

List of Useful References Related to the Theme of Early Childhood Intervention

2005

Title: Early Childhood Intervention: Analysis of Situations in Europe. Key Aspects and Recommendations.
Author/Editor: Victoria Soriano
Source: European Agency for Development in Special Needs Education,
Date: 2005
Languages: English, French, German, Czech, Danish, Estonian, Finnish, Greek, Icelandic, Italian, Latvian, Lithuanian, Dutch, Norwegian, Portuguese, Spanish, Swedish
ISBN: 8791500-60-5 or 978-8791500-60-2(Electronic)
8791500-42-7 or 978-8791500-42-8 (Printed)

Abstract:

This document aims to summarise the analysis of key aspects of early childhood intervention (ECI) in 18 European countries, conducted by the European Agency for Development in Special Needs Education in 2003-2004. It also provides a list of recommendations, mainly addressed to professionals working in this field, offering them some practical ideas for reflection and improvement of their practices.

Link: <http://www.european-agency.org>

Title: White Paper on Early Intervention
Author/Editor: Real Patronato sobre Discapacidad, Spanish Ministry of Employment and Social Affairs
Source: University Complutense Madrid, AMPAT, Early Intervention Group
Date: April 2005
Language: English
ISBN: 214-05-008-X

Abstract:

This book is the English translation of the “Libro Blanco de Atención Temprana” (2000). It is intended to be a reference for public administrations, professionals, families and associations to overcome the lack of coordination and solve deficiencies in organisation and resources. The Early Intervention Group, at the origin of this document, relies notably on the representation of specialists from various autonomous regions.

Title: Petite enfance et handicap. La prise en charge des enfants handicapés dans les équipements collectifs de la petite enfance
Author/Editor: Eric Plaisance, Catherine Bouve, Marie-France Gropsiron, Cornelia Schneider
Source: Université René Descartes Paris V, Centre de Recherche sur les Liens Sociaux (CERLIS), CAF Dossiers d’Etudes n°66
Date: March 2005
Language: French

Abstract:

Cet ouvrage analyse les publications scientifiques sur la prise en charge des enfants (0–3 et 0–6 ans) en situation de handicap dans les équipements d'accueil (institutions et services ordinaires et spécialisés). Il vise à établir un bilan statistique des besoins potentiels d'accueil des jeunes enfants en situation de handicap d'une part et des offres institutionnelles d'autre part, et émettre un nombre de recommandations pour améliorer l'accueil des jeunes enfants ayant un handicap, en particulier en milieu ordinaire.

Link: <http://www.caf.fr/web/WebCnaf.nsf/VueLien/DOSSIERSETUDES66?opendocument>

Title: **Le dispositif français de protection de l'enfance (1483 p.)**
Author/Editor: **Jean-Pierre Rosenczveig**
Source: **Jeunesse et Droit**
Date: **January 2005**
Language: **French**
ISBN: **2.930176.10.5**

Abstract:

Cet ouvrage présente l'ensemble du dispositif français de protection de l'enfance selon cinq volets : la justice des mineurs, l'aide sociale à l'enfance, les services de l'éducation nationale et de la santé, enfin le droit familial et le statut de l'enfant. Il expose le cadre juridique précis des interventions sociale et judiciaire dans ces secteurs et, à partir de l'histoire récente des institutions, décrit leur fonctionnement et développe les enjeux actuels des politiques sociales et familiales.

Title: **Ankstyvoji Intervencija Vaikystėje**
Author/Editor: **Stefanija Ališauskienė**
Source: **Siauliai University**
Date: **2005**
Language: **Lithuanian (summary in English)**
ISBN: **9986-38-613-6**

Abstract:

This document presents the main characteristics and findings of a research aiming at evaluate and bring out recommendations for the collaboration between parents and professionals in the Early Rehabilitation Centres in Lithuania. The research was carried out between 2000 and 2004 and focused on the attitude of parents as well as their satisfaction towards Early Childhood Intervention services provided.

Title: **Intervenção Focada na Família: Desejo ou Realidade. Percepções de pais e profissionais sobre as práticas de apoio precoce a crianças com necessidades educativas especiais e suas famílias**
Author/Editor: **Júlia Serpa Pimentel**
Source: **Secretariado Nacional para a Reabilitação e Integração das Pessoas com Deficiência; livros SNR n°23**
Date: **2005**
Language: **Portuguese**
ISSN: **972-9301-85-9**

Abstract:

This publication follows a research study of parents' and professionals' perceptions on early intervention services and the degree in which early intervention support is family-centered. 193 mothers and 128 professionals participated in this project. The results show that the practices of early intervention in the County of Lisbon do not follow the quality criteria and the international recommended practices. The publication brings out the importance of decisions ensuring better graduate and in-service training for professionals, the adaptation to the Portuguese context of assessment and intervention methodologies and the implementation of evaluation studies on early intervention programs and practices.

Link: <http://www.snripd.pt/document/Livro023.pdf>

2004

Title: **Professionnel(le)s de la petite enfance et analyse de pratiques (234p.)**
Author/Editor: **Dominique Fablet**
Source: **Editions L'Harmattan, Collection Savoir et Formation**
Date: **July 2004**
Language: **French**
ISBN: **2-747-56858-X**

Abstract:

Dans cet ouvrage collectif, les auteurs présentent d'abord les approches et modalités de travail développées pour l'analyse des pratiques des intervenants dans le champ de la petite enfance. L'ouvrage traite également de la formation professionnelle initiale des éducateurs de jeunes enfants ainsi que des dispositifs de formation-action et de formation intra-institutionnelle. Enfin sont exposées deux contributions: l'une dresse un bilan des interventions précoces en petite enfance menées outre-Atlantique, et l'autre rend compte d'une recherche visant à caractériser les pratiques de visites à domicile développées par des puéricultrices de centre de Protection Maternelle et Infantile.

Title: **Rapport sur la prévention des handicaps de l'enfant**
Author/Editor: **Francis Giraud**
Source: **Sénat : Rapport n° 363, Annexe au procès verbal de la séance du 21 Juin 2004**
Date: **Juin 2004**
Language: **French**

Abstract:

Se basant sur une étude de l'INSERM sur la prévention du handicap de l'enfant, ce rapport présente un bilan de la situation actuelle, les deux tiers des handicaps de l'enfant trouvant leur origine pendant la grossesse ou au moment de la naissance (prématurité ou souffrance foetale). La prise en charge des naissances à haut risque a été améliorée, mais peu d'actions ont été entreprises pour prévenir la survenance des handicaps. Le rapport préconise la mise en oeuvre d'une politique de prévention spécifique, fondée sur un dépistage précoce des déficiences et une prise en charge mieux coordonnée des enfants et des parents.

Link: <http://www.senat.fr/rap/r03-363/r03-3631.pdf>

Title: **Early Intervention Quality Standards Guide (115 p.) and Self-Evaluation Form (42 p.)**

Authors/Editors: **Jaime Ponte, José Cardama, José Luis Arlanzón, Juan Carlos Belda, Teresa Gonzalez, Elías Vived**

Source: **Asociación Galega de Atención Temperá.**

Date: **June 2004**

Language: **English**

Abstract:

The aim of the **Early Intervention Quality Standards Guide** is to count upon a reference guide which serves as an element of contrast and assessment of results for all the parties involved in EI procedure. The standards are grouped together into five distinct levels or dimensions in order to highlight the main fields of Early Intervention: the Community, the Family, the Child, the Child Development and Early Intervention Centre and the Programme of Early Intervention itself. Within each level the overall aims/ programmes are clarified and each standard is provided with some key indicators to monitor the quality of a given process. A "Self-evaluation Form" facilitates the analysis of current practices and simultaneous reworking of new aims and action plans

Link: <http://www.atenciontemprana.com>
<http://sid.usal.es>

The publication exists also in Spanish:

Title: **Guía de Estándares de Calidad en Atención Temprana (160 p.) y Formulario de Autoevaluación (42 p.)**

Authors/Editors: **Jaime Ponte, José Cardama, José Luis Arlanzón, Juan Carlos Belda, Teresa González, Elías Vived**

Source: **Ministerio de Trabajo y Asuntos Sociales. Madrid**

Date: **June 2004**

Language: **Spanish**

Title: **Avaliação de programas de intervenção precoce**

Author/Editor: **Júlia Serpa Pimentel**

Source: **Analise Psicológica, nº1, XXII (pp. 43-54)**

Date: **March 2004**

Language: **Portuguese**

ISSN: **0870-8231**

Abstract:

After a brief characterisation of Early Intervention services in Lisbon County, the article focuses on some results of a research study involving 193 mothers of preschool children with special educational needs and 128 professionals working with those children and families. Answers from mothers and professionals are analysed in relation to early screening and referral, assessment methodology, sharing of information with parents, intervention process, service coordination and parental satisfaction. Parents' and professionals' responses are compared and the similarities and discrepancies of their perceptions are analysed within the ecological and transactional models. Data show that recommended practices in early intervention are not being effectively implemented within the services in Lisbon County.

Link: <http://www.scielo.oces.mctes.pt/pdf/aps/v22n1/v22n1a05.pdf>

Title: **Apoio à família e formação parental**
Author/Editor: **Maria Teresa Brandão Coutinho**
Source: **Análise Psicológica, nº1, XXII (pp. 55-64)**
Date: **March 2004**
Language: **Portuguese**
ISSN: **0870-8231**

Abstract:

Even though the most recent models of Early Childhood Intervention emphasise the need for close collaboration and levelling of relationships between parents and professionals, this will only actually happen if and when parents are given more information about issues related to the health, development and learning process of their child. Parental training programmes are an opportunity to increase and improve parents' level of knowledge and their parental educational competences. The article analyses a training programme aimed at parents of children with Down syndrome aged between 6 months and 5 years, undertaken in the Lisbon region.

Link: <http://www.scielo.oces.mctes.pt/pdf/aps/v22n1/v22n1a06.pdf>

Title: **Mise en place de dispositifs de prévention primaire des difficultés d'adaptation et d'apprentissage à l'école maternelle (105p.)**
Author/Editor: **Jean Paul Artis, Brigitte Bayet, Alain Bony, Paul Fernandez**
Source: **CRDP Nord-Pas-de-Calais, Collection AIS**
Date: **February 2004**
Language: **French**
ISSN: **2-866-23475-8**

Abstract:

L'ouvrage présente des dispositifs de prévention élaborés par l'équipe de formateurs du Centre National de Suresnes et diverses équipes d'écoles maternelles, à partir d'entrées différenciées telles que le journal de l'enfant, les relations avec les familles, les dispositifs d'accueil, de motricité et d'expression langagière. Les dispositifs de prévention constituent un espace intermédiaire de rencontre entre les personnels de l'école et les parents. Ils ont pour fonction d'instaurer des relations d'échanges et de communication entre les parents et les enseignants à propos de l'enfant et son évolution.

Link: <http://crdp.ac-lille.fr>

2003

Title: **La formation du personnel à l'intervention précoce en milieu familial en Allemagne: de nouvelles compétences pour une nouvelle profession**
Author/Editor: **Franz Peterander**
Source: **La revue internationale de l'intervention familiale, vol.7: 1, pp. 81-98**
Date: **2003**
Language: **French**

Abstract:

Depuis les dix dernières années, l'intervention précoce est passée d'une approche centrée sur l'enfant et sur ses déficits à une approche holistique centrée sur la famille, tant au niveau du diagnostic que de la thérapie. Ce changement a été causé par les nouveaux modèles de développement systémique, écologique et transactionnel. L'auteur présente notamment des recommandations sur l'organisation de la qualification et sur les méthodes d'enseignement des nouvelles compétences personnelles et professionnelles nécessaires pour intervenir précocement auprès du jeune enfant et de sa famille.

Link: <http://users.swing.be/aifref/revue/revue.htm#numeros>

Title: **Legislación y Atención Temprana. Notas sobre aspectos sociosanitarios**
Author/Editor: **Jaime Ponte**
Source: ***Boletín del Real Patronato Sobre Discapacidad* n° 56, pp. 5-20, Real Patronato de Prevención y de Atención a Personas con Minusvalía Ministerio de Trabajo y Asuntos Sociales**
Date: **December 2003**
Language: **Spanish**
ISSN: 1696-0998

Abstract:

A lo largo de los últimos años, la "atención infantil temprana" (AIT) se ha ido transformando en un concepto integrador de las actuaciones sociales dirigidas a garantizar la igualdad de oportunidades de los niños con discapacidades o en situaciones de riesgo biopsicosocial y sus familias. En el presente artículo revisaremos parte de las medidas legislativas que inciden sobre la AIT, centrándonos en la esfera sociosanitaria y dejando al margen los aspectos educativos y la financiación.

Link: http://www.cedd.net/docs/ficheros/200402090004_24_0.pdf
<http://www.rpd.es>

Title: **Early Intervention from the Perspective of Positive Psychology**
Authors/Editors: **Nansook Park, Christopher Peterson**
Source: ***Prevention and Treatment*, vol. 6, article 35, American Psychological Association**
Date: **December 2003**
Language: **English**

Abstract:

The article "*A meta-analysis of longitudinal research on preschool prevention programs for children*" (Nelson, Westhues, MacLeod - 2003) is a meta-analysis of early interventions for children that represents an important addition to the prevention literature. This article comments on this publication from the perspective of positive psychology and compares and contrasts its conclusions with those from positive youth development. The conclusion is that social-emotional interventions are as important as cognitive interventions and that future program evaluations should explicitly measure positive outcomes.

Link: <http://www.journals.apa.org/prevention/volume6/pre0060035c.html>

Title: **Special Needs Education in Europe (64p.)**
Authors/Editors: **Cor J. Meijer, Victoria Soriano, Amanda Watkins**
Source: **European Agency for Development in Special Needs Education, in collaboration with Eurydice**
Date: **September 2003**
Language: **English (also available in French)**
ISBN: **EN: 87-90591-77-1 ; FR: 87-90591-79-8**

Abstract:

This thematic publication examines current practice across Europe in 5 key areas:

- Inclusive Education Policies and Practices
- Funding of Special Needs Education
- Teachers and Special Needs Education
- Information and Communication Technology in Special Needs Education
- Early Intervention

Information has been collected through the provision of national reports per topic, prepared by the European Agency members via questionnaires and, in some cases, practical examples. The document has been edited by the European Agency, with the contribution of Eurydice, the Information Network on Education in Europe.

Link: <http://www.european-agency.org/>

Title: **Parental Rights for Early Intervention (0-2 years) and Early Childhood Special Education (3-5 years); Notice of Procedural Safeguards**
Author/Editor: **Oregon Department of Education, Office of Special Education**
Source: **Oregon Department of Education, Office of Special Education**
Date: **September 2003**
Languages: **English**

Abstract:

This booklet provides parents of children with disabilities from birth to kindergarten an overview of their educational rights, also called procedural safeguards, in Oregon. The booklet reveals an approach of early intervention that informs and fully integrates parents in partnership with the other early intervention actors around the child.

Link: <http://www.ode.state.or.us/pubs/proceduralsafeguards/ei-ecsepdfs/eienglish.pdf>

Title: **Tendências Actuais em Intervenção Precoce**
Author/Editor: **Joaquim Bairrão (Ed.)**
Source: **Psicologia, vol. XVII:1**
Date: **January-June 2003**
Languages: **Portuguese and English**

Abstract:

This issue of Psicologia focuses on current trends of early intervention. It includes articles in English and Portuguese dealing with different research and aspects of early childhood intervention, with a particular focus placed on the situation in Portugal.

Link: http://www.appsicologia.org/revista/revista_vol_17_2003.htm

Title: **Early Intervention - Anticipation Dialogues in the Grey Zone of Worry**
Author/Editor: **Tom Erik Arnkil**
Source: **Nordiska barnavårdskongressen Reykjavik**
Date: **August 2003**
Language: **English**

Abstract:

This article presents how Early Childhood Intervention is taking place in Finland. The focus is particularly put on the “public sector branch”. There is a large collaborative undertaking in Finland trying to enhance early intervention. The main NGOs dealing with child welfare, mental health work and work with substance abusers joined forces with all the relevant ministries (i.e. governmental departments from health and welfare to education, justice, etc.) to develop methods and strengthen structures that could promote early intervention.

Link: http://www.stakes.fi/hyvinvointi/verk/menetelmat/early_Arnkil.pdf

Title: **The Development of Children with Down Syndrome: the influence of maternal adaptation, mother-child interaction and early forms of support**
Author/Editor: **Júlia Serpa Pimentel, Sofia Menéres**
Source: **European Journal of Special Needs Education, 18:8 (pp. 209-225)**
Date: **October 2003**
Languages: **English**

Abstract:

This article describes a longitudinal case study involving four dyads with babies with Down Syndrome from birth until the age of seven. The objective was to carry out an in-depth analysis of the adaptations of mothers to the birth of their “different baby”, evolution of their expectations in relation to the child’s development, mother-child interactions, early support for both the child and the family, and relation of these aspects with the child’s development. The results reveal that there is an interaction between children's development and family characteristics and patterns, particularly the mother-child interaction and the way in which the mother deals with the stress factors associated with the fact that she has a disabled child.

Link: <http://taylorandfrancis.metapress.com/link.asp?id=ph61lbkw2ura2kk1>

Title: **Early Intervention Practices Around the World**
Authors/Editors: **Samuel L. Odom, Marci J. Hanson, James A. Blackman, Sudha Kaul**
Source: **Brookes Publishing, International Issues in Early Intervention Series (ISEI)**
Date: **April 2003**
Language: **English**
ISBN: **1-55766-645-8**

Abstract:

What kinds of early intervention practices are implemented in other countries and what can we learn from them? This book answers this question through the description of effective and innovative practices at work in China, Sweden, Ethiopia, Portugal, India, Israel, Australia, Germany, and more. Along with a detailed overview of and rationale for early intervention, the book focuses on four areas: service delivery models (including community-based inclusion,

mediation approaches, service provision in rural areas); family support (including working with families to implement home interventions, addressing challenges like poverty and malnutrition, forming partnerships with families of children with disabilities); professional development (including university-based continuing education programs, low-cost education for paraprofessionals, development of programs for in-service professionals) ; and organisational support (including national legislation, community and agency initiatives, team development).

Link: <http://www.pbrookes.com/store/books/odom-6458/>

Title: **Creating a Team around the Child through Professional's Continuing Education**
Authors/Editors: **Eva Björck-Akesson, Mats Granlund**
Source: **Samuel L. Odom, Marci J. Hanson, James A. Blackman, Sudha Kaul. *Early Intervention Practices around the World*. Brookes Publishing / ISEI (pp.171-190)**
Date: **April 2003**
Language: **English**
ISBN: 1-55766-645-8
(see more information on the whole publication above)

Title: **Supporting the Early Intervention Team.**
Author/Editor: **Franz Peterander**
Source: **Samuel L. Odom, Marci J. Hanson, James A. Blackman, Sudha Kaul. *Early Intervention Practices around the World*. Brookes Publishing / ISEI (pp. 301-331)**
Date: **April 2003**
Language: **English**
ISBN: 1-55766-645-8
(see more information on the whole publication above)

Title: **Les centres d'action médico-sociale précoce en Ile-de-France en 2002.**
Author/Editor: **Centre régional d'assurance maladie d'Ile-de-France, Service médical de l'assurance maladie de l'Ile-de-France**
Source: **Caisse Régionale d'Assurance Maladie d'Ile-de-France (CRAMIF)**
Date: **2003**
Language: **French**

Abstract:

Les Centres d'Action Médico-Sociale Précoce (CAMSP) tiennent une place importante dans le réseau de l'action médico-sociale précoce en France. Ils assurent le dépistage, la cure ambulatoire et la rééducation des enfants de 0 à 6 ans ayant des déficits sensoriels, moteurs ou mentaux ; ils mettent en place des actions préventives spécialisées, prennent en charge l'orientation et le suivi des enfants et proposent une guidance familiale. En Ile-de-France, les trois CAMSP spécialisés accueillent des enfants atteints de déficience auditive. L'étude menée en 2003 par la Caisse d'Assurance Maladie en coopération avec les Conseils généraux et services de l'Etat évalue le fonctionnement de ces centres (dans une approche médico-administrative), les missions assurées et les moyens dont ils disposent ainsi que leur approche de la population accueillie.

Link: http://www.cramif.fr/pdf/th3/activites_depenses/CAMSP.pdf

2002

Title: **Re-Thinking a Systemic Approach to Child Welfare: a Critical Response to the Framework for the Assessment of Children in Need and their Families.**

Author/Editor: **Stan Houston**

Source: ***European Journal of Social Work*, vol.5: 3, pp. 301-312, Oxford University Press**

Date: **November 2002**

Language: **English**

ISSN: 1369-1457 (print); 1468-2664 (online)

Abstract:

The Framework for the Assessment of Children in Need was introduced by the Department of Health (England and Wales) in 2000. Offering guidance to social workers in child and family settings, it came as a watershed in three main ways. First, it emphasised the connection between child poverty and developmental delay. Second, it advocated a systemic approach to child welfare by drawing on a number of related theories, including Bronfenbrenner's (1979) model of human development. Third, it overturned a restricted preoccupation with child abuse that had dominated much of child and family social work in the past. These developments aside, the systemic basis of the framework is problematic because it fails to explain how power operates within society. Without this understanding, social workers will not be in a position to tackle the inequalities, which the framework rightly targets. This paper seeks to remedy these deficits by drawing on the critical systems theory of Jürgen Habermas.

Link: <http://taylorandfrancis.metapress.com/openurl.asp?genre=article&issn=1369-1457&volume=5&issue=3&page=301>

Title: **The European early promotion project: a new primary health care service to promote children's mental health.**

Author/Editor: **Kaija Puura, Hilton Davis, Kalliroi Papadopoulou, John Tsiantis, Veronika Ispanovic-Radojkovic, Nenad Rudic, Tuula Tamminen, Merja-Maaria Turunen, Thalia Dragonas, Anna Paradisiotou, Semeli Vizakou, Rosemarie Roberts, Antony Cox, Crispin Day**

Source: ***Infant Mental Health Journal*, Vol. 23: 6, pp. 606-624**

Date: **November 2002**

Language: **English**

Abstract:

The number of children in Europe with significant psychology and social problems is large and increasing. The article describes an innovative cross-cultural method of working with families to promote the psychosocial well being of children and prevent the development of psychological and social problems. A study designed to evaluate the effects of the service is also presented. Primary health care workers in five European countries have been trained to conduct promotional interviews with all prospective mothers in their area one month before and one month after birth. They have also been taught to work with mothers identified as in need of support as a parent by using a specific counselling model to try to prevent the onset of child mental health difficulties. Effects of the intervention on children's psychology development and family adaptation are being evaluated at two years in comparison with matched groups not receiving the intervention.

Link: <http://www3.interscience.wiley.com/cgi-bin/abstract/99520435/ABSTRACT>

Title: **Educating young children with special needs**
Author/Editor: **Louise Porter**
Source: **Paul Chapman Publishing (PCP)**
Date: **September 2002**
Language: **English**
ISBN: **0-7619-4126-6 / 0-7619-4125-8**

Abstract:

The book is divided into three parts. The first is an extensive description and reflection addressed to general public upon principles and values of early years education (fundamentals, terminology and definition, effects and core values, collaboration and role of parents, identification and assessment, diagnosis and evaluation, purposes and principles, program individualisation...). The second part is mainly addressed to early childhood educators. The author gives an extensive description of atypical development characteristics in different developmental domains, such as: vision, motor skills, daily living skills, hearing, communication skills, cognitive skills, emotional and social needs. This practical perspective is completed in the third part through detailed information on common causes of atypical development and description of typical developmental milestones.

Link: <http://www.paulchapmanpublishing.co.uk/book.aspx?pid=103944>

Title: **Contributos para o Estudo das Práticas de Intervenção Precoce em Portugal**
Authors/Editors: **Joaquim Bairrão, Isabel Chaves de Almeida**
Source: **Ministerio da Educação, Departamento da Educação Básica, Collecção Apoios Educativos nº6**
Date: **Spring 2002**
Language: **Portuguese**
ISBN: **972-742-160-1**

Abstract:

Com a publicação em Outubro de 1999 do Despacho Conjunto 891/99 que pretende regulamentar a prática da Intervenção precoce em Portugal, tornou-se urgente obter uma panorâmica daquilo que de facto se está a passar no terreno. Foi a essa preocupação que o Núcleo de Orientação Educativa e Educação Especial do Departamento da Educação Básica do Ministério da Educação procurou responder através do levantamento realizado com base neste questionário.

Link: http://www.deb.min-edu.pt/especial/CDI_publicacoes.asp

Title: **Translating the IEP into Everyday Practice**
Authors/Editors: **Administration for Children and Families, Head Start Information and Publication Centre (HSIPC)**
Source: **U.S. Federal Government, Department of Health and Human Services**
Date: **April 2002**
Language: **English**

Abstract:

Head Start has been a pioneer in including children with disabilities, reaching and serving them before federal educational mandates existed. Fortunately, laws and regulations related to the rights and protection of people with disabilities have been enacted over the years.

Link: <http://www.headstartinfo.org/publications/iep/appendixA.htm>

2001

Title: **Prévenir la difficulté scolaire**
Authors/Editors: **CNEFEI**
Source: **La nouvelle revue de l'AIS, n°16, 4^e trimestre 2001 (pp. 7-95)**
Date: **December 2001**
Language: **French**

Abstract:

Entre deux et six ans, l'école est un lieu essentiel de prévention des difficultés scolaires. Philosophes, enseignants, rééducateurs ou psychologues font part de leur réflexion sur le concept de prévention primaire ou précoce.

Link: <http://www.cnefei.fr/pdf/Publication/NRAIS/pubnrais16.pdf>

Title: **A Developmental Systems' Model for Early Intervention.**
Author/Editor: **Michael J. Guralnick**
Source: ***Infant and Young Children, Vol.14: 2* (pp.1-18), International Society on Early Intervention (ISEI) / Aspen Publishers, Lippincott Williams & Wilkins**
Date: **October 2001**
Language: **English**
ISBN: 0896-3746

Abstract:

The article presents a rationale for and components of a developmental systems model to guide early intervention programs for vulnerable children and their families. Core principles emphasising a developmental framework, integration, and inclusion, as well as related principles, are expressed in the context of a multicomponent interactive system. A central organising feature of the model is its focus on maximising family patterns of interaction by addressing potential stressors, related to risk and disability conditions. It discusses the importance of consistency across the model's conceptual framework, knowledge based on developmental and intervention science, and professional practices and experience.

Link: http://depts.washington.edu/chdd/guralnick/research_early_intervention.html

Title: **Impact evaluation of a parent education program in early intervention.**
Author/Editor: **Maria Tersa Brandaõ Coutinho**
Source: **Proceedings from the 8th International Congress of AIFREF: Mouvance, compétence, adaptation. Saint- Sauveur-des-Monts, Québec**
Date: **April 2001**
Languages: **English**

Abstract:

The paper presents a Parent Education Program developed in Portugal that was included in a research project dealing with Early Intervention and Family Support. After presenting the conceptual framework and the methodological approach that was followed in the research, the paper presents and discusses some of the qualitative and quantitative results documenting the programme effects on children and on some family dimensions.

Link: http://aifref.uqam.ca/actes/pdf_ang/coutinho.pdf

Title: **International Classification of Functioning, Disability and Health.**
Author/Editor: **World Health Organisation**
Source: **Geneva: World Health Organisation**
Date: **2001**
Languages: **English, French, German, Arabic, Russian, Chinese, Spanish, Swedish...**
ISBN: **92-4-154542-9**

Abstract:

The overall aim of the International Classification of Functioning, Disability and Health (ICF) is to provide a unified and standard language and framework for the description of health and health-related domains. These domains are described from the perspective of the body, the individual and society, in two basic lists: 1/ Body Functions and Structures; and 2/ Activities and Participation.

Link: <http://www3.who.int/icf/icftemplate.cfm>

Title: **Planning, Practising and Evaluating Early Intervention**
Author/Editor: **Manfred Pretis**
Source: **Reinhardt Publishing House (Munich)**
Date: **2001**
Language: **English**
ISBN: **3-497-01551-2**

Abstract:

The author systematically analyses the process of early intervention and discusses difficult situations. The book provides guidelines starting on the first contact of the professionals with the parents until the end of the intervention, and illustrates this process with numerous case-studies. Attention is paid to the following levels: conceptual approaches (e.g. pedagogical and psychological theories); structural requirements (e.g. education, communication skills of the professionals, time-management, documentation systems); process-requirements (phase of contact, attachment, diagnostics, intervention and reflection or evaluation); evaluation, discussing different criteria (child centred work, family work and trans-disciplinary work).

See also, original publication (in German):

Title: **Früförderung planen, durchführen und evaluieren**
Author/Editor: **Manfred Pretis**
Source: **Reinhardt Publishing House (Munich)**
Date: **2001**
Language: **German**
ISBN: **3-497-01551-2**
Link: <http://www.reinhardt-verlag.de/db/detail.cfm?tnr=4135&typ=inhalt&lang=DE>

2000

Title: **The Individual Family Service Plan**
Author/Editor: **Mary Beth Bruder**
Source: **Educational Resources Information Centre (ERIC) Clearinghouse on Disabilities and Gifted Education, *Eric Digest* n°E605**
Date: **December 2000**
Language: **English**

Abstract:

This article focuses on the Individual Family Service Plan (IFSP) that documents and guides the early intervention process for children with disabilities and their families. The IFSP is the vehicle through which effective early intervention is implemented in accordance with the part concerning infant/toddler early intervention in the Individuals with Disabilities Education Act (IDEA). It contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities and resources.

Link: <http://www.ericec.org/digests/e605.html>

Title: **From Neurons to Neighborhood; The Science of Early Childhood Development**
Authors/Editors: **Jack P. Shonkoff, Deborah A. Phillips**
Source: **National Academy Press**
Date: **November 2000**
Language: **English**
ISBN: 0-309-06988-2

Abstract:

This book brings out the evidence about “brain wiring” and how kids learn to speak, think, and regulate the behaviour. It examines the effect of the climate-family, child-care, community within which the child grows. This publication also presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the cost and benefits of intervention, and other issues.

Link: <http://www.nap.edu/catalog/9824.html>

Title: **Handbook of Early Childhood Intervention.**
Authors/Editors: **Jack P. Shonkoff, Samuel J. Meisels**
Source: **Cambridge University Press**
Date: **November 2000 (2nd edition)**
Language: **English**
ISBN: 0-52158-573-2 or 0-52158-471-X

Abstract:

The Handbook of Early Childhood Intervention provides a comprehensive overview of this complex and continually evolving field by an outstanding group of contributing authors. It combines rigorous scholarship with state-of-the-art content on policy and service delivery and is designed to address a broad, multidisciplinary audience. The Handbook is a valuable resource for both graduate students and experienced professionals.

Link: <http://assets.cambridge.org/052158471X/sample/052158471XWSN01.pdf>

Title: **The Contribution of a ‘Quiet Place’ to Early Intervention Strategies for Children with Emotional and Behavioural Difficulties in Mainstream Schools**
Author/Editor: **Bob Spalding**
Source: ***British Journal of Special Education*, Vol. 276: 3, pp.129-134.**
Date: **September 2000**
Language: **English**
ISSN: 0952-3383

Abstract:

Bob Spalding, Senior Lecturer in the Department of Education, University of Liverpool, outlines the nature of a holistically oriented therapeutic intervention ('Quiet Place') developed in some mainstream primary schools on Merseyside. It offers a focus for a variety of therapeutic interventions, as well as an environment conducive to a sense of well-being and relaxation. An evaluation of the first cohort of children to complete the programme is analysed in comparison with a control group, and the key factors in the success of the provision are identified.

Link: http://www.isec2000.org.uk/abstracts/papers_s/spalding_1.htm

Title: Community Based Early Intervention: The Coimbra Project (Portugal)
Authors/Editors: José Boavida, Marylin Espe-Sherwindt, Luis Borges
Source: *Child: Care, Health and Development*, Vol.26: 5, pp. 343-354, Blackwell Publishing
Date: September 2000
Language: English
ISSN: 0305-1862

Abstract:

The Coimbra Early Intervention Project was undertaken to develop the first co-ordinated, multidisciplinary, interagency programme involving health care, education and social services, using existing resources in the community. The programme operates region wide and supports annually about 160 families and children with disabilities or at risk. Thirty-three per cent of the 601 children served so far had developmental delay, 22% belonged to high-risk families and 45% had risk factors and disabilities. In spite of difficulties, the programme success has increased awareness of the need to integrate and co-ordinate multiple community services and to develop legislation for the provision of early intervention services.

Link: <http://www.blackwell-synergy.com/links/doi/10.1046/j.1365-2214.2000.00138.x>

Title: Conceptualizing the Professional Role in Early Childhood Centers: Emerging Profiles in Four European Countries
Author/Editor: Pamela Oberhuemer
Source: *Early Childhood Research and Practice*, Vol. 2: 2 (internet journal)
Date: Autumn 2000
Language: English
ISSN: 1524-5039

Abstract:

Drawing on data from a recent cross-national study, this article looks first at how EU countries (through the framing mechanisms of training and provision) conceptualise the role of early childhood professionals. Four broad categories are delineated. These different role typologies raise questions related to the concept of professionalism. Professional knowledge and representations of early childhood professionals appear to be linked to the particular socio-cultural discourse used to define and evaluate these concepts. Some recent contextual changes in four countries (Germany, Denmark, Sweden, and England/ United Kingdom) are outlined that are considered potentially to be changing the structure and content of professional activities. Finally, key dimensions of an emergent role profile are described along with some challenges and opportunities that this profile may bring, both for the profession and for public perceptions of early years education and care.

Link: <http://ecrp.uiuc.edu/v2n2/oberhuemer.html>

Title: **Does early intervention work? A controlled trial.**
Author/Editor: **Loretta Thomaidis, Efthalia Kaderoglou, M.Stefou, S.Damianou, C. Bakoula**
Source: ***Journal of Development & Behavioral Pediatrics, Infant Young Children, Vol. 12:17***
Date: **August 2000**
Language: **English**

Abstract:

Although there is substantial evidence of the effectiveness of early intervention for children with disabilities, there are very few clinical trials. Using a well- matched control group, this Greek study assessed the effectiveness of Portage intervention (a highly individualized program with parental involvement) for children with disabilities originating in organic causes.

Links: <http://www.jrnldbp.com>
http://www.findarticles.com/p/articles/mi_hb3240/is_200008/ai_n7930325

Title: **Home –Based Early Intervention in High Functioning Autistic.**
Author/Editor: **Lia Kaderoglou (contributions from Loretta Thomaidis)**
Source: **International Special Education Congress 2000, University of Manchester**
Date: **July 2000**
Language: **English**

Abstract:

The study examines the implementation of a modified programme based on Portage early intervention curriculum in seven high functioning autistic children. The families shared similar social and demographic characteristics and the children had the same age an approximately the same age of developmental functioning. The effects of the intervention after one year period were particularly encouraging since children made considerable progress in all areas of development and especially in cognitive and language skills. Furthermore parents And especially mothers who participated more actively in the programme became more aware of the special difficulties and talents of their children and adopted realistic expectations for their development. Family based early intervention including parents in the educational process after the appropriate modification seems to be effective in case of high functioning autistic children.

Link: http://www.isec2000.org.uk/abstracts/papers_k/kaderglou_1.htm

Title: **Revisiting “Rethinking Early Intervention”.**
Author/Editor: **Carl J. Dunst**
Source: ***Topics in Early Childhood Special Education, 20(2), pp. 95-104.***
Date: **June 2000**
Language: **English**
ISSN: **0271-1214**

Abstract:

The purpose of the article is to summarise and comment on the content of a previous article entitled “Rethinking early intervention” (Dunst 1985), to revisit major theses in terms of changes and advances in model development. It also describes a third generation model

incorporating new knowledge into a framework for designing and implementing early intervention and family support.

Links: <http://www.proedinc.com/tec.html>
http://articles.findarticles.com/p/articles/mi_m0HGDG/is_2_20/ai_68206914

Title: Libro Blanco de la Atención Temprana
Author/Editor: Real Patronato de Prevención y de Atención a Personas con Minusvalía, Ministerio de Trabajo y Asuntos Sociales
Source: Centro Español de Documentación sobre Discapacidad (Madrid): documentos 55/2000 - circulación institucional del Ministerio de Trabajo y Asuntos Sociales
Date: May 2000
Language: Spanish

Abstract:

El Libro Blanco de Atención Temprana ha de ser una referencia para las administraciones públicas, los profesionales, las asociaciones y las familias, que permita superar la descoordinación institucional y que resuelva las deficiencias organizativas y de recursos. El Grupo de Atención Temprana (G.A.T.) cuenta con representación de especialistas de las diversas comunidades autónomas y con el respaldo del Real Patronato de Prevención y de Atención a Personas con Minusvalía.

Links: <http://www.rpd.es>
<http://www.minusval2000.com/investigacion/libroBlancoAtenciTemprana/LibroBlancoAtenciTemprana.htm>
http://iier.isciii.es/autismo/pdf/aut_lbap.pdf

Title: Exploring the Needs of Parents of Deaf Children through Systems Theory
Author/Editor: Venetta Lampropoulou, Theoni Mavrogianni
Source: A. Kipriotakis (Ed.), *Proceedings of Conference on Special Education*, University of Crete (Department of Education)
Date: May 2000
Language: Greek

Abstract:

Families of deaf children share characteristics with families of all children with disabilities. The identification of deafness in a child is accompanied by denial, anxiety, anger, depression, guilt and confusion. While experiencing this complex emotional process, hearing parents face an array of choices that must be made in the midst of conflicting information they receive by professionals. One of the difficult decisions for parents, in the beginning, is how to communicate with their child. A second decision is where the child should be educated (a mainstream school with hearing children, a special school for deaf children or a residential school for deaf children). The aim of the study is to explore the impact of deafness in the whole family as it was described in the interviews given by thirty parents. Results reveal that an understudying of family reaction to deafness from a systems perspective is a helpful tool, which aids in the design and development of appropriate early intervention programs. Early intervention services are necessary to meet the unique needs of the child and family.

More information: V.Lampropoulou@upatras.gr ; theomavr@upatras.gr

Title: **Bientraitances: mieux traiter familles et professionnels** (453 p.)
Author/Editor: **Marceline Gabel, Frédéric Jesu, Miche Manciaux**
Source: **Fleurus, Collection Psycho-pédagogie**
Date: **April 2000**
Language: **French**
ISBN: **2-215-04285-0**

Abstract:

Les parents étiquetés "démissionnaires" n'ont-ils pas été souvent "démissionnés" par les institutions qu'ils fréquentent au sujet de leurs enfants ou de leurs difficultés familiales ? Les professionnels de ces institutions sont-ils vraiment soutenus pour aider ces parents et formés à agir avec eux, plutôt qu'à leur place ? Comment les uns et les autres sont-ils encouragés à aborder les questions d'éducation et plus encore de coéducation des enfants autrement qu'en termes de contrôles, de contraintes ou de conflits ? Cet ouvrage vise à : modifier en profondeur le regard des acteurs sociaux et des décideurs sur les enfants, les familles, les institutions en difficulté ; rechercher systématiquement chez les familles et les professionnels les valeurs, les compétences et ressources à promouvoir pour faire face aux carences et dysfonctionnements risquant de les victimiser ou les stigmatiser ; favoriser les interventions précoces afin de les associer activement à une pédagogie du succès et non seulement au dépistage et au traitement des échecs ; développer concrètement, au-delà des concepts, les attitudes professionnelles et civiques d'empathie, de confiance et de bien-traitance.

Link: <http://www.editionsfleurus.com/livre.php?idLivre=325>

Title: **Problems and Needs of Parents of Deaf Children**
Author/Editor: **Venetta Lampropoulou, Theoni Mavrogianni**
Source: **S. Georgiou, L. Kyriakidis, C. Christou, *Proceedings of VI conference of Educational Association of Cyprus, Current Research in Education Studies***
Date: **March 2000**
Language: **English**

Abstract:

Hearing parents with deaf children in Greece go through a crisis when they find out that their child is deaf and they are very much distressed while raising their deaf child. The aim of the study is to explore the problems that parents of deaf children are faced. Twenty parents of deaf children participated in the study by writing their "stories" with their deaf child. The data from parents' stories was analysed in order to find common experiences and descriptions. The results of the study were discussed in relation to the implementation in the fields of early intervention, education and counselling.

More information: V.Lampropoulou@upatras.gr

Title: **The Missing Support Infrastructure in Early Childhood**
Authors/Editors: **James J. Gallagher, Richard M. Clifford**
Source: ***Early Childhood Research and Practice, Vol. 2: 1* (internet journal)**
Date: **Spring 2000**
Language: **English**
ISSN: **1524-5039**

Abstract:

The article addresses one of the central issues in the field of early childhood education and care: the creation of an infrastructure to support early childhood personnel so as to optimise the care and education of young children in the United States. Noting that current programs for young children outside the home lack a comprehensive infrastructure or support system to stand behind the delivery of services to the child and family, this paper proposes the development of a support infrastructure designed to provide continuing and effective assistance to those who work with young children.

Link: <http://ecrp.uiuc.edu/v2n1/gallagher.html>

Title: **The Child's World. Assessing Children in Need.**
Author/Editor: **Jan Horwath**
Source: **National Society for the Prevention of Cruelty to Children (NSPCC)/ Jessica Kingsley Publishing**
Date: **2000**
Language: **English**
ISBN: 1-85302-957-2

Abstract:

Written for professionals involved in the assessment of children in need, this book is a comprehensive guide to recent developments in research and practice. It looks at the policy framework for assessment, the actual process of assessment, how to assess the developmental needs of children and how to assess their parents' and family's capacity to meet those needs. The contributors are experts from a range of fields and the guide, which was developed by the NSPCC and is published in association with them, is designed to facilitate productive joint agency work.

Link: <http://www.nspcc.org.uk/inform/Training/ChildsWorld.asp>

Title: **Prévenir et éduquer. Préparer la réussite à l'école; les nouveaux outils et méthodes de la prévention. (212 p.)**
Author/Editor: **Jean-Jacques Guillarmé, Dominique Luciani**
Source: **Editions et Applications Psychologiques**
Date: **2000**
Language: **French**
ISBN: 2-86491-130-2

Abstract:

Tandis que la plupart des pédagogues dénoncent, avec vigueur, toute "médicalisation" excessive des difficultés de l'élève, le modèle médical infiltre toujours les stratégies de prévention à l'école. Dans cet ouvrage, les auteurs démontrent qu'une autre voie est possible. Ainsi, la prévention des difficultés de l'enfant à l'école s'adresserait en amont de l'échec, non plus directement à l'enfant lui-même, mais à celui qui le regarde et qui compte à ses yeux. Il s'agirait alors d'une "aide sous le regard", utilisant la réussite, et visant à transformer l'enfant, à partir d'un regard transformé. La relation entre estime de soi et réussite apparaît comme la clef de la prévention à l'école. Les auteurs le démontrent à partir de situations pratiques soigneusement décrites et analysées.

1999

Title: The future of early intervention – quality and professionalism
Author/Editor: Franz Peterander
Source: Munich University, Institut for Paedagogical Psychology / Intervention at the 9th Interdisciplinary Meeting on Populations with High Risk of Deficiencies, GENYSI, Asociación Interdisciplinar para la Prevención y Atención Temprana de las Deficiencias
Date: November 1999
Language: English (also available in Spanish)

Abstract:

The document is one of the presentations that were done at the 9th Interdisciplinary Meeting on Populations with High Risks of Deficiencies - Global and Interdisciplinary Answers to Early Intervention organised by GENYSI on 18th-19th November 1999. Despite twenty years of steady progress and unquestionable success in the field of remedial treatment for children and parent cooperation, the system of early intervention is faced today with new challenges. Nowadays, the issue of cost efficiency encourages many to pay more attention to the quality and the professionalism of treatment received in the health system (Haskins 1989; McNaughton 1994). In Germany, one can currently observe the trend to discuss such issues as quality assurance, evaluation, effectiveness and management, all of which were previously rarely spoken of in the field of social services, and consequently, new legal requirements are being made in this sphere.

Link: <http://paidos.rediris.es/genysi/actividades/jornadas/ixjorp/ixpeterenglish.htm>

Title: The impact of early intervention on the family system- perspectives on process and outcome
Authors/Editors: Eva Björck-Åkesson, Carina Carlhed & Mats Granlund
Source: Mälardalen University, Västerås, and ALA Research Foundation, Stockholm / Intervention at the 9th Interdisciplinary Meeting on Populations with High Risk of Deficiencies, GENYSI, Asociación Interdisciplinar para la Prevención y Atención Temprana de las Deficiencias
Date: November 1999
Language: English (also available in Spanish)

Abstract:

The document is one of the presentations that were done at the 9th Interdisciplinary Meeting on Populations with High Risks of Deficiencies - Global and Interdisciplinary Answers to Early Intervention organised by GENYSI on 18th-19th November 1999. The paper focuses on a process-outcome model, based on the Swedish example. In order to define effects of early intervention on child and family levels, a frame of reference that delineates different outcomes in relation to the needs of the child and the family is essential. Therefore, the discussion focuses on defining the role and function of the family in the intervention processes and in studying outcome and process dimensions in the family-oriented intervention.

Link: <http://paidos.rediris.es/genysi/actividades/jornadas/ixjorp/IXImpactenglish.htm>

Title: **Early Intervention in Portugal.**
Authors/Editors: **Joaquim Bairrão, Isabel Felgueiras, Isabel Chaves de Almeida**
Source: **International Research Symposium: "Excellence in Early Childhood Intervention". Mälardalens Högskola, Västerås (Sweden).**
Date: **October 1999**
Language: **English**

Abstract:

Before the 1980s, we cannot speak about early intervention programs in Portugal. There was a general lack of attention of the government regarding this problem. However, since the 1980s, especially in the 1990s, there has been an increase of local initiatives to provide services with some organisation and consistency to the special needs of young children.

Link: <http://www.mdh.se/isb/>

Title: **Early Transition for Children and Families: Transition from Infant/Toddler Services to Preschool Education**
Author/Editor: **Marci J. Hanson**
Source: **Educational Resources Information Centre (ERIC) Clearinghouse on Disabilities and Gifted Education, Eric Digest n°E581**
Date: **September 1999**
Language: **English**

Abstract:

While all children experience transitions in their early years (from the hospital to the family's home, from care in the home to preschool education, etc.), children with developmental challenges and their families may experience more frequent and more intense transitions in necessary services, which may be stressful for families. This article focuses on a crucial early transition for children with disabilities: transition from infant/toddler services to preschool education.

Link: <http://ericec.org/digests/e581.html>

Title: **Les interventions auprès des parents. Innovations en protection de l'enfance et en éducation spécialisée (201 p.)**
Authors/Editors: **Gérald Boutin, Paul Durning**
Source: **Editions Dunod**
Date: **May 1999 (2nd edition)**
Language: **French**
ISBN: **2-10-004516-4**

Abstract:

Cet ouvrage présente un tableau détaillé des stratégies disponibles d'action auprès des parents (visites à domicile des services de Protection Maternelle et Infantile, intervention éducatives auprès des parents maltraitants, soutiens aux parents d'enfants handicapés, etc.). Les auteurs ont recensé, analysé et classifié un nombre impressionnant de pratiques innovantes conduites surtout en France et en Amérique et proposent une typologie qui permet au lecteur de situer ces pratiques dans leur contexte d'origine. Possibilité est ainsi donnée au professionnel d'analyser précisément ses propres modalités d'intervention auprès des parents.

Title: **La Atención Temprana en la Comunidad de Madrid; Situación Actual y Documentos del Grupo PADI**
Author/Editor: **GENYSI, Asociación Interdisciplinar para la Prevención y Atención Temprana de las Deficiencias**
Source: **GENYSI , Comunidad de Madrid, Obra Social Caja Madrid**
Date: **Spring 1999**
Language: **Spanish**
ISBN: **84-699-1423-5**

Abstract:

La Asociación Interdisciplinar Genysi para la prevención y Atención Temprana de las deficiencias es una iniciativa de profesionales de los ámbitos de la salud, la educación, la Atención Temprana y los servicios sociales que buscan contribuir a la optimización de los recursos y medios destinados a la prevención y detección precoz de niños con deficiencia o en situación de riesgo, así como a su atención lo más tempranamente posible. El libro que aquí se presenta puede considerarse una acción más de difusión de ideas, conceptos, prácticas y procedimientos útiles para los profesionales y los servicios de Atención Temprana.

Link: http://paidos.rediris.es/genysi/noticias/AT_CAM.htm

Title: **Les tendances actuelles de l'intervention précoce en Europe**
Authors/Editors: **Franz Peterander, Otto Speck, Gérard Pithon, Bernard Terrisse**
Source: **Mardaga Publishing House (Sprimont, Belgium)**
Date: **Spring 1999**
Language: **French**
ISBN: **2-87009-695-X**

Abstract:

Cet ouvrage présente les réflexions et les expériences de chercheurs et de praticiens de dix pays européens et, en parallèle, de deux pays d'Amérique du Nord. Il a comme ambition d'encourager le lecteur à dépasser les limites de son propre domaine de recherche et d'intervention pour s'interroger sur les réflexions d'autres spécialistes en ce qui concerne les recherches et les pratiques, aussi bien dans le champ du diagnostic que dans ceux du partenariat avec les familles, de l'étude des comportements éducatifs parentaux, des programmes éducatifs ou de l'introduction des nouvelles technologies en intervention précoce.

See also, original publication (in German):

Title: **Frühförderung in Europa**
Authors/Editors: **Franz Peterander, Otto Speck**
Source: **Ernst Reinhard Verlag München**
Date: **1996**
Language: **German**
ISBN: **3-497-01379-X**

Link: <http://www.reinhardt-verlag.de/db/detail.cfm?tnr=3916&typ=inhalt&lang=DE>

1996-1998

Title: **Child involvement and stress in Greek mothers of Deaf children.**
Author/Editor: **Venetta Lampropoulou, Mary Konstantareas**
Source: ***American Annals of the Deaf*, Vol.143: 4, pp. 296-304**
Date: **October 1998**
Languages: **English**

Abstract:

Forty-two mothers of Greek deaf children reported their level of stress, availability of support duration and frequency of involvement with their children, and affective tone of involvement, being an adaptation of Hill's ABCX model of stress and support (1949). Data on the interaction among six care giving categories were collected over a 2-day period. Mothers of young children and of boys, as well as mothers reporting great stress, had longer and more frequent involvement. Mothers with greater stress were also more likely to rate the affective tone of their involvement as mo neutral or as chore like. Support availability was unrelated to involvement, with the exception of supporting neighbours. Compared to Canadian mothers of children both with and without disabilities, exposed to the same study protocol, the mothers in the present study were not more stressed. However, they were more likely to report a negative affective tone in their care giving.

Links: <http://gupress.gallaudet.edu/annals>

http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=9842056&dopt=Abstract

Title: **Early Intervention in Europe, Trends in 17 European Countries**
Author/Editor: **Victoria Soriano**
Source: **European Agency for Development in Special Needs Education**
Date: **September 1998**
Languages: **English, French (see also Abstract in 14 Language)**

Abstract:

The study provides a comprehensive overview of the organisation of services responsible for providing early intervention for children and their families as well as considering the different types of support available in the 17 participating countries who are members of the European Agency - the 15 EU member states, Norway and Iceland. Case study information of the situation in each of the participating countries is provided. Quite detailed extracts of the report are also available on the web site of the Agency in 14 Language.

Link: www.european-agency.org

Title: **Early Intervention and Early Experience**
Authors/Editors: **Craig T. Ramey, Sharon Landesman Ramey**
Source: ***American Psychologist*, Vol. 53: 2, pp. 109-120.**
Date: **February 1998**
Language: **English**

Abstract:

For 4 decades, vigorous efforts have been based on the premise that early intervention for children of poverty and, more recently, for children with developmental disabilities can yield significant improvements in cognitive, academic, and social outcomes. The history of these efforts is briefly summarised and a conceptual framework presented to understand the design, research, and policy relevance of these early interventions. This framework predicts that fragmented, weak efforts in early intervention are not likely to succeed, whereas intensive, high-quality, ecologically pervasive interventions can and do. Relevant evidence is summarised in 6 principles about efficacy of early intervention.

Link: <http://www.sindromedown.net/web2/verdocumento.asp?ID=343#>
<http://www.apa.org/journals/amp.html>

Title: **Synthèse du 4ème Symposium Européen sur « Egalité des chances et qualité de vie pour familles avec un jeune enfant handicapé »**
Author/Editor: **Jean-Jacques Detraux**
Source: **EURLY AID**
Date: **1998**
Language: **French**

Abstract:

Eurlaid organisait en 1988 le 1er Colloque centré sur l'intervention précoce. Tous les membres du groupe européen Eurlaid sont d'accord 10 ans plus tard pour reconnaître qu'une importante évolution des dispositifs et des pratiques en intervention précoce s'est accomplie. Ils constatent que la mobilisation autour du jeune enfant handicapé et sa prise en charge précoce est plus grande dans la plupart des Etats membres et que, dans le même temps, des points de repère et des modèles fondés sur les connaissances en psychologie développementale permettant de guider l'intervention précoce sont apparus.

Link: <http://www.ulg.ac.be/apepa/detraux.htm>

Title: **Second Eurlaid Manifesto: Assessment within the context of early intervention to children at risk and with disorders and to their families**
Author/Editor: **Eurlaid working party, European Network for Early Intervention**
Source: **Eurlaid**
Date: **October 1997**
Languages: **English, French, Dutch, German**

Abstract:

This Manifesto follows the first Manifesto (1991), in which the group defined the general early intervention framework. The second Manifesto focuses on the question of assessment: it provides definitions and suggestions about assessment in the context of early aid to small children at risk or with disabilities and their families.

Link: <http://www.eurlaid.net/>

Title: **International Consultation on Early Childhood Education and Special Needs Education**
Author/Editor: **UNESCO, Special Needs Education Division of Basic Education**
Source: **UNESCO**
Date: **September 1997**

Language: **English**

Abstract:

The aim of the International Consultation on Early Childhood Education and Special Educational Needs was to question the quality of early intervention services and inclusive education programs for children from birth onwards. After answering a number of questions setting up a better picture of the state of early childhood education, and what needs to be encouraged, the document presents the conclusions and recommendations expressed by the Consultation. The statement (divided in articles), addressing both the international and national decision-making level, concerns key aspects of early childhood education.

Link: www.unesco.org

Title: **Reflexões sobre a avaliação de Programas de intervenção Precoce**
Author/Editor: **Júlia Serpa Pimentel**
Source: **Análise Psicológica, nº1, XVII (pp.143-152)**
Date: **1997**
Language: **Portuguese**

Abstract:

Após uma reflexão sobre os modelos conceptuais subjacentes aos programas de intervenção precoce, faz-se uma revisão de vários tipos de estudos de avaliação da sua eficácia. Reflectindo sobre o que se passa em Portugal no campo da intervenção precoce, nomeadamente ausência de legislação nesta matéria, formulamos algumas questões de investigação no campo da avaliação de programas de intervenção precoce. Salientamos ainda a importância de avaliar o grau de satisfação dos pais, as suas percepções sobre os serviços que estão a receber, comparando posteriormente as suas respostas com a opinião dos profissionais sobre as práticas necessárias para um programa de intervenção precoce de qualidade.

Title: **The Effectiveness of Early Intervention.**
Author/Editor: **Michael J. Guralnick**
Source: **Brookes Publishing**
Date: **1997**
Language: **English**
ISBN: **1-55766-255-X**

Abstract:

Analysing research problems and examining implications for program implementation, this milestone work provides much-needed direction for second-generation research in the field. Highly regarded researchers and practitioners discuss authentic developmental or educational approaches to intervention, designing curricula, choosing among related practice alternatives, and adapting program features to fit each child's and family's unique needs. Early intervention professionals in all practices and professions will find this an essential tool for understanding and addressing the emerging complexities in their daily work.

Link: <http://www.pbrookes.com/store/books/guralnick-255x/>
http://depts.washington.edu/chdd/guralnick/research_early_intervention.html

Title: **Preschool intervention in mainstream nursery schools for children with learning difficulties or/and behavioral problems.**
Authors/Editors: **Eufimia Tafa**
Source: **Mainstreaming of children with learning difficulties and behavioural problems / "Ellinika Gramata"**

Date: **1997**
Language: **Greek**

Abstract:

The author gives a history review of early intervention and reports about the effectiveness of early intervention and the role of socialisation in preschool years. Additionally, she proposes possible adaptations in the curriculum of mainstream schools in order to integrate children with special needs.

Link: <http://www.ellinikagrammata.gr>

Title: **Um B  b   Diferente- da individualidade da interac  o   especificidade da interven  o**
Author/Editor: **J  lia Serpa Pimentel**
Source: **Secretariado Nacional para a Reabilita  o e Integra  o das Pessoas com Defici  ncia (498 p.)**
Date: **1997**
Language: **Portuguese**

Abstract:

Following the works on mother-infant interaction and other research on the influence of maternal feelings, attitudes and expectations on the interactive process, the main purpose of this study is to understand the variability in the development of handicapped or at-risk babies and their mother's adaptation process. A longitudinal case study involving five dyads with babies with Down Syndrome, three dyads with pre-term babies and four dyads with typical babies is presented and analysed, from birth to the end of the first year of the child's life. Mothers were thoroughly interviewed 48 hours after the birth, and when their child was 1, 3, 6, 9 and 12 months. The aim was to analyse mother-infant interaction and the evolution of maternal feelings and expectations in response to the child's development. The case study enhances the specific characteristics of each dyad and the individual needs that have to be met within early intervention programmes.

Link: <http://www.snripd.pt/document/Livro012.rtf>

Title: **Resource-based Approach to Early Intervention.**
Authors/Editors: **Carol M. Trivette, Carl J. Dunst, A.G Deal**
Source: **S. Kenneth Thurman, Janet R. Cornwell, Sheryl Ridener Gottwald, *Contexts of early intervention: systems and settings*, Brookes Publishing, pp. 73-92.**
Date: **1997**
Language: **English**

Link: <http://www.specialneeds.com/books.asp?id=6627>

Title: **Integration of Young Children in pre-school provision, nursery and primary schools**
Author/Editor: **Helios II, Thematic Group 2**
Source: **European Commission**
Date: **December 1996**
Languages: **English, German, French, Greek**

Abstract:

This document is the result of the work from member states (Belgium, Germany, Greece, France, Italy, Luxembourg, Austria, Sweden, UK) within the Helios II programme. The report

first presents seven key principles related to the concept of integration: a choice for society; ethical and professional standards of the actors involved; a choice for parents; collaboration; financial implications; training and recognition of professionals; the only one limit to integration, the one imposed by the child. Then, it focuses on organisational frameworks of integration of young children in pre-school provision, nursery and primary schools: legislation; cooperation between services; infrastructure, material and human resources.

Link: www.european-agency.org

Title: Early Intervention: Information, Orientation and Guidance of Families.
Author/Editor: Helios II, Thematic Group 1
Source: European Commission (*out of stock*)
Date: November 1996
Languages: English, German, French, Danish, Greek, Finnish, Italian

Abstract:

This document is the result of the work done by ten member states (Denmark, Germany, Greece, Iceland, Italy, Luxembourg, Norway, Austria, Portugal and Finland) within the Helios II programme. The subject is complex because different kinds of services deal with early intervention, depending on the country. The aim of the document is to be of use for reflection, with the hope to bring some progress in the area of early intervention on a European level.

Link: www.european-agency.org

Title: Prevention, Early Detection, Assessment, Intervention and Integration: An Holistic View for Children with Disabilities.
Author/Editor: Helios II, Functional Rehabilitation, Thematic Group 7
Source: European Commission (*out of stock*)
Date: November 1996
Languages: English, Finnish, Portuguese

Abstract:

The Group carrying out this working theme was composed with professionals from 12 EU countries, including medical doctors of different specialities, psychologists, occupational therapists, physiotherapists, social workers, teachers, parents, and relatives of people with disabilities plus members of parents' associations, persons with disabilities and administrators of NGOs. In all the presentations about the different aspects of functional rehabilitation in children, efforts were made to find the specific needs for small children and their families. The various ways within Early Intervention is organised in the different countries were analysed. Visits were made to several centres in which Early Intervention was practiced. The advantages and disadvantages of the different models found were analysed.

Link: www.european-agency.org

Title: The Portage Early Intervention Model: Making the Difference for Families Across the World, Conference Proceedings 1996
Authors/Editors: Sean R. J. Cameron, Mollie White
Source: National and International Portage Association
Date: September 1996
Language: English

Abstract:

The portage approach to helping families who have a baby or pre-school child with special needs is to provide a home visitor who visits weekly and who teaches the parents to teach the child. At the same time, the home visitor offers emotional support to the family as a whole. The document presents the proceedings of the 1996 National and International Portage Conference that asked the question: "How much difference does Portage make for families who have young children with special needs".

Link: <http://www.portage.org.uk>

Title: **Inside the Brain: Revolutionary Discoveries of How the Mind Works.**
Author/Editor: **Ronald Kotulak**
Source: **Andrews & McMeel Publishing**
Date: **1996**
Languages: **English**
ISBN: **0-8362-3289-5**

Abstract:

This book offers some theories on the way environment, nutrition and other factors influence people's neurological development. It emphasises the importance of the early years of life as being crucial for the brain development and the overall development of the person.

Link: http://www.thelearningweb.net/books/c_inside_the_brain.html

Title: **Te Whāriki, Early Childhood Curriculum**
Author/Editor: **Ministry of Education of New-Zealand**
Source: **Ministry of Education of New-Zealand, Learning Media Wellington**
Date: **1996**
Language: **English**
ISBN: **0-478-02980-2**

Abstract:

Te Whāriki, introduced in 1996, is the first national curriculum for the early childhood education section in New Zealand. It provides a framework for consistent curriculum and programmes in chartered early childhood education services. It offers guidelines for planning, evaluation, and assessment, and describes some of the connections between early childhood education and the school curriculum.

Link: http://www.minedu.govt.nz/web/downloadable/dl3567_v1/WHARIKI.pdf

Before 1996

Title: **Stress in Greek Mothers with Deaf children: Effects of Child Characteristics, Family Resources and Cognitive Set**
Author/Editor: **Mary Konstantareas, Venetta Lampropoulou**
Source: ***American Annals of the Deaf*, 140(3), pp. 264-270.**
Date: **July 1995**
Language: **English**

Abstract:

In an effort to understand the impact of their children's deafness on Greek mothers, demographic, disability-related and stress characteristics were examined with 42 hearing mothers and their deaf children. The work was based on Hills ABCX model and Bronfenbrenner's social ecology model, entailing a microsystem, mesosystem, ecosystem, and macrosystem. In addition to child history obtained from school records, Rotter's locus of control scale, Coopersmith's self-esteem inventory and the Clarke questionnaire on recourses and stress were given to mothers. Onset of deafness before 18 months of age was associated with greater maternal stress. A tendency for mothers of younger children to report more stress was evident. The mothers mainly had an external locus of control, attributing events to outside agents beyond their control. Self-esteem proved the best predictor of stress, with a low-esteem associated with greater reported stress. The findings are discussed with reference to disability-related and cultural factors.

Links: <http://gupress.gallaudet.edu/annals>

Title: **Risk, Resilience, and Prevention. Promoting the Well-Being of All Children.**
Author/Editor: **Rune J. Simeonsson**
Source: **Brookes Publishing**
Date: **1994**
Language: **English**
ISBN: 1-55766-166-9

Abstract:

Stressing the need for a primary prevention agenda to improve life outcomes and reduce the incidence of disorders in children and youth, this volume investigates the implications of such an agenda for policy, practice, and research.

Promoting a model of child well-being, chapters provide an in-depth examination of the alarming increase in teenage pregnancy, school drop out, neglect and abuse, unintentional injury, depression and mental illness, behaviour disorders, sexually transmitted disease, and illiteracy. This book is written from a cross-disciplinary perspective.

Link: <http://www.pbrookes.com/store/books/simeonsson-1669/>

Title: **The Salamanca Statement and Framework for Action on Special Needs Education.**
Authors/Editors: **Spanish Ministry of Education and Science / UNESCO**
Source: **UNESCO, Special Education, Division of Basic Education**
Date: **1994**
Languages: **English, Arabic, French, Portuguese, Spanish, Russian, Chinese.**
ISBN: *Document code: ED.94/WS/18 ; Microfiche n°: 94s0638 ; UNESCO document Catalogue Number: 98427.*

Abstract:

The Salamanca Statement, 1994, presents the findings of the World Conference on Special Needs Education: Access and Quality held jointly in Salamanca (Spain) by the UNESCO and the Ministry of Education of Spain. It is published by the Spanish Ministry and is also available through UNESCO in English, French, Spanish, Arabic, Portuguese, Russian and Chinese.

Link: http://www.unesco.org/education/pdf/SALAMA_E.PDF

Title: **La déficience intellectuelle: approches et pratiques de l'intervention, dépistage précoce, Tome 1 (373p.)**
Author/Editor: **Serban Ionescu**
Source: **Nathan, Collection FAC**
Date: **1993**
Languages: **French**
ISBN: **2-09-190209-8**

Abstract:

L'ouvrage représente une synthèse de l'expérience mondiale dans le domaine de la déficience intellectuelle. Il est le résultat de la collaboration de 59 spécialistes de neuf pays (Belgique, Canada, France, Israël, Italie, Japon, Roumanie, Suisse et Uruguay). Le premier volume est consacré aux actualités et tendances en matière d'intervention, aux nouvelles orientations concernant le couple évaluation-intervention, à l'impact du diagnostic sur l'intervention, à l'intervenant et à plusieurs thèmes importants, liés à l'intervention (l'éthique, les coûts, l'information). La dernière partie de ce volume traite du diagnostic prénatal et de la prise en charge précoce.

Title: **The Standard Rules on the Equalization of Opportunities for Persons with Disabilities.**
Author/Editor: **United Nations Organisation**
Source: **United Nations Organisation**
Date: **1993**
Languages: **French, English, Spanish, Russian, Chinese, Arabic**

Abstract:

The *Standard Rules on the Equalization of Opportunities for Persons with Disabilities* were adopted by the UN General Assembly, 48th session, resolution 48/96 annex, of 20 December 1993. Although not a legally binding instrument, the Standard Rules represent a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities.

Link: <http://www.un.org/esa/socdev/enable/dissre00.htm>

Title: **The NICDH Study of Early Child Care and Youth Development**
Author/ Editor: **NICDH Early Child Care Research Network**
Source: **National Institute of Child Health and Human Development (NICHD)**
Date: **1993**
Language: **English**

Abstract:

The NICHD Study of Early Child Care (SECC) is a comprehensive longitudinal study initiated by The National Institute of Child Health and Human Development (NICHD) in 1989 to answer the many questions about the relationship between child care experiences and characteristics and children's developmental outcomes. After a thorough scientific review, the NICHD selected a research team located at universities across the U.S., and at the NICHD, together providing multiple perspectives on and interests in child care research.

Link: <http://secc.rti.org/>

Title: **Le bébé avec un handicap: de l'accueil à l'intégration (189p.)**
Author/Editor: **Janine Levy**

Source: **Seuil**
Date: **1991**
Languages: **French**
ISBN: **2-02-011583-2**

Abstract:

L'accent est mis sur l'action médico-sociale pour jeunes enfants ayant des besoins particuliers et sur l'aide éducative à leur apporter. Plusieurs cas sont évoqués par l'auteur.

Title: **Manifesto of the Eurlyaid working party with a view to future EC policy: Early Intervention for Children with Developmental Disabilities**
Author/Editor: **Eurlyaid working party, European Network for Early Intervention**
Source: **Eurlyaid**
Date: **1991**
Languages: **English, French, Dutch, German, Spanish**

Abstract:

Eurlyaid consists of experts and representatives of parents' associations from the various EU member states, involved in early intervention for children who are disabled or at risk of developmental disabilities. The Manifesto describes a comprehensive framework for early intervention. First, it gives a definition of key concepts, delineates the target group and states the rationale behind (and the content of) early intervention. Secondly, the Manifesto presents the conditions and demands necessary to attain the best quality early intervention and makes a number of recommendations.

Link: <http://www.eurlyaid.net/>

Title: **Convention on the Rights of the Child.**
Author/Editor: **United Nations Organisation**
Source: **United Nations Organisation**
Date: **1989**
Language: **English**
ISBN: **Document A/RES/44/25 (12 December 1989)**

Abstract:

The Convention on the Rights of the Child was adopted on 12th December 1989 by the UN General Assembly. Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights that children everywhere – without discrimination – have; it protects children's rights by setting standards in health care, education and legal, civil and social services.

Link: <http://www.un.org/documents/ga/res/44/a44r025.htm>

Title: **Does Early Intervention Help?**
Author/Editor: **Barbara J. Smith**
Source: **Educational Resources Information Centre (ERIC) Clearinghouse on Disabilities and Gifted Education, Eric Digest 455**
Date: **1988**
Language: **English**

Abstract:

Early Intervention applies to children of school age or younger who are discovered to have or are at risk of developing a handicapping condition or other special need that may affect their development. It consists in the provision of services for such children and their families for the purpose of lessening the effects of the condition. Early intervention can be remedial or preventive in nature: remediating existing developmental problems or preventing their occurrence.

Link: <http://www.ericdigests.org/pre-928/help.htm>

Title: **The Interdisciplinary Team, a Handbook for the Education of Exceptional Children.**
Authors/Editors: **Ann K. Golin, Alex J. Ducanis**
Source: **Rockville, MD: Aspen**
Date: **1981**
Language: **English**
ISBN: **0-89079-126-0**

Title: **Attachment and Loss, vol. 3: Loss.**
Author/Editor: **John Bowlby**
Source: **Basic Books Publisher**
Date: **1980**
Language: **English**
ISBN: **0-46504-238-4**

Abstract:

This book completes John Bowlby's pioneering trilogy on attachment and loss: this volume concentrates on the major emotional consequences of loss, including feelings of sadness, depression, grief, bereavement. Bowlby has made a major contribution to academic thinking about the development of attachment and affectional bonds, and the consequences of their disruption. He demonstrated that attachment of the infant to the mother is of overwhelming importance in determining the individual's later security and success in forming relations with others, and that separation from or loss of the mother can have a devastating effect

Link: http://www.perseusbooksgroup.com/basic/book_detail.jsp?isbn=0465042384

Title: **The Ecology of Human Development: Experiments by nature and design.**
Author/Editor: **Urie Bronfenbrenner**
Source: **Cambridge MA: Harvard University Press.**
Date: **1979**
Language: **English**
ISBN: **0-674-22456-6 / 0-674-22457-4**

Abstract:

Urie Bronfenbrenner is most famous for his views on ecological psychology. Very briefly he suggests that: interactions with others and the environment are key to development. He also states that we all experience more than one type of environment (including the microsystem, the mesosystem, the exosystem and the macrosystem). This publication has been translated in other Language (Spanish, Italian, German, Portuguese...).

Link: <http://www.hup.harvard.edu/catalog/BROECO.html>

Title: **Mind in Society: The Development of Higher psychological Processes.**
Author/Editor: **Lev Semenovitch Vygotsky; Michael Cole, Vera John-Steiner, Sylvia Scribner, Ellen Souberman (Eds.)**
Source: **Cambridge MA: Harvard University Press.**
Date: **1978**
Language: **English**
ISBN: **0-674-57629-2**

Abstract:

The Russian psychologist L.S. Vygotsky has long been recognised as a pioneer in developmental psychology: the major theme of his theoretical framework is that social interaction plays a fundamental role in the development of cognition. Carefully edited by a team of Vygotsky scholars, this book presents a selection of his most important essays.

Link: <http://www.hup.harvard.edu/catalog/VYGMIX.html>

Title: **Patterns of Attachment: a Psychological Study of the Strange Situation**
Authors/Editors: **M.D. Ainsworth, M.C. Blehar, E. Waters, S. Wall**
Source: **Hillsdale, NJ: Erlbaum.**
Date: **1978**
Language: **English**

Abstract:

Attachment theory postulated a universal human need to form close affection bonds. Within the attachment theory, Mary Ainsworth developed the well-known laboratory based procedure for observing infant's internal working models in action. Infants, briefly separated from their caregiver in a situation unfamiliar to them show one of four patterns of behaviour: secure; anxious/ avoidant; anxious/ resistant; disorganised / disoriented.

Link: <https://www.erlbaum.com/shop/tek9.asp?pg=products&specific=0-89859-461-8>

Title: **Social Learning Theory**
Author/Editor: **Albert Bandura**
Source: **New York: General Learning Press.**
Date: **1977**
Language: **English**

Abstract:

Bandura's social learning theory emphasises the importance of observing and modelling behaviours, attitudes, and emotional reactions of others. It explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. Bandura states: "Fortunately, most human behaviour is learnt observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action."

Title: **Reproductive Risk and the Continuum of Caretaking Causality.**
Authors/Editors: **Arnold J. Sameroff, Michael J. Chandler**
Source: **Frances Degen Horowitz, (Ed.), *Review of child development research*, Vol. 4, pp. 187-244, University of Chicago Press.**

Date: **1975**
Language: **English**

Title: **The Science of Education and the Psychology of the Child**
Author/Editor: **Jean Piaget**
Source: **New York: Grossman**
Date: **1970**
Language: **English**
ISBN: **0-67000-311-5**

Abstract:

Over a period of six decades, Jean Piaget conducted a program of naturalistic research that has profoundly affected our understanding of child development. Piaget called his general theoretical framework "genetic epistemology" because he was primarily interested in how knowledge developed in human organisms.

The book has also been published by Viking Press (New York) in 1971:

http://isbndb.com/d/book/science_of_education_and_the_psychology_of_the_child.html

Title: **The Psychology of the Child**
Authors/Editors: **Jean Piaget, Bärbel Inhelder**
Source: **New York: Grossman**
Date: **1969**
Language: **English**
ISBN: **0-465-06735-2 / 0-465-09500-3**

Abstract:

According to Piaget's theory, children have different explanations of reality at different stages of cognitive development. Cognitive development is facilitated by providing activities or situations that engage learners and require adaptation. Learning materials and activities should involve the appropriate level of motor or mental operations for a child of given age and avoid asking pupils to perform tasks that are beyond their current cognitive capabilities.

Link: http://www.perseusbooksgroup.com/basic/book_detail.jsp?isbn=0465095003

See also, original publication (in French):

Title: **La Psychologie de l'enfant**
Authors/Editors: **Jean Piaget, Bärbel Inhelder**
Source: **Presses Universitaires de France**
Date: **1966**
Language: **French**
ISBN: **3-497-01551-2**

Link: <http://www.puf.com/livres/22000369a.html>

Title: **Attachment and Loss, vol. 1: Attachment**
Author/Editor: **John Bowlby**
Source: **Basic Books Publisher / Tavistock Institute of Human Relations**
Date: **1969**
Language: **English**
ISBN: **0-464-00543-8**

Abstract:

Bowlby believed that the human baby is equipped with a set of built-in behaviours that helps keep the parent nearby.

Link: http://www.perseusbooksgroup.com/basic/book_detail.jsp?isbn=0465005438

Title: The technology of teaching
Author/Editor: B.F. Skinner
Source: Appleton-Century-Crofts
Date: 1968
Language: English

Abstract:

The theory of B.F. Skinner is based upon the idea that learning is a function of change in overt behaviour. Changes in behaviour are the result of an individual's response to events (stimuli) that occur in the environment. Reinforcement is the key element in Skinner's theory; a reinforcer is anything that strengthens the desired response: verbal praise, a good grade or a feeling of increased accomplishment / satisfaction... The theory also covers negative reinforcers: any stimulus resulting in the increased frequency of a response when withdrawn

Title: Declaration of the Rights of the Child,
Author/Editor: United Nations Organisation
Source: United Nations Organisation
Date: 1959
Languages: All
ISBN: G.A. res. 1386 (XIV), 14 U.N. GAOR Supp. (No. 16) at 19, U.N. Doc. A/4354.

Abstract:

The Declaration of the Rights of the Child was drafted by the UN Commission on Human Rights and adopted by the UN General Assembly on 20th November 1959.

Link: <http://www0.un.org/cyberschoolbus/humanrights/resources/child.asp>

Title: Universal Declaration of Human Rights.
Author/Editor: United Nations Organisation
Source: United Nations Organisation
Date: 1948
Languages: All

Abstract:

The Universal Declaration of Human Rights was adopted and proclaimed by the UN General Assembly on 10th December 1948.

Link: <http://www.un.org/Overview/rights.html>

Title: Infant and Child in the Culture of Today; the Guidance in Home and Nursery School.
Author/Editor: Arnold Gesell, Frances L. Ilg, Louise B. Ames
Source: Harper
Date: 1943
Languages: English
ISBN: 1568215673

Abstract:

The work of Gesell has contributed to the emergence of the developmental approach. This piece provides a detailed understanding of the physical and mental states of children from infancy to nursery school. Covering the first five years of life, typical child development including behaviour profiles, depicting physical and psychological states, are documented.