in the classroom. (See attached list of items we can always use in the classroom!)
_____ Go with us on field trips.
_____ Help with vision/hearing screening, or with classroom assessment.
_____ Other (if this is checked, please describe).

5. Are there some special skills that you could share with the school and the children, such as typing, cooking, woodworking, speaking a language other than English, playing a musical instrument? (Please describe.)

6. If you cannot help regularly, could you be a substitute when a regular volunteer is sick or has an emergency? Yes _____ No _____

7. Do you have any comments or suggestions about the volunteer program?

Name _____
Address _____
_____

Telephone _____

PLEASE SAVE FOR US....

- bread bags
- cigar boxes
- shoe boxes
- Pringle cans
- coffee cans--all sizes
- carpet scraps--all shapes and sizes
- throw rugs
- truck inner tubes
- oatmeal containers
- jars--all shapes and sizes (w/lids)
- styrofoam meat trays, vegetable trays, etc.
- yarn
- plastic detergent containers
- old pitchers, pots and pans, and wooden kitchen utensils
- fabric scraps
- large old pillows
- packing foam
- rice, macaroni, dried beans
- sandpaper
- blueprint paper
- liquid starch
- old magazines: those with pictures of people, food, animals, etc.
- milk cartons
- newspapers
- old sheets
- baby food jars
- egg cartons
- old "dress up" clothes--hats, purses, etc.
- old dustpans
- artificial flowers
- aluminum TV dinner trays
- plastic margarine tub
- old but safe mirrors of any size
- stuffed animals and dolls you no longer need
- cardboard paper towel rolls
- cardboard appliance boxes (large and small)
- contact paper (clear and w/ designs)
- buttons
- cotton balls
- string or twine
- felt scraps
- unused clothing with workable zippers, snaps, or buttons
- cheesecloth
- pipe cleaners
- corks

HELP WANTED!!!

Objective:
- to encourage parents to form a support network with other parents in the school/program.
- to provide a school-based medium for parents for the exchange of materials or services.

Materials/ Personnel/ Budget: A "Help Wanted!!!" column in your class newsletter or a "Help Wanted!!!" corner of the parent bulletin board. Parent volunteer to collect/coordinate the help/ materials information wanted and see that it is publicized appropriately. No additional monies needed.

Time Needed: Approximately 2 hours a month to compile information and arrange for dissemination. If information is to go into the newsletter, a volunteer editor can include the specifics in the "Help Wanted!!!" columnn. If the bulletin board is used, index cards can be written describing the type of service/material required and thumbtacked to the board. This option will be less time consuming than writing a column, but will serve only those parents who are able to come to your classroom.

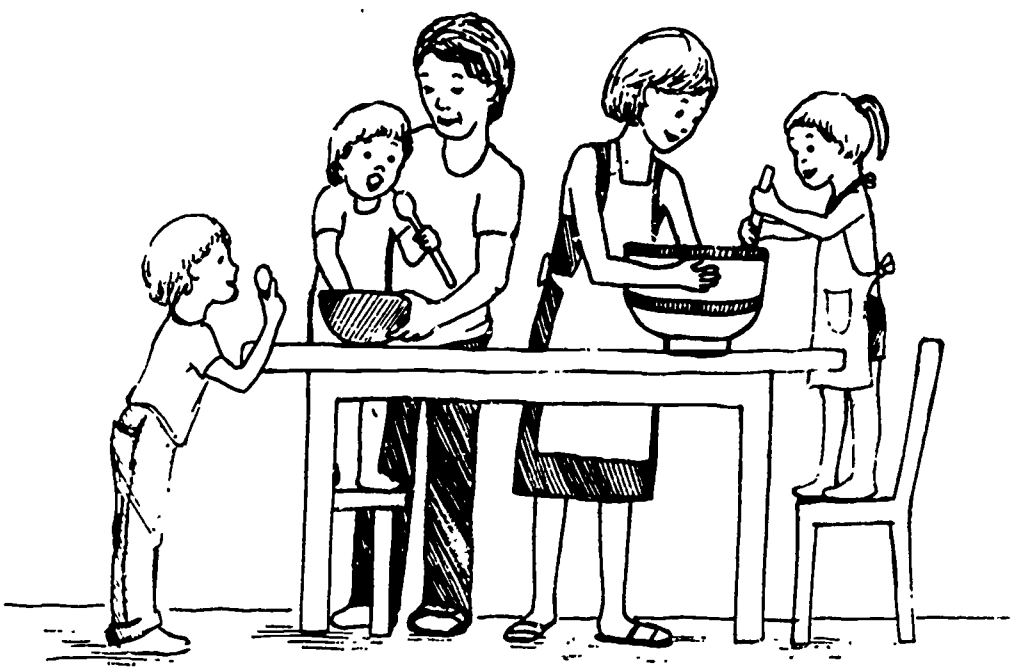
Procedure: Encourage parents who have specific needs or contributions to make to share this information via the "Help Wanted!!!" service. After the information is shared, a parent volunteer can help link parents together who can help each other. Child care/respite services may help facilitate the development of a Respite Co-op, wherein parents form their own respite care program at little or no cost. Other specific needs parents may share include learning about adapting utensils for feeding, sharing appropriate recipes for children with allergies, adapting clothing to help children become more self-sufficient in dressing, etc.

Evaluation: Parental response; numbers of parents using the exchange service.

Follow Up: Note the development of any spin-off activities (ex: formation of a Respite Co-op). Periodically (one time quarterly), randomly select two or three parents who have used the exchange and ask for their comments or feedback.

C. PARENT MEETINGS AND WORKSHOPS

The nine activities described in Part C. focus on the content of parent group meetings and workshops. The teacher who wishes to include parent education in her parent involvement program may select from a variety of topics. Sample activities include: learning in the home, nutrition for preschool children, self-esteem for preschoolers, cooking with children, and nature discovery for parents and children. Many of these activities are accompanied by materials which may be duplicated and distributed in handout form to parents who attend the meeting. A sample workshop evaluation form is included in Appendix F. This is designed for workshop participants to complete and return to the teacher for her use in revising or modifying presentations made in the future.



OPEN HOUSE AND MEET THE STAFF NIGHT

Objective:

- to give parents an opportunity to meet the staff members who will be working with their child during the school year.
- to provide parents with information about the school program and give them an opportunity to see their child's classroom.

Materials/ Personnel/ Budget: General handout describing the overall program, classroom schedule, and how to contact staff members (for distribution to parents); chart describing your classroom schedule. Teacher and other staff members. No additional monies needed.

Time Needed: Approximately 1 hour to introduce staff and describe program; allow extra time for question/answer session (with refreshments) at end of meetings.

Procedure: Introduce staff members and have them briefly describe themselves and their role in the special education preschool program. Distribute your handout describing the classroom schedule, the preschool program itself, and information regarding communication with the staff members and parents. Allow time for a question and answer session. To explain your class schedule, an effective strategy is to take parents through an abbreviated version of their child's day. Display a chart describing a "Typical Day" and walk parents through each activity in the appropriate area of the classroom. Individual staff members can assume responsibility for different activities (ex: adaptive PE teacher can explain/demonstrate fine/gross motor activities, etc.). Wrap up your meeting with a few minutes for refreshments and socializing.

Evaluation: Number of parents who participate; parental response on workshop evaluation form.

Follow Up: Using information from parent's form, plan future parent meetings based on stated parent needs/concerns.

LEARNING THROUGH MOVEMENT

Objective:
- to sensitize parents to the importance of their role in the development of their child's movement abilities.
- to help parents acquire a basic movement vocabulary to stimulate the development of their child's movement abilities and understandings.
- to provide guidelines and information on a wide range of activities which parents may select or adapt to meet the special movement needs of their children.
- to provide ideas for improvisation of home activity centers that encourage children to expand their movement abilities.

Materials/ Personnel/ Budget: Movement Education for Preschoolers (p. 42-45) handout for parents, any necessary materials to carry out an activity from Procedures section. Teacher or Adaptive PE Specialist to lead workshop. No additional monies needed.

Time Needed: Approximately 1/2 to 1 hour to discuss handout; 1 hour to perform an activity in Procedures section.

Procedure:

1. Activity sessions to explore the aspects of movement. The four aspects of movement to explore are body awareness, spatial awareness, effort awareness, and relationship awareness. Foundational activities in the areas of math, language, reading, art, and music are easily combined with movement experiences when the vocabulary of basic movement is developed.

   A variety of manipulative activities or games may be explored to stress needed aspects of development. Eye-hand coordination skills range from striking or catching objects that are large and soft or light, like balloons, to increasingly smaller and somewhat heavier balls or bean bags. Eye-foot coordination may follow a similar pattern of development. Bouncing balls and dribbling are excellent activities to train the eyes to maintain visual contact with a moving object while the body parts work on the smoothness of control. Throwing skills, particularly for accuracy, require concentration on the target, proper coordination and the selection of the proper degrees of speed and force. Interesting targets can be made of cardboard or wastebaskets. Clown faces with open mouths are good targets.

2. Construction of obstacle courses. Parents may be involved in the construction of simple obstacle courses using whatever equipment can be made

available. The obstacle course should consist of objects or apparatuses to go around, over, or under; apparatuses to get on or to hang from in some way are also most useful. Large boxes can be used to make "tunnels." If packed tight with newspaper, they can be climbed on or jumped from. Rugs and mattresses can substitute for gymnasium mats and can be used for rolling, landing areas, and places to explore different ways of traveling. Large pillows are fun as obstacles to climb over. Inflated tubes and rafts, normally used at the beach or pool, can be used creatively by children. Rolling and crawling activities can be made safer and more fun through the imaginative use of large fishnet bags stuffed with foam pillows.

Evaluation: The number of parents participating in workshop; parental response of workshop evaluation form.

Follow Up: If parents desire, plan a future workshop to construct materials/equipment for movement education (obstacle courses, target games, etc.).

MOVEMENT EDUCATION FOR PRESCHOOLERS
(Adapted from Kruger and Kruger, 1978)

Learning by Doing and Questioning

In movement education, learning is achieved and demonstrated by doing, not by talking. "Don't tell me, show me" is the parent's admonition in requesting responses from the child. In this manner, the parent is helping the child acquire new skills, new concepts, and more important, a new way of learning. Parents' questions encourage the child to think and do for himself as he learns to explore the many ways he can use his whole body or parts of it in space.

Basic Aspects of Movement

A basic movement vocabulary enables the parent to identify the range of actions and ideas that may be stimulated in the child. Once parents understand this vocabulary, they can easily combine activities in the areas of math, language, reading, art, and music with movement experiences.

The four basic aspects of movement include: body awareness, spatial awareness, effort awareness, and relationship awareness.

1. Body Awareness

   The major thrust of questions concerning the what of movement, i.e., the body or its parts, is directed towards improvement of body awareness. Each of the following sets of concepts may be acquired and given reinforcement through a variety of movement tasks under many kinds of environmental circumstances. Apparatus, balls, hoops, swimming pools, grassy slopes, sand piles, and other kinds of equipment and locales for movement may be used by the imaginative parent to create new or different movement tasks to stimulate learning. Young children need help:

   a. in learning to name, recognize, and locate their body parts

   b. in learning the difference between action and stillness, either of the whole self or different parts

   c. in distinguishing between being balanced and being unbalanced (Task example: Balance in some way. Hold still. Lose your balance. What happened? How can you regain balance? Try some other ways.)

   d. in distinguishing the basic shapes the body can make with itself as a whole or with its parts separately (Task example: Can you show me a round shape...a straight shape...wide...twisted?)

e. in demonstrating the three basic ways the body or its parts can move, i.e., stretching to move parts away from the body center, curling to bring limbs in toward the body, twisting to rotate as far as possible

f. in demonstrating many ways that actions such as creeping, crawling, walking, running, rolling, jumping, hopping, leaping, skipping, galloping, and sliding may cause one to travel or to move while remaining in place

2. Spatial Awareness

Space is the medium of movement. It is where the movement is going. Spatial concepts for the preschool child must be kept simple if they are to be meaningful.

First efforts at spatial awareness should stress traveling into space or reaching into space. General space is all the space available for movement. It may have real boundaries or the limits of the movement may be set by the parent.

When moving about in an area, children should be encouraged to travel throughout all the space, the corners, sides, and the middle. Many children will appear to avoid big spaces, preferring to stay in the corners or sectioned-off space. Their lack of security can be gradually overcome if parents accompany them into the bigness of space.

The concept of place is one of the earliest a child develops. Place is an assigned part of the general space which can be given by the parent or taken by the child. A place can be left behind returned to, or changed for another. Place is a spatial relationship. It may be necessary at first to identify a child's place with something visible like a hoop or a circled piece of rope, or an X marked with tape. When a child says, "This is my place," and follows up with an explanation of how this fact is known, the concept is probably understood.

The concept of pathway is fun to explore. Pathway is the route followed by either the whole body when traveling or by a part of the body during an objective or expressive action or gesture. Floor space may be used or the pathway may go through the air.

3. Effort Awareness

Movement requires effort. How the movement is going is described by the quality of effort. Young children enjoy exploring the elements of effort, but only the introductory concepts are relevant to their stage of development.

Speed. Children may explore the possibilities for moving quickly and contrast the effort used in actions that are more sustained. Quick movements take less time and are faster than

sustained actions which are called slow. All manner of actions to contrast fast and slow should be encouraged. Alternating fast and slow can be followed by tasks requiring either an increase or a decrease in speed of movement.

Force. Movements are produced and controlled through the forces developed by muscle. Strong, powerful forces are needed for certain actions while considerably less muscular tension is required when movements of a delicate nature are needed. It is well worth the time for children to experience, through exploration, the subtle difference in force that their bodies can create. After exploring the single elements of effort, time, and force, the awareness of interrelationships may be nurtured.

Flow Factor. "How does the movement go?" may be answered by focusing on the factor of flow. Skilled movement is smoothly connected and flowing. Unskilled movement is often jerky, either tight or bound as if by fear or overcautiousness, or it demonstrates a need for more control. Preschoolers experience flow best in terms of sequence, the connecting of different actions so that the flow from one to the other connects them without unnecessary stops along the way. Three-part sequences such as bend/stretch/turn-around or go/stop/clap may be attempted after the child has mastered a two-part sequence. Other actions like push, pull, twist, untwist, or stamp may be added for longer sequences when children are ready for the challenge.

4. Relationship Awareness

Awareness of the relationship between location and direction is an important outcome of movement-learning experiences. Relationship to objects or people, either real or imaginary, may be described by "space" words like over, around, under, along, inside, outside, through, away from, towards, in front of, behind, and between. These words may describe where one is located or where one is going.

Through movement experiences children can also become aware of social relationships. A child may relate by merely sharing the same areas as another child, but that is different from being entirely alone. Avoiding collisions by relating to spaces instead of people means being alone in the mass rather than performing a solo act for others to watch. Taking someone as a partner or merely sharing a space while engaging in parallel play eventually leads to taking turns and learning the concept of "first." Other concepts such as leader, follower, together, and cooperation will follow.

Interest and Environment

The short attention span of the preschooler requires that learning sessions without change be kept short—5, 10, or 15 minutes—although this can vary with different children and under different circumstances.

It is suggested that only a very few concepts be tried at any one time, perhaps one major concept and a few subconcepts. Concepts are acquired through questions, explorations, and discovery. Initially, the parent should begin with something familiar, after which new material is introduced by whatever means is most advantageous to the child. A "floor lesson" in which no aid is used may be changed by the addition of a drum sound, clapping, use of some apparatus, or a ball.

The use of music or varying rhythms may enhance the child's interest. Music is not required for rhythmic activities. The simple rhythms of a child's name or address can be clapped and form the rhythm for a variety of movement activities. Such activities may include stepping in various directions, jumping, making the self bigger or smaller, wider or narrower, gesturing in a variety of ways with the arms, shoulders, hips and knees, or combinations of these. Being a "police officer" directing traffic can be dramatized effectively; so can being a "conductor," "engineer," or "short-order cook." Rhythm for these activities may be free form, emanating from whatever the child does to the rhythm supplied by simple instruments or recorded music.

Props may provide stimuli for creative and interpretive movement. Old hats, scarves, wigs, hand puppets, finger puppets, makeup, old jewelry, masks, old shoes, and sun glasses are excellent for stimulating a variety of creative, imaginative activities.

Varying the environment is important. An environment that is devoid of interesting-looking apparatus and manipulative equipment becomes boring after a while. It is important to change the activity or appearance of the environment before the child shows boredom.

In summary, the parent as a movement challenger can extend the child's skills and concepts. By encouraging the child to learn by questioning and respond by doing, the child can extend his body, spatial, effort, and relationship awareness in enjoyable parent-child activities.

Some Discussion Questions for Parents

1. Discuss ways the home environment can be turned into a "gym" without great additional expenditure.

2. Are there ways to improvise apparatus for home use?

3. Is it possible to make a list of favorite themes for movement lessons to share with other parents?

LEARNING THROUGH COOKING

Objective:
- to provide information on how cooking can be a learning experience for young children at varying developmental stages.
- to provide guidelines and suggestions for cooking activities that parents can use to enhance social-emotional, fine-motor, language, and cognitive development.

Materials/ Personnel/ Budget: Cooking With Children (p. 47-50) handout for parents. Materials to carry out any activity selected from the Procedures section. Teacher to lead workshop. No additional monies needed.

Time Needed: Approximately 1/2 to 1 hour to discuss handout. Approximately 1 hour to carry out an activity from Procedures section.

Procedure:

1. Discussion and Role Play. Basic content material may be duplicated and used as a handout for parents to keep and review. Discussion questions may be used. Using utensils and real materials, parents may role play the parent and child roles in cooking together or actually cook something. The group may then discuss the difficulties and/or constructive suggestions for making cooking a more enjoyable learning experience.

2. Making a Child's Cookbook. Provide some sample cookbooks for children selected from the school or public library. Discuss the features, advantages, and disadvantages of each. Ask each parent to bring a favorite sample recipe and put it in the format chosen for the cookbook to be made for the children. This project might extend over time so that all recipes could be tried out first. Some features parents might want to include are: using picture directions, having a variety of recipes so that some require more skills than others and covering recipes in plastic to preserve them longer.

3. Cook-In. Parents might enjoy having a cook-in to explore best methods and utensils for young children or handicapped children.

Evaluation: Number of parents who participate in workshop; parental response on workshop evaluation form.

Follow Up: Develop a class cookbook (see CLASS COOKBOOK Activity in **Resources section**). Plan a "Cook-In" at school where parents come into your classroom and prepare a brunch or luncheon with the children.

COOKING WITH CHILDREN
(Adapted from Leonard, 1978)

Learning Through Cooking

Cooking is a wonderful learning experience that can be a natural and cooperative endeavor and adventure for children and parents. Unfortunately, it is not often considered by parents as an appropriate activity for children until they are teenagers or older. This is because it is often simply thought of as learning to cook rather than learning through cooking. There will not always be time to include children in cooking, but making time once in a while, when things are not rushed, can provide an enjoyable learning experience for children. If a child asks to help at a time that is not convenient, plan another time when he can participate.

All children learn to imitate adults and participate in adult activities. They often have to pretend to imitate these activities; however, in cooking, they can do the "real" thing. Cooking and baking can expose preschool children to many multisensory learning experiences in the areas of cognitive, fine-motor, language, and social-emotional development. The multisensory activities include smelling, tasting, seeing, touching, and even hearing. Foods provide a variety of textures that are hard to match in any other setting. This is also true of taste and smell.

The basic rationale for cooking with young children includes the following:

Cooking is a natural and regular activity of the home and a needed skill.

Cooking is learning by doing--the way young children learn best.

Good nutrition can be taught through cooking.

The child experiences the satisfaction of making a product.

No new skills are required of parents in order to cook with their children.

Acquiring Skills in Development Areas

One of the reasons cooking is such an excellent learning activity is that it provides an opportunity to enhance skills in almost every developmental area. Awareness of the skills in each area can help parents to capitalize on cooking experiences to develop skills.

1. Language development. Through cooking experiences, children can learn new vocabulary, prereading and reading skills, and new concepts. Basic language concepts such as in, on, add, pour, stir, mix, etc., can be learned. Parents can help their children learn by verbalizing things they are doing as they

cook, so children can understand what they are observing. In this way, children can learn new words and learn why things are done in certain ways. This will make it easier to remember to do things. It is helpful to talk about things not ordinarily described verbally. For example, "First, I pull the plug out of the socket; next, I take the beaters out of the mixer." This can help the child learn there is a sequence to activities. Parents know that already, but children don't and have no reason to think that what they see is anything but random actions. Such comments provide the child with language skills together with some understanding of what he is observing.

2. Cognitive development. Cooking is also a good activity in which to learn mathematical relationships. These include the concepts of sequence, time, one-to-one correspondence, and size. Stress the order of the steps of a recipe (1st, 2nd, 3rd, etc.). Set a timer and tell the child how much time should go by before the next step. The child can also practice sequencing things in order of size by reassembling measuring cups or spoons. When picture recipes are used, children can learn about the concept of one-to-one correspondence by adding 1 cup or item for each thing pictured. This is an important concept for later counting and other mathematical concepts.

3. Fine-motor development. As a child progresses from the tasks with which he can help when he is 2 years old to the tasks he can do at about age 5 or 6, he will acquire many new fine-motor skills. Cooking can provide opportunities for cutting, pouring, peeling, kneading, mixing, and many more.

4. Social-emotional development. Since children love to participate in activities that are reserved for adults in most situations, cooking can be a very ego building activity. It can also provide a warm and natural environment for a positive parent and child interaction. The more completely he can be involved, the greater sense of achievement he will experience. The child feels important if he can select what is to be made sometimes or can repeat his "favorites."

   Permitting the child to do some tasks independently helps to foster a positive self-image. For instance, a child may be able to slice something like a banana with a plastic knife before he can use a regular knife and still have the feeling that he has done it "all by himself." Keeping a step stool nearby will also help him reach things by himself and to see and participate more completely. Finally, if the child is included in the cleanup as well as the cooking, he will come to view this as part of the total task.

Cooking Ideas

Initially it is best for children to make foods that require little actual cooking and that don't require following a recipe. These may include making fruit salad (washing, cutting, peeling, and mixing), making a green salad, breaking string beans, mixing hamburgers, or washing vegetables. Since a young child's attention span is short, the parent can initially measure and the child can pour, mix, or stir. As the child's attention span and interest grow, he can learn to make pudding, gelatin desserts, toast, lemonade, and can help with cakes and cookies.

After the child has mastered some basic skills and can prepare a few things independently, he may be ready to follow a simple picture recipe. Such recipes show the directions in picture format. Beginning recipes should have only three or four steps. If a child is helping to follow any recipe, the sequence of the steps should always be emphasized.

Children should have an opportunity to experiment with utensils at times other than when they are cooking. If there is a spare set of measuring spoons or cups, a child will enjoy becoming familiar with them by playing with them in water or sand.

Safety

It is important that safety be stressed. Safety rules include:

- Cooking only with parental permission and supervision.
- Avoiding recipes with hot grease.
- Staying with the child when using a stove.
- Using a long wooden spoon for stirring at the stove.
- Demonstrating how to hold utensils such as knives.
- Using a cutting board and small knives for cutting (plastic ones, when sufficient).

Nutrition

Cooking with children is a natural time to teach about good nutrition. Use healthy recipes. Avoid refined sugars, bleached flour, or ingredients with little food value. Healthy eating habits are developed early and most children are eager to learn about foods that are beneficial and help our bodies to stay healthy.

Holidays

Holidays are excellent times for baking and cooking with children. An exciting family activity is baking and decorating cookies and breads. Children enjoy this opportunity to participate in the celebration.

Some Discussion Questions for Parents

1. Why not wait until your child is older (8 or 10) to introduce him to cooking activities?

2. How do you feel about including siblings in cooking activities? Is it better to have different activities with each child?

3. How can children with sensory impairments learn through cooking?

SELF-ESTEEM, PRESCHOOLERS, AND PARENTS

Objective:
- to sensitize parents to their important role in the development of their child's self-image.
- to provide information on parental management of early developmental tasks that affect the child's self-perception.
- to provide guidelines and home activities that parents can use to enhance their child's self-esteem.

Materials/ Personnel/ Budget: Parents and the Child's Self-Esteem (p. 53-56) handout for distribution to parents, arts and crafts supplies. Teacher or parent volunteer to lead the discussion. No additional monies needed.

Time Needed: Approximately 2 hours to present/discuss handout and perform Handwork Activities.

Procedure:

1. Informal Discussions. Handout may be duplicated and given to parents to keep and review. Discussion questions may be used as a springboard for group discussion.

2. Role Plays and Problem Solving. Parents may role play episodes that have been problematic for them, such as the child's continuous dawdling, sibling fights, or whining behavior. The group leader may initially play the role of parent and let the real parent play the child's role. Such an arrangement avoids subjecting the parent to criticism from the group. The group can then be used to provide suggested solutions to the parent role player. Focusing on ways to handle daily problems in ways that do not damage the child's self-esteem can provide all participants with useful insights. Role plays may be written by the leader and assigned in advance or may be spontaneously solicited from the group.

3. Handwork Activities. Often parents relate most comfortably to each other by making things together. Involvement of the group in making some of the items below may be used as icebreakers for the group. These activities can also provide specific suggestions that parents can use in helping their child gain greater self-esteem.

   Paper bag masks.--Using brown bags large enough to cover a head, have parents make masks of happy, sad, or angry faces and encourage them to make others at home with their child. Scraps of felt, fabric, and yarn may be used with crayons and magic markers. This activity can provide

the group with an opportunity to discuss the importance of helping a child to label and accept the range of his and others' feelings.

Happy boards.--Using a sheet of cardboard, have each parent make a poster with their child's name on top. Have the parent list in small print near the top the good behaviors they frequently see in their child together with new behaviors they may want the child to acquire. Using wide friction tape, have each parent make a number of happy faces which will be later put on the Happy Board as the parent notes and comments to the child on his positive behaviors during the daily home experiences. Such recognition can often reverse the child's self-image and help the parent recognize their role in providing a new climate of interaction by focusing on the good behaviors.

Child's diary.--Using cardboard covers with construction paper tied together with yarn, parents may make a diary booklet for their child. Colored pictures, felt, or paper may be used to decorate the cover. During this activity, parents can discuss the kinds of content that may be included, such as family pictures, child's drawings, invitations, birthday cards, and valentines. The value of such a booklet for the child's own developing self-image can be discussed as participants plan and make their child's book.

Evaluation: Number of parents participating in workshop, parental responses of workshop evaluation form, number of parents who report use of products made in the workshop.

Follow Up: Invite a developmental psychologist or the school counselor to come to a parent meeting to discuss self-esteem in children and what parents can do to foster its development in children who have specific handicaps.

PARENTS AND THE CHILD'S SELF-ESTEEM
(Adapted from Cansler, 1978)

In this handout three areas will be addressed that will enable parents to examine the role they play in the child's growing awareness of his identity as an independent, lovable, and capable person.

The Preschool Child's Development Tasks

All young children have certain developmental tasks to achieve if they are to acquire the necessary skills to work, play, love, and develop their unique talents. While age and the child's natural maturation are a part of the process, the child's success in each of these tasks also partly depends upon his unique innate abilities and motivation. Parent's attitudes and actions are another important ingredient of the child's successful accomplishment of these tasks.

Theorists such as Freud, Erikson, Piaget, and others have formulated and titled developmental stages differently by focusing on physical, psychological, or cognitive aspects of the child's development. The psychological tasks suggested by Erikson may be most crucial for the child's growing self-image. He suggests three tasks of the preschool child:

1. The child must develop basic trust in himself and others. Although the trust in others is recognized as being accomplished during the first year of life, parents who understand the importance of this developmental task will continue to meet the child's physical needs as well as provide consistency in environmental experiences and expectations. Children learn trust and optimism when there is security and consistency in their world.

2. The child must develop autonomy which is the foundation of his self-image. During the second and third years of life, the child begins to recognize and assert his separateness from the parent. The child wants to do things unassisted and has his own ideas about things to do. This stage may be frustrating and often threatening to the parent who finds a compliant and dependent child more appealing. At this stage, the parent needs to recognize that the child's self-esteem is vitally affected by the positive recognition and support the parent gives to the child's growing independence. The child need not be permitted to become a tyrant; however, the child whose beginning independence and separateness is valued will find that he can achieve self-confidence, individuality, and feel loved as an autonomous person.

3. The child must acquire new skills, roles, and responsibilities. The acquisition of language, physical mastery, self-help, and social skills during the preschool years represents a period of rapid growth in a person's life. The success or failure to accomplish these expectations provides the child with the

chance for enhancement or damage to the self-image. The wise parent supports and encourages the acquisition of new skills but carefully structures the tasks and expectations to provide for many successful experiences as the child learns.

During the third to fifth year of life, the child's self-image is also affected by his or her identification as a boy or girl. The attitude and value parents place on the sex of the child as well as the sex role models parents provide have a strong impact on the child's value of himself or herself as a boy or girl.

The Parent's Role in Formulating the Child's Self-Image

Although some of the parent's role has already been examined, other roles that are not specific to any developmental task should be noted. Parents have significant impact on the child's self-image by reflecting, structuring, and reinforcing.

1. Reflecting. From day 1 of the child's life, the parents are probably the most frequent and regular persons to whom the child looks for nurture and support. The parents' interest and attention give the child the feeling that he is lovable and has value. Here is the beginning of a positive self-image. If the most frequent face he sees reflects love and pride, the child begins with the positive view of himself. Not only facial expression, but body movements and verbal expressions of the parents daily reflect approval and affection or disapproval and dislike for the child.

   The child learns through his home experiences who he is and what value that has for the significant others in his life. The parent who reflects pride and approval in the child's growing independence and mastery of skills is giving the child a positive view of himself as an independent, achieving person. The child who is viewed by his parents as bad, unlovable, and incapable may spend his life "living down" to the parents' perception or expectations.

2. Structuring. During the preschool years, the parent has responsibility for structuring the environment and experiences that will have impact on the young child's self-image. During these early formative years, the child's self-image can be positively built by the parent who structures opportunities for the child to be with loving friends and relatives. The child will also benefit from being taught behaviors, such as polite and affectionate responses, that will bring positive attention and approval from others.

   Parents have the important task of structuring experiences so the child can acquire new skills. If these skills can be learned in steps that permit the child to have success most of the time, the child's self-confidence grows. Parents need to

analyze new tasks and be sure that the child has prerequisite skills so as to maximize his successful experiences.

Structuring opportunities for choices, all of which are equally acceptable to parents, provides the child with the positive experience of asserting independent choices. Such choices as "Do you prefer the red or blue outfit today?" allow the child to state preferences and help him acquire confidence in his ability to make choices. Choices should not be offered unless parents are genuinely accepting of the available options offered. Permitting a choice and demonstrating displeasure at the child's decision may be more damaging to the child's self-image than not being given a choice at all.

3. Reinforcing. Parents are constantly, though not always consciously, reinforcing children's behaviors. Since the experience of what happens after a child's behavior is what affects its continuance or discontinuance, parents need to examine what they are doing to encourage appropriate behaviors and eliminate undesirable ones. If the parent constantly notes and reprimands annoying behaviors such as dawdling at dinner and ignores the good behaviors, the child may learn that dawdling gets more attention than eating properly. Unfortunately, the expressions of annoyance and criticism will enhance the child's self-image as an annoying person. Too often such a downward spiral of the child's need for attention results in his initiating more negative behavior which causes an even lowered self-image.

   Parents who can begin to recognize and reward the desirable behaviors, such as "I like the way you eat," and ignore the undesirable behaviors (except, of course, the harmful and destructive ones) may find their child's behavior improving. Perhaps more important, they may see a change in their child's self-esteem as he begins to see himself as a lovable and desirable member of the family.

Guidelines for Enhancing the Child's Self-Image

1. Find strengths the child possesses and give the child frequent praise and recognition at home as well as in the presence of friends.

2. Encourage the child to make choices and commend him on choices made. Include the child in family decision making when possible.

3. Structure opportunities for the child to use his abilities to benefit others.

4. Display the child's art work without "good" or "bad" judgment.

5. Avoid criticism, particularly in the presence of others. The young child will rarely question the accuracy of the parent or adult's perception or criticism. Instead he will question his own adequacy and begin a downward spiral towards poor self-image.

6. Avoid comparisons and competitive events between young children. The young child needs to enjoy the sense of pride in his abilities and mastery of his own skills. Comparison or competitive events put some in the losing position. Realistic expectations for each child permit each child to be a "winner."

7. Praise the child for assuming and following through with responsibilities. The inclusion of the child in deciding the type and extent of tasks can help assure the child's willingness to assume such responsibilities.

8. Avoid teasing, threatening, or ridiculing. The child who feels his world is unpredictable or scornful has difficulty feeling adequate and self-confident. The young child's name, clothes, family members, pets, toys, food choices, and playmates may all be viewed by the child as extensions of himself. When any of these extensions are ridiculed, he feels attacked.

9. In cases of death, divorce, or accidents, the child may need interpretation and reassurance. A child may frequently assume that his wishes or behavior have caused such events. He may thereby carry unnecessary guilt and/or lowered self-esteem. The insightful parent will reassure the child that he did not cause such events and that his security is not in jeopardy.

Discussion Questions

1. How and why does the parents' own self-esteem affect the young child's image of himself?

2. Consider the parental expectations held for your child. Are they age appropriate? Are they based on the child's needs or the parents' need? Are they realistic considering his background experiences and/or physical limitations? How will these expectations affect your child's self-image?

LEARNING IN THE HOME

Objective:
- to help parents realize that they are the child's most important teachers.
- to provide suggested teaching behaviors which parents may use when working with their children in a variety of situations.
- to provide suggested home activities that illustrate how these teaching behaviors may be used.

Materials/ Personnel/ Budget: Teaching Children at Home (p. 59-64) handout for distribution to parents. Materials to demonstrate activities in Procedures section. No additional monies needed.

Time needed: Approximately 2 hours to discuss handout and demonstrate an activity in Procedures section.

Procedure:

1. List of Desirable Teaching Behaviors for Informal Discussion. The list of 10 desirable teaching behaviors (DTB's) may be duplicated and given to each parent to keep and review. Each of the DTB's may be discussed and specific examples of their use given.

2. Activities. The activities below may be used so that parents will (a) see the DTB's demonstrated and (b) have in mind specific instances during which the DTB's may be used.

   Popping popcorn.---Explain to the parents that they are going to pop popcorn together (DTB No. 1). Show the parents the necessary materials such as the popcorn, oil, salt, popcorn popper, and bags for individual serving (DTB No. 2). Ask the parents to describe the step through which they must proceed to pop the popcorn (DTB's Nos. 3 and 4). Ask the parents to be very specific as though they were describing the steps to a young child (DTB No. 5). Encourage the parents to ask questions about the process, particularly those questions a child might ask (DTB No. 6). Ask the parents to think about and verbalize to the group specific suggestions for accomplishing this task with a young child (DTB's Nos. 3, 4, 5 and 7). Tell the parents they must decide how the popcorn is to be fairly shared among the group and have them verbalize their suggestions (DTB No. 8). Praise the parents for their participation and suggestions (DTB No. 9). Discuss with the parents how they might make corrections in a positive or neutral manner if a child errs during the process of popping and

dividing the popcorn (DTB No. 10). Point out to the parents the specific instances in which each of the 10 DTB's were used with them during this entire process, and encourage them to expand upon ways in which the DTB's might have been used.

Setting the table.--Discuss with parents the many natural settings in the home within which the DTB's might be used. Have parents set the table to serve refreshments for the meeting. Use all of the DTB's in the same way as described in the popping popcorn activity.

Listing tasks or activities.--When parents are familiar with the 10 DTB's, assist them in making a list of some of the activities in and around the home the DTB's might be used (for example, grocery shopping, working in the yard, playing ball, reading a book). Have the parents note which DTB's might be particularly appropriate to use with each of the tasks or activities.

3. Role Plays and Problem Solving. Parents may role play activities that would take place in and about the home while trying to use each of the 10 DTB's. The group leader might assume the role of parent in an activity such as grocery shopping. Before the role playing begins, the group leader might ask the parents to note (a) the instances in which DTB's were used and (b) the instances in which DTB's could have been used and were not. These should be discussed following the role playing situation.

Evaluation: Number of parents participating in workshop; parental response on workshop evaluating form.

Follow Up: Ask parents to share their experience using the 10 DTB's with their children.

TEACHING CHILDREN AT HOME
(Adapted from Olmstead and Chapman, 1978)

Parents as Teachers

Parents are the child's most important teachers and much of what a child accomplishes in school is determined by what has gone on in the home. Parents and children do many activities together in a variety of areas and suggestions for these activities can be found in many books or guides.

What is harder to find are suggestions concerning how to do these various activities. Are there some ways of working with children which are better than other ways? Do some parental teaching behaviors result in greater child growth than others? The answer is yes, there are some teaching behaviors which are better than others--better in that the child's cognitive growth is enhanced by the use of these behaviors.

Desirable Teaching Behaviors

The research literature has been searched and a list of 10 specific teaching behaviors has been compiled. These have been shown to be related to cognitive growth in children. This list is known as the desirable teaching behaviors (DTB's).

1. Before starting an activity, explain what you are going to do.
2. Before starting an activity, give the learner time to familiarize himself with the materials.
3. Ask questions which have more than one correct answer.
4. Ask questions which require multiple-word answers.
5. Encourage the learner to enlarge upon his answer.
6. Encourage the learner to ask questions.
7. Give the learner time to think about the problem; don't be too quick to help.
8. Encourage the learner to make judgments on the basis of evidence rather than by guessing.
9. Praise the learner when he does well or takes small steps in the right direction.
10. Let the learner know when his answer or work is incorrect, but do so in a positive or neutral way.

The 10 DTB's will now be described briefly. Several examples will be given on how each might be used in a home setting.

1. Before starting an activity, explain what you are going to do. When explaining to a child what is about to happen, one "sets the scene" for the activity. This lets the child know what the adult is going to do and gives the child a chance to organize his thoughts before starting on a task.

   Examples of overviews which can be used include, "It's time for bed now," or "It's almost lunch time so let's start getting ready." Statements such as these provide the child with an idea of what is coming and what will be expected of him.

2. Before starting an activity, give the learner time to familiarize himself with the materials. In putting a jigsaw puzzle together, one usually looks through all the pieces first. When a new recipe is tried, one reads it through and gathers together the ingredients before beginning to cook. Children can benefit from the familiarization process and adults can take steps to insure that children take the time needed to acquaint themselves with the materials they will be using.

   A parent might ask a child the following kinds of questions before playing a game or reading a book. "Why don't we turn all of these cards the same way before we begin playing?" or "Before we read this book, why don't you look at the pictures and see if you can tell what the story will be about."

   Adults are usually ready to begin an activity sooner than children. It is important that parents not forget this fact. Parents must train themselves to be patient and allow (and even encourage) the children to become acquainted with the materials.

3. Ask questions which have more than one correct answer. Some questions have only one correct answer, while others have several. Questions of the second type encourage children to view a problem from several perspectives and arrive at a number of different but equally good answers. Such questions can also lessen a child's fear of being wrong and can help him concentrate on the activity itself.

   Such parent/child activities as reading a book together provide many opportunities for questions of this type. For example, the parent might ask: "Can you find a picture with blue in it?" or "Can you find any of the letters in your name on this page?" Other questions of this type include: "If you had a nickel, how would you spend it?" "Will you tell me some things that make you feel happy?" Questions of this type are beneficial because they encourage children to think of several alternative answers to a problem, and they can help a child develop problem-solving skills.

4. Ask questions which require multiple-word answers. Asking questions is an important part of teaching and, as previously mentioned, one question may not be as good as another. Just as it helps to ask questions with more than one answer, it also helps to ask questions that require more than one-word answers. An example may help here. If one asks a child, "How was school today?" one is likely to get the typical reply, "OK." But if the question is rephrased to ask "Tell me about the best thing that happened to you today," the parent encourages a more thoughtful and complete answer.

   Other examples of questions of this type include: "What do you think will happen next in this story?" and "Why do you think the boy in this TV show is sad?" Many of the questions which fit under DTB No. 3 are also the kinds of questions which are appropriate for this DTB. There is some overlap between the two DTB's. In both cases, questions are designed to encourage the child to think and to talk about his thinking.

5. Encourage the learner to enlarge upon his answer. This DTB helps children to extend or develop their thinking and is often used as a follow up to the types of questions suggested in DTB Nos. 3 and 4. These questions, like others discussed, give a child practice in thinking deeply about an issue and then putting his thought into words.

   Examples include such questions as: "What else can you tell me about what happened?" "Tell me more about that," and "What happened then?" It is important that the questioner listen to the answers the child gives. Listening indicates interest in what the child is saying. By showing interest in what is being said the parent encourages the child to say more. It also gives him practice in clarifying and expressing thoughts.

6. Encourage the learner to ask questions. Sometimes it appears as though children want to know everything. They never seem to stop asking questions like "Why?" or "What is that?" However, as children grow older, many of them stop asking questions.

   Asking questions is a vital part of the learning process. It provides information and encourages inquisitive thinking. This kind of behavior is developed in children by encouraging them to ask about things they do understand and by reacting positively when they do ask questions. Reacting positively means listening to a child when questions are asked.

   This DTB can be practiced in games such as "I spy," or "I see something in this room which is...." Also, children's card games can be good settings for this behavior. Having children figure out what is in a mysterious-looking package by asking questions is another situation for this b havior. Finally,

showing a child an unusual object such as an apple peeler or an abacus and having the child learn about the object by asking questions is a way to practice this behavior.

7. Give the learner time to think about the problem; don't be too quick to help. When a parent asks a child a question or gives him a problem to work on, it is important to allow the child enough time to think about the answer or solution. All too frequently adults ask a question, wait briefly for an answer, and then answer the question. What do children learn from such situations? One of two things: either that there's no sense trying to figure out the answer because there will not be enough time, or--if they just wait--the parent will answer his/her own question. In either case, little learning takes place.

   Children need to work through problems by themselves. They need to find out that they can do things for themselves and that they can work independently. Parents and teachers are too often guilty of not allowing (or encouraging) children to work on problems by themselves. A difficult task confronting a parent is determining when a child will benefit from adult assistance and when he will benefit from being left alone. When help is provided, it is best to offer a child suggestions or directions rather than solutions. No child is likely to learn how to solve problems for which adults provide answers.

   After insight, a parent's most valuable attribute is patience. Remember the importance of giving the child sufficient time to come up with answers on his own.

8. Encourage the learner to make judgments on the basis of evidence rather than by guessing. Asking children to back up their answers with evidence does two important things. First, it gives the child practice in using evidence or criteria to develop answers, and second, it shows him that evidence is important. Questions which are often used for this DTB are: "Why do you say that?" "How do you know that you are right?" or "What if I said the answer was _____?" "How could you show me that I was wrong?"

   Number activities such as ordering lend themselves well to this DTB. For example, a parent can ask a child to line up cans in a row according to height (i.e., shortest at one end and tallest at the other). The child can then check the ordering by using a piece of string to measure or by comparing various pairs of cans. At bath time children can explore the topic of sinking and floating by predicting which objects will sink or float and then checking out their predictions. A final example of this DTB uses shopping for a gift for a brother or sister as the setting. The parent and child can discuss: "Why do you want to buy this toy truck

for your brother Harry?" "Do you think he would rather have a set of paints?"

Skill in using evidence or criteria in making judgements is an important element of intelligence, and parents can provide situations for children to improve their skills in this area.

9. Praise the learner when he does well or takes steps in the right direction. Most people generally work harder when they are shown that their work is appreciated. Parents can help a child to work harder on an activity, to enjoy working on an activity, and to work well on an activity if attention is paid to what he is doing and praise is given when he does a good job. One of the most important results of praising the child is the positive self-image it helps to build in the child.

   Words aren't the only form of praise that can be used. Sometimes a pat on the back or a smile will indicate a good job. It isn't necessary to wait until a job is completed before praising the child. Sometimes praise during the task encourages the child to complete the job. This should not be done, however, if it interrupts a child's train of thought.

   Praise is a potent medicine and can be misused. Praise serves as corrective feedback information. Consequently, it is important not to praise the child when he has done something incorrectly. At that time, parents can let the child know that his efforts are appreciated in attacking the problem, but also the errors should be discussed (see DTB No. 10 for suggestions). Overall, it is important to remember that paying more attention to the right things the child does than to the wrong things will give the child a better feeling about himself and his competence. It is often helpful for parents to try to pair needed corrections with some positive expressions regarding the child's efforts or accomplishments.

10. Let the learner know when his answer or work is incorrect, but do so in a positive or neutral way. Everyone makes mistakes and most people learn from their mistakes. Errors can provide the feedback needed in order to improve performance. The same is true for children. Falling down is part of learning to walk. In order to learn from his errors, however, the child has to know them for what they are. Some errors are obvious: when a child falls down, he knows immediately that something went wrong. Other errors are not so obvious. Here, children need some help in spotting mistakes. No one likes to be told that his answer is wrong, but without that knowledge no improvement can be made.

    There are three major aspects to this DTB. (a) It is important to let the child know his work or answer is incorrect and to provide corrective feedback. (b) It is essential that the corrective comments be directed

to the child's work or answer and not disparagingly toward the child as a person. (c) The feedback should be given in a neutral or positive way.

As with DTB No. 9, this DTB is a general one which can be used by parents in many situations. Examples of this DTB include: "Let's think about it a little more. Maybe, there is another answer that is better." "Are you sure? Look at it very carefully," and "Did you forget Uncle Joe was coming to dinner tonight? We'll need an extra place set for him at the table."

Finally, this list of desirable teaching behaviors does not include all the behaviors in the repertoire of a good parent. Several others could be added; however, this set of teaching behaviors has been shown through research to be related to growth in children. The authors' experiences with the DTB's support the findings reported above and indicate that these are indeed desirable teaching behaviors.

Some Discussion Questions for Parents

1. Think of an activity you and your child do together (ex: grocery shopping), and describe how you would include two or three of the desirable teaching behaviors in this activity.

2. Which of the desirable teaching behaviors do you feel are the most important? Which ones do you feel are more appropriate for a younger child? For an older child? Can you think of how a particular teaching behavior can be used with children of different ages?

PRESCHOOLERS AND THE GREAT OUTDOORS

Objective:
- to give parents an awareness of the variety of exciting activities awaiting them and their children when they venture outdoors.
- to give parents information on how to guide a child to areas of discovery, how to help the child explore, and how to make explorations a meaningful learning experience.
- to suggest nature activities appropriate for preschool children.

Materials/ Personnel/ Budget: Nature Discovery: A Parent-Child Adventure (p. 67-71) handout for parents; nature film; appropriate materials to make collages discussed in Procedures section. Teacher to lead workshop. No additional monies needed.

Time Needed: Approximately 1/2 hour to discuss handout; 1 hour to make collages or displays.

Procedure:

1. Distribute handout and discuss.

2. Nature Movies and Slides. Movies and slides may be used as an excellent means of stimulating interest in the world of nature. Favorites are often those involving animals. A movie from a local library or the Audiovisual Services Unit (OIS) may be used as a springboard for group discussion. If you show nature films to your preschool class, it may be interesting to show the same films to parents so they can discuss them later with their children.

3. Nature Crafts. One of the nice things about the environment around us is the variety of collectable items available for the asking! Parents are often discouraged by the amount of stuff brought into the house by their children. What they need are ideas for organizing nature items into meaningful displays and collections since categorization is an important concept for young children to acquire. Presenting each parent with a box of items (one box of items from the seashore, one box of different kinds of seeds and nuts, one box of bird feathers and bird nests, etc.) and encourage them to plan two or three ways to organize and display the items.

Evaluation: Number of parents participating in workshop, parental responses on workshop evaluation form, number of parents who report trying the suggested activities with their children.

Follow Up: Guest Lecturer. Invite someone to speak to your group about topics of interest. One suggestion might be a salesman from a hiking/camping store who could explain what equipment is available for transporting children on hiking and camping trips. Parents may also enjoy hearing someone speak about proposed barrier-free designs in state and national parks, and about facilities already available for use by handicapped individuals. Contact the Hawaii Chapter of the Sierra Club or the Parks and Recreation Department for a guest speaker. The Easter Seal Society of Hawaii has a Camping and Recreation program; they may provide a guest speaker or have brochures/handouts for parents relating to recreation for handicapped children.

NATURE DISCOVERY: A PARENT-CHILD ADVENTURE
(Adapted from Massey, 1978)

Parents as Guides

The first few years of a child's life are the most important ones in terms of the child's growth and development. Exposure to the outdoors at an early age can enhance a child's physical and emotional health, encourage his sense of wonder and creativity, help develop his self-image, and begin an appreciation for nature that may later lead to an important pastime or hobby.

The role of a parent can be that of a guide. Sometimes, one only needs to take the child to a particular place, such as a playground or field, and allow him to explore and play freely. At other times, the parent must aid in the exploration process. By taking into account a child's interest and abilities, the adult can help a child explore the world around him.

Nature Walk

Nothing is better for stimulating interest in the outdoors than an actual walk or hike to view and enjoy flowers, birds, trees, clouds, etc. Some sensory experiences for young children while taking a walk are outlined below.

Sensory Experiences for Children

TOUCH
- Cold flowing water
- Warm, shallow water or mud puddle
- Warm top layer of sand, cool sand underneath the surface
- Rough shell of a coconut
- Smooth leaves of a ti plant
- Gritty texture of grains of sand
- Soft moss resembling a carpet
- Hard rock

SEE
- Different colors
- Shells on the beach
- Different shades of the same color
- Spider webs
- Spiky leaves on pineapple plants
- Birds chasing each other
- Driftwood on the beach
- Dragonflies and butterflies in the breeze
- Sunrises and sunsets
- Waterfalls and rainbows

HEAR
- Waves on the shore
- Woodpecker pecking a hole in a tree
- Rustling sounds of palm fronds
- Bees getting pollen from flowers

- Raindrops falling on the leaves of a tree
- Sand crunching under feet

TASTE
- Salty water at the beach
- Pineapple, guavas
- Sweet, raw sugar cane
- Bananas

SMELL
- Flowering trees (plumeria, jacaranda)
- Different flowers—jasmine, white ginger, pikake, roses
- The forest after a rain
- Crushed mint leaves
- Ocean

You can also use your nature walk as an opportunity to collect materials for making a Nature Collage.

Guidelines for Parents

The following are some guidelines for helping your child explore his world.

1. Be enthusiastic! Show your child that the fields, forests, ponds, and beaches are not only fun places to be, but are also safe if proper precautions are taken. Try to understand your child's fears, remembering that some children, particularly those brought up in a city, may at first be frightened by the sight of unfamiliar animals or a shady forest. The parent's ease and enthusiasm will be contagious, and will soon allay some of the child's fears.

2. Give your child only the information that he wants to know. Don't flood your child with facts and figures and risk dampening his enthusiasm and sense of wonder. Answer questions simply and correctly. Parents should not be afraid to tell the child that they don't know the answer to a question. This is a good time to let your child know that adults, too, are still in the process of learning.

3. Center the discovery experiences around certain concepts. Choose a concept in which your child is particularly interested, and use that concept as the basis for exploration. A nature walk might be based around the concept of a "home," looking for various animal and plant homes during the walk. At another time, the parents might talk about sequences or cycles, discussing food chains, the growth of leaves, or water and nutrient cycles.

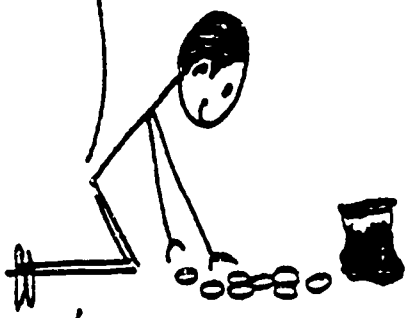
4. Instill in your child a respect for the environment. Children can be taught conservation early in life. One may choose to wear a backpack or carry a litter bag when going on a walk. Teach your child to pick up trash and carry it back to a trash can.

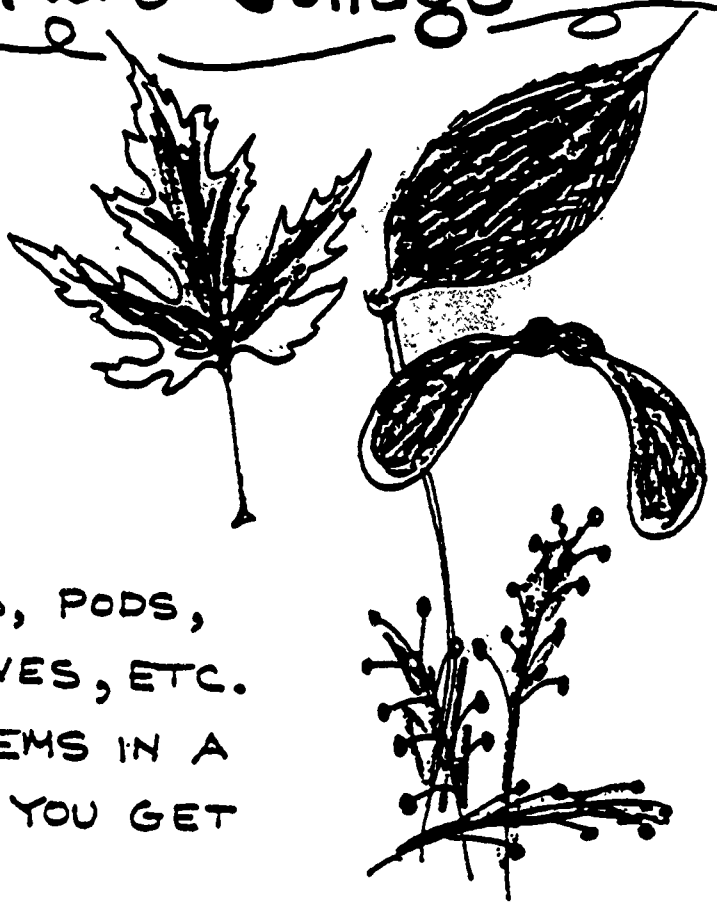
5. Plan activities according to the age and physical capabilities of your child. Remember that staying out too long or going on a walk that is too strenuous will only serve to discourage a child from wanting to go back. Start with short excursions, and lengthen the time as the child's endurance and interest increase.

6. Leave ideas of cleanliness at home! Nature is to be experienced. That includes splashing in puddles, letting mud squish through toes or fingers, digging into the dirt on the forest floor to find worms, mushrooms, and insects, and lying down on the ground to look up at the trees and sky overhead. Make sure the child has on clothes and shoes that can go through rugged treatment, and which can come home muddy and dirty without upsetting the parent.

7. Discuss the nature experience often after coming home. Help the child recollect the discoveries that he made on the excursion. By reading books, looking through nature magazines, and watching special shows on TV, continue to learn more about the plants, animals, or rocks that were seen. Help the child find objects in the home that were made from nature items found in the outside environment.

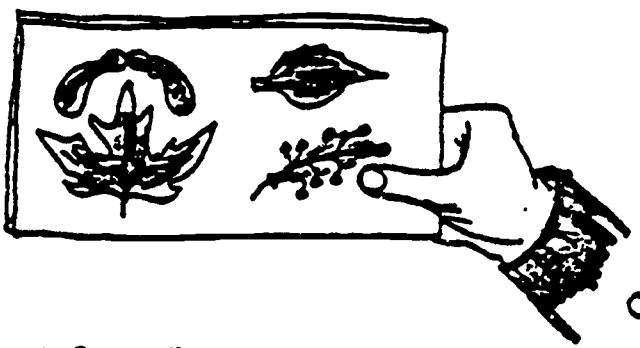
Nature Collage

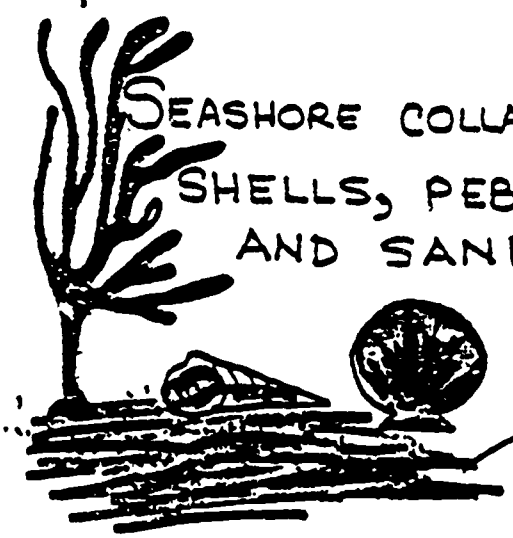




PICK UP SEEDS, PODS, WEEDS, LEAVES, ETC. KEEP ALL ITEMS IN A BAG UNTIL YOU GET HOME.

GLUE ALL NATURE ITEMS TO A PIECE OF CARDBOARD. LABEL ITEMS IF YOU WISH





SEASHORE COLLAGES ARE GOOD, TOO, WITH SHELLS, PEBBLES, DRIFTWOOD, CORAL, AND SAND.

PRESCHOOLERS AND LANGUAGE DEVELOPMENT

Objective:
- to present information on language development and language performance.
- to identify characteristics of adult-child interaction which promote good language development.
- to provide some guidelines which may help parents promote good language development in their children.

Materials/ Personnel/ Budget: Learning to Talk (p. 74-78) handout for distribution to parents, mailorder catalogues or books to use for role-playing a "talking" session. Teacher to lead workshop. No additional monies needed.

Time Needed: Approximately 45 minutes to discuss information in handout; 20-30 minutes to model or role-play a "talking" session.

Procedure:

1. Informal Discussion. Handout material can be duplicated and distributed to parents. Discussion questions may be used as a springboard to initiate group discussion.

2. Modeling Language and Adapting Materials. Using a child's favorite storybook or a mailorder catalog, role-play a "talking" session. (Use the guidelines suggested in How Parents Can Foster Language Development.) Getting parents involved in both the parent role and child role can help them practice ways of talking with their children which will facilitate language development.

Evaluation: Number of parents participating in the workshop, parental responses on workshop evaluation form.

Follow Up: Invite a speech therapist/pathologist to attend a parent meeting and discuss speech/language development in children with specific handicaps.

Tape classroom samples of language stimulation activities and play them back for parents who would like examples of this type of language training with their child.

73

LEARNING TO TALK
(Adapted from Lubker, 1978)

Language: An Essential and Complex Life Skill

Learning to talk is one of the most marvelous and complex things people learn to do. It is the foundation for learning. Learning language is not just an activity or a hobby; it is an essential skill needed throughout life for everything from recreation to vocation.

Society accepts that some children are talented in music, art, or sports, but all children are expected to talk or communicate in some way. Good skills are crucial factors in determining how a child perceives himself and how others perceive him.

Although the complex task of language acquisition has been widely studied and sometimes oversimplified, two facts do emerge. First, by age 5, most children are competent talkers; and second, they know that talking is a pleasant thing to do.

Language Milestones

Parents and teachers are often interested to know that some milestones of speech and language development have been charted. Tables 1 and 2, "Pattern of Normal Language Development," give some clues to the simpler aspects of speech and language development. The tables give information on children's ages when they start to use various sounds, recognize plurals, and answer questions. Sequence in the acquisition of some concepts has been studied. Three- and four-year olds learn "more," "same," and "before" first, and then learn "less," "different," and "after." Two-year olds understand "yesterday" better than "tomorrow."

Child negatives have also been charted. These range from the 2-year-old "No!" to more sophisticated forms, from "I not go" to "I do not want to go" and finally to "I'm unwilling to go."

A child's language competence refers to everything he knows about his language, its structure, meaning, etc. Listeners often infer competence from performance, which refers only to the language a child produces. Parents sometimes say, "You know, the kids understand a lot more than we think they do!" They judge a child's language competence by what he does as well as what he says.

Table 1. Pattern of Normal Language Development.

Age (Year)	Articulation	General Intelligibility
1-2	Uses all vowels and consonants m, b, p, k, g, w, h, n, t, d. Omits most final consonants, some initial. Substitutes consonants above for more difficult ones. Much unintelligible jargon around 10 mo. Good inflection, rate.	Words used may be no more than 25% intelligible to unfamiliar listener. Jargon near 18 mo. almost 100% unintelligible. Improvement noticeable between 21 and 24 mo.
2-3	Continues all sounds above with vowels but use is inconsistent. Tries many new sounds, but poor mastery. Much substitution. Omission of final consonants. Articulation lags behind vocabulary.	Words about 65% intelligible by 2 yr; 70-80% intelligible in context by 3. Many individual sounds faulty but total context generally understood. Some incomprehensibility because of faulty sentence structure.
3-4	Masters b, t, d, k, g, and tries many others including f, v, th, s, z, and consonant combinations tr, bl, pr, gr, dr, but r and l may be faulty so substitutes w or omits. Speech almost intelligible. Uses th inconsistently.	Speech usually 90-100% intelligible in context. Individual sounds still faulty and some trouble with sentence structure.
4-5	Masters f and v and many consonant combinations. Should be little omission of initial and final consonants. Fewer substitutes but may be some. May distort r, l, s, z, sh, ch, j, th. No trouble with multisyllabled words.	Speech is intelligible in context even though some sounds are still faulty.
5-6	Masters r, l, th, and such blends as tl, gr, bl, br, pr, etc. May still have some trouble with blends such as thr, sk, st, shr. May still distort s, z, sh, ch, j. May not master these sounds until age 7-1/2.	Good.

Table 2. Pattern of Normal Language Development.

Age (Year)	Expressive Speech	Comprehension of Speech
1-2	Uses 1-3 words at 12 mo., 10-15 at 15 mo., 15-20 at 18 mo., about 100-200 by 2 yr. Knows names of most objects he uses. Names few people, uses verbs but not correctly with subjects. Jargon and echolalia. Names 1-3 pictures.	Begins to relate symbol and object meaning. Adjusts to comments. Inhibits on command. Responds correctly to "give me that," "sit down," "stand up," with gestures. Puts watch to ear on command. Understands simple questions. Recognizes 120-275 words.
2-3	Vocabulary increases to 300-500 words. Says "where kitty," "ball all gone," "want cookie," "go bye bye car." Jargon mostly gone. Vocalizing increases. Has fluency trouble. Speech not adequate for communication needs.	Rapid increase in comprehension vocabulary to 400 at 2-1/2, 800 at 3. Responds to commands using "on," "under," "up," "down," "over there," "by," "run," "walk," "jump up," "throw," "run fast," "be quiet," and commands containing two related actions.
3-4	Uses 600-1,000 words, becomes conscious of speech. 3-4 words per speech response. Personal pronouns, some adjectives, adverbs, and prepositions appear. Mostly simple sentences but some complex. Speech more useful.	Understands up to 1,500 words by age 4. Recognizes plurals, sex difference, pronouns, adjectives. Comprehends complex and compound sentences. Answers simple questions.
4-5	Increase in vocabulary to 1,100-1,600 words. More 3-4 syllable words. More adjectives, adverbs, prepositions, and conjunctions. Articles appear. 4-, 5-, 6-word sentences, syntax quite good. Uses plurals. Fluency improves. Proper nouns decrease, pronouns increase.	Comprehends from 1,500 to 2,000 words. Carries out more complex commands, with 2-3 actions. Understands dependent clause "if," "because," "when," "why."
5-6	Increase in vocabulary to 1,500-2,100 words. Complete 5- to 6-word sentences, compound, complex, with some dependent clauses. Syntax near normal. Quite fluent. More multisyllable words.	Understands vocabulary of 2,500-2,800 words. Responds correctly to more complicated sentences but is still confused at times by involved sentences.

NOTE: The milestones in the tables are general guidelines for stages of development. There are many expected individual differences in speech and language development that are well within the normal range. Small differences from the standards on the tables should not necessarily be viewed as abnormal.

Helping Children Acquire Language Skills

Several factors which may help children acquire language skills have been identified.

1. Responsiveness. Parents who are responsive to their children usually provide appropriate language both as input and as feedback following the child's speech. This need not be in a teaching session but occurs most often during the normal interactions of day-to-day living.

2. Participation. Children learn to communicate by participating in the communication their parents and friends have already developed. It is a two-way street, reciprocal and interactive.

3. Stimulation and interaction. Experts in child development often encourage parents to provide language stimulation for their young children; however, stimulation alone is not the answer. Children don't learn much language by watching television. Rather, human interaction is the key to language development.

4. Observing interaction. Children must not only be talked to; they must listen to other people talk with each other. Children learn to ask and answer questions by observing other people engage in such language exchanges.

5. Modeling. How children utilize language models is not completely understood because children say many things they have never heard anyone else say. Family members do provide models, however, and children seem to learn the basic structure of language by following these examples. Characteristics of a child's speech are also determined by schoolmates, friends, and other community contacts.

How Parents Can Foster Language Development

Some suggested ways of talking with children are listed below. These may help your child learn that talking is a pleasant thing to do.

1. Talk with your child, not at him. Sit on the floor sometimes when you talk with your child.

2. Let your child do things as you are talking. Having small children sit perfectly still while a story is being read is not necessarily a good way to enhance comprehension. For example, some children listen well as they play with modeling clay.

3. Talk about activities in which the child can participate. In finger-painting, hammering, or cooking, activities can be discussed.

4. Echo and expand children's speech. (ex.: Child: Pointing to ball - "ball"; parent: "Yes, that is a big, red ball.") As a parent echoes and expands a child's response, the child is given new language for telling about his experiences. This strategy can also help the child change language errors without feeling corrected.

5. Ask answerable questions. Open-ended general questions such as "What did you do today?" are not as appropriate for a 3-year-old as a limited-choice question might be: "What did you sing at school today?" Then the conversation can move to songs, who sang, who led the singing, etc.

6. Teach interaction rather than just imitation. Use "Tell me," which implies interaction, rather than "Say," which implies imitation.

7. Talk with children about things that are of interest to them. For example, activities with a mailorder catalogue can include such things as "Find something that has wheels. Can you count the wheels?" "Can you find something that has blue sleeves?" "Now it's your turn; tell me what to find."

8. Use informal situations to help children learn language. Language learning can take place everywhere, not just in "teaching" situations. As the family rides in the car, parents and children can play "I see something...round, big, purple, inside, outside, etc."

Discussion Questions

1. What are some things children learn about language as they listen to someone reading a story?

2. How is language important in the development of a child's self-esteem?

3. Think about someone you know whom you consider to be "very good with children." What kinds of questions does that person ask? What kinds of responses does he/she make when talking with children? How do children respond to that person?

STORY READING AND THE PRESCHOOLER

Objective:
- to help parents promote an interest in reading during the child's early school years.
- to promote new skills in reading and telling stories in a creative and stimulating manner.
- to provide information on the relationship between the developmental process and children's literature.

Materials/ Personnel/ Budget: Story Reading and Story Telling to Young Children (p. 81-83) handout for distribution to parents; arts and crafts supplies to construct materials selected from Procedures section and examples of selected materials to use as models. Teacher or school librarian to lead workshop. No additional monies needed.

Time Needed: Approximately 1 hour to discuss handout; 1 hour for an activity from the Procedures section.

Procedure: Distribute handout and discuss. Select an activity to provide a "hands-on" time for parents to create something to take home and share with their children.

1. Flannel Boards. Provide each parent with materials to make a home flannel board set. Help each parent choose a story and make the characters. Show parents how a flannel board can be easily constructed with felt tacked over cardboard or a bulletin board. Pictures can be cut from a coloring book or a paperback picture book. Felt strips can then be attached to the back of the picture so it will adhere to the felt board.

2. Finger Plays. Provide parents with a handout of finger plays (poem with finger motions). Together learn the motions and words for each one. Stress to parents of children with language delays or nonverbal children that finger plays are an excellent way to encourage language. They are also very good for deaf or hearing-impaired children. With these children, hold your fingers near your mouth, enunciate clearly and be sure to make expressions with your face.

3. Experience Books. Assist parents in planning an experience for their child such as a family picnic, a trip to the beach or zoo, a birthday party. Have them take pictures and write down any phrases or expressions their child uses during the experience time. Provide materials such as chart paper, hole punchers, paper fasteners, etc. for parents to make an experience book. They will be happy to discover

their children will enjoy "reading" their own book and sharing it with others.

Evaluation: Number of parents participating in workshop; positive parental responses on workshop evaluation form; number of parents who report use of products made in the workshop.

Follow Up: Invite someone from a local bookstore or the children's section in a library to bring a display of children's books for parents to see. Ask the person to discuss with parents the characteristics and style of different authors and illustrators. Children's books which have received the Caldecott Award and Newbery Medal could be presented and these awards explained for parents' information.

STORY READING AND STORY TELLING TO YOUNG CHILDREN
(Adapted from Glover, 1978)

Value of Reading to Young Children

The preschool child is typically an active, curious, delightful bundle of energy. Every day brings a new discovery and possibly a new step in the developmental process. During this period of rapid growth and learning, the young child is busily acquiring and mastering language--fostering communication with others and information gathering. The preschooler is gaining exciting and motivating knowledge about his world which is changing and fun-filled. Stories are an important way in which a child satisfies his curiosity about his environment.

Picture books hold a particular attraction for the young child, not only because of the bright, colorful pictures, but also because of the words elicited from parents as they read to the wide-eyed youngster cuddled in their laps. The stories provide new words, ideas, and concepts for the child to process and to "play with" in his growing world.

Finger Plays: A Good Beginning

Parents should be aware of the prerequisite skills a child should have before he can enjoy story time. Finger plays are quick, and provide the action a toddler or preschooler so often requires. Frequently, a child will pay attention to the movement of a person's fingers and arms before he will pay attention to what is being said to him. A young child is a natural mimic and can copy actions before repeating words. Finger plays encourage the child to listen and help him form an association between speech and motion. When a child listens to a little story and moves his fingers or hands, he is helping to 'act' it out.

There are developmental benefits in utilizing finger plays with children. The rhymes of the verses help in auditory discrimination which leads to speech development. A sense of rhythm is also encouraged by finger plays as they all have a definite beat.

When to Read

When it appears your child is ready to sit and listen and look at pictures for a short while, plan a regular time for reading aloud each day. Just before naptime or bedtime are good times. Stories serve to calm the child for sleeping, particularly when he has been active during the day. Whatever the hour, try to make it the same time each day so the child will look forward to it.

Children's Choices

Appealing illustrations appear to be No. 1 on the preschooler's list of priorities for books. They like big, clear, simplistic pictures or photographs that are colorful. Color is particularly important as it adds realism. Interesting story content with useful

information and perhaps a bit of broad humor also captivate the preschooler. Other favorite qualities of stories are surprise elements and appealing, recurring refrains which encourage the child to 'read' along.

Studies have shown that young children are most apt to respond to literature about animals, other children, familiar experiences, fanciful nature stories, and simple fairy tales.

How to Read to Children

- Plan a quiet time in which the child can be given your undivided attention. Turn off the television!

- Allow the child to select the book he prefers from two or three good ones you have chosen.

- Hold the child on your lap or close to you. This gives a nice 'warm' association to story time. Hold the book so the child can easily see pictures. Let him turn the pages if he wishes.

- Pause, ask questions. Try to answer the child's questions briefly and simply. If the story line is too intricate, simplify it in your own words. This is important! You do not have to read the story word for word. This often makes the story too long for preschoolers.

- Learn to 'tell' a story rather than read it. This allows you to watch the child's responses and make the story more stimulating.

- Occasionally include a surprise. For example, if the story tells about a little boy or girl having bread and jam, produce a piece of bread and jam for munching, along with the child in the story. Many stories can be brought 'alive' in this manner.

Additional Suggestions for Reading to a Child with a Handicap

For parents of visually and physically impaired children, a flannel board makes the pictures more visible and eliminates the often frustrating page turning. The visually impaired child may hold the picture closer to his eyes to see and then place it on the flannel board.

For blind children, use auditory and tactile stimuli to represent a character. For example, if the story tells about a fairy, ring a little high-pitched bell. This helps the child conceptualize the smallness and lightness of a fairy character. It is important to give the blind child tactile information about a character. In a story about a sheep, give the child a piece of wool to feel; in a story about a bird--a little feather, etc. When a parent thinks in terms of providing their child with a concept when the visual channel is not present, many good ideas are possible.

As you read, it is best to be comfortable and natural. Be sure to let your enjoyment shine through, and you'll find that story time will be a special experience that will make reading together a happy memory for parent and child.

NUTRITION AND PRESCHOOLERS

Objective:
- to identify the basic nutrients and food groups important for growth and development.
- to give common sources of basic nutrients to stimulate parents' awareness of ways to introduce new foods.

Materials/ Personnel/ Budget: ABC's of Nutrition (p. 85-91) alphabet; Nutrition Can Be Fun (p. 93-97) handout for parents; materials to carry out any selected activity in the Procedures section.

Time Needed: Approximately 1 hour to go over nutrition handout; 1 hour to perform an activity with the parents.

Procedure:

1. Provide an assortment of magazines, 5- x 8-inch cards, scissors, glue, and crayons. Using the model design of ABC's, make a few more sets of flashcards with questions appropriate for children.

2. Make flashcards for matching food games.

3. Make a snack game illustrating good snacks and bad snacks. An appropriate model may be designed from the children's games Chutes and Ladders or Candyland. Someone in the group should be familiar with the setup of these games.

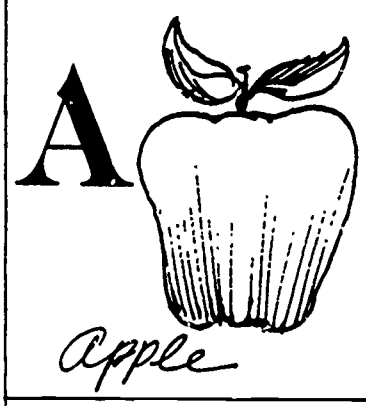
4. Provide role plays of do's and don'ts for parents. Have them act them out in pantomine as charades with the group guessing the content of the positive or negative suggestions. (Use General Guidelines to Help Children Enjoy Food (p. 96) for content.)

Evaluation: Number of parents participating in workshop; parental response on workshop evaluation form.

Follow Up: Invite a dietician to come and discuss nutrition for young children at a future parent meeting.

Let's Start at the Very Beginning!

The following set of ABC's is to be used as a model for parents. Questions following each letter of the alphabet are directed towards parents with some questions appropriate for children. This particular set is designed to initiate and stimulate ideas for parents in order to get them accustomed to thinking of ways to introduce foods, new flavors, new textures, new shapes and sizes.



What is the color?

What is the texture?

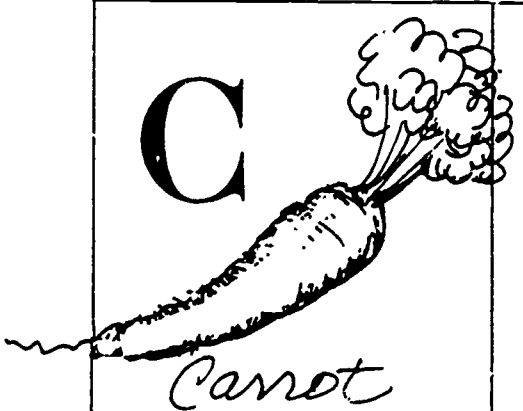
What happens to the color when it is left out for awhile?

This fruit has a very different shape.

It can be turned into a smile.

What is the color?

How does it smell?

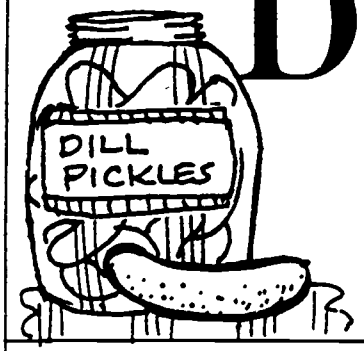


How does it grow?

It is a source of which vitamin?

What color is it?

85



Which vegetable does it come from?

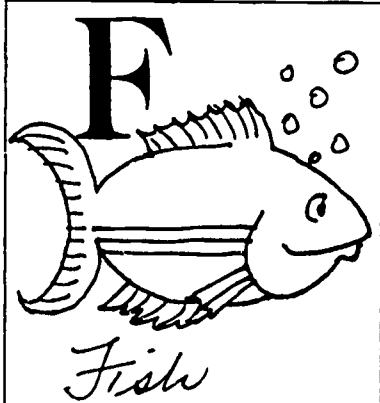
What does it taste like?

What color is it?

What happens when you cook an egg?

Where do eggs come from?

What are different ways you can fix them?



Where does it come from?

Has your child ever seen a whole fish with scales and fins?

Has your child ever been fishing?

This fruit is a good source of which vitamin?

Grapefruits come in two colors. What are they?

Can you describe the taste to your child?

86

H

What insect makes this?

Have you ever seen a honeycomb?

Did you know that it was good to chew?

What does honey feel like?

From what is it made?

What food group does it belong to?

How is it made?

I

J

How do you make juice?

What kind of juice have you tried?

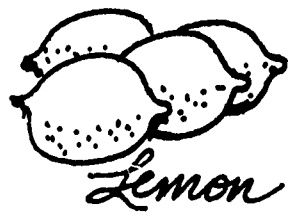
Wash different vegetables; cut meat into cubes. Take toothpicks and make kabobs.

You can also make fruit kabobs.

K

87

L



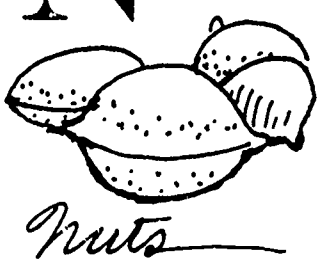
Did you know that this sunny, bright fruit can add <u>zip</u> to almost any dish?

Have you ever made lemonade from fresh lemons?

M

It comes in many different shapes and sizes! Check them out on your next shopping trip.

N

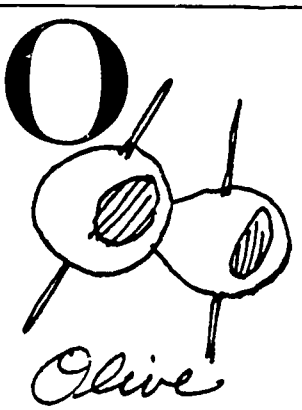


Do nuts have a hard shell or a soft shell?

What animals eat nuts?

How many different kinds can you name?

O



What different colors are olives?

Do they have pits?

How long does it take for an olive tree to grow olives?

88

P

How does a peanut grow?

What does it look like?

Have you ever made your own peanut butter?

What do you like on biscuits and pancakes?

What color is cornbread?

Q

R

Did you know that raisins come from grapes?

What color are they?

Why are they good to eat?

What does a strawberry look like?

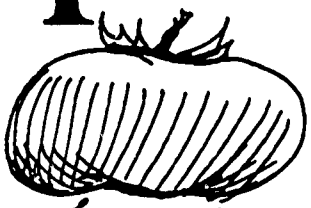
Is it sweet or sour? Dry or juicy?

How do you make strawberry jam?

S

89

T



Tomato

Did you know that a tomato is a fruit?

Have you ever tried growing your own?

How many different kinds of utensils are in your kitchen?

What are they used for?

Can your child name some of them?

U

Utensils

V

Vitamins

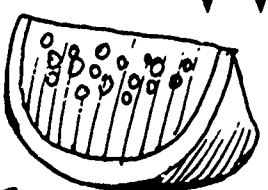
If you have a variety of food from each food group daily, you do not need to take vitamin tablets!

How does a watermelon grow?

What does it look like on the inside?

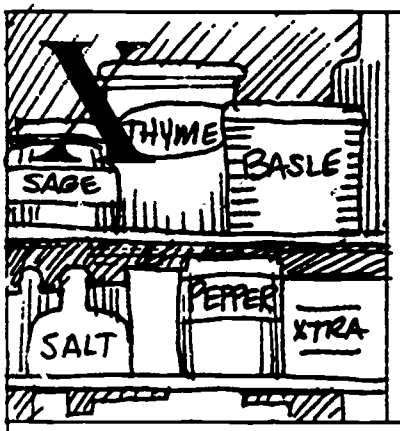
What time of the year are watermelons ripe?

W



Watermelon

90



'Xtra special touches --herbs, spices and garnishes make everything nice!

What do herbs and spices smell like?

What do they taste like?

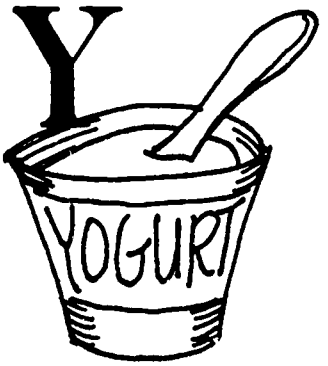
Why are they used?

This milk product has a different taste.

Can you describe it?

Do you know why it is thick and creamy?

Try different ways of flavoring it!



Have you tried this delicately-flavored vegetable in salads?

Cut it into slices. What does it look like on the inside? What does it look like on the outside?

Can you make another alphabet?

91

NUTRITION CAN BE FUN
(Adapted from Givens and Hartz, 1978)

Parents and the Young Child's Food Habits

Young children master many skills during their first 6 years, and learning to eat and enjoy a variety of foods is one of the most important ones. Parents are major models in helping children formulate ideas and attitudes about foods which are important for adequate growth and development of their young bodies. What parents know about food, their food preferences, likes and dislikes, and the mealtime atmosphere all help to form the child's lifetime food habits and attitudes. These initial experiences will linger in the memory of the child and will be carried throughout his life.

Children Need the Basic Nutrients

There are six nutrient groups needed in daily meals. They are proteins, carbohydrates, fats, vitamins, minerals, and water. After food is digested, the nutrients are released and used to (1) provide energy; (2) build, maintain, and repair body tissues; and (3) keep the body running smoothly.

Since no one food contains all the nutrients needed for good health, growth, and development, it is important to choose a variety of foods to provide the essential nutrients each day.

To simplify daily meal planning, foods are grouped according to the nutrients they supply. Plan the child's diet to include the recommended number of servings from each group.

Food Groups

1. Meat group. Provides protein, iron, thiamin (B_1), riboflavin (B_2), and niacin. Two or more child-size servings are recommended daily. Sources of this group are meat, fish, poultry, eggs or cheese, with dry beans, peas, nuts, or other legumes or lentils as alternates.

2. Grain group. Provides many of the B vitamins, iron, and carbohydrates. This group should be served at each meal. Sources are whole grains or enriched breads or cereals. Macaroni, spaghetti, noodles, and rice can also be included in this group.

3. Dairy group. This group is the primary source of calcium; also provides proteins, vitamins A, D, and riboflavin. Servings should be three or more child-size glasses of milk daily (or equivalent in other dairy products such as yogurt, cheese, ice cream, etc.). The following is a helpful milk conversion table for milk equivalents:

3/4 - 1 cup yogurt	= 1 cup milk
1-1/2 slices (ounces) cheddar-type cheese	= 1 cup milk
1-3/4 cups ice cream	= 1 cup milk
2 cups cottage cheese	= 1 cup milk

4. Fruit-Vegetable group. This group is the primary source of vitamins A and C; also provides some iron and minerals. Dark green, leafy or orange vegetables and fruits are needed three to four times weekly for vitamin A. Best sources of vitamin A are carrots, greens, spinach, and sweet potato; other good sources include apricots, tomatoes, and winter squash. One good source of vitamin C is recommended daily. Oranges, grapefruit, strawberries, and fortified juices are the best sources of vitamin C. Tangerines and tomatoes also provide some vitamin C.

5. Others. This group includes sugar, fats, and oils. These should be used for extra calories, but in moderation.

Snacks

Snacks are needed for many preschool children who are very active. A midmorning snack is intended to provide the energy needed to avoid the late morning slump. When children become overtired or too hungry, their appetites often seem to lag at mealtime. Snack foods should be nutritious; they should carry their weight in food value and should not interfere with lunch. Some snack foods that are often enjoyed by children include raw vegetables, small pieces of fruit, milk, cheese cubes, and crackers spread with peanut butter.

Finger Foods

Serve foods in forms young children can manage easily, such as bite-size pieces. "Finger foods" (food they can pick up with their fingers) are easy to handle. You should try to serve these often.

Suggested finger foods include:

apple wedges	drumsticks	orange sections
banana slices	fresh peach wedges	pitted prunes
berries	fresh pear wedges	pitted plums
cabbage wedges	fresh pineapple sticks	raisins
carrot curls	grapefruit sections	radish roses
celery sticks	green pepper strips	tangerine sections
cheese cubes	meat cubes	tomato wedges
dried fruits	melon balls	waffle sticks

New Foods

Most children are highly experimental at this age. Bright new colors, different shapes, textures, and aromas can be used to introduce new foods to young children. A child who has frequent opportunities to try new foods when he is young will probably continue to accept new foods as he gets older.

Introduce only one new food at a time. At first, offer a very small amount, at the beginning of the meal, along with familiar foods. Allow the youngster plenty of time to look at and examine the new item. He will probably be very cautious and very quizzical. It may be helpful if the parents attempt to explain what the new food tastes like. It is helpful for the child to see the parent eat and enjoy the new food.

If the new item is rejected, do not make a fuss or try to force the child to eat the food. Stay calm and offer the food again a few days later. If the food is rejected several times, try to find out what about it is disliked. A different method of preparation may make a difference. Don't be afraid to experiment!

Nutrition Education Activities

When combined with other learning experiences, nutrition education becomes a fun learning experience for children as well as the involved adults. "Practice makes perfect" is an appropriate saying when it applies to children. As they have the opportunity to practice what is taught, the learning is reinforced. What better way to introduce nutrition than through activities that seem like a fun game.

Many of the activities to follow can be elaborated upon or simplified by parents in order to fit the child's ability.

1. Food Game. Cut out or make colored pictures of food. Glue these pictures on 5- x 8-inch cards. Let children make up a game using the cards.

2. Animal - Food Pictures. Use animal and food pictures to associate the foods with the animal from which they are obtained (chicken - eggs, cow - milk, etc.).

3. Food That Animals Like. Use animals and food pictures to associate foods that certain animals like (carrots - rabbit, peanuts - elephant, bananas - monkey, etc.).

4. Foods in Various Forms. Use flash cards to identify foods in various forms (apples - applesauce, apple juice, apple butter).

5. Sweet Potato Plant. Place a sweet potato in water and watch it grow into a beautiful plant. This will illustrate how the leaves grow from the stored food in plants.

6. Peanut Butter. Show your child how to make peanut butter by grinding roasted peanuts.

7. Making Butter. Give your child a small amount of heavy cream in a small container with a lid; let him shake it until it turns into butter.

8. Plant a Garden. Plant seeds which germinate quickly. If a child does not like vegetables, this may be a way to spur an interest in eating them.

9. Field Trips. Plan trips in order for the child to discover how food is produced, marketed, and purchased. These excursions will widen the child's scope and arouse and satisfy his curiosity. The child may take an interest in the items seen on a farm. Observe where eggs come from; observe cows being milked; observe vegetables and fruits growing and explain how they grow. Take a trip to a bakery. Buy fresh dough. Watch it rise and bake it. Cut the loaf into slices for sandwiches.

10. New Skills. This is an age of new growth, development, and incentives. A preschooler feels his age and wants to step up to demands and activities. He may want to help set the table or with meal or snack preparation. Try to allow your child to spread his wings in different activities with appropriate supervision.

General Guidelines to Help Children Enjoy Food

In summary, the following guidelines may be helpful:

1. Serve food attractively.

2. Give small helpings.

3. Don't make a fuss about food; serve it without comment.

4. Do not stress amount of food to be eaten.

5. Try to maintain a calm, unworried attitude toward child's eating.

6. Allow finger foods until the child has developed good coordination with a spoon or fork.

7. Make mealtime a happy family affair.

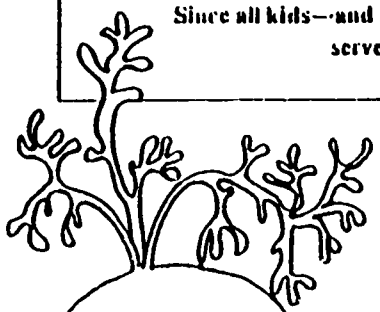
8. Serve nutritious midmorning and midafternoon snacks.

9. Use your imagination to arouse the curiosity of the child; open his eyes to the wide scope of food variety by games and educational activities.

Making Nutritious Snacks

FOR YOUR KIDS—AND FOR YOU, TOO!

Since all kids—and adults, too—eat snacks, serve the best!



Vegetable Snacks:

Tomato, Green Pepper, Cucumber, Zucchini, Green Beans, Mushrooms

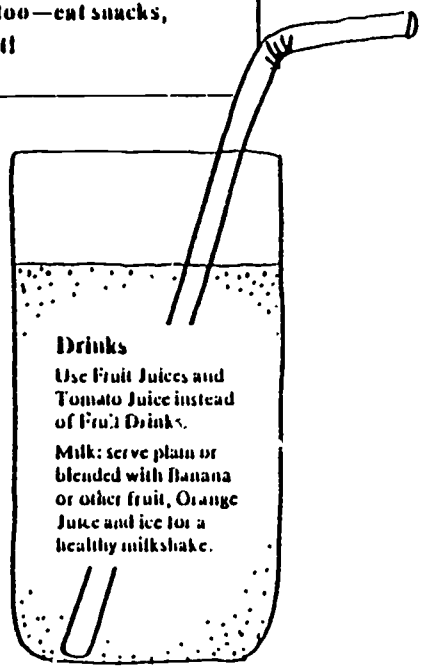
Flowers: Raw Broccoli and Cauliflower

Leaves: Cabbage, Lettuce, Parsley, Watercress

Stems: Celery, Green Onions

Roots: Carrots, Radish, Turnip

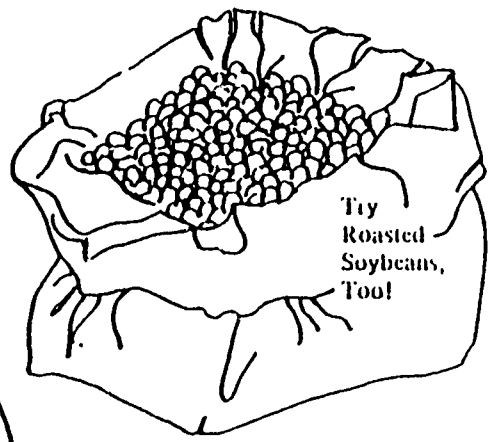
Serve alone or with: Peanut Butter, Cottage Cheese Yogurt, Cream or Ricotta Cheese



Drinks

Use Fruit Juices and Tomato Juice instead of Fruit Drinks.

Milk: serve plain or blended with Banana or other fruit, Orange Juice and ice for a healthy milkshake.



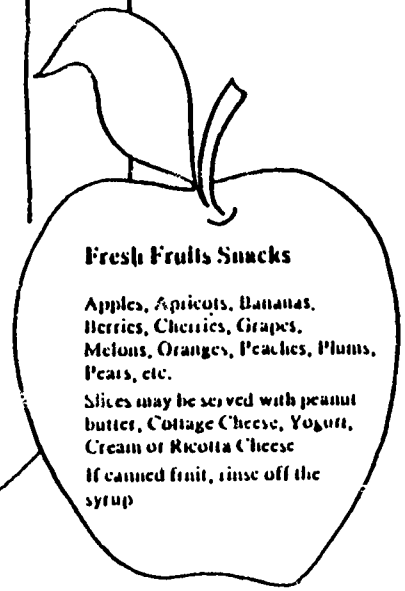
Try Roasted Soybeans, Too!

(*From* Goodwin and Pollen, 1980.)

Grain Products

1. *Popcorn*
2. *Buy* Wholegrain Bread and Crackers (not caramel colored)
3. *Baking Your Own* Use flours from whole grains; Yeast Bread Quick Bread, Muffins, Biscuits and Pancakes
4. *Dry Cereals* Choose unsweetened varieties like. Shredded Wheat, 100% Bran, Grapenuts and Homemade Granola

READ THE LABEL!!!!!

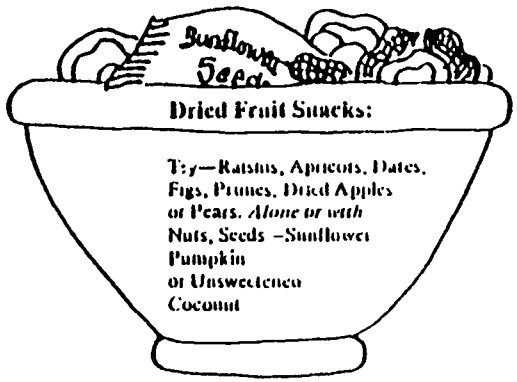


Fresh Fruits Snacks

Apples, Apricots, Bananas, Berries, Cherries, Grapes, Melons, Oranges, Peaches, Plums, Pears, etc.

Slices may be served with peanut butter, Cottage Cheese, Yogurt, Cream or Ricotta Cheese

If canned fruit, rinse off the syrup



Dried Fruit Snacks:

Try—Raisins, Apricots, Dates, Figs, Prunes, Dried Apples or Pears. *Alone or with* Nuts, Seeds –Sunflower Pumpkin or Unsweetened Coconut

CAUTION:

Children under 4 may choke on Nuts, Seeds, and Popcorn

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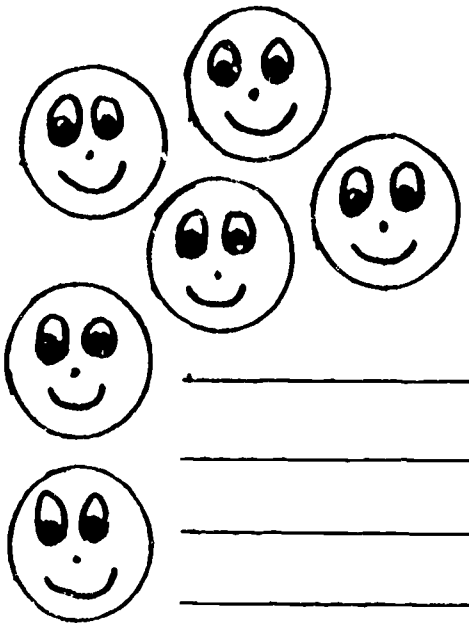
APPENDICES



WE'RE GLAD YOU'RE HERE !!!!

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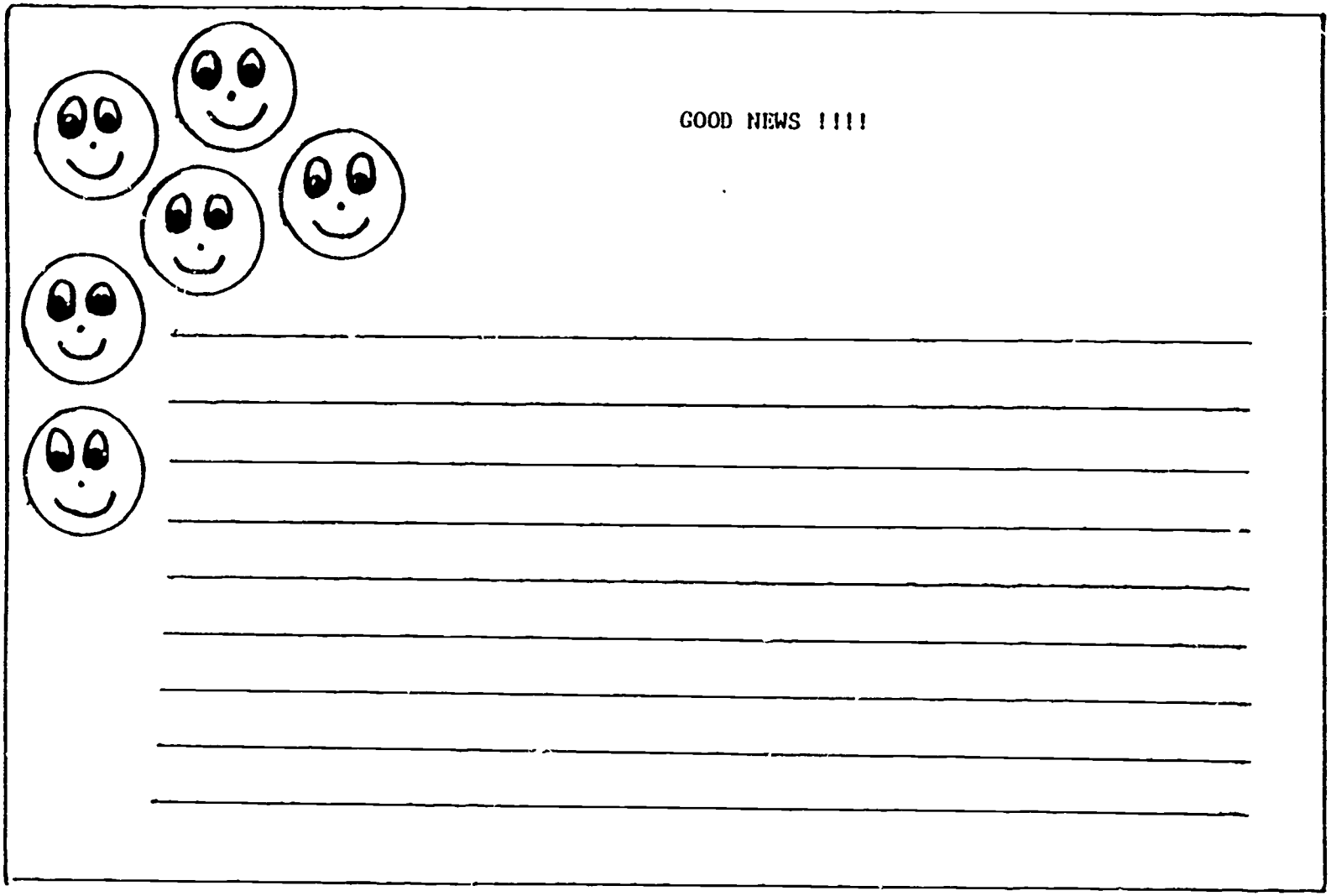
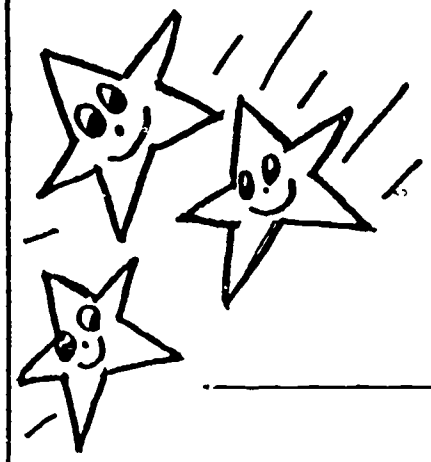
APPENDIX A

COMMUNICATING WITH PARENTS: Welcoming Postcard

WE MISS YOUR CHILD !!!!

COMMUNICATING WITH PARENTS: We Miss Your Child !!!!


GOOD NEWS !!!!



STAR OF THE DAY !!!!

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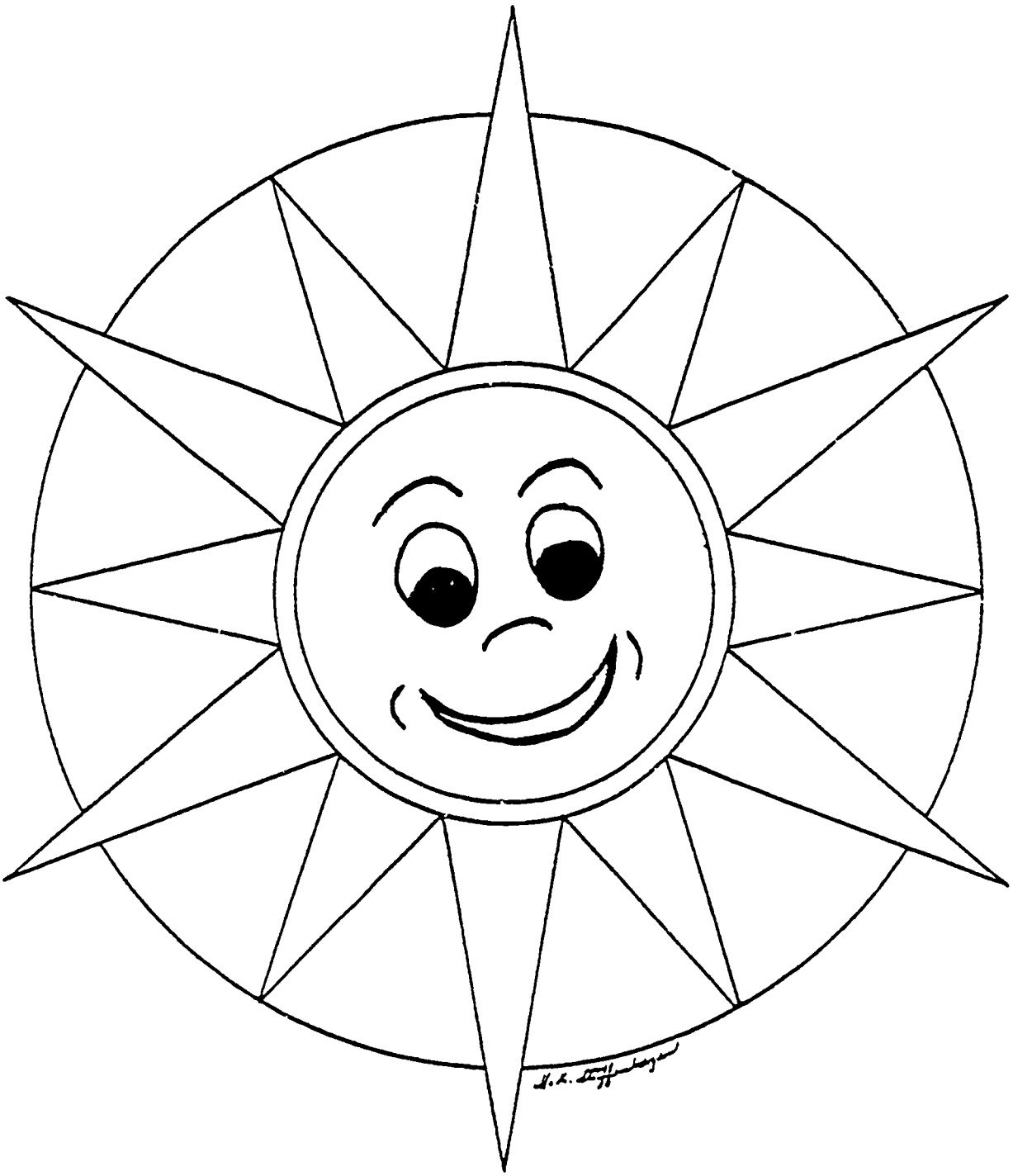
APPENDIX D

COMMUNICATING WITH PARENTS: Star of the Day !

APPENDIX E

COMMUNICATING WITH PARENTS: Summer Learning and Activity Packets



SUMMER CALENDAR

(Adapted from Wolfe et al., 1982.)

SUMMER ACTIVITY CALENDAR FOR PARENTS

DIRECTIONS

This summer calendar includes many ideas and activities that you and your family can do with your preschool child. All the activities will not be appropriate for every child, so sometimes you may need to modify an activity to make it easier or more challenging for your particular child. You may also want to change an activity by substituting ideas of your own.

There are specific suggestions for each date in June, July, and August. Read the ideas for the date, modify them if desired, and then try them with your child. A fun way to keep track of the activities your child has tried is to let him put a star or happy face by the date after he is finished.

June 1

Help your child plant a green, growing thing today. Have him put three bean seeds in a small pot and cover lightly with soil. Let him water them. Put three more bean seeds on a wet paper towel on a saucer and put both containers in a low-light area. Watch the beans on the saucer to see how the beans are developing in the soil. Water them together each day.

June 2

Take a trip to the neighborhood library. Help your child select and check out a book. Find out about library events (films, story hours, puppet shows) for young children. Choose some to attend with your child.

June 3

Have your child water his beans today. Use an empty dish detergent bottle filled with water. Afterwards, let him go outside and "draw" pictures on the sidewalk by squirting the water. It's a good idea to fill a large bucket with water and have it outside for refills.

June 4

Put grass seeds on a sponge and keep it moist to watch grass grow. Check every day.

June 5

Have a "shape search." Cut out a shape (circle, square, triangle). Give it to your child as a sample. Let him look indoors and outside to find shapes that are the same. If several children participate, give each one a different shape and let them exchange with each other after a while.

June 6

Name and show your child different shapes. Draw shapes for him and help him cut them out. Arrange toothpicks into different shapes and name them. Look for shapes in food, furniture, toys, etc.

June 7

Draw shapes with your finger on plastic baggies filled with pudding, mustard or ketchup. Use a "zip lock" bag; put in two tablespoons of the mixture. Lock the top and seal with masking tape. Squeeze the bag to evenly distribute the contents. Let your child draw with his finger or trace shapes after you. If you use pudding, share this treat after the activity.

June 8

Look in the kitchen today for different shapes. Have your child name the shapes of crackers, cookies, bread, etc. Help him use cookie cutters to change the shapes of bread, luncheon meat, jello, and other foods.

June 9

Gather leaves from shrubs or plants in your yard. Play a matching game by having your child find the same shape leaf. You can change the game by using flowers or seed pods.

June 10

Collect empty cardboard boxes of varying sizes. Help your child decorate them and use them to make a fort or obstacle course. Show him how to sequence them according to size.

June 11

Take a "pretend trip" to visit a relative or family friend. Draw a large suitcase on a piece of paper. Help your child select pictures of toys or clothes he'll need for the trip from catalogues or magazines. Assist him to cut them out and paste them on his "suitcase".

June 12

Hide a treasure in your yard (a favorite treat). Draw pictures to use as clues to help your child find the treasure. For example: draw a tree. At the tree, leave another drawing showing where to look next. Continue until treasure is found.

June 13

Look for living things outside. Go outdoors with your child and help him look for living things on the grass, shrubs or in the ground. Look for ants, butterflies, or dig for worms. Turn over a rock and see what might be underneath.

June 14

It's Flag Day!! Take a drive around town and point out flags. Tell your child the story about how our flag was made. Help him make a flag out of an old pillowcase or piece of paper or cloth. Use a broomstick or an old fishing rod for a flag pole. Use crayons or felt tip markers to color the flag.

June 15

Show your child how to make a costume from an old paper bag. Help him cut out a place for arms and head. Let him paint or color the costume to decorate it. Use a piece of paper to make a hat. Get out your flag (from June 14) and have a parade.

June 16

Help your child make a special card for Father's Day. Use a large paper bag; have your child lie down on it while you trace around him. Have him paint, color, or decorate it and give it to Dad on his special day.

June 17

Let your child do something special for Dad today. He can bring him the newspaper, breakfast in bed, or make him a special place mat out of construction paper.

June 18

Make frozen yogurt pops. Mix together: 1 small can frozen orange juice concentrate, 1 pint plain yogurt, 2 tsp. vanilla, and a little honey (to sweeten the taste). After blending, fill molds or paper cups and insert popsicle sticks. Freeze for 24 hours. Makes eight 1/2-cup servings.

June 19

Show your child how a plant "drinks." Fill a container with water and red or blue food coloring. Cut the bottom 1/2 inch from a celery stalk and place it upright in the water. Let it stand for several hours. Cut the celery open to see where the plant has drunk the water. This also works with white carnations or daisies; you can the see the colors in the flower petals.

June 20

Give your child white or colored chalk to make a hopscotch pattern on the sidewalk or driveway. Let him throw a beanbag or stone to a square; hop to the square and then back to start. When finished playing, show him how to use the hose to clean off the chalk.

June 21

It's the First Day of Summer!! There are more daylight hours today than any other day of the year. Go to the beach and sunbathe. Look in the paper to find out the times of sunrise and sunset; count the number of hours of daylight today. Make a jar of sun-tea to serve with dinner.

June 22

Play "Walk the Line." Stretch out a 6-foot piece of string or clothesline. Show your child how to walk on the line, putting one foot in front of the other. Twist the string into various shapes and try to stay on the line.

June 23

Make parachutes with your child. Using a square of cloth or a handkerchief, tie a 10-inch string to each corner and tie the string ends to an empty thread spool. Help your child decorate the spool with paint or markers. Show him how to toss in the air or drop from steps or a chair.

June 24

Have your child sit in front of your house. Count the windows and doors; help your child draw a picture of his house, putting in the doors and windows. Let him tell you where each opening is in relation to what room it belongs to. How many ways are there to get in and out of the house?

June 25

Make a bowling alley using 10 half-gallon milk cartons filled with sand and an unopened soup can for a ball. Roll the can and knock over the milk cartons. Let your child keep score if he wishes.

June 26

Make "S'mores" as an after-dinner treat if you cook supper on the grill or hibachi. Help your child toast a marshmallow and put on half of a graham cracker. Place a square of chocolate candy bar on the toasted marshmallow and top with the other half of the graham cracker.

June 27

Practice one-to-one correspondence with your child. Have your child paste pictures of animals, toys, people, etc. on a piece of paper. Help him count them and then put an equal number of paper clips or additional pictures on the page.

June 28

Make a punching bag. Draw a face on an old pillowcase using colored felt tip pens. Stuff it with rags or newspapers and tie the top together. Hang the bag from a tree or clothesline pole and punch!

June 29

Help your child make a penny bank using a pint jar with a screw-on lid. Punch a hole in the jar lid so pennies can fit through. Give your child several pennies to shine using vinegar or lemon juice with salt. Show him how to shine the pennies using a soft cloth or a sponge. Let him drop the clean pennies into his bank.

June 30

Make your own bubble blow. Help your child mix 1/2 cup liquid dish detergent with 1-1/2 cups water. Give your child a bubble pipe or a straw to blow with. Use food coloring to add some variety to the liquid. This works best outdoors.

July 1

Go fishing in a tub of water. Choose a variety of objects and let your child discover which ones sink and which ones float. Make a fishing pole with a stick and a pipe cleaner for a hook. See how many "fish" your child can catch.

July 2

Help your child make musical instruments for a Fourth of July parade. Shakers - put dried peas/beans in a foil pie tin. Top with another tin of the same size and staple or tape together. Kazoo - put a square of waxed paper over the end of a hollow cardboard tube, secure with a rubber band. Show your child how to hum into the open end to play a tune. Cymbals - use two foil pie tins, attach pipe cleaners for handles.

July 3

Make more band instruments today. Drum - use a 2- or 3-pound empty coffee can. Remove both top and bottom and cover openings with plastic lids; use a wooden spoon for a drum stick. Sandblocks - use two blocks of wood, 2 x 3 inches. Glue sandpaper to each block and rub together to make noise.

July 4

Have a Fourth of July parade!! Gather your musical instruments and your flag (from June 14th). Have your child lead the parade, carrying his flag. March around the yard. Have your child's friends exchange instruments and each take a turn carrying the flag. Teach the song "Yankee Doodle Went to Town".

July 5

Make a circus toss. Cut a large circle in an old sheet or shower curtain. Decorate the fabric like a clown face, with the circle being the clown's mouth. Hang it up on the clothesline. Use a ball, sponge or bean bag to throw through the circle.

July 6

Homemade popsicles make a fun treat. Dissolve 1 package of jello, 1 package kool-aid, and 1 cup sugar in 2 cups of very hot water. Stir in 2 cups of cold water and mix together. Pour into paper cups and insert popsicle sticks. When frozen, eat and enjoy.

July 7

Whipped soap painting. Place soap flakes and small amount of water in large bowl. Show child how to hold and turn eggbeater. When mixture becomes frothy, use fingers to make designs with soap on paper (construction paper or paper bags).

July 8

Help your child make a tent. Attach one end of an old blanket to a wall or fence. Use sticks or rocks to hold opposite end to the ground, or put blanket over clothesline and secure ends with rocks or sticks.

July 9

Puppets. Have your child draw a face on a sock with a crayon or marker. Sew on buttons for eyes and use yarn or string for hair. Make just one or make the characters in a favorite story.

July 10

Make a puppet theater to put on a show with the puppets you made yesterday. Cut one side out of a cardboard box. On the opposite side cut a large square.

July 11

Help your child make a toss and catch game using two plastic milk jugs or bleach containers with a handle, whiffle ball, and 3-foot string. Cut the bottom half off the bottle; punch a hole on the cap and push the string through. Knot the string so that most of it is in the bottle; tie the ball on the other end of the string. Hold the jug and toss the ball, catch it in the jug or toss a loose ball with your hand and catch it in the jug.

July 12

Help your child make a fruit float. Fill a glass with fruit such as strawberries, banana slices, or melon pieces that he has prepared. Pour in chilled ginger ale or lemon-lime soda. Top with a scoop of sherbet.

July 13

Have the child draw a picture, write or copy a letter or make a symbol story. Help the child fold the paper and put it in an envelope. Address the letter to the child and take it to the post office. In a few days, the child will get a letter in the mail with the letter/ picture he made. You can also have your child write to friends in town or relatives.

July 14

Practice fire safety. Discuss an "escape route" from your child's room in case of fire or emergency. Have a "fire or emergency" drill. Then play fireman. Make a fire hat or add a badge to an old hat.

July 15

If it's a warm evening, go out with your child and catch lightning bugs before it's completely dark. Count how many you see. Try to catch them while they're flying.

July 16

Make tin can stilts. Use two 2- to 3-pound coffee cans. Punch two holes in the bottom of each one. String and knot an 18-inch section of clothesline through holes. Help your child stand on the cans and hold the ropes to walk.

July 17

Yellow day! Have your child take a walk around the house and yard; put a yellow string on all the yellow things you can find. Wear a yellow ribbon or something yellow today. Eat corn on the cob and butter, talk about the color of the food.

July 18

Red day! Try to put as much color in the day as you can. Name the color for your child often. Have your child count all the red things he can find. Eat some watermelon, strawberries, or make red jello. Find a red car or truck. Look for vehicles with a red light on top. Wear something red.

July 19

Blue day! Have your child choose something blue to wear today. Have him see if anyone in his family has blue eyes. Help him look for the color blue on signs and on boxes and cans. Ask, "Is the sky blue today?" Have your child take out his blue crayons and draw a bluebird or a blue boat. Give your child a blue balloon and play catch with it.

July 20

Mix colors. Show your child red, yellow, and blue food coloring. Let him paint on a piece of paper with a Q-tip with each color. Then mix them to show him how to make a new color. Your child can also do this with crayons coloring one color on top of another.

Red and blue make purple.
Blue and yellow make green.
Red and yellow make orange.

July 21

Look for a rainbow when it is raining and the sun is shining. Can your child find red, orange, yellow, green, and blue? If it's a sunny day, make a rainbow with a garden hose or sprinkler. Let your child wear his bathing suit and run through the sprinkler.

July 22

Decorate your child's tricycle. Attach an old playing card to the spokes of the wheel with a clothespin. Help him make streamers for the handles from an empty plastic bag. Cut strips to within 2 inches of the end of the bag, roll up and tape to handle grip. Wrap bright colored paper around the handle bars. Secure with masking tape.

July 23

Have a picnic today even if it's only in your backyard. Let your child help you mix lemonade or kool-aid and make sandwiches, perhaps peanut butter and jelly. If you live near the ocean, take a trip to the beach and enjoy your picnic there.

July 24

Help your child build a castle with sand and water. Have him make a mound of sand, wet a handful of sand and let it drip in the mound. Continue dripping the sand to form a castle.

July 25

Give your child a large pan of water, a plastic meat baster, small pitcher or measuring cup, and smaller containers marked with lines. Let the child use the baster to fill the smaller containers. Tell the child to fill the container to the line. Compare the amount of water in each container.

July 26

There are many fresh vegetables available now. Find one that your child is not familiar with. Let him pick it out in the store or from the garden. Talk about its color, how it grows, and look for its seeds. Plan on serving it for a meal. Let your child help you prepare it if possible.

July 27

Send your child on a scavenger hunt. Make a list by drawing pictures of things both inside and outside of the house to find. When child finds all objects, he wins a prize--a treat, blue ribbon, etc.

July 28

Show your child how to make a paper airplane from a piece of notebook paper or an 8- x 11-inch piece of newspaper. Then help him make one. 1) Fold two corners to the center. 2) Fold along center. 3) Fold each side in half once more to make wings. Put a paper clip on the nose for balance. Children can color the airplane or decorate it with stars or stickers.

July 29

Wash the bike and car today. Show your child how to attach the hose to the spigot. Let the child use the hose to wet the car and bike. Use rags and a squirt bottle filled with water to complete the job. Show the child how to polish the chrome until he sees himself.

July 30

Practice color matching. Use a square cardboard or a pizza cardboard. Cover parts with colored paper or paint with poster paints. Match colored plastic clothespins to color on board.

July 31

Find a new pet today. Have your child look for a spider, a caterpillar, a frog, a turtle, a worm, some ants, a ladybug, or any other bug. Put it in a jar with small air holes in the lid. Watch it and see what it does, but let it go at night.

August 1

Practice broad jumping. Get two pieces of string each about 2 feet long. Stretch them out on the grass about 2 inches apart. Each time your child can jump over both strings move them farther apart.

August 2

Start a collection. Suggest to your child some things he could collect. Some ideas might be bottle caps, popsicle sticks, pretty stones, shells, leaves to press, insects. Encourage him to show it to his friends.

August 3

Make a mineral garden that grows crystals. Fill a shallow bowl one-half full with water. Help your child stir in salt, 1 tablespoon at a time until no more will dissolve. Add about a tablespoon of vinegar. Now completely fill bowl with charcoal. Salt crystals will form in a day as the water evaporates.

August 4

Have some ladder fun. Place a ladder flat on the ground. Your child can 1) walk forward with feet between rungs, 2) walk forward with feet on rungs, 3) walk forward with feet on sides of ladder, and 4) jump with two feet together between rungs.

August 5

Make a ring. Have your child use pipe cleaners and large buttons with two or four holes. Put pipe cleaner through the holes in the button and adjust to fit his finger.

August 6

Let your child be a "detective." Select many common household items. Blindfold the child and have him identify objects by touching, tasting, or smelling. Include items to feel: uncooked macaroni, dried beans, spoons, forks, towel, sock. Items to smell: lemon, peppermint, vinegar, perfume, soap. Items to taste: chocolate milk, kool-aid, apple juice, bananas, oranges, ice cream.

August 7

A day for big words. Let today be the day for size words. Use these words in describing things to your child; tell them what they mean. Have him say them, too. Look around the house, yard, and neighborhood to find objects that fit the description. Words to use: Gigantic, huge, little, tiny, big, short, tall, etc.

August 8

Have a ball game. Include family members or some neighborhood friends. Here are several options--play the game that your child might be most interested in: Keep away, Circle toss, How many times can you catch it?

August 9

Go on a barefoot walk with your child in your own yard, neighborhood, or the nearest park. Try to find different surfaces to walk on and talk about how they feel: cool, warm, soft, hard, rough, squishy, dry and wet. Walk on grass, concrete, sand, gravel, through a puddle of water. Talk about which ones feel the best on your feet. Try it blindfolded or with eyes closed.

August 10

Play a game of shapes. Draw shapes on the sidewalk or driveway with a piece of chalk. Draw the same shapes on squares of paper. Let your child match the shapes on the paper to the shapes on the sidewalk.

August 11

Try a new fruit today. Buy a fruit that your child has not yet tried. Talk about how it tastes, smells, looks, where it grows, and what kind of plant it grow on.

August 12

Help your child find some large rocks. Wash them and let them dry. Let the child use water paint to make faces or other designs on the rocks. Glue scraps of felt on the bottom of the rocks and use the completed ones for paper weights.

August 13

Play a "What's Missing" game. Use a wagon or large truck; place three to five objects in the truck. Let one child push the truck behind a screen and remove one object. Push the truck back and let other children guess what's missing.

August 14

Have your child make footprints today. Prepare a large shallow pan of water and let him wet his feet in it. Show him how to make dance pattern footprints on the sidewalk or driveway.

August 15

Make a stocking horse. You'll need an old broomstick or sturdy long mailing tube, an old sock, and rags or newspaper. Stuff the sock with the rags and put the top of it over the end of the stick; fasten securely with string. Have your child draw features on horse with magic marker. Add some reins if you want.

August 16

Have your child make a pop bottle band. Help him fill pop bottles to different levels with water. Show your child how to blow into the pop bottle and discover the different sounds he can make.

August 17

Trash day. Help your child make a game of cleaning up the yard. Explain to your child what belongs in the yard and what doesn't. Give him a special box to put the rubbish in. Ask him to see if he can fill the box.

August 18

Sit outside with your child and listen to the sounds of the night. Some sounds to listen for might be crickets chirping, dogs barking, cars going by, frogs croaking. Ask your child if he can name the sounds he hears.

August 19

Dress up day. Find old hats, shoes, dresses, and jackets and let your child play "dress up" with them. Have a parade or tea party.

August 20

Draw a picture today and mail it to grandmother. Instead of drawing, the child could pick small flowers and glue them to a piece of paper. Cover the card with clear contact paper if desired. Help your child trace his name to sign the card.

August 21

Find some empty containers, both boxes and cans. Help your child decorate the containers to look like tank cars, engines, flatcars, and boxcars. Tie the containers together and pull them like a train.

August 22

Make a ball toss. Have your child use a divided drink case, fruit crate dividers, or make your own by cutting down and pasting milk cartons side by side. Have your child toss ping pong balls, bean bags, etc., into the sections. The child who gets the most balls to stay in the sections is the winner. For older children, sections can be numbered or colored so some have greater value and score can be totaled.

August 23

Make some juicy jellies with your child. Encourage him to participate by measuring and stirring.

4 envelopes unflavored gelatin (or 4 tablespoons)
1-1/2 cups cold water
1 6-ounce can frozen concentrated grape juice, thawed, undiluted (or orange juice)

Sprinkle gelatin over water in pan. Stir over low heat 5 minutes until gelatin is completely dissolved. Remove from heat and stir in juice. Pour into an 8-inch square pan and refrigerate at least 2 hours until firm. Cut into 36 squares. Keep refrigerated.

August 24

This is the day for your child to clean up toys. Take out trucks, cars, riding toys, and anything else that looks grimy. Get a bucket, sponges, rags, and water, and maybe even a tablespoon or so of detergent. An old toothbrush or scrub brush is fun to use, too!

August 25

Make frozen bananas. Cut bananas in half, insert a popsicle stick, and dip in chocolate syrup or honey. Roll in nuts or Rice Krispies. Place in freezer 1 to 2 hours.

August 26

Go to a garage sale. Let your child find a toy, old hat, or something else he likes. Talk to him about the things he sees and what they coud be used for.

August 27

Learn about the differences between wet and dry. Fill wading pool or bucket with water. Gather things that will be different somehow when they are wet (different color, weight, or size). For example, fabric, sponge, newspaper, rocks, etc. Have child feel the difference between wet and dry. See how the texture changes when you hang materials on the line to dry.

August 28

Make a track for a kickball game. Place bottles or cans in pairs about 12 inches apart to make a track or path. Your child can kick along the track or use a bat to push the ball, keeping it between the bottles or cans.

August 29

Play "drop the clothespin." Place a wide-mouth bottle on the floor behind a chair. While kneeling on the chair, have the child drop clothespins into the bottle. As this becomes easier, use a bottle with a smaller mouth.

August 30

Circus day. Talk to your child about circus animals, their trainers, the clowns, and acrobats. Have the children pretend to be members of the circus. Use old clothes and hats for costumes. You be the ringmaster and announce each act. Have popcorn for snack after the circus.

August 31

Write a story about the things you and your child did this summer. Have your child draw pictures, and let him tell you what each picture is about. Write the story below the pictures. Make a cover and tie the pages together. Let him tell the story to a friend, or show the book to his teacher the first day of school.

APPENDIX F

PARENT WORKSHOP EVALUATION

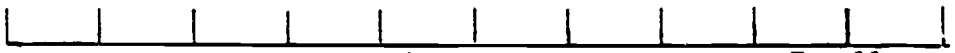
WORKSHOP TITLE: _____

DATE: _____

Instructions to Participants:

Please check (✓) the point on these scales that represents your opinion. Your signature is optional.

1. How informative/interesting do you feel the workshop was?

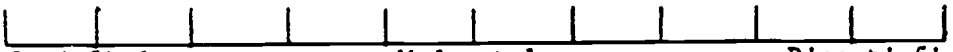


Poor Average Excellent

2. Please rate the quality of the materials used in the workshop.

Poor Average Excellent

3. How satisfied are you with the format of the workshop? (Discussion time followed by activity time.)

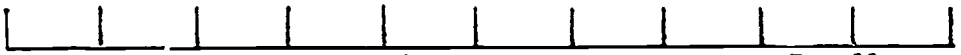


Satisfied Moderately Satisfied Dissatisfied

4. Did the group atmosphere encourage open discussion and communication?

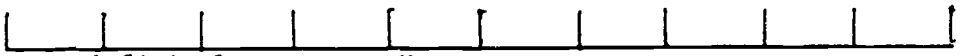
Yes, definitely Not sure No

5. How effective was the workshop leader in encouraging active audience participation?



Poor Average Excellent

6. Do you feel this workshop helped you learn more about _____?



Yes, definitely Not sure No

7. Would you be interested in attending future workshops?

Yes, definitely Not sure No

8. Please include any comments, suggestions, or questions you have about this presentation. Your feedback will help to make the workshop better next time!!

PARENT INVOLVEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION:
SELECTED ACTIVITIES FOR PRESCHOOL TEACHERS

EVALUATION FORM

After reviewing/using this Activity Guide, please take a few minutes to complete the Evaluation Form and return it to us.

1. Did the activities provide you with ideas for working more effectively with parents? In what way?

2. Did the activities hold your interest?

3. Are the format, organization, and language level of the guide appropriate? Would you recommend any changes?

over

4. Which group of activities did you like the least? Which group did you like the most? Why?

5. Which group of activities do you feel are most useful to you as a teacher right now? Why?

6. Are there additional ideas or activities for parent involvement that you would like to see included in future editions of this guide? Please share them with us.

Thank you for your comments and feedback regarding the content and usefulness of this material.

Please return this form to:

Betty C. Carlson
Project Coordinator
Preschool Incentive Grant
3430 Leahi Avenue
Honolulu, Hawaii 96815

PARENT INVOLVEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION

ANNOTATED BIBLIOGRAPHY

PARENT INVOLVEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION:

AN ANNOTATED BIBLIOGRAPHY FOR

TEACHERS AND ADMINISTRATORS

Hawaii State Preschool Incentive Grant
3430 Leahi Avenue
Honolulu, Hawaii 96815

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Office of Instructional Services/Special Needs Branch • Department of Education • State of Hawaii
December 1984

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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FOREWORD

The Hawaii State Department of Education has committed itself to a free, appropriate public education for handicapped children and youth. At the core of this commitment is our partnership with parents in the provision of educational services.

This document is intended to provide a parent involvement resource guide for preschool special education teachers, principals, and state and district level administrators who are concerned with the development of effective school-home relationships. The contributions of the Advisory Council for the Preschool Incentive Grant to the development of this document are commended and appreciated.

Francis M. Hatanaka

FRANCIS M. HATANAKA
Superintendent of Education

January 17, 1985

Date

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TABLE OF CONTENTS

INTRODUCTION

As a result of Public Law (P.L.) 94-142, parents of handicapped children have been granted equal decision-making power with school personnel in developing educational programs for their children. This concept of joint decision making has often been problematical in nature - misunderstood and misinterpreted. The degree of participation and influence that parents have in the educational process may vary from school to school, resulting in differing perceptions on the part of parents and teachers alike as to what constitutes an effective working relationship.

The purpose of this document is to provide a parent involvement resource guide for teachers and administrators in early childhood special education programs who are concerned with the development of effective and cooperative relationships with parents. This bibliography is divided into two parts. Part I presents a compilation of 48 sources which are appropriate for both teachers and parents. These materials are subdivided into four topical areas: A. For Teachers Only, B. School-Home Relationships, C. Parenting Skills and Activities, and D. Play and Social Development. Each area is prefaced with a narrative which gives a brief overview of the section contents. Many of the listings in Part I may be especially useful for teachers who are asked to recommend readings or resources for parents of young exceptional children.

Part II of the bibliography describes 15 parent involvement resource materials which may be of particular interest for the administrator/coordinator of early childhood special education programs. These resources may also be of value for state and district level personnel who design and implement staff development programs, plan evaluation efforts, and are instrumental in the selection and hiring of early intervention personnel. Topics covered in this section include administrative policies and procedures, mediation strategies, program evaluation techniques, the administrative role in parent involvement and the coordination of services for handicapped children within the educational setting.

The Appendix provides a listing of publishers to assist the reader in locating materials reviewed in the bibliography.

This guide contains a limited selection of materials; it is not an exhaustive list. Efforts have been made to include current and practical information. Certainly there are many appropriate materials which have not been annotated here; this manual is to be considered only a sampling of materials. It is hoped, however, that the sources referenced herein will provide an initial guide for individuals who are concerned with the development of productive school-home relationships.

PART I: RESOURCES FOR TEACHERS AND PARENTS

A. FOR TEACHERS ONLY

The 15 sources annotated in Part A are designed primarily for teachers. Topics covered include the following: assumptions about parent education and the implications for teachers, guidelines to follow when designing and implementing parent involvement programs, the teacher's role in working with parents in the classroom and in the home, content and goals of parent programs, and teacher responsibilities under P.L. 94-142.

Bender, M. and Bender, R. Disadvantaged Preschool Children: A Source Book for Teachers. Baltimore, Maryland: Paul H. Brookes Publishers, 1979.

This book emphasizes a preschool population and contains curricula, activities and suggestions that are appropriate for both handicapped and nonhandicapped children in early education programs. The authors suggest it is particularly relevant for Head Start programs, as well as private and public preschool programs.

Discussion of legal mandates and evaluation strategies are included in the initial sections of the book to aid the educator in program planning. The curriculum section presents more than 100 activities in the cognitive, social, motor and language domains, with additional activities in the areas of art, music, industrial arts and preacademic skills. Each activity description includes a stated behavioral objective, adaptations or modifications for increasing/decreasing the level of difficulty, and a listing of materials or equipment needed. The activities are written in non-technical language and are easy to follow. This format makes them especially useful for parents who want ideas for games or play routines to use at home.

Available from: Paul H. Brookes, Publishers

Bromwich, Rose. Working with Parents and Infants: An Interactional Approach. Baltimore, Maryland: University Park Press, 1981.

Based on literature linking caregiver responsiveness with child developmental outcome, this book describes an interactional approach to intervention programming. The goal of the interactional model is to foster positive parent-infant interactions to help develop an optimal learning environment for the child. The Parent Behavior Progression (PBP) is presented as an assessment device for implementing the interactional model. Designed to increase staff awareness and sensitivity to the feelings, attitudes and behaviors of parents, the PBP is primarily a tool for use by educators and intervention teams in supporting positive parenting behaviors, and helping parents further develop these behaviors if needed.

The PBP is divided into six levels: 1) parent's enjoyment of the infant; 2) sensitivity and responsiveness to behavioral cues; 3) mutually satisfying interactions; 4) provision of materials, activities and experiences appropriate for developmental level; 5) initiation of new activities based on experience or intervention; and 6) anticipation of new needs and viewing child's needs within the family context. Recommendations for use of the PBP are included, along with 30 case history examples of application. The appendices include the two forms of the PBP: birth to 9 months and 9 to 36 months.

Available from: University Park Press

Cansler, Dorothy (Ed.) Programs for Parents of Preschoolers: Parent Group Activities Designed to Broaden the Horizons of Young Children. Winston-Salem, North Carolina: Kaplan Press, 1978.

Program materials in this book are designed to be used as a topic guide for group meetings with parents of preschool children. They are resources which may be used as single programs or in a series, though they are not sequential. A "cookbook" approach toward selection of desired subject matter is recommended. The format for each unit includes unit objectives, introductory content material, discussion questions, program format ideas, useful media, and suggested readings. The introductory content materials for each unit are written and designed to be duplicated and used as handouts for parents to keep. Emphasis has been placed on experiential learning. Units include self-image, language development, movement education, story reading and story telling, coping with stress, nutrition, cooking, nature discovery, art, and drama.

Available from: Kaplan Press

Croft, Doreen. Parents and Teachers: A Resource Book for Home, School, and Community Relations. Belmont, California: Wadsworth Publishing Company, Inc., 1979.

This book is designed to serve as a practical guide and resource for facilitating home, school and community relations. A special focus is the involvement of parents in school life.

The book is divided into four parts. Part I discusses the importance of sensitive communications with parents, individual differences. and protocol. Part II deals with specific kinds of parent-teacher meetings and various activities (planning, speakers, films, discussion groups, special events, publicity, fund-raising and workshops). Part III provides guidelines for teachers for answering some of the typical questions parents may ask about specific problems (bedwetting, temper tantrums, discipline, jealousy, stubborness, etc.). In the Appendix of Resources, a compilation of checklists, parent and teacher evaluation forms, referral agencies and planning schedules is presented.

Available from: Wadsworth Publishing Company, Inc.

D'Audney, W. (Ed.). Giving a Head Start to Parents of the Handicapped. Omaha, Nebraska: Media Resource Center, Meyer Children's Rehabilitation Institute, 1976.

Designed for professionals who work with handicapped children, this manual was created to help teachers develop skills in providing support and encouragement to parents.

The manual is divided into three parts. Parts I and II contain general background information for teachers including mainstreaming, the dangers of labeling, confidentiality and legal rights, nutrition, transitioning from infant and preschool programs to public school, the supportive role of teachers, and parent involvement. Part III serves as a resource for teachers who work with parents of children having specific impairments: visual, auditory, orthopedic disabilities, speech and language disorders, health impairments, asthma, epilepsy, mental retardation, emotional disturbance, learning disabilities, and multiple handicaps. A final chapter deals with working with parents who are suspected of child abuse or neglect.

Available from: Media Resource Center

Haring, Norris. Individualizing Parent Involvement: Series Paper #3. Seattle, Wash.: WESTAR, 1979.

The content of this 23-page monograph is based on the assumption that mutual trust and respect exist between the professional and the parent of the handicapped child. Secondly, the professional must be convinced of the integrity of parents and the importance of their involvement in the educational programming of their children.

There are five basic components of this parent involvement packet: 1) Hints for Determining Parent Needs, 2) the Family Checklist (parent assessment device), 3) an Activities List (which relates to the checklist), 4) Comments on Activity List (including evaluation ideas), and 5) a sample form for recording parent involvement activities. A general outline is provided for establishing a formal parent program with each parent. Additionally, the author cautions the reader to adapt the materials to particular situations and needs, rather than using them "as is" for every program.

Available from: Technical Assistance Development System (TADS)

Holland, Richard. Clarification of P.L. 94-142 for the Special Educator. Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1980.

Developed for use by special education teachers, therapists, counselors, and psychologists, this manual was designed to help these individuals better understand the intent of P.L. 94-142 and their specific responsibilities under this law.

The guide is intended to clarify P.L. 94-142 and achieve the following objectives: 1) outline and summarize the provisions of P.L. 94-142 that are most relevant for special educators; 2) address some of the questions regarding the law that have been asked by special educators; 3) increase the sensitivity of special education personnel to the needs of handicapped students; 4) foster a team approach to the development of IEP's; 5) enable special educators to see handicapped students as having personal needs and aspirations similar to those of nonhandicapped persons; and 6) provide sources of further information on P.L. 94-142 as it relates to special educators, service delivery, in-service training, mainstreaming, and parent/special educator relations.

A question and answer section dealing with questions frequently asked by special educators about P.L. 94-142 is also included.

Available from: Research for Better Schools, Inc.

LaCrosse, Ed. Parent Involvement: Series Paper #12, Seattle, Wash.: WESTAR, 1982.

This 21-page monograph gives an overview of parent involvement programs as they are designed and implemented in HCEEP projects. General guidelines for all programs are provided in this paper. Also presented are the rationale for parent involvement programs, suggestions for parent needs assessments, types of parent programs currently in use and an overview of parent evaluation procedures. Four types of services for parents are discussed: parent education, direct participation, parent counseling, and parent-provided programs. Methods for determining the effectiveness of parent involvement programs (interview, questionnaires/rating scales, and parent diaries) are described in the final section of the paper. References and related resource people are included in each part of the paper for the reader who desires further information.

Available from: Technical Assistance Development System (TADS)

Lillie, D. and Trohanis, P. Teaching Parents to Teach. Chapel Hill, North Carolina: University of North Carolina, 1976.

Designed for state and local planners and practitioners, this book presents practical suggestions from psychologists and educators for organizing parent-involvement activities, especially in early childhood special education programs.

Part 1 provides an introduction and overview to parent programs and guidelines for parent-child and professional interaction. Part 2 deals with four dimensions of parent programs: emotional support for parents, exchanging information, developing parent participation, and facilitating positive parent-child interactions. Part 3 presents four models of parent programs: center-based, home-center-based, home-based, and parent-implemented programs. Part 4 suggests resources for parent programs, and includes an annotated bibliography.

Available from: Walker Educational Book Corporation

Nedler, S. and McAfee, O. Working with Parents: Guidelines for Early Childhood and Elementary Teachers. Belmont, California: Wadsworth Publishing Company, Inc. 1979.

This book is designed for classroom teachers who are learning to work with parents. Part I is an introduction and historical review of the parent involvement movement in the United States. Landmark events and research studies are reviewed and related to the identification of program goals. Part II presents planning strategies and implementation procedures. It includes techniques for identifying needs, targeting goals and objectives, developing activities, motivating parents and evaluating program impact. Part III provides specific examples of five basic approaches to parent involvement: home-based programs, school or center-based approaches, home-school partnerships, parent education, and the involvement of parents as policy makers. Individual chapters describe each approach, discuss advantages and disadvantages, and present implementation ideas. Practical solutions as well as samples of activities are included.

Available from: Wadsworth Publishing Company, Inc.

Parks, A. and Rousseau, M. The Public Law Supporting Mainstreaming: A Guide for Teachers and Parents. Austin, Texas: Learning Concepts, 1977.

One of a series of source books on mainstreaming, this volume is designed to help regular education teachers understand and work with exceptional children who are entering the regular classroom setting. This manual emphasizes important concepts in three major sections:

1) Purposes and Definitions: this chapter presents P.L. 94-142 and discusses the purpose of the law, definitions, timelines and child identification.
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3) Serving Handicapped Children: this chapter discusses personnel training, the IEP, a sample of an IEP, and serving children in private school settings.

The cartoon format and large print allow for easy reading. An added plus for the manual is the ease with which transparencies could be made and in-service programs developed using it as a text.

Available from: Teaching Resources Corporation

Schaefer, S. and Moersch, M. (Eds.) Developmental Programming for Infants and Young Children. Ann Arbor, Michigan: The University of Michigan Press, 1981.

Developmental Programming consists of three volumes. Volume 1 is Assessment and Application, Volume 2 presents the Early Intervention Developmental Profile, an assessment instrument for determining appropriate placement. These two volumes enable the teacher or therapist to program for children functioning in the 0-36 month developmental age range.

Volume 3, Stimulation Activities, is designed for use by parents. It lists activities in six areas: perceptual/fine motor, cognition, language, social/emotional, self-care, and gross motor. The activities are to be used during daily routines and natural play times, and are intended to be supplemental to therapy provided by professionals. Stimulation Activities is arranged to correspond to the developmental age ranges listed in the Profile. Each age range consists of short-term goals and specific activities for achieving those goals.

Cautions are provided for activities that are inappropriate for certain handicaps and adaptations of the activities for particular impairments (visual, hearing and motor) are included.

Available from: The University of Michigan Press

Seligman, Milton. Strategies for Helping Parents of Exceptional Children: A Guide for Teachers. New York, New York: The Free Press, Division of Macmillan Publishing Company, 1979.

This book discusses approaches to help teachers work with parents of exceptional children. Chapter 1 views the teacher's role as facilitator of communication with parents. Examined in chapter 2 are attitudes teachers hold toward students and parents as well as parents' attitudes toward teachers. The dynamics of families with an exceptional child are considered in the third chapter which contains information on stages of mourning and defense mechanisms used to cope with stress. Basic principles of interviewing are reviewed in chapter 4 which discusses types of interviews, listening skills, and barriers to communication. Topics addressed in chapter 5 include specific strategies useful in working with parents: development of rapport, nonverbal behavior, timing, and how/when to be supportive or firm. Chapter 6 covers critical incidents frequently encountered by teachers, such as dealing with hostile, uncooperative, dependent, overly helpful, or overprotective parents. The seventh chapter presents exercises for role playing and discussion on parent-teacher conference situations. Listings of social services agencies, self-help groups, information, and literature for parents of exceptional children are appended.

Available from: The Free Press

Turnbull, A. and Turnbull, H. (Eds.) Parent Participation in the Education of Exceptional Children, in Kauffman, J. (Ed.) Exceptional Education Quarterly, 3 (2), 1982.

This August 1982 issue of Exceptional Education Quarterly is devoted solely to research and readings regarding parent involvement in the education of disabled and gifted children. Professionals' and parents' perspectives are represented in a collection of 11 articles. A sampling of contents includes the following: consensus/ conflict of parent and child interests, a parent's view of participation and school accountability, parental involvement and gifted children, finding ways to increase involvement options for parents, and future training issues for special educators.

Available from: Aspen Systems Corporation

Wolery, M.R. Parents as Teachers of Their Handicapped Children: An Annotated Bibliography. Seattle, Washington: WESTAR, 1979.

This 150-page book is designed to be used by parents and early education program staff. It contains 196 references and resources which deal with parents as teachers of their handicapped child. It is useful for parents, parent educators and other individuals who may be interested in materials and research findings appropriate for parental use. The bibliography is organized by five curricular areas: self-help (general, toileting, eating and dressing), motor, language and speech, cognitive, and social-emotional development. Additionally, the first section covers references dealing with multiple curricular areas, such as speech/language and cognitive development. The book also provides a matrix which is organized by curridular area, type of article (research/general information), and handicapping condition of children involved for each reference listed in the bibliography. Authors and subjects are indexed by reference numbers.

Available from: Technical Assistance Development System (TADS)

B. SCHOOL-HOME RELATIONSHIPS

The seven materials reviewed in Part B deal specifically with the development of cooperative and positive school-home relationships. Communication skills and strategies are outlined and the importance of values clarification and trust building are examined. Techniques for sharing information with parents are discussed, along with cooperative problem solving and decision making. Interpersonal styles and their impact on attitudes and behavior on the part of both teachers and parents are also reviewed.

Bennett, L. and Henson, F. Keeping in Touch with Parents: The Teacher's Best Friend. Hingham, Massachusetts: Teaching Resources Corporation, 1977.

One of a series of source books on mainstreaming, this volume is designed to help regular education teachers understand and work with exceptional children who are entering the regular classroom setting.

This manual emphasizes important concepts in dealing with parents in three major sections:

1) Communicating With Parents - this chapter deals with communication "basics": listening, reading nonverbal communication, and understanding the environment from which the child and parent come. The importance of communication as a two-way process is emphasized.
2) Getting Together With Parents - this chapter discusses considerations in direct and indirect communications with parents: the physical lay-out of the room, preparing for the meeting itself, and communicating with parents via indirect methods such as contracts, daily progress reports, and certificates.
3) Involving Parents in Teaching Their Children - this chapter presents learning principles and discusses behavior management techniques for parents.

The cartoon format and large print allow for easy reading and understanding of the material presented. An added plus for the manual is the ease with which transparencies could be made and in-service programs developed using the manual as a guide.

Available from: Teaching Resources Corporation

Caster, Jerry. Establishing the School-Parent Relationship. Des Moines, Iowa: Midwest Regional Resource Center, 1979.

Intended for educators who work with parents of handicapped students, this handbook provides practical suggestions for dealing with parents not only at times where federal law requires it but also through the process of development, implementation, and review of an individual education plan (IEP) as well. Eight sections cover the following topics (sample subtopics in parentheses): introduction to the parent's viewpoint; historical and legal perspectives of a partnership with parents; parents and the team approach; parents and the IEP meeting (focusing on major goals, encouraging active parent participation, selecting the appropriate educational intervention); involving parents in the instructional process (home contingencies for school performance, practice of skills at home, examples of programs for use by parents); parents and the annual review (involving the student and conducting/concluding meeting); resolutions to conflict with parents; and resources (selected P.L. 94-142--the Education for All Handicapped Children Act--rules and regulations related to parents' rights and responsibilities and bibliography on parent information).

Available from: Midwest Resources, Inc.

Chinn, P., Winn, J. and Walters, R. Two-Way Talking with Parents of Special Children - A Process of Positive Communication. St. Louis, Missouri: C.V. Mosby Company, 1978.

The purpose of this book is to describe and illustrate a process system of communication that considers the needs and feelings of individuals and also accomplishes the goal of clear transmission of messages.

The text is divided into three sections. Section I deals with the family of the special child, basic principles of communication and semantics, and other background factors which affect the communication process. Section II describes the Two-Way talking process (Responsive Listening, Straight Sending, and Two-Way Talking - a combination of the two processes). The final component - Section III - describes ways to put the process into action. Case studies are provided for illustration purposes, and specific situations are examined which involve special education personnel with other professionals, parents, and children.

The book is directed towards three audiences: 1) professionals who work with special needs children and their families; 2) individuals in personnel preparation programs in the human services fields (special education, social work, nursing, counseling and guidance); and 3) parents and families who want to improve their intrafamily communication skills as well as communication with professionals.

A list of agencies and organizations to assist parents and professionals is appended.

Available from: C.V. Mosby Company

Kroth, Roger. Communicating with Parents of Exceptional Children: Improving Parent-Teacher Relationships. Denver, Colorado: Love Publishing Company, 1975.

The intent of this book is to present the idea that a cooperative parent-teacher relationship will maximize the special child's opportunity to grow. Primarily a book of techniques, it is aimed at special educators who would like to develop their skills in conferring and communicating with parents.

Section I deals with understanding the child and his family. This section contains techniques for evaluating information contained in cumulative records and discusses the importance of establishing early contact with parents to help develop rapport. Techniques are presented to improve listening skills on the part of the teacher and to obtain further information. Section II discusses information exchange with parents. Parents have a right to the information that the school has about their children, and they need this information for planning. Techniques for providing this information to parents are discussed. Various reporting systems are presented. The use of parent groups as a strategy for sharing information is highlighted. Section III deals with problem solving with parents and discusses the need for cooperative action in dealing with problem situations. Strategies for pinpointing problems and techniques for interviewing to obtain change are presented. Activities following each chapter provide practice in applying the ideas presented in the reading. Test cases and selected readings for parents of exceptional children are appended.

Available from: Love Publishing Company

Kroth, R. and Simpson, R. Parent Conferences as a Teaching Strategy. Denver, Colorado: Love Publishing Company, 1977.

The focus of this text is on the interview or conference between the significant adults in a child's life - mainly the parent and teacher. The authors point out that successful teaching practices (planning, organization, development of trust and caring, awareness of personal value systems, evaluation) are also applicable to the conference situation. Using a systems approach (input-process-output), the authors organize the book in a similar conceptual design. Chapters 1 and 2 deal with techniques for clarifying or assessing the values of the conference participants and establishing trust (inputs). Chapters 3, 4, 5, 6 and 7 deal with the conference itself (the process). Chapter 8 addresses evaluation, or, success of the confernce in effecting the targeted goals (output). Activities are provided at the end of each chapter for the teacher to practice skills and develop expertise in the subject matter presented in the reading.

Available from: Love Publishing Company

Losen, S. and Diament, B. Parent Conferences in the Schools: Procedures for Developing Effective Partnership. Boston, Mass.: Allyn and Bacon, Inc., 1978.

This book offers specific guidelines for working effectively with parents of children in the public schools. The emphasis is on developing a co-equal partnership between teachers and parents in order to provide early identification of children with special needs and to establish appropriate programs for them.

Eleven chapters discuss the following topics: initial contacts between parents and school personnel, the evaluation process, follow-up conferences, communicating information to parents, data collection and use of school records, referral or special program placement procedures, parent's rights under federal and state statute nd alternative ways to deal with difficult problem situations. Of particular interest are Chapters 9 and 10. Chapter 9 describes specific problem situations and presents strategies to help teachers deal with them. Chapter 10 examines defensive styles and reactions in interpersonal relations, and outlines factors contributing to this type of behavior.

Discussions throughout the book are presented in an informal, case-illustrated format. At the end of each chapter, the authors present a series of training exercises which focus on procedures outlined in the reading. They may be adapted for in-service training programs or workshop presentations.

Available from: Allyn and Bacon, Inc.

Rich, D. and Mattox, B. 101 Activities for Building More Effective School-Community Involvement. Rockville, Maryland: The Home and School Institute, 1976.

This illustrated 78-page manual was designed to help teachers develop creative and positive school-home-community relationships. 101 field-tested activities are presented in seven areas: communicating from school to home, personal relationships, educational events, volunteers in the classroom, utilizing community resources, secondary school outreach, and fund raising. Each activity presents a sample plan to follow that is readily adaptable to local school-community needs. The activities require little or no additional cost, a minimum of time and effort, and all have been tried and tested by participants in Home and School Institute programs. Each activity is organized in the following format: title, stated objective, materials/personnel/ budget required, time required, description of strategy/procedures, evaluation, and follow-up ideas. A particular strength of this guide is its emphasis on parent involvement activities (57 of the 101 deal specifically with parents).

Available from: The Home and School Institute
Publications Sales

C. PARENTING SKILLS AND ACTIVITIES

Part C of the bibliography reviews 20 sources which address the needs of parents of exceptional children. The following topics are included in this section: behavior change and child management, development of the IEP, interactions with educational and other professionals, general child development, specific skill development, respite programs, home activities for teaching and stimulating young children, and traveling with a handicapped child. Several resources are written for parents whose children have specific handicapping conditions (physically handicapped, mentally handicapped, blind/visually impaired, deaf/hearing impaired, and learning disabled).

Annand, D. (Ed.) The Wheelchair Traveler. Milford, New Hampshire: Douglas R. Annand, 1979 (eleventh edition).

This book is designed to serve as a reference guide for the handicapped individual, providing the most current and reliable specific information available. It contains over 6,000 listings from 50 states, Canada, Mexico, and Puerto Rico. The author is a paraplegic and has used a wheelchair for the past 27 years.

The guide lists hotels, motels, restaurants, and sightseeing attractions that are particularly usable by the handicapped traveler. Each listing provides name, address, and phone number, plus additional information needed for the traveler's comfort: door opening in inches, number of steps, and a general rating system. Other information such as room rates and availability of telephone, television, eating, and swimming facilities are included to the extent that the information is available and space permits. No listing is guaranteed, but all come from knowledgeable sources (other handicapped travelers and organizations).

This publication may be particularly useful for families with handicapped children when planning for vacations or trips to the mainland or other countries.

Available from: The Wheelchair Traveler

Baratta-Lorton, Mary. Workjobs for Parents: Activity Centered Learning in the Home. Menlo Park, California: Addison-Wesley Publishing Co., 1975.

This collection of 43 activities focuses on exploring, discovering, and learning through direct play experiences. The activities in this manual were selected from the original classroom edition of Workjobs and were chosen for their applicability by parents to the home environment. These manipulative activities are designed to help children develop language and number skills, as well as general skills such as eye-hand coordination, observation, recognizing relationships, and making judgments. By involving the parents as the partner in the activity, a strong base for mutually satisfying parent-child interactions can be developed. Each activity is similar in format and includes: skills needed for the activity, the activity itself, how to get started, ideas for follow-up questions, a picture to illustrate the activity, and a materials list. Most of the materials used with the workjobs can be found in the home or at the dime store. Suggestions for making each workjob more durable and situation-specific are included.

Available from: Addison-Wesley Publishing Co.

Bigner, Jerry. Parent-Child Relations. New York, New York: Macmillan Publishing Co., Inc., 1979.

The focus of this book presents the idea that children influence the development of adults as parents just as adults influence the growth and development of children. The text discusses the interaction processes between parents and children and how they affect each other as individuals and as a family.

The book is divided into three parts. Part I discusses contemporary issues in parenting and examines the relevant roles of mothers and fathers using research data. Part II describes the changing nature of parent-child relations through the periods of infancy, childhood, adolescence, and early adulthood. Part III discusses the effects of differences in family structure and functioning on parent-child relations and the challenge of child rearing for today's parents. Each chapter is summarized in the "Points to Consider" section, and references cited in the text appear at the end of each chapter.

Available from: Macmillan Publishing Co., Inc.

Croft, Doreen. Parents and Teachers: A Resource Book for Home, School, and Community Relations. Belmont, California: Wadsworth Publishing Company, Inc., 1979.

This book is written to serve as a practical guide and resource for facilitating home, school, and community relations. A special focus is the involvement of parents in school life.

The book is divided into four parts. Part I discusses the importance of sensitive communications with parents, individual differences, and protocol. Part II deals with specific kinds of parent-teacher meetings and various activities (planning, speakers, films, discussion groups, special events, publicity, fund-raising, and workshops). Part III provides guidelines for teachers for answering some of the typical questions parents may ask about specific problems (bedwetting, temper tantrums, discipline, jealousy, stubbornness, etc.). In the Appendix of Resources, a compilation of checklists, parent and teacher evaluation forms, referral agencies, and planning schedules is presented.

Available from: Wadsworth Publishing Company, Inc.

Cunningham, C. and Sloper, P. Helping Your Exceptional Baby: A Practical and Honest Approach to Raising a Mentally Handicapped Child. New York, New York: Pantheon Books, 1980.

Designed to help parents of children with Down's syndrome focus on individual abilities and progress rather than on what their child cannot do, this book tells how parents can teach skills to their children by striking a balance between reassurance and challenge. Introductory sections describe parents' initial reactions and adjustment to the birth of a handicapped child, and explain the nature of a mental handicap. A developmental checklist--which states the average age when nonhandicapped infants perform specific motor, mental, communicative, and personal and social skills--is then presented. Parents are instructed on how to use the checklist to determine their child's present level of development and realistic achievements they can work toward. Other sections describe how to provide an environment in which children can learn from everyday activities, how to analyze tasks, and how to structure teaching.

The major portion of the text consists of descriptions of the important characteristics of the four 3-month periods of the first year of life along with exercises and games that stimulate development during each period. The areas of play, language, social/emotional development, movement, memory, self-help, and behavioral problems (such as defiance and temper tantrums) of the second year are also discussed. Information on development of infants with Down's syndrome, starting school, and references are appended.

Available from: Pantheon Books

D'Antoni, A., Minifie, D., and Minifie, E. A Parent's Guide to Learning Disabilities: Understanding and Helping Your Child. Elizabethtown, Pennsylvania: The Continental Press, Inc., 1978.

This illustrated 63-page booklet is designed to serve as a resource guide for parents of children with learning problems. Contents include sections on perceptual and behavioral characteristics of learning disabled children, how parents can help their children in problem areas, and other information for parents. Specific difficulties (listening, speaking, visual, motor, and behavior problems) are addressed in a "Helpful Hints" unit. A glossary explaining terms commonly used regarding learning disabilities is included at the end of the booklet.

Available from: The Continental Press, Inc.

For Parents Only .... Practical Advice to Parents on Special Education. Des Moines, Iowa: Midwest Regional Resource Center. Drake University, 1979.

Developed for parents, this handbook provides practical suggestions on how to work with school personnel in planning appropriate educational programs for handicapped children. The manual emphasizes cooperative relationships between parents and principals, regular and special education teachers, and other specialized personnel while it specifically addresses the development of the child's IEP.

Varying handicapping conditions, special education, and the IEP are defined and discussed. Parents are advised what the IEP must contain, what to do before, during and after the IEP meeting, and what to do should problems arise. A listing of parent groups and other sources of information for parents is appended.

Available from: Midwest Resources, Inc.

Evans, J. and Ilfeld, E. Good Beginnings: Parenting in the Early Years. Ypsilanti, Michigan: The HIGH/SCOPE Press, 1982.

This book describes the development of infants during the first 3 years of life. It focuses on general stages of development that are characteristics of young children and describes each stage in some detail. Based on Jean Piaget's theory of development, and High/Scope's experiences with parents, seven stages have been identified: Heads Up (0-1 month), Looker (approximately 1-4 months), Creeper-Crawler (approximately 4-8 months), Cruiser (approximately 8-12 months), Walker (approximately 12-18 months), Doer (approximately 18-24 months), and Tester (approximately 24-36 months). For each stage the manual tells the parent/caregiver what behaviors to expect and how to support and facilitate the child's development. The book suggests a variety of activities parents can do with their child in each of the seven stages (in "Things to Do" section following each section). The activities are designed to be mutually satisfying for both parent and child, while facilitating and extending skill development for the infant.

Available from: The HIGH/SCOPE Press

Finnie, Nancy. Handling the Young Cerebral Palsied Child at Home. New York, New York: Dutton-Sunrise, Inc., 1975.

This book, written for parents and teachers of young cerebral palsied children, includes 17 well-illustrated chapters which cover the following areas: general guidance, parent's concerns, movement, positioning and handling. sleeping, eating, feeding, bathing, dressing, toilet training, and speech. Four chapters focus on mobility, mobility aids, and other specialized equipment. A chapter dealing with play behavior and toys is included. Three appendices provide additional information on normal development, a personal questionnaire for use by parents, and resource listings. A glossary, reading list, equipment, and accessory resource listings are included. The author emphasizes the vital role of the parents in the day-to-day handling and treatment of their child, and presents a well-written common sense approach to parenting the child with cerebral palsy.

Available from: E. P. Dutton and Company

Hanson, Marci. Teaching Your Down's Syndrome Infant: A Guide for Parents. Baltimore, Maryland: University Park Press, 1977.

The manual, written for parents of Down's syndrome children, provides a teaching program for children from birth to approximately 2 years. After an introduction (by R. Schwarz), the author recounts the progress of Down's syndrome infants taught by their parents. Chapters 3 and 4 discuss observation and management of child behavior, teaching procedures, and the recording system. Chapters 6 and 7 present charts for recording development and teaching procedures in the following areas: gross motor, fine motor, communication, social and self-help. A glossary of terms and comments from parents to parents of Down's syndrome children are also included.

Available from: University Park Press

Hotte, Eleanor. Self-Help Clothing for Children Who Have Physical Disabilities (revised edition). Chicago, Illinois: National Easter Seal Society, 1979.

Intended for parents and teachers of the physically handicapped, this booklet reviews present clothing difficulties and provides suggestions for solving clothing and dressing problems. In an initial section addressed to parents, the chapters discuss the need for children to function independently, selection of the person and timing for training in self-dressing, and guidelines for meeting the clothing and dressing needs of the child. The next group of chapters includes sections with the following headings: why are clothes important to a child; what kind of clothing should you and your child select; what size do you buy; what fabrics do you buy; will it wear well; and what are the child's needs (regarding underwear, footwear, sleepwear, tops and bottoms, dresses, outerwear, swimwear, and helping children help themselves). A final section offers tips for teaching dressing skills and suggestions for easier dressing. A list of readings and resources regarding aids for independent living for the handicapped is also included. Illustrations are provided throughout the booklet.

Available from: National Easter Seal Society

Helping the Handicapped Through Parent/Professional Partnerships. National Learning Resource Center of Pennsylvania. Niles, Illinois: Developmental Learning Materials, 1979.

This 71-page manual was developed to serve as a resource for parents in developing a partnership with various professionals who work with the handicapped child and his family.

The guide is divided into four parts. Part I is entitled "Who Can Help?" and describes the roles and functions of various professionals in the fields of medicine, psychology, education, and social work. Part II presents techniques useful for parents in developing a productive relationship with the professional (initial selection, making appointments, interviews, general comments, the child's examination, and follow-up conferences). Part III is entitled "What Does It Mean?" and explains to parents what to expect in their communications with professionals in the areas of medicine, psychology, education, and social services. It emphasizes the parents' active role in understanding the recommendation given, and asking for further clarification if they are unsure of the information presented. Part IV, entitled "Taking Charge" emphasizes the responsibilities of parents in monitoring the child's development and ensuring that appropriate services are being delivered via careful recordkeeping. This section focuses on the need for parents to maintain detailed records regarding background information (developmental history, medical history, educational history) and ongoing documentation of visits to various professionals and the outcomes of these visits (special services information, calendar of professional contacts). Samples of suggested recordkeeping forms are included in this section of the manual.

Available from: Developmental Learning Materials

Northcott, Winifred (Ed.) Curriculum Guide: Hearing Impaired Children--Birth to Three Years--and Their Parents. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1977.

This 291-page manual assumes that parents are partners in the schools and that they play an active role in the educational programming of their children. The content of the curriculum is based on the premise that the center of learning for every young child is in the home and that parents are the child's most natural teachers. The task for the parent is to provide increased listening and learning opportunities for the child - relating these to his current activities and social experiences.

Program organization and sample forms are included in the curriculum. Neurological, cognitive, and language attainment for normal development are described for the birth to 16-week, 20-week, 6 month, 8- to 12-month, and 12- to 18-month age range. Attainments for those developmental areas (plus social) are given for 18, 24, 30, and 36 months. At each age range, teacher goals for parents, suggested daily activities for parents, and accompanying sample phrases are provided. A particularly relevant section of the curriculum - Individual Teaching - provides parent-child instructional activities that are sequenced monthly from September to May describing four activities for each month.

Available from: Alexander Graham Bell Association for the Deaf

Parks, A. and Rousseau, M. The Public Law Supporting Mainstreaming: A Guide for Teachers and Parents. Austin, Texas: Learning Concepts, 1977.

One of a series of source books on mainstreaming, this volume is designed to help regular education teachers understand and work with exceptional children who are entering the regular classroom setting. It is also a valuable guide for parents. The manual emphasizes important concepts in three major sections:

1) Purposes and Definitions: this chapter presents P.L. 94-142 and discusses the purpose of the law, definitions, timelines, and child identification.
2) Assessment of Handicapped Children: this chapter discusses due process, due process procedures, comprehensive evaluation, protection in evaluation procedures, and access to student records. The roles and rights of parents are emphasized in this section.
3) Serving Handicapped Children: this chapter discusses personnel training, the IEP, a sample of an IEP, and serving children in private school settings.

The cartoon format and large print allow for easy reading. An added plus for the manual is the ease with which transparencies could be made and in-service programs developed using it as a text.

Available from: Teaching Resources Corporation

Patterson, Gerald. Families: Applications of Social Learning to Family Life. Champaign, Illinois: Research Press, 1978.

This book is written for parents and other people who need to know how families "work." It describes the practical application of social learning principles to various problems and situations and provides a detailed explanation of child management techniques, extending these procedures to adolescents and parents. The primary focus of this book is the process by which people change. Section I describes a social learning explanation of how parents and children go through the normal process of changing each other. Section II details practical procedures for changing behavior (reinforcers, contracts, time out). Section III deals with behavior change in both the older and very young members of the family (adults, child management regarding teasing, bedwetting, toilet training, temper tantrums, sleeping habits). Section IV addresses the applications of behavior change to more complicated problems: stealing, aggression, and noncompliance. Throughout the book, the emphasis is on the responsibilities of all family members being involved in changing the family environment.

Available from: Research Press

Raynor, S. and Drouillard, R. Get a Wiggle On: A Guide for Helping Visually Impaired Children Grow. Mason, Michigan: Ingham Intermediate Board of Education, 1975.

This 77-page booklet is designed for parents and teachers who work with blind or visually impaired infants. Illustrated suggestions are provided to help foster the blind baby's growth and development through stimulation of his intact senses and active, meaningful exploration of his environment. Presented from the viewpoint of the visually impaired child, the guidelines emphasize the adult's critical role in creating a rich and varied learning environment. Talking to, carrying, and touching the child often are particularly stressed.

Available from: AAHPERD Publications - Sales

Raynor, S. and Drouillard, R. Move It! A Sequel to Get a Wiggle On! Mason, Michigan: Ingham Intermediate School District, 1977.

Prepared as a sequel to an earlier manual (1975), this 93-page booklet contains suggestions for parents in assisting young visually impaired and blind children to learn and grow like other children. The suggested activities include the following: teaching independence, spatial relationships, remembering, household chores, playing games, learning textures, tastes and smells, going to nursery school, and talking about feelings. Illustrations accompany each activity.

Available from: AAHPERD Publications - Sales

Shephard, Linda. Parent's Helper: For Parents of Children Ages 1-5. Palo Alto, California: VORT Corporation, 1981.

Designed for parents of preschool children, this illustrated 59-page book provides practical suggestions for broadening the learning experiences and opportunities of children by expanding routine daily activities in the home. By actively involving the child in the activities, parents can help their children practice skills which will facilitate future development.

Chapter 1 introduces parents to the rationale for activity-centered learning, and describes the underlying concepts basic to helping parents expand learning experiences. Chapter 2 presents six areas of learning (motor, language, perception, thinking, social, and math/reading readiness) along with practice activities for each area. Chapter 3 discusses 11 sample learning activities that are home-oriented. Practice worksheets are included for parents to use in developing their own learning activities. Chapter 4 includes a glossary, and a brief overview of instructional techniques, media selection, and special populations.

Available from: VORT Corporation

For This Respite, Much Thanks ... New York, New York: United Cerebral Palsy Associations, Inc., 1981.

This 134-page manual is an excellent resource for teachers, parents, and other interested persons who are concerned with the issue of respite care for handicapped children and adults. Model respite programs (rural, urban, cooperative, and university/agency) are profiled, describing particular problems and innovative solutions. Four chapters are of particular interest to teachers and parents: Chapter 4: Starting Up a Program; Chapter 5: Community Development; Chapter 6: Family Involvement; and Chapter 8: Issues and Implications. Examples of forms used by specific programs are included along with six appendices which address consumer surveys, financing for respite care, the National Advisory Committee, and resource agencies and materials.

Available from: United Cerebral Palsy Associations, Inc.

Wagonseller, B. and McDowell, R. You and Your Child: A Common Sense Approach to Successful Parenting. Champaign, Illinois: Research Press, 1979.

The purpose of this book is to provide instruction to parents or prospective parents in some of the basic skills necessary for effective parenting. A key feature is the author's early focus on the development of skills which are important to an overall positive parent-child relationship. You and Your Child is organized around groups of skills parents need in order to be effective: how to provide a consistent model of responsible behavior, how to communicate with children, how to become an active participant in the child's life--understanding the changing child in a changing environment, how to establish a positive learning environment, and how to effect behavior changes. A major intent of this book is to emphasize the idea that parents and children are a family team, working together and supporting each other. Practical techniques for problem solving and decision making are included, along with review questions at the end of each chapter.

Available from: Research Press

D. PLAY AND SOCIAL DEVELOPMENT

The six resources annotated in Part D deal primarily with play and its relationship to cognitive, physical, and social/emotional development in young children. Ideas, games, and activities are presented to help parents, siblings, teachers and others instruct and stimulate handicapped infants, toddlers, and preschoolers. Adaptations for various handicapping conditions (physical, mental and sensory impairments) are included in some of the guides and several materials describe in detail the role of the adult in facilitating play behavior in young exceptional children. Play as an assessment/remedial technique is examined and a guide for organizing and developing a play-group is reviewed.

Braga, J. and Braga, L. Children and Adults: Activities for Growing Together. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

This book is a collection of stimulating ideas, games and activities designed to be used by any adult - parents, teachers, babysitters, grandparents - with normal and special children ages 0-6 years. Authored by two developmental psychologists, the activities are designed to meet three specific needs: 1) to serve as guides to how children develop and what the adult can do to foster growth; 2) to provide insights to adults as ways to maximize their own growth potential and needs; and 3) to illustrate ways of using daily routines and occurrences as growth-enhancing experiences for both child and adult. An initial chapter gives an overview of learning and growing with children, and suggests specific principles to keep in mind when engaging in the activities. Chapters 2-7 cover activities for 0-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years and 5-6 years. A comprehensive resources section can be found at the end of the manual.

Available from: Prentice-Hall, Inc.

Croke, K. and Fairchild, B. Let's Play Games! Chicago, Illinois: National Easter Seal Society, 1978.

This illustrated 61-page booklet is a collection of games that children with physical handicaps can play and enjoy with or without adaptations. Written for parents and teachers who are responsible for organizing games and recreational experiences for physically disabled children, the booklet presents activities that stress fair play, good sportsmanship and safety in addition to just plain fun. All of the games have been developed through actual teaching experiences. The book is organized into four sections: Introduction, Section 1 (5 to 7 years - 22 activities), Section 2 (8 to 11 years - 24 activities); and Section 3 (12 to 18 years - 10 activities). The age ranges are approximate; many activities are suitable for a wider range of children. Adaptations, other sources of help, and a list of commercial suppliers are included at the end of the booklet.

Available from: National Easter Seal Society

Fewell, R. and Vadasy, P. Learning Through Play: A Resource Manual for Teachers and Parents. Hingham, Massachusetts: Teaching Resources Corporation, 1983.

This resource manual is intended for professionals who work in clinics, special education programs, and day-care centers, as well as for parents of children ages birth to 3 years.

The first section provides a comprehensive review of current knowledge about learning and the maturation process. The focus here is on the interactions between the young child and his environment, and the implications of this process for learning. The second section of the manual presents 192 simple activities for infants and toddlers.

The activities are presented in an easy-to-duplicate format so they can be used at home by parents or by teachers or other professionals in different settings. Grouped into age categories (eight age levels from birth-3 months to 31-36 months), the activities include adaptations for young children who may be deaf/hearing impaired, blind/visually impaired, or physically handicapped.

Both the introduction and activities emphasize the child's interaction with his environment, social development and play, learning through the senses (seeing, hearing, touching, smelling, tasting), language, learning through movement, space and time, and learning to discriminate, seriate and classify.

Available from: Teaching Resources Corporation

Hartman, H. Let's Play and Learn: An Activity Book for Parents and Young Children. New York, New York: Human Sciences Press, 1976.

Using play as a natural learning milieu, the activities in Let's Play and Learn are presented in a game-like format. They are designed to be used by parents with preschool children in planned play situations.

This illustrated manual specifies goals for both preschool children and their parents. Goals for the children include strengthening readiness and prereadiness skills, enhancing self concept, and providing success experiences through play. Parental goals are twofold: 1) helping them understand the rationale for skill building and the relationship between specified activities and future success in reading, mathematics, and science; and 2) helping them create their own learning activities for their children using everyday routines and experiences for teaching.

The activities in Let's Play and Learn are designed to be easy and convenient to use, appealing to young children, and adaptable to a range of developmental levels. They require a minimum of preparation time and effort, and progress sequentially from easy to harder.

The games themselves are categorized into the following components: auditory discrimination and memory, expressive language, visual discrimination and memory, small and large muscle coordination, number concepts, and development of self concept.

Available from: Human Sciences Press

Newson, J., and Newson, E. Toys and Playthings: A Practical Guide for Parents and Teachers. New York, New York: Pantheon Books, 1979.

This book is designed to serve as a guide for teachers and parents in the selection and use of toys and play materials for young children. Five of the 11 chapters are particularly relevant for special populations. Chapter 3 discusses the developmental progression in toys for the first two years of life, from body games through touching and feeling, curiosity play, concept development and mobility to thinking/experimenting. Chapter 7 discusses play and playthings for the handicapped child, implications of the handicap and the role of adults in facilitating play behavior. Chapter 8 focuses on the use of toys for developmental assessment through observation of play behavior and through play repertoires with specific toys. Chapter 9 presents information regarding two approaches to using toys and play remedially (developmental approach and problem-oriented approach). Chapter 10 discusses toys and play for the hospitalized child (general equipment, "active" toys, and "passive" toys). References, suggested readings and equipment resources are appended.

Available fr[illegible]antheon Books

Sparling, J. and Lewis, I. Learningames for the First Three Years: A Guide to Parent/Child Play. New York, New York: Berkley Books, 1981.

This illustrated 226-page book presents 100 Learningames for parer s and professionals who work with children who are developmentally under 36 months of age. The activities are easy to adapt to special needs and may provide a good starting point for working with handicapped children. Each of the six sections (0-6 months, 6-12 months, 12-18 months, 18-24 months, 24-30 months, 30-36 months) contain approximately 15 Learningames which are divided into two categories: social/emotional and intellectual/creative activities. The games in each section are arranged in an approximate order of increasing difficulty, so there is a developmental progression built into the sequence. A checklist at the beginning of each section provides a useful tool for identifying prerequisite behaviors which should be observed before a specific Learningame is taught. Each activity contains a "How" and "Why" paragraph. The "How" paragraph describes what the adult does and the response the child usually makes to the adult's action. The "Why" paragraph gives reasons for playing the game (describes the goal). A bibliography is included at the end of the book.

Available from: Berkley Publishing Corporation

PART II: RESOURCES FOR ADMINISTRATORS

A. GUIDES FOR THE ADMINISTRATOR

The 15 materials annotated in this section of the bibl -graphy deal primarily with problems and issues faced by administrators: personnel selection, coordination of services to hand[illegible]opsd children, staff development and in-service training, and pro[illegible]m evaluation. The administrative role in parent involvement, advocacy and education is examined and workshop materials which address this role are reviewed. Basic strategies for fostering change in the attitudes, skills, and behavior of people and their organizations are also discussed.

Berry, Sharon. Legal Considerations in the Education of the Handicapped: An Annotated Bibliography for School Administrators. Washington, D.C.: National Association of State Directors of Special Education, 1978.

This 28-page annotated bibliography was developed to assist state and local school administrators broaden their awareness and knowledge of the rapidly expanding information pool regarding legal issues and the handicapped population. Sixty-three books, articles, reports, and other publications are described which deal with litigation and legislation which impacts on handicapped persons. The descriptions are comprehensive enough to enable the reader to decide if the entire document should be reviewed in greater detail. A sampling of contents includes legal issues in relation to accountability, administration of special education, institutionalization, P.L. 94-142, federal education policy, mental retardation and the law, mainstreaming, and an analysis of Section 504 regulations.

Available from: National Association of State Directors of Special Education

Elder, J. and Magrab, P. Coordinating Services to Handicapped Children - A Handbook for Interagency Collaboration. Baltimore, Maryland: Paul H. Brookes, Publishers, 1980.

Adopting the view that interagency collaborative efforts can best be developed and implemented at the local community level, this book was written to serve as a guide for administrators, educators, and professionals in effecting cooperative and productive relationships within human service delivery systems. Initiating and promoting workable solutions to problems of service delivery for handicapped children is a critical task of administrators, and this text addresses the issues in a comprehensive manner.

Section I presents three chapters which deal with certain aspects of interagency collaboration: the use of interdisciplinary teams as evaluation/intervention agents, the role of government (local, state, and federal) in the area of interagency collaboration, and the specific examination of human factors (trust - building and effective communication) which impact on collaboration efforts. Section II describes four models of service coordination for handicapped children. Of particular interest is Chapter 6 which focuses on the development of interagency teams which coordinate and provide services for preschool-aged exceptional children. Section III provides information required to accomplish interagency collaboration. In Chapter 8, essential components to consider when beginning an interagency collaboration effort are outlined, and Chapter 9 provides examples of interagency agreements accompanied by specific recommendations for agreement content.

Available from: Paul H. Brookes, Publishers

Evans, Ellis. Program Evaluation in Early Childhood/Special Education: A Self-Help Guide for Practitioners, Series Paper #13. Seattle, Wash.: WESTAR, 1982.

This monograph presents seven questions designed to guide the program administrator/coordinator in developing an appropriate evaluation plan.

1) What is the purpose of my evaluation? Five major purposes are described and discussed, as well as two types of evaluation (formative and summative).
2) What information do I need, and from what sources do I obtain it? An examination of program objectives is suggested, and a discussion of product/process evaluation is included.
3) When and under what conditions will I gather needed information? The development of evaluation designs is outlined and types of designs (analytic and descriptive) are identified and discussed.
4) By what means can I obtain needed information? Steps involved in making decisions regarding measurement alternatives are described.
5) How will I analyze my information? This question is addressed via a discussion of descriptive and inferential statistics. A chart detailing functions and application examples of statistical techniques is included.
6) How will my evaluation plan be accomplished, and what are the constraints on this plan? This section discusses personnel role specifications, budget preparation, scheduling, periodic monitoring, and ethical considerations.
7) How and to whom will the evaluation results be reported? Typical target audiences are described and emphasis is placed on tailoring the communication format to the intended audience's needs.

A sample Evaluation Status Checklist is presented, and a glossary and reference section are appended.

Available from: Technical Assistance Development System (TADS)

Farkus, Susan. Taking A Family Perspective: A Principal's Guide for Working with Families of Handicapped Children. Washington, D.C.: Family Impact Seminar and the Institute for Educational Leadership, Inc., 1981.

This manual is designed to serve as a guide for looking at school policies from a family perspective. Developed primarily for, and by, principals, its main purpose is to help the reader in four areas: 1) understand how school policies affect families; 2) identify policies which are insensitive and may present unintended barriers to effective home/school cooperation; 3) develop policies which may foster productive home/school partnerships; and 4) identify state and local level policies which may have potential adverse effects on families in the school community.

There are six sections in the manual. Part 1 (Introduction) outlines goals, contents, and definitions. Part 2 (Considering Your Role) discusses the administrator's role in implementing special education policies and promoting home/school collaboration. Part 3 (Thinking About Families) considers what it means to have a handicapped child to a family and the difficulties families may face in home/school cooperative efforts. Part 4 (Planning An Approach) suggests principles and activities for designing a parent involvement program. Part 5 (Looking At Your School) provides checklists for teachers and principals to use in examining parent involvement in their particular setting. The Resource section lists materials used in preparation of the guide and other selected references.

Available from: Family Impact Seminar, Inc.

Greenberg, M., Healy, G., Nathan, C., Tindall, V., Culkin, M., and Deutsch, P. Preschool Manual for Mainstreaming Children with Special Needs: Project SPIN (Specialized Programs for Individual Needs). Denver, Colorado: J.F.K. Child Development Center, 1977.

This manual was developed for individuals who will teach others how to maximize educational opportunities for handicapped preschoolers in normalized settings. It is essentially a "How To" manual - how to assess developmental levels of special needs children and how to program for them.

Designed essentially as a training manual, the guide's intended audiences are preschool teachers and child care workers in day care facilities. However, the authors note the manual may be useful in Head Start or any other early childhood programs who wish to collaborate on training efforts.

Six units are presented in the guide. Unit 1 discusses team efforts and the role of various program personnel. Unit 2 examines training, personnel, and gives an overview of how SPIN model components (resource room, trainee's home room, in-service center workshops) work together. A sample evaluation checklist for team efforts is included. Unit 3 addresses specific competencies for personnel in integrated settings. Record keeping and community resources are covered in Units 4 and 5. A final unit discusses communicating with parents. The appendix includes a glossary of terms, test descriptions, and two bibliographies: general early childhood resources and a bibliography for parents.

Available from: J.F.K. Child Development Center

Harbin, G. and Rzepski, B. Developing A Real Parent-School Partnership Through Joint Training: A Handbook. Chapel Hill, N.C.: TRISTAR, 1981

This manual was developed based on the philosophy that the training situation should reflect the actual situation in which individuals will have to function. The handbook describes a process designed to help parents and educators work cooperatively on placement and individualized program plan development for special children. Topics include communication skills and attitudes, problem solving, and practice in working together as a decision-making team. Styles and strategies of conflict resolution are discussed and described.

The guide is written for the individual who will serve as the workshop leader. It contains: purpose for the workshop, workshop agenda and time limits, suggested content and resource materials such as video-tape materials, role play samples, handouts and transparencies.

Available from: Upper Midwest Regional Resource Center (UMRRC)

Holland, Richard. Clarification of P.L. 94-142 for the Administrator. Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1980.

Developed for use by various administrators and administrative bodies (principals and vice principals, superintendents, directors of education, teacher coordinators, supervisors, and boards of education), this manual was written to help these professionals better understand the intent of P.L. 94-142 and their specific responsibilities relating to this law.

This guide is intended to clarify P.L. 94-142 and focuses on the following objectives: 1) to outline and summarize the provisions of P.L. 94-142 that relzte specifically to administration of programs; 2) to address some of the questions regarding this law that have been posed by administrators; 3) to further develop sensitivity to the needs of handicapped students; 4) to help administrators perceive the needs and aspirations of handicapped students as being similar to those of nonhandicapped students; 5) to foster a commitment to a team approach (encouraging administrative input) in the development of IEP's; and 6) to provide further information sources on P.L. 94-142 as it relates to administrators, service delivery, in-service training, mainstreaming, and parent/administrator relationships.

A question and answer section regarding P.L. 94-142 and its relationship to administrative issues is also included.

Available from: Research for Better Schools, Inc.

Lillie, D. and Grube, C. Improving Parent-Teacher Conferences: A Workshop Leader's Guide. Chapel Hill, North Carolina: TRISTAR, 1981.

This manual was designed to provide resource materials and suggestions which facilitate the development/implementation of workshops which focus on teachers' interpersonal and communication skills which are used in parent-teacher conferences. It may be especially useful for administrators who are responsible for in-service training and staff development programs.

The guide presents background information needed for developing a content base for a workshop, and also describes a philosophical foundation for parent-teacher cooperation in educational programming and decision-making. Alternative workshop agendas, suggested program procedures and related resources are provided. Included are materials which can be duplicated and used in workshop settings: parent-teacher conference simulation activitiy, a teacher's reference guide, and a bibliography of suggested additional readings.

Available from: Upper Midwest Regional Resource Center

Linder, Toni. Early Childhood Special Education: Program Development and Administration. Baltimore, Maryland: Paul H. Brookes, Publishers, 1983.

This book was written as an aid to administrators in planning, developing, implementing and evaluating early childhood special education programs. It offers guidelines for obtaining program funds and provides a foundation for developing quality-effective early intervention programs. Primarily designed to broaden the administrator's knowledge base, the text helps fill the gap which exists in many early intervention teacher training programs.

Three specific target audiences are identified: 1) graduate students in preservice training programs for early childhood special education; 2) early childhood special educators who are directing/coordinating programs for handicapped infants or preschoolers; and 3) administrators of early intervention programs who lack training related to early childhood special education.

Eleven chapters discuss the following content areas: conceptualizing and developing a program, leadership and administration, screening and assessment, curriculum selection and usage, parent involvement, staff development, evaluation, funding alternatives and proposal writing. Chapter 3 deals specifically with the administrator's role in parent involvement efforts. Chapter 7 presents a rationale for parent involvement, discusses service delivery to parents, and outlines alternatives for parent involvement in early childhood programs.

Available from: Paul H. Brookes, Publishers

Mayer, C.L. Educational Administration and Special Education: A Handbook for School Administrators. Boston, Mass.: Allyn and Bacon, Inc., 1982.

This volume is directed primarily toward the working school administrator. A brief overview of theory and background are presented along with a wealth of practical information regarding special education programs. Four initial chapters summarize information regarding characteristics of exceptional children and alsc provide an excellent overview of the framework of laws, regulations and policies that relate to special education in the schools. The remaining 12 chapters cover the following topics: administrative roles in the local education agency, working with other agencies and groups, overview of organizational models, program operation in large districts, organizing cooperative programs, unique capabilities and problems, screening assessment and placement of students, working with parents and community groups, working with teachers and support personnel, special education curriculum, budgets, facilities, equipment and supplies, and program evaluation.

Of particular interest is Chapter 12 - Working with Parents and Community Groups. This section discusses parent education programs, parent involvement strategies, due process and parental rights/ responsibilities, advisory committees, parental advocacy and political action. Additional suggested readings and films are referenced at the end of this chapter. Appendix 4 presents sample letters to parents which may be useful for school personnel.

Available from: Allyn and Bacon, Inc.

Pelz, Ruth (Ed.) Evaluation Case Studies, Series Paper #16. Seattle, Wash.: WESTAR, 1982.

Written as a companion volume to Series Paper #13, Program Evaluation in Early Childhood/Special Education: A Self-Help Guide for Practitioners (Evans, 1982), this paper presents two case studies of actual program evaluations performed by HCEEP projects. It includes narrative histories of staff experiences, decisions and problems encountered, and also presents samples of forms and tables developed by the projects.

The two case studies present essentially different types of data. The first - the Regional Development Program (New York) - gives the reader a personal and informative history of evaluation efforts over the three year period that the program was funded as a demonstration project. It basically presents a "look back" at project experiences in developing and implementing an evaluation strategy.

The second case study - Northwest Center Infant/Toddler Program (Washington) represents an ongoing evaluation plan. Developed during the first six months of the project, it continues to serve as a guide for the third year of program implementation. Sample charts are presented to the reader which detail goals, objectives, purpose, audience information needs, etc. This case study may be of particular interest to administrators who direct programs which integrate handicapped and nonhandicapped young children. Seven key elements discussed in this study include: systematic inclusion of nonhandicapped children into existing early intervention programs, assessment procedures and curricula adoption for integrated populations, parent involvement, staff development, community coordination, child-care aide curriculum, and child nutrition.

Available from: Technical Assistance Development System (TADS)

Stevens, J. and King, E. Administering Early Childhood Education Programs. Boston, Mass.: Little, Brown and Company, 1976.

This book was developed as a guide for administrators in planning, implementing, and evaluating early childhood education programs. The authors present a rationale suggesting that a professional attitude must be fostered among early childhood administrators, and the content of this guide reflects that thinking.

The book begins with a narrative of the historical and philosophical heritage of early education. Chapter 2 outlines the major theories of how children develop and program models which illustrate those theories are described. Chapter 3 discusses pertinent related aspects of research and evaluation literature. Chaper 4 addresses the issue of cultural pluralism and emphasizes the importance of program content which recognizes various ethnic heritages. Chapters 5 and 6 define program evaluation and discuss specific evaluation procedures. Chapter 7 examines staff development and the various training needs teachers may have at different levels of their careers. Program objectives and selection of appropriate learning materials are discussed in Chapter 8. Chapters 9 and 10 focus on parent involvement in the early education setting: basic strategies, issues and varying models. Chapters 11 and 12 examine the interdisciplinary model of service delivery, theories of administration, personnel management, fiscal management and preparation of funding proposals.

Available: Little, Brown and Company

Suarez, T. and Vandiviere, P. (Eds.). Planning for Evaluation - A Resource Book for Programs for Preschool Handicapped Children: Documentation. Chapel Hill, North Carolina: Technical Assistance Development System, 1978.

Developed to serve as a resource guide, this manual presents guidelines and suggestions to follow when documenting special education program efforts for preschool handicapped children. Appropriate and accurate documentation provides the foundation for program evaluation, and the authors emphasize its importance and application in this book.

Chapter 1 provides an overview to documentation of handicapped children's early education programs, and guidelines for documenting services to children and parents are presented in Chapters 2 and 3. Documentation of staff development efforts is discussed in Chapter 4. Chapter 5 presents guidelines for documenting demonstration/ dissemination efforts. Each chapter includes sample checklists, forms, and questionnaires that are useful for documenting particular services discussed. A comprehensive chart outlining sample target audiences (parents, BEH staff, early education/special education professionals, potential program sponsors and advocates, policy makers, etc.) for information regarding the design, activities and accomplishments of early intervention programs is included in Chapter 1.

Available from: Technical Assistance Development System (TADS)

Swatsburg, Peter. Readings In Administration of Special Education. Guilford, Connecticut: Special Learning Corporation, 1980.

Developed for school administrators, this series of 41 readings addresses the following areas of major concern for special education personnel: evaluation procedures, educational programs, compliance with legal mandates, parental rights, record-keeping procedures and confidentiality, and inservice/retraining efforts. The special education administrator occupies a critical position in program development and implementation, and this collection of articles addresses the various issues an administrator must deal with in a comprehensive way.

The general and specific requirements of P.L. 94-142 are described and reviewed in the first chapter. Guidelines for personnel management and record keeping are discussed. In the following chapters, the focus is on the administrator's role fulfilling the key mandates of the law. Areas covered include least restrictive environment, IEP development, parent involvement, and in-service training. Throughout the book, specific attention is placed on the vital role the administrator occupies in effecting attitudinal change towards handicapped children in the public school system. The author points out that research studies validate administrative support as the single most important factor in the integration process of exceptional children into the school environment.

Available from: Special Learning Corporation

Zeitlin, S., du Verglas, G. and Windhover, R. (Eds.) Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development, Series Paper #14. Seattle, Wash.: WESTAR, 1982.

This paper addresses a critical area for administrators in early childhood/special education - the formulation of guidelines for training personnel in early intervention programs. The monograph is divided into two parts. Part I presents a brief historical perspective on attitudes toward and services for the young exceptional child. Part II describes the core personnel competencies needed by all early interventionists.

In compiling the competencies presented, the authors reviewed current literature, examined competencies already identified by intervention/training programs and state education departments, and implemented a personnel survey of early intervention programs. A sample of the survey questionnaire and summary of results can be found in the Appendix. The competencies are divided into five categories: child development, family involvement, program implementation, assessment, and administration.

The family involvement component emphasizes the following skills: understanding the family, establishing and maintaining relations with families, assessing issues within family programs, meeting family needs, encouraging the child's development through family programs, helping families use support systems, and understanding theories and research relating to family development and functioning.

Available from: Technical Assistance Development Systems (TADS)

APPENDIX: LIST OF PUBLISHERS

PUBLISHERS

AAHPERD Publications - Sales
P.O. Box 870
Lanham, Maryland 20801

Addison-Wesley Publishing Co.
Sand Hill Road
Menlo Park, CA 94025

Alexander Graham Bell
Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02210

Aspen Systems Corporation
Fulfillment Operations
16792 Oakmont Avenue
Gaithersburg, Maryland 20877

Berkley Publishing Corporation
200 Madison Avenue
New York, New York 10016

Paul H. Brookes, Publishers
P.O. Box 10624
Baltimore, Maryland 21204

The Continental Press, Inc.
Elizabethtown, PA 17022

Developmental Learning Materials
One DLM Park
P.O. Box 4000
Allen, Texas 75002

E.P. Dutton and Company
201 Park Avenue South
New York, New York 10017

Family Impact Seminar, Inc.
1001 Connecticut Avenue, Suite 310
Washington, D.C. 20036

The Free Press
Division of Macmillan Publishing Co., Inc.
866 Third Avenue
New York, New York 10022

The HIGH/SCOPE Press
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197

The Home and School Institute
Publications Sales
c/o Trinity College
Washington, D.C. 20017

Human Sciences Press
72 Fifth Avenue
New York, New York 10011

J.F.K. Child Development Center
University of Colorado Health Sciences Center
4200 9th Avenue, E.
Denver, Colorado 80220

Kaplan Press
600 Jonestown Road
Winston-Salem, NC 27103

Little, Brown and Company
Publication Sales
34 Beacon Street
Boston, Mass. 02106

Love Publishing Company
1777 South Bellaire Street
Denver, Colorado 80222

Macmillan Publishing Company
866 Third Avenue
New York, New York 10022

Media Resource Center
Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
444 South 44th Street
Omaha, Nebraska 68131

Midwest Resources, Inc.
P.O. Box 1162
Des Moines, Iowa 50311

C.V. Mosby Company
11830 Westline Industrial Dr.
St. Louis, Missouri 63141

National Association of State Directors of Special Education
1201 16th St., N.W., Suite 610E
Washington, D.C. 20036

National Easter Seal Society
2023 W. Ogden Avenue
Chicago, Illinois 60612

Pantheon Books
201 E. Fiftieth Street
New York, New York 10022

Prentice-Hall, Inc.
570 Price Avenue
Redwood City, CA 94063

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

Research Press
2612 North Mattis Avenue
Champaign, Illinois 61820

Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437

Teaching Resources Corporation
50 Pond Park Drive
Hingham, Massachusetts 02042

Technical Assistance Development System
Suite 500, NCNB Plaza
Chapel Hill, North Carolina 27514

United Cerebral Palsy Associations, Inc.
66 East 34th Street
New York, New York 10016

The University of Michigan Press
Department YB
P.O. Box 1104
Ann Arbor, Michigan 48106

University Park Press
500 North Charles Street
Baltimore, Maryland 21201

Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue, SE
Minneapolis, MN 55414

VORT Corporation
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Palo Alto, CA 94306

Wadsworth Publishing Company, Inc.
Belmont, CA 94002

Walker Educational Book Company
720 Fifth Avenue
New York, New York 10019

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