Resources for Leadership Strategies

➢ National Association for the Education of Young Children (NAEYC)


This book spells out the principles underlying developmentally appropriate practice and guidelines for classroom decision making. The revised edition is explicit about the importance of the social and cultural context in considering appropriateness of practices. For all engaged in the care and education of infants and toddlers, 3- through 5-year-olds, or primary-grade children, this book offers an overview of each period of development and extensive examples of practices appropriate and inappropriate with children in that age group.

Order online at www.naeyc.org/resources/catalog/ or call NAEYC at 1-800-424-2460


This reader-friendly book offers easily understandable ideas and strategies proven to work for children with the most challenging behaviors and to benefit every child in the setting. Published by the Canadian Child Care Federation

Order online at www.naeyc.org/resources/catalog/ or call NAEYC at 1-800-424-2460


Improve your program with these standards—set by the early childhood profession. Programs that apply for accreditation through NAEYC will receive this book in their self-study packet.

Order online at www.naeyc.org/resources/catalog/ or call NAEYC at 1-800-424-2460

➢ Division for Early Childhood of the Council for Exceptional Children (DEC)


Based on an extensive literature review and focus groups of parents, teachers, and administrators, these practices offer much-needed guidance to parents and professionals who work with young children with disabilities. *Recommended Practices* outlines how families and educators can improve the development and learning outcomes for children including improved social competence, independence, problem solving, and enhanced family functioning. *Recommended Practices* covers the following seven topic areas:

• Assessment - Neisworth & Bagnato
• Child-Focused Practices - Wolery
• Family-Based Practices - Trivette & Durst
• Interdisciplinary Models - McWilliam
• Technology Applications – Stremel
• Policies, Procedures, and Systems Change - Harbin & Salisbury
• Personnel Preparation - Stayton & Miller
Order online at www.sopriswest.com or call Sopris West at 800-547-6747.


A companion to DEC Recommended Practices in Early Intervention/Early Childhood Special Education, this resource will help you assess and improve the quality of services you provide to young children with disabilities and to their families. The assessment is appropriate for Head Start, child-care centers, public schools, or other early childhood programs that implement developmentally appropriate classrooms and curricula.

Use this assessment to:
• Evaluate direct services and indirect supports, based on the recommended practices.
• Determine the strengths and needs of your program.
• Evaluate the impact of training, technical assistance, and other interventions.
• Identify professional development needs of staff.

Includes reproducible Program Assessment, Summary, and Action Planning forms.

Order online at www.sopriswest.com or call Sopris West at 800-547-6747.


Published by the Division for Early Childhood of the Council for Exceptional Children, this book also includes the DEC’s position statement on interventions for challenging behaviors. Leading experts contribute chapters on topics such as environment and teaching strategies for the classroom and working with parents to address challenging behaviors at home.

Order online at www.sopriswest.com or call Sopris West at 800-547-6747.


This manual provides reasons and resources for creating collaborative teams to promote meaningful change in local early childhood systems. It was developed based on research on effective practice related to systems change and teaming/collaboration and the experiences of the Collaborative Planning Project (CPP) for Comprehensive Early Childhood Systems. This project provided training and technical assistance (TA) to eight local interagency/CPP teams across four states.

This resource will help state administrative and TA staff, local administrators, local Interagency Coordinating Councils (ICCs), and other local collaborative teams:
• create a coordinated system of early care and education services to young children birth through five (or up to age eight) and their families;
• improve relationships and communication among the agencies that compose the system;
• maximize and blend resources; and
• improve the likelihood that ALL children can have positive child outcomes as a result of family-friendly services in quality, inclusive settings.

Order online at www.sopriswest.com or call Sopris West at 800-547-6747.

Also available at www.csefel.uiuc.edu
Module 4

Handout 4.11: Leadership Strategies

➢ Head Start Performance Standards


➢ Other Resources


Websites

The Center for Evidence-Based Practices for Young Children with Challenging Behavior www.challengingbehavior.org

Center on the Social and Emotional Foundations for Early Learning www.csefel.uiuc.edu

Division for Early Childhood of the Council for Exceptional Children www.dec-spied.org

National Association for the Education of Young Children www.naeyc.org

National Association of Child Care Resource and Referral Agencies www.naccrra.org

National Association for Bilingual Education www.nabe.org

National Black Child Development Institute www.nbcdi.org

Zero to Three www.zerotothree.org