BRIGHT BEGINNINGS

At Paul Elementary School
60 Taylor Way
Wakefield, NH 03872

PARENT HANDBOOK
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Dear Parents:

Welcome to the Bright Beginnings Preschool Program. We are looking forward to working with you and your child. It is the goal of this program for parents and teachers to work together to meet the needs of each child. This handbook has been written to assist you in becoming familiar with the program. We hope that it answers many of your questions.

At Bright Beginnings, we recognize and respect the role you play with your child as the most important factor to his/her development. Thus we not only invite you to schedule a visit to the program, to ask questions, and to become involved, but also to share your ideas and experiences with us. Our goal is to develop a reciprocal relationship where we learn from one another.

We consider cooperation and communication between the home and school the key to assisting your child. Please take some time to read through the information provided in this handbook and sign the Acknowledgement of Receipt of the Handbook provided.

Thank you in advance for your support, understanding, and involvement.

Judy Kucera
Preschool Special Educator
INTRODUCTION
The SAU #64 Preschool Education Program, Bright Beginnings, provides an educational environment where young children learn as they explore, share experiences, and play. The children are provided with a wide range of learning experiences designed to foster growth in the sensory, motor, cognitive, speech, language, and social and emotional areas.

The 2 3/4 hour structured program provides developmentally appropriate activities in an integrated environment to preschoolers with varying ranges of strengths and challenges. The needs of each child are met individually. A theme approach is utilized to explore topics. Examples of themes include Art or The Pond, which incorporate the following early childhood curricula areas: pre-literacy, pre-math, language, music, art, cooking, movement, social studies and science.

The interdisciplinary team in the classroom consists of an Early Childhood Special Educator, a Para-Educator, a Speech and Language Pathologist, an Occupational Therapist and a Physical Therapist on an as needed basis. The interdisciplinary team members assume responsibilities, which are both traditional (i.e., direct therapy, consultation), and non-traditional (bus duty, playing alongside children, taking children to the bathroom) to their professional fields. These non-traditional roles provide opportunities for naturally occurring intervention throughout the day. Team members model appropriate strategies for all staff members to carryover thus providing consistency throughout each day. All team members are involved in the assessment, planning and program implementation for the children.

BRIGHT BEGINNING’S STAFF
Anne Kebler, Director of Special Education and Bright Beginnings Director
Judy Kucera, Special Education Preschool Teacher
Beth Pagnotta, Speech and Language Pathologist
Justin Chambers, Speech and Language Assistant
Brooke Cournoyer, Physical Therapist
Ashley LaRochelle, Occupational Therapist
Sandra Ernst, Classroom Paraprofessional

ADMISSIONS CRITERIA
Children who are identified through the SAU 64 Special Education Preschool referral process as needing special education services may be eligible for the Bright Beginnings program. The Special Education team makes this determination after reviewing results of any testing that has occurred during the referral process. Of primary importance is that the team agrees that the child’s needs, as outlined in the Individualized Education Plan (IEP) can be met in the Bright Beginnings program.
The participation of non-identified children from SAU 64 is considered an important aspect of the program. Interested families should contact Melanie Perry to discuss availability of space and to discuss Bright Beginnings as a preschool option.

A preschool case history form will be provided to all families to complete to assist us in getting to know your child.

**TERMINATION PROCEDURES**
Termination of a child's placement may occur if the Special Education Team agrees that the child is no longer in need of services, if a child is not making sufficient progress, if a child is exhibiting increased behavioral issues, or if a child is kindergarten eligible.

When the Bright Beginnings staff feels that termination is appropriate, the Teacher will contact the Special Education Director to arrange a meeting with the student’s parents or guardians. A representative from other agencies, who may have a compelling interest in the student’s educational welfare, will also be invited. The meeting shall include, but is not limited to the following:

1. A review of the student’s IEP, progress, and program.
2. A discussion of the program needs of the student.
3. A discussion of possible alternative placements.
4. A transition plan is developed which includes a schedule for follow-up conferences between both parties.
5. A possible option for an alternative placement.

If an alternative placement is agreed upon, the child will continue in the program while such a location is determined. If the child is considered harmful to him/herself or to others, a home program may be recommended while the student awaits alternative placement.

Upon request, and with parental consent, all Bright Beginnings staff is available are provide consultation to the receiving placement. Many teachers and specialists request such assistance as students from Bright Beginnings enter the public school or another program transitioning from Bright Beginnings.

**CURRICULUM**
Bright Beginnings is a language-based program, which utilizes developmentally appropriate curriculum that respects the children as individuals and builds in daily opportunities for participating and expanding their skills and confidence in themselves. The curriculum is manifested throughout the day and is embedded within the daily schedule. The schedule allows for both structured and unstructured activities and includes the arrangement of the physical environment, the emotional/learning tone of the environment, interdisciplinary service delivery, and thematic units.

Thematic units are developed monthly or bi-monthly to address both developmental and content areas in a fun and meaningful context. This provides the children with a natural learning experience in which they can generalize emerging skills. Examples of thematic
units are: All About Me, Nursery Rhymes, Fairy and Folk Tales, Children's Authors, Bears, Simple Science, Jungle, Water and Dinosaurs. The staff changes themes throughout the years to provide a greater variety of learning activities to the children enrolled in the program for more than one year.

Some children in the program require behavioral interventions, which include Positive Behavioral Interventions and Supports (PBIS), direct teaching, social stories, picture/object schedules and reinforcement schedules. Parent involvement is encouraged and parent training is available to keep interventions consistent between home and school.

The curriculum addresses the following developmental areas:

- **Language:** expressive, receptive, social/pragmatic, articulation/intelligibility, dysfluency, phonological awareness, oral motor, auditory processing, and overall communication skills.
- **Motor:** fine, large, perceptual, motor planning, balance, coordination, body awareness and control, sensory, self-help, pre-writing and writing skills.
- **Cognitive:** problem-solving, concept development, reasoning, memory, adaptive, sensory motor, and pre-operational thought.
- **Sensory:** tactile, olfactory, auditory, visual, and taste.
- **Social/emotional:** conflict resolution, prosocial skills, play skills, attending, sharing, turn-taking, expressing feelings, following rules, respecting others and property, self-confidence, independence, and task persistence.

These developmental areas are integrated throughout the day into the following content areas:

- **Art:** cutting, gluing, painting, constructing collage materials, manipulating clay/dough, drawing, encouraging creativity, pride, accomplishment, and process versus product.
- **Literacy:** a print rich environment, writing and drawing, print and reading props in dramatic play, children's journals, listening to stories and books read both aloud and on tape, looking at books independently, using books to gain information, attempting to read books from memory, letter/sound association, letter recognition, building sight word vocabulary through environmental print, awareness of written language and its functions.
- **Math:** measurement, 1 to 1 correspondence, conservation, estimating, counting, number/quantitative concept development, patterning, block building with geometric shapes, beginning addition with manipulatives, colors, shapes, attributes, number sets, sorting, graphing, and numeral identification.
- **Science:** growth, changes, forces, observation, problem solving, predictions, anatomical, ecological, and environmental awareness.
- **Social Studies:** respect for others, multi-cultural awareness, beginning geography, understanding diverse people and lifestyles, community, family, our roles in society.
- **Health/Safety:** personal hygiene, awareness of community resources, which promote health and safety, responsible and safe decision-making, nutrition, and healthy habits for life.
• **Music:** singing, dancing, creative movement, poetry, rhythm, listening, sequencing, music appreciation, and instruments.

**DAILY SCHEDULE**
The daily schedule is designed to provide the children with a predictable daily routine that balances both structured and unstructured periods of the day. The Bright Beginnings morning program is in session Monday-Thursday from 8:30 until 11:15. The afternoon session runs Monday-Friday from 12:15 until 3:00. The days each child attends is based on what is appropriate to meet the needs of each individual child.

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**ARRIVAL AND DEPARTURE PROCEDURES**
Staff will meet buses for arrival and departure. The children will be assisted, as necessary, and will be supervised at all times when ascending and descending the bus. A staff member will escort the children to and from the classroom.

Parents providing transportation can drop off at the classroom entrance at 8:30 or 12:15 (depending on the session your child attends.) A staff member will be there to greet your child and welcome him/her into the classroom. At the 11:15 dismissal you can pick up at the same location. If you need to park and come inside the building in the morning, please park in a designated spot and sign in at the office. Thank you.

Please arrive on time to drop off/pick up your child as staff has other obligations before school, after school and during the midday break. We appreciate everyone’s cooperation.

Please note that no matter how excited and happy your child is at the prospect of their first school adventure, it is not unusual to have this excitement turn to tears when it is time for you to leave. We have found, without exception that tears quickly turn to smiles once a parent is gone. A hug and kiss, and a quick goodbye, with a promise to “See you at 11:15/3:00” provides the best results. Be sure to be prompt so as not to keep your child waiting.
SNACK
Children need to bring a healthy snack, (crackers, yogurt, fruits or vegetables), from home and a drink each day.

CLOTHING
The children are asked to wear or bring appropriate outdoor clothing each day. They are encouraged to dress in layers (long sleeve shirt over a tee shirt) due to changes in weather in the course of a day. Please provide the following: **Fall/Spring:** A jacket or sweater, sneakers or closed toe shoes (no sandals). **Winter:** Warm coat, hat, mittens, snow pants, boots, and extra shoes/slippers for indoors. **All items must be labeled with the child’s name.** An extra set of clothing can be left at school if desired.

TOILET LEARNING
The staff will support parents with teaching your child to use the toilet independently. Please notify the staff of your child's needs and current readiness for toilet learning. Staff will communicate their observations and make suggestions that promote a positive transition.

If your child is in need of a daily diaper change, please provide the staff with diapers and wipes. A change of clothes should be provided until your child is completely independent with requesting and using the toilet. Again, all clothes must be labeled with your child’s name.

PARENT INVOLVEMENT AND COMMUNICATION
Parents are a valued component to our program. However, some of the children enrolled rely on very consistent and predictable routines to optimally benefit from their educational program. For this reason, we ask that parents notify staff prior to visiting the classroom so that children can be prepared for the changes in routine. Classroom observations and visits can be scheduled with your child's teacher. When entering the school building, we ask that you sign in at the main office and pick up a visitor’s pass. Thank you in advance for your cooperation.

PROGRESS REPORTS
Progress reports will be completed quarterly for all children enrolled in Bright Beginnings. They will be submitted on the final day of each quarter and mailed to parents shortly after.

PARENT CONFERENCES
Parent Conferences will be held yearly. There will be no school for the Bright Beginnings students on this day. Teachers will notify parents prior to the date to schedule a conference at a time that is most convenient. The conferences are held in the classroom and parents are encouraged to find childcare for their children if at all possible. The purposes of these conferences is to review and answer questions regarding your child’s progress, for parents to share pertinent information about their child, to assist staff with
meeting their child’s needs, and to discuss future evaluations, meetings, transitions, or programming changes. The conference date will be included on the school calendar.

Conferences can be held, as needed, at any time throughout the year. Contact your child’s teacher if you would like to schedule an appointment.

**DISCIPLINE AND POSITIVE BEHAVIOR MANAGEMENT**
A goal of the Bright Beginnings program is to model and teach the children to respect themselves and others within a safe environment. Prevention of inappropriate and unsafe behavior is essential. The staff assists children to use language that allows them to verbally resolve conflicts and promote strategies for solving future problems. The daily routine with consistent expectations gives the children opportunities to exert control within a predictable framework. Positive Behavioral Interventions and Supports (PBIS) are implemented to teach the children social skills, school rules and behaviors, and group interaction strategies. Our goal is to use positive interventions, which motivate children to develop intrinsic strategies for self-control.

Unnecessary power struggles are avoided by allowing the children to make structured choices. In addition, we have found the use of redirection to be effective in preventing inappropriate behaviors. Limits are firmly set and followed through by all staff. Occasionally, specific individualized behavior plans are designed and designated in the student’s IEP. These may include:

- 1, 2, 3 Magic strategies
- Behavior charts
- Intermittent reinforcement
- Natural consequences
- Time-out
- Physical restraint, if necessary

At no time is a technique employed which subjects the child to physical/emotional abuse or humiliation. Parents, the Program Director, psychologist, and behavioral specialists are collaborated with as needed to develop positive means of dealing with difficult behaviors.

**PRESCHOOL CALENDAR**
Bright Beginnings follows the Wakefield school calendar for vacations and holidays with a few exceptions. Parents will be notified of these exceptions in advance.

**EARLY RELEASE DAYS**
The State Department of Education has approved Early Release Days for SAU #64 in an effort to provide the teaching staff with opportunities for trainings, workshops and time for consultations. Consult the school calendar for pre-determined Early Release Days. The afternoon session of Bright Beginnings will not be in operation on these days.
SCHOOL CANCELLATIONS

For school cancellations due to snow or other emergencies, Bright Beginnings will follow the same procedures as SAU 64 and the Wakefield Elementary School.

The Bright Beginnings morning session will be cancelled if SAU #64 announces a delayed opening. In the event an early dismissal is announced before the afternoon session has begun, then the afternoon session is cancelled.

CONFIDENTIALITY

Our policy is to discuss a child only with his/her family and appropriate staff members. If you would like staff to speak to others such as child care providers, physicians, or other teachers, written permission must be provided.

PARENT LENDING LIBRARY

The Bright Beginnings Preschool Program has a Lending Library, which we welcome you to access. A comprehensive list of these resources is available from the classroom teacher if interested (see appendix 13).

TRANSPORTATION

Children, who are recommended by the school district to attend the Bright Beginnings program due to an educational disability, are eligible for transportation through the school district. The bus can pick up/drop off at the agreed upon location within district, whether it be home or childcare. In order for the bus to remain on a consistent schedule, we are unable to make changes to the drop off or pick up location on a daily basis. Any permanent changes (i.e. a change in childcare placement etc.), please notify the director of transportation, Tim Eldridge in advance. He can be reached at 652-0221. Parents are reminded to have their child ready for the bus at the time specified by the bus driver. The bus drivers are on a busy schedule and need all children ready in order for them to arrive at school on time each day. If your child is sick, please call the telephone number given to you by your child’s bus driver. The preschool staff is not responsible for transportation; all transportation related questions or concerns should be addressed with Tim Eldridge, Director or Transportation. Parents are responsible for communicating with the special education director of their school district if they would like to waive this service and/or receive this service at a later date.

Parents are responsible for the transportation of children who are not identified with an educational disability and are attending the Bright Beginnings program for a private preschool education. These students are not eligible to receive transportation through the school district.

Parents must complete a Permission to Pick up and Transport form prior to enrollment. This will provide staff with the names of people who you have given permission to pick up or transport your child. The staff will not release your child to anyone whose name is not listed on this form. Children can only be released to those that you have placed on this list. Your child cannot be released to a new person whose name you may have written in
the notebook. The names on the list can be added to or deleted by a parent at any time during the school year. The parent must initial and date this new information on the form. If the staff person has not met the designated driver, then they will ask to see this individual's driver's license. If this individual does not have a driver's license, the student will NOT be released.

**ABSENCE POLICY**
It is requested that the Bright Beginnings program be notified if a child will be absent. This ensures that all children arrive safely to school and are accounted for. Please notify your child's teacher by 8:30 am or 12:15 pm (again depending on the session your child attends) if your child will not be in school on any given day.

In an effort to provide consistency of services, please send your child to school if s/he is healthy. Whenever possible, please arrange appointments and errands around your child's school day.

**EMERGENCY INFORMATION**
An Emergency Information form will be provided to each family prior to enrollment and must be returned to the staff by your child's first day of school. This form should be updated if emergency information changes (i.e., new work phone number, beeper number). A new form should be updated annually. When completing this form, please provide two telephone numbers of responsible adults who can be contacted if you are unavailable.

**EMERGENCIES AT SCHOOL**
Very rarely does an emergency occur that requires the services of an ambulance or emergency personnel, but in such an event, the following procedure will be followed:
- The registered school nurse in the building will be contacted to assess the situation and make appropriate referrals. Parents, physicians, or persons listed on the emergency form will be contacted and notified of the situation. If necessary, local emergency services will be contacted and the Wakefield Ambulance Service will transport children to Frisbee Memorial Hospital in Rochester.

**SCHOOL HEALTH GUIDELINES/SICK POLICY**
I. The following guidelines are designed to assist a parent in making the decision to keep his/her child home from school and to protect the healthy children at school from unnecessarily contracting illnesses or diseases from an ill child.

Please keep your child home from school with any of the following symptoms:
- Vomiting
- Diarrhea
- Any fever (if a symptom is not present at this time, chances are one will be shortly). **Children should remain home for 24 hours following a fever.**
  - Please don't give your child Tylenol (or some similar product before sending him/her to school. This could mask a fever and/or pain, and would inhibit our ability to properly assess your child).
• Severe Colds
  ➢ croupy or persistent hacking cough
  ➢ a fever during the night
  ➢ yellow/green phlegm being coughed up, or
  ➢ yellow/green discharge from nose

• Sore Throats
  ➢ with a fever
  ➢ swollen glands of the neck
  ➢ with a reddened throat and any white patches
  ➢ with a headache
  ➢ for any combination of the above symptoms, a child should be
  ➢ seen by a physician

NOTE: Re: Strep Throat
  ➢ The only sure way to diagnose strep is with a throat culture.
  ➢ A child may return to school 36 hours after beginning medication.
  ➢ Please inform the classroom staff if your child was diagnosed with strep since it is contagious.

• Conjunctivitis (Pink eye)
  ➢ itching, reddened, watery eyes
  ➢ crusty and sticky eyelids in morning
  ➢ child may return to school after two doses of medication

• Impetigo
  ➢ An infection of the skin, mouth or nostrils characterized by open sores that spread and forms a yellow crust.
  ➢ Students must have a physician’s note before returning to school.

• Head Lice
  ➢ please report it to the staff upon returning to school after treatment, the child must be accompanied by an empty box of hair treatment and a note from the parent stating that the treatment was done.

• Contagious Diseases must be reported to the school, to include:
  ➢ mumps, measles or rubella
  ➢ scarlet fever
  ➢ scabies
  ➢ ringworm
  ➢ impetigo
  ➢ chicken pox - a student may return to school 6 days after the last pox appears.

II. Throughout the year, there are often many requests to keep students in during recess.
   If a student is well enough to be in school, he/she will be expected to go outside.
   Please make sure that your child is dressed appropriate for the weather. In case of extreme weather, the decision will be made to keep all students in for recess.

III. Please notify staff:
  • Of absences or, if you are unable to do this, a note must accompany the student upon returning to school.
• Any injuries (i.e., bumps, bruises, cuts, etc.) sustained away from school.

IV. Medication Administration Policy.
If a student is taking medication, we ask that the parent adjust the hours so that medication can be given at home. If this is not possible, we ask that you follow these guidelines:

1. A permission to give medication at school form must be obtained from the school nurse and completed by the parent and physician stating the name of the medication, the times, dates and doses the medication should be given

2. The staff must have a doctor’s note stating that the medication has to be given during school hours.

3. The medication must be in a pharmacy labeled container. If it is daily medication, the student should bring in one week's worth at a time.

NOTE: The above policy holds true for over-the-counter medication also.

PHOTOGRAPH POLICY
Parents should complete a Permission to Photograph and Release form as part of the enrollment package. This release gives staff permission to videotape and photograph children for school purposes only.

In order to maintain the privacy and confidentiality of all families and children, parents will be allowed to photograph or videotape the children at school during parties or observations when a separate Picture/Video Release form is received from every child in the class.

NON-DISCRIMINATION
It is the policy of SAU 64 not to discriminate on the basis of race, color, religion, national origin, age, sex or disability, in its educational programs, activities or employment policies as required by Section 504 of the Rehabilitation Act of 1973, Provision of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, the Education of All Handicapped Children Act of 1975, the Individuals with Disabilities Education Act of 1990 and the Americans with Disabilities Act of 1992.

SAU 64 has designated the following persons to coordinate efforts to comply with these requirements. Inquiries, requests and complaints should be directed to:

Anne Kebler
Director of Special Education
Wakefield, NH
(603) 652-0262
RECEIPT OF PARENT HANDBOOK

I have received and have read a copy of the SAU 64 Parent Handbook. Following review, if clarification is needed, I will discuss this with the Special Education Director or classroom teacher. I understand the policies described in the Handbook and agree to abide by them.

Child’s Name: ________________________________________________

Parent’s Signature:_____________________________________________

Please Print Name: ____________________________________________

Date: ___________________
Here is a list of the materials we currently have to offer as part of our newly developed preschool lending library. If you are interested in borrowing an item, please contact Judy Kucera or Jessica Hopkins at the Milton Bright Beginnings Preschool (652-9673).

Adoption


Parenting the Hurt Child, by Gregory C. Keck, Ph.D & Regina M. Kupecky, LSW.

Aspergers Syndrome, Autism, & Pervasive Development Disorder (PDD)


Asperger Syndrome and Young Children: Building Skills for the Real World; for People who Know and Care for Three to Seven Year Olds, by Theresa Bolick, Ph.D. 2004.


Do, Watch, Listen, Say: Social and Communication Intervention for Young Children with Autism, by Kathleen Quill.


Teaching Activities for Autistic Children, by Staff and Parents of Division TEACCH, Compiled and Edited by Eric Schopler, Ph.D., Margaret Lansing, M.Ed. & Leslie Waters, M.D. 1983

**Attention Deficit Disorders**


**Auditory Processing**

When the Brain Can't Hear: Unraveling the Mystery of Auditory Processing Disorder, by Teri James Bellis.

**Behavior**


Discipline: The Brazelton Way, by T. Berry Brazelton, M.D.

The Explosive Child, by Ross Greene.


1, 2, 3 Magic: Effective Discipline for Children 2-12, by Thomas Phelan, Ph.D. 1995.

1, 2, 3 Magic: Effective Discipline for Children 2-12 (VHS), by Thomas Phelan, Ph.D. 1990.

**Bipolar Disorder**


**Cerebral Palsy**

**Child Development**


**Children’s Books**

*Somedone Special Just Like You*, by Tricia Brown & Fran Ortiz.

*Views from our Shoes: Growing Up with a Brother or Sister with Special Needs*, by Donald J. Meyer & Cary Pillo.


*What to Expect at a Play Date*, by Heidi Murkoff & Laura Rader. 2001.

*What to Expect at Preschool*, by Heidi Murkoff & Laura Rader.

*What to Expect When Mommy is Having a Baby*, by Heidi Murkoff & Laura Rader.

*What to Expect When the New Baby Comes Home*, by Heidi Murkoff & Laura Rader.

*What to Expect When You Go to the Dentist*, by Heidi Murkoff & Laura Rader.


**Computer**


**Crisis**

*The Bully, the Bullied and the Bystander: From Pre-school to High School – How Parents and Teachers Can Help Break the Cycle of Violence*, by Barbara Coloroso.


*A Terrible Thing Happened: A Story for Children Who Have Witnessed Violence or Trauma*, by Margaret M. Holmes, Sasha J. Mudlaff & Cary Pillo.
Dealing with Divorce

*Mom’s House, Dad’s House: Making Two Homes for Your Child*, by Isolina Ricci.


Dealing with Loss

*The Fall of Freddie the Leaf*, by Leo Buscalgia. (children's book)


*The Tenth Good Thing About Barney*, by Judith Viorst. (children’s book)

Down Syndrome


DVD’s

*We Are Family: A Musical Message for All*, We Are Family Foundation. 2005.

Early Childhood Curriculums


*The Creative Curriculum for Family Child Care*, by Diane Trister Dodge.


The Giant Encyclopedia of Theme Activities for Children 2 – 5, by Kathy Charner.


Emergent Literacy


Fetal Alcohol Syndrome


Learning Disabilities

A Mind at a Time, by Mel Levine M.D. 2002.

Misunderstood Minds: Understanding Kids Who Struggle to Learn, (VHS)

Materials

Learning to Sequence: 12 Picture Stories of 4 Scene Sets. Ages 3 and up.

Motor Skills


Multiple Intelligences

In Their Own Way, by Thomas Armstrong, Ph.D.

Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences, by Thomas Armstrong, PhD. 1999.

Nutrition


Parenting


Love and Logic: Magic for Early Childhood: Practical Parenting from Birth to Six, by Jim Fay.

Sensory Integration

Answers to Questions Teachers ask about Sensory Integration, by Jane Koomar, Ph.D, OTR/L; Carol Stock Kranowitz, M.A.; Stacey Szkut, M.S., OTR/L; Lynn Balzer-Martin, Ph.D., OTR; Elizabeth Haber, M.S., OTR/L & Deanna Iris Sava, M.S., OTR/L. 2004.

The Out of Sync Child: Recognizing and Coping with Sensory Integration Dysfunction, by Carol Stock Kranowitz.


The Out of Sync Child has Fun: Activities for Kids with Sensory Integration Dysfunction, by Carol Stock Kranowitz.
Pathways to Play: Combining Sensory Integration and Integrated Play Groups: Theme Based Activities for Children with Autism Spectrum and Other Sensory Processing Disorders, by Glenda Fuge, M.S., OTR/L & Rebecca Berry, M.S., PT. 2004.

Sensory Integration and Self Regulation in Infants and Toddlers: Helping Very Young Children Interact with their Environment, G. Gordon Williamson Ph.D. & Marie E. Anzalone.

**Sign Language**


Signing is Fun! A Child's Introduction to the Basics of Sign Language, by Mickey Flodin.


**Sleep**

Sleep: The Brazelton Way, by T. Berry Brazelton, M.D. & Joshua D. Sparrow, M.D.


Solve Your Child's Sleep Problems, by Richard Ferber.

**Social Skills**

Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills, by Ellen McGinnis & Arnold P. Goldstein, Ph.D.

**Speech and Language**


Parent Articles 1: Enhance Parent Involvement in Language Learning (Reproducible Activities), Edited by: Margaret Schrader, Ph. D., CCC-SLP.

Parent Articles 2: More Articles to Enhance Parent Involvement (Reproducible Articles), Edited by: Anthony B. De Feo, Ph. D., CCC-SLP.

Toilet Training


Toilet Training: The Brazelton Way, by T. Berry Brazelton, M.D., Joshua D. Sparrow, M.D.

Traumatic Brain Injury