May/June issue includes 13 resources on:

- Autism
- The economic impact of early childhood education
- Inclusion
- The importance of fathers
- The impact of home-school differences
- A Federal Q & A on the evaluations and re-evaluations
- The QRIS (Quality Rating & Improvement System)
- Interventions for children with disabilities
- Assistive Technology and young children
- Maximizing classroom time
- RtI
- School readiness

Autism Spectrum Disorders: Diagnosis, Prevalence, and Services for Children and Families

Autism Spectrum Disorders: Improving the Lives of Children and Their Families

Immediate Economic Impact of Investments in Early Childhood Education
Several sources have recently highlighted evidence from business leaders of the positive impact of investments in early care and education on a local economy.
- America’s Edge has released findings that, in New York state, every $1.00 invested in early childhood programs yields $1.86 in new, direct spending, stimulating the local economy. A press release and the full report are available at [http://www.americasedge.org/index.php](http://www.americasedge.org/index.php)
- The Strengthening Families Blog features current perspectives as well as find links to some of the seminal studies about the positive economic benefits of investing in early care and education. Go to [http://www.strengtheningfamilies.net/index.php/main_pages/blog](http://www.strengtheningfamilies.net/index.php/main_pages/blog) for details.
Resources to Support Early Childhood Inclusion
The Head Start Center on Inclusion is taking the most current research in including children with disabilities, as well as the current research on professional development/knowledge utilization, and moving it into everyday practice. To help make this possible they have developed a Web site that is dedicated to addressing existing barriers to effective inclusion. The Web site includes a variety of very current resources to support teachers, professional development providers, and families, including video segments that illustrate evidence-based practices. Go to http://depts.washington.edu/hscenter/ to learn about the resources of this Center or go to http://depts.washington.edu/hscenter/latest-content to view the very latest content.

The Importance of Fathers in the Healthy Development of Children
The Importance of Fathers in the Healthy Development of Children manual recognizes the vital role that fathers play in all aspects of their children’s lives. The manual offers research and resources for increasing the participation of fathers as part of desired outcomes for the entire family. Five principles describe how to reach the goal of family-centered practice. Download at http://www.childwelfare.gov/pubs/usermanuals/fatherhood/fatherhood.pdf

Home-School Differences: What it Means for Kindergarten Readiness
The National Center for Research on Early Childhood Education (NCRECE) has published a new short brief, entitled Home-School Differences: What it Means for Kindergarten Readiness (NCRECE In Focus, v.1, no.4, May 2010), which summarizes the findings from a study that looked at how differences between home and school environments impact children's school readiness. The results raise questions about the commonly held assumption that similarity of beliefs and practices between homes and schools lead to better outcomes for children. To read the brief, go to http://www.ncrece.org/wordpress/wp-content/uploads/2010/06/ncreceinfocus-v1-i4-home-school-differences.pdf. It is based on the following article:


Q & A on Individualized Education Programs (IEPs), Evaluations, and Reevaluations
Source: U.S. Department of Education, Office of Special Education and Rehabilitative Services - June 17, 2010
The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) has issued a revised Q&A document to provide States, State educational agencies (SEAs), local educational agencies (LEAs), parents, and other stakeholders with information regarding the IDEA requirements relating to individualized education programs (IEPs), evaluations, and reevaluations. Questions and Answers on Individualized Education Programs (IEPs) (revised June 2010) is available online at http://www.ed.gov/policy/speced/guid/idea/iep-qa-2010.pdf

Quality Rating and Improvement System (QRIS) Resource Guide
Source: National Child Care Information and Technical Assistance Center - Retrieved June 18, 2010
Many states have implemented a statewide Quality Rating and Improvement System (QRIS) to assess, improve, and communicate the level of quality in early childhood care and education programs. The National Child Care Information and Technical Assistance Center recently launched an online QRIS Resource Guide, which is intended to help states and communities better understand key issues and decision points during the planning and implementation of such a system. It contains an explanation and history of Quality Rating and Improvement
Systems, descriptions of the key components of a QRIS, and state-specific resources. To learn more, go to [http://nccic.acf.hhs.gov/qrisresourceguide/](http://nccic.acf.hhs.gov/qrisresourceguide/)

**WWC Examines Early Childhood Education Interventions for Children with Disabilities**
Source: What Works Clearinghouse, Institute of Education Sciences - April 27, 2010
The Works Clearinghouse (WWC) has started to examine research on curricula and instructional strategies for 3 to 5 year old children with disabilities. The first intervention report in this new topic area looks at Dialogic Reading, an interactive shared picture-book reading practice designed to enhance young children's language and literacy skills. To see the report, go to: [http://ies.ed.gov/ncee/wwc/reports/ece_cd/dialogic_reading/](http://ies.ed.gov/ncee/wwc/reports/ece_cd/dialogic_reading/)

**Tips for Using Assistive Technology with Young Children**
Source: Tots 'n Tech Research Institute - Retrieved April 28, 2010
The appropriate use of simple adaptations and/or assistive technology (AT) can support inclusion and natural learning opportunities for young children with disabilities. The Tots 'n Tech Research Institute (TnT) publishes a newsletter that provides many useful tips on how to adapt everyday materials to enhance the participation of infants and toddlers in a variety of daily activities and routines. Current and past issues are available online at [http://tnt.asu.edu/home/news](http://tnt.asu.edu/home/news)

**New Brief Looks at Maximizing Classroom Time in Pre-K to Promote Learning**
The National Center for Research on Early Childhood Education (NCRECE) has published a new short brief, entitled *Maximizing Classroom Time to Promote Learning* (NCRECE In Focus, v.1, no.3), which summarizes the findings of a study that examined how children's use of time in pre-k varied based on three demographic characteristics often associated with low academic achievement: ethnicity, gender, and family income. To read the brief, go to [http://ncrece.org/wordpress/wp-content/uploads/2010/05/NCRECEInFocus_V1_i3%20Time_in_PreK.pdf](http://ncrece.org/wordpress/wp-content/uploads/2010/05/NCRECEInFocus_V1_i3%20Time_in_PreK.pdf)

**Interview with Lead Researchers on Response to Intervention in Early Childhood**
Source: Institute of Education Sciences - May 21, 2010
The May 2010 newsletter from the Institute of Education Sciences (IES) features an interview with Judith Carta and Charles Greenwood, two lead researchers from the Center for Response to Intervention in Early Childhood (CRTIEC) that began in July 2008. CRTIEC is a 5-year project focused on developing and evaluating Response to Intervention (RtI) models for young children in order to increase the number of young children who enter school with knowledge and skill in early literacy and language. To learn more, read the interview online at [http://ies.ed.gov/whatsnew/newsletters/?index=roundncser](http://ies.ed.gov/whatsnew/newsletters/?index=roundncser)

Source: Child Trends - June 17, 2010
Child Trends has published new findings from a study that examined approaches to school readiness assessments in all 50 states and DC, identifying 7 states that utilize assessments in order to monitor statewide levels of school readiness. *A Review of School Readiness Practices in the States: Early Learning Guidelines and Assessments* (2010) also provides key policy considerations for developing and utilizing school readiness assessments at the state level. It is available online at [http://www.childtrends.org/Files/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf](http://www.childtrends.org/Files/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf)