



References: Early Childhood Intervention

Module 1 Module 1A Module 2

Module 1: Typical Development

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- Papousek, M. (2009). Solving sleep behavior disorders in infants and toddlers. In *Zero to Three*, 29(3), 38-43.
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<http://blogs.ubc.ca/earlychildhoodintervention1atypical/category/1-6-cognitive-development-overview/>

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Module 1: Atypical Development

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<http://www.ctp.net/PDFs/Daniel%20Stern%20Conference.pdf>

Telep, V. (n.d.). Discipline for young children - Discipline and punishment: What is the difference? ID 350-111 Valya Telep, Former Extension Specialist, Child Development, Virginia State University. Available at:

<http://pubs.ext.vt.edu/350/350-111/350-111.html>

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Module 2: Special Needs and Conditions

Down Syndrome

Canadian Down Syndrome Society: www.cdss.ca

Down Syndrome Research Foundation: www.dsrf.org

Lower Mainland Down Syndrome Support group: www.lmdss.com

ISEI (Internatinal Society of Early Intervention) www.depts.washington.edu/isei

<http://eci.sites.olt.ubc.ca/>

Spina Bifida

<http://www.sbhac.ca/beta/>

http://www.ninds.nih.gov/disorders/spina_bifida/spina_bifida.htm

http://kidshealth.org/parent/system/ill/spina_bifida.html

Tourette syndrome

http://www.tourette.ca/whatists_treatment.php

http://www.ninds.nih.gov/disorders/tourette/detail_tourette.htm

Fatal Alcohol Syndrome

<http://www.phac-aspc.gc.ca/fasd-etcaf/index-eng.php>

<http://www.fasworld.com/>

<http://www.cnfasdpartnership.ca/>

<http://www.asantecentre.org/>

Brain injury

<http://www.braininjury.com/children>

<http://www.neuroskills.com/children>

Other Nervous System Disorder

<http://www.umm.edu/nervous/disorder.htm>

<http://www.noah-health.org/en/bns/disorders/>

Physically abused children

The province-wide Child Abuse-Neglect help line in British Columbia is: 310-1235

The help line in British Columbia for children - Deaf (TTY): 1-800-667-4770

ECI References

Kid's Help Line: 1-800-668-6868 (It's safe and it's free)

People and programs that can help:

- Local police department
- Child welfare agencies
- Family doctor
- Community health centres
- Friends, family and community centres
- Parenting skills workshops
- Alcohol and drug abuse programs
- Support groups for post-partum depression
- Crisis and distress lines
- Parent "warm" lines for advice
- National Clearinghouse on Family Violence
Tel: 1-800-267-1291 or 613-957-2938
TTY: 1-800-561-5643 or 613-952-6396
Fax: (613) 941-8930
Email: ncfv-cnivf@phac-aspc.gc.ca

Deaf/blindness

<http://www.nichcy.org/Disabilities/Specific/Pages/Deaf-Blindness.aspx>

- **FAQs about deaf-blindness.**
http://www.aadb.org/FAQ/faq_DeafBlindness.html
- **Overview of deaf-blindness.**
<http://www.nationaldb.org/NCDBProducts.php?prodID=38>
- **Children who are deaf-blind.**
<http://www.nationaldb.org/documents/products/population.pdf>
- **Information about deaf-blindness.**
Personal insights and information from an individual with deaf-blindness.
<http://www.deafblind.com/info-db.html>
- **How do deaf-blind people communicate?**
http://www.aadb.org/factsheets/db_communications.html
- **The Deafblind Manual Alphabet.**
<http://www.deafblind.com/card.html>
- **Find what's out there on your topic.**
Search the world's most comprehensive collection of books, articles, proceedings, videos and other materials about deaf-blindness.
<http://www.nationaldb.org/ISLibrary.php>
- **State deaf-blind projects.**
Every state has one. Find yours at the National Consortium on Deaf-Blindness.
<http://www.nationaldb.org/ppStateDBProjects.php>

ECI References

- **Visit the American Association of the Deaf-Blind.**
AADB provides a listing of state and local organizations for deaf-blind people and also a listing of service and rehabilitation agencies around the country.
<http://www.aadb.org/resources/resources.html>
- **The Experts on Deaf-Blindness**
- **National Consortium on Deaf-Blindness (NCDB)**
<http://www.nationaldb.org>
- **Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC)**
<http://www.hknc.org>
- **American Association of the Deaf-Blind (AADB)**
<http://www.aadb.org>
- **Deafblind International**
<http://www.deafblindinternational.org/>
- **In Children's Early Years**
- **Early interactions with children who are deaf-blind.**
<http://www.nationaldb.org/NCDBProducts.php?prodID=34>
- **Communication at home and in the community.**
Helpful strategies and suggestions from parents and families with a child who is deaf-blind.
<http://www.nationaldb.org/documents/products/parent99.pdf>
- **Communication factsheets for parents.**
<http://www.nationaldb.org/documents/products/communication-a.pdf>
- **Talking the language of the hands to the hands.**
This publication examines the importance of hands for the person who is deafblind, reviews hand development, and identifies specific teaching skills that facilitate hand development and expressiveness in persons who are deafblind.
<http://www.nationaldb.org/NCDBProducts.php?prodID=47>
- **The intervener in early intervention and educational settings for children with deaf-blindness.**
<http://www.nationaldb.org/documents/products/intervener.pdf>
- **School Matters**
- **Considerations when teaching students who are deaf-blind (NETAC Teacher Tipsheet).**
http://pdcorder.pepnet.org/media/1011TPSHT_Deaf_Blind.pdf
- **Deaf-blindness: Educational service guidelines.**
This best practice guide is designed to help states, districts, schools and practitioners in supporting students who are deafblind and their families. Copies may be purchased at www.perkins.org/publications for \$25.00 a copy.
- **Teacher packet.**
A selection of articles, fact sheets, bibliographies and state resources organized to provide information for the teacher who is new to the deaf-blind student. <http://www.nationaldb.org/NCDBProducts.php?prodID=48>

ADDITIONAL RESOURCES

Almost 100 Motor Activities for Infants and Toddlers. Uriegas, Olga. SEE/HEAR, vol. 6, #3, Summer 2001, pp19-21.

Orientation and mobility activities for parents to use with their infants and toddlers who are visually impaired.

Developmentally Supportive Care: Hospital To Home for the Infant With Deafblindness. Greeley, J. Denver: Colorado Deafblind Project, 1997.

Developmentally supportive care is a method of caring for fragile infants who are not yet able to regulate their physiological, motor or state systems. The strategies include supportive environments, pacing and timing, transition support for new environments and situations, supportive movement, handling and positioning, and supporting sleep wake cycles.

Essential Elements In Early Intervention: Visual Impairment and Multiple Disabilities. Chen, Deborah (Ed.) New York: AFB Press, 1999.

Presents information about assessment and intervention strategies for infants and young children (birth to 36 months) who have visual impairment in addition to other disabilities, including deaf-blindness. Includes: a description of early intervention services; recent research about brain development; early developmental needs; the importance of caregiver interactions; early identification, including a discussion of conditions associated with multiple disabilities; functional vision assessment; hearing loss assessment, including functional hearing assessment; and interventions that focus on early communication. AFB Press, Customer Service, P.O. Box 1020, Sewickley, PA 15143, (800) 232-3044, (412) 741-0609 (fax).

The Intervener in Early Intervention and Educational Settings For Children and Youth With Deafblindness. Alsop, Linda ; Blaha, Robbie ; Kloos, Eric. NTAC Briefing Paper Monmouth, OR: The National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind, 2000.

Describes the work of interveners in early intervention and educational settings for children and youth who are deaf-blind. A discussion of issues, concepts, and terminology associated with intervenors and the role they play is provided. Available from DB-LINK.

Issues in the Evaluation of Infants and Young Children Who Are Suspected of or Who Are Deaf-Blind. Holte, Lenore ; Prickett, Jeanne Glidden ; Van Dyke, Don C. ; Olson, Richard J. ; Lubrica, Pena ; Knutson, Claudia L. ; Knutson, John F. ; Brennan, Susan. INFANTS AND YOUNG CHILDREN, vol. 19, #3, pp. 213-227, 2006.

This article provides an overview of the following topics: the effects of deaf-blindness on development, causes of deaf-blindness, and early screening and assessment strategies. It addresses hearing and vision evaluation, developmental

and cognitive assessment, educational and communication assessment, and genetic evaluation.

Issues in the Management of Infants and Young Children Who Are Deaf-Blind. Holte, Lenore ; Prickett, Jeanne Glidden ; Van Dyke, Don C. ; Olson, Richard J. ; Lubrica, Pena ; Knutson, Claudia L. ; Knutson, John F. ; Brennan, Susan ; Berg, Wendy. INFANTS AND YOUNG CHILDREN, vol. 19, #4, pp. 323-337, 2006.

Young children with major auditory and visual impairments are identified as “deaf-blind.” They have unique communication, developmental, emotional, and educational needs that require special knowledge, expertise, technology, and assistance. This article is intended to introduce professionals from a variety of disciplines to current practices and important considerations in intervention with infants and young children who are deaf-blind.

Learning To Communicate: Strategies for Developing Communication with Infants Whose Multiple Disabilities Include Visual Impairment and Hearing Loss. Chen, Deborah Ph.D. California Deaf-Blind Services. RESOURCES, vol. 10, #5, Summer 1999, pp. 1-6.

Discusses selected strategies that families and service providers can use for communicating with infants (birth to 36 months) who are not yet using words and who have significant and multiple disabilities. Includes information on cueing, and selecting and using first key word signs for the infants’ expressive communication.

Position Paper on Services to Young Children with Visual Impairments and Deafblindness in Natural Environments : Executive Summary. Miller, Tom; Bernas-Pierce, Julie. (2005).

The purpose of this paper is to promote specialized groups as a service option within Natural Environments law and implementation in order to enhance the development and support the families of children with visual impairments, birth to three. A longer version of this paper is also available:

<http://www.perkins.org/downloads/NatEnvirMonograph.pdf>

Promoting Learning Through Active Interaction: A Guide to Early Communication with Young Children Who Have Multiple Disabilities. Klein, M. Diane, Ph.D.; Chen, Deborah, Ph.D.; Haney, Michele, Ph.D. Baltimore: Paul H. Brookes Publishing Co., 2000.

The Promoting Learning Through Active Interaction (PLAI) curriculum is designed primarily for infants, preschoolers, and young children with severe or multiple disabilities (including deaf-blindness) who are not yet initiating symbolic communication and who have a limited repertoire of communicative behavior. It can also be used with older children who have not yet developed intentional communication.

Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities : Promoting Communication and Learning Skills. Chen, Deborah; Downing, June E. New York: AFB Press, 2006.

ECI References

This book is designed to help service providers and family members learn to interact through touch with children who need tactile information to support their learning. Topics include: the sense of touch, supporting interactions through touch, assessing tactile skills and planning interventions, focusing on tactile strategies, considering multiple communication options, adapting manual signs to meet a child's needs, selecting appropriate tactile strategies, and encouraging emergent literacy. Cost: \$39.95. Available from AFB Press. Phone: 800-232-3044. Publisher's web site: <http://www.afb.org>

Programs

State Deaf-Blind Projects, Services For Children With Deaf-Blindness Programs. U.S. Department of Education, Office of Special Education Programs

- Projects assist states in assuring the provision of technical assistance to agencies and education personnel serving children and youth who are deaf-blind. They support research, development, replication, pre-service and in-service training, parental involvement activities, and other activities to improve services to children who are deaf-blind. For information concerning particular state projects and contacts. Contact DB-LINK, (800) 438-9376, TTY: (800) 854-7013, Fax: (503) 838-8150,

info@nationaldb.org

<http://nationaldb.org/peoplePrograms.php>

Hilton/Perkins Program, Perkins School for the Blind - Hilton/Perkins program provides consultation, training and technical assistance to programs throughout the nation and in developing countries. Emphasis is on program development for multi-handicapped blind and deaf-blind infants, toddlers and school-aged children.

Hilton/Perkins

175 N. Beacon Street

Watertown, MA 02472

(617) 972-7220, Fax: (617) 923-8076

HiltonPerkins@Perkins.org

<http://www.perkins.org/>

National Early Childhood Technical Assistance System [NEC*TAS] - NEC*TAS is a consortium project intended to design and provide technical assistance for four primary target populations—Part C Staff, Interagency Coordinating Council members and staff, Part B-Section 619 staff, and Early Childhood project staff. Assists target populations in developing and providing comprehensive, culturally sensitive, and coordinated services for young children with special needs and their families.

Frank Porter Graham Child Development Center

500 Nations Bank Plaza

137 E. Franklin Street

Chapel Hill, NC 27514

(919) 962-2001

E-mail: nectas@unc.edu

ECI References

TTY: (919) 966-4041

Fax: (919) 962-8300

<http://www.nectas.unc.edu/>

National Family Association For Deaf-Blind [NFADB] - NFADB is a national network of families focused on issues surrounding deaf-blindness. As a national organization, NFADB advocates for all persons who are deaf-blind, supports national policy to benefit people who are deaf-blind, encourages the founding and strengthening of family organizations in each state, provides information and publishes a newsletter.

NFADB

111 Middle Neck Road

Sands Point, NY 11050

(800) 255-0411 x275

Fax: (516) 944-7302

nfadb@aol.com

National Consortium On Deaf-Blindness [NCDB] NCDB is a national technical assistance and dissemination center for children and youth who are deaf-blind.

NCDB

Western Oregon University

345 N. Monmouth

Monmouth, OR 97361

(800) 438-9376

Fax: (503) 838-8150

info@nationaldb.org

<http://nationaldb.org/>

ASSESSMENT- OREGON HEALTH AND SCIENCES UNIVERSITY

Validation of Evidence-based Assessment Strategies to Promote Achievement in Children who are Deafblind

http://www.ohsu.edu/oidd/d21/com_pro/db_assess_ab.cfm

Diabetes

References that could also be used for resources/hyperlinks:

www.diabetes.ca/about-diabetes/youth/

diabetes.about.com/od/childrenanddiabetes/a/type1kidsmngmnt.htm

www.bcchildrens.ca/Services/SpecializedPediatrics/EndocrinologyDiabetesUnit

HIV/AIDS

- [The Body: The Complete HIV/AIDS Resource](#)
- [British Columbia Centre for Excellence in HIV/AIDS](#)
- [British Columbia Persons with AIDS Society](#)

ECI References

- [Oak Tree Clinic](#) - BC Women's Hospital

Asthma

http://www.lung.ca/diseases-maladies/asthma-asthme/children-enfants/index_e.php

<http://www.asthma-education.com/content/>

Other types of chronic illness

For More Information:

http://kidshealth.org/parent/system/ill/seriously_ill.html

<http://www.cincinnatichildrens.org/about/patient/coping/default.htm>

Organizations and Websites:

<http://www.nichcy.org/index.html>

<http://www.our-kids.org/>

<http://www.starbright.org/>

<http://www.pacer.org/>

Books for Kids:

Young People and Chronic Illness: True Stories, Help and Hope, by Kelly Huegel and Elizabeth Verdick, 1998.

Books for Parents:

When Your Child has a Disability: the Complete Sourcebook of Daily and Medical care, Revised Edition, by Mark Batshaw, 2001.

Whole Parent, Whole Child: A Parent's Guide to Raising a Child with a Chronic Illness, by Patricia M. Moynihan and Broatch Haig, 1998.

Apraxia

[www.apraxia-](http://www.apraxia-kids.org/site/apps/nlnet/content.aspx?c=chKMI0PIIsE&b=839037&ct=837215)

[kids.org/site/apps/nlnet/content.aspx?c=chKMI0PIIsE&b=839037&ct=837215](http://www.apraxia-kids.org/site/apps/nlnet/content.aspx?c=chKMI0PIIsE&b=839037&ct=837215)

<http://www.asha.org/public/speech/disorders/ChildhoodApraxia.htm>

<http://www.nidcd.nih.gov/health/voice/apraxia.htm>

Separation Anxiety Disorder

Canadian Mental Health Association <http://www.cmha.ca/bins/index.asp>

Mayo clinic: <http://www.mayoclinic.com/health/separation-anxiety/DS01173>

DSM-IV-TR

ECI References

American academy of child and adolescent psychiatry

<http://www.aacap.org/page.wv?name=Home§ion=root>

Attachment Disorder

Mayo clinic:

<http://www.mayoclinic.com/health/reactive-attachment-disorder/DS00988>

DSM-IV-TR

American Academy of Child and Adolescent Psychiatry:

http://www.aacap.org/cs/root/facts_for_families/reactive_attachment_disorder