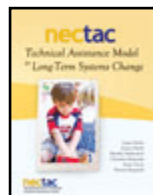





**The National Early Childhood Technical Assistance Center
Current Publications October 2009**



**NECTAC Technical Assistance Model for Long-Term Systems Change
Kahn, L., Hurth, J., Diefendorf, M., Kasprzak, C., Lucas, A., & Ringwalt, S.**

Describes key features of the NECTAC approach to technical assistance for sustainable systems change in state early intervention and preschool special education programs. Even with the individualized nature of the systems change work with states, and with the variation across plans on a number of dimensions, NECTAC was able to determine the most effective strategies relating to the development and implementation processes for producing better results. The most important lessons learned are incorporated into the description of the model in this paper and can be applied to future technical assistance with states on system change initiatives.

NECTAC, (2009), 26 pp.


Available from: Online at www.nectac.org/~pdfs/pubs/tamodel.pdf  (PDF: 792kb)



**Thinking Points: A Synthesis of Ideas About the Change Process (Topics: An occasional paper on the literature and practice of Technical Assistance)
Hurth, J. & Goode, S. (Eds.)**

This series, Topics in TA, is being produced by NECTAC staff to share with those interested in the research on and practice of technical assistance. The series will address various topics drawing from relevant literature and our experience in providing technical assistance. This first paper concerns systemic changes in service systems.

NECTAC, (2009), 4pp.

Available from: Online at www.nectac.org/~pdfs/pubs/tatopics/topics_thinkingpoints.pdf  (PDF: 830kb)



**The Evolution of the National Early Childhood Technical Assistance Center
Gallagher, J. J., Danaher, J. C. & Clifford, R. M.**

This review traces the evolution from 1971 to the present of a national technical assistance (TA) program to support the creation, expansion, and improvement of services for infants, toddlers, and preschoolers with special needs. The OSEP-funded national early childhood TA center has been an important piece of a comprehensive federal effort to develop, expand, and improve early childhood special education. Through its collaboration with other agencies' early childhood TA programs, the National Early Childhood Technical Assistance Center is committed to influencing the development of an infrastructure for early childhood to better serve all children.

Topics in Early Childhood Special Education, 29(1), 7-23. doi: 10.1177/0271121408330931

Available from: Sage Journals Online at tec.sagepub.com/cgi/content/abstract/29/1/7



The National Early Childhood Technical Assistance Center Model for Long-term Systems Change

Kahn, L., Hurth, J., Kasprzak, C. M., Diefendorf, M. J., Goode, S. E., & Ringwalt, S. S.

The National Early Childhood Technical Assistance Center developed, implemented, and evaluated an approach to technical assistance (TA) for sustainable systems change in state early intervention and preschool special education programs under the IDEA. Both process and summative evaluations were conducted over the 5-year contract period. The TA Model for Long-term Systems Change was found to result in improvements in state and local infrastructures, personnel development systems practices, and outcomes for children and families.

Topics in Early Childhood Special Education, 29(1), 24-39. doi:10.1177/0271121409334039

Available from: Sage Journals Online at tec.sagepub.com/cgi/content/abstract/29/1/24



Queries: Screening and Early Identification of Autism Spectrum Disorders **Shaw, E. & Hatton, D. (Eds.).**

In response to interest from the National Professional Development Center on Autism Spectrum Disorders (NPDC-ASD), NECTAC queried Part C and Section 619 Coordinators regarding screening measures, diagnostic instruments and procedures, and trends in identifying young children with ASD under the age of five years. NECTAC collaborated with the NPDC-ASD to develop and refine a series of questions and then to conduct an on-line survey during a two week period in November 2008. Individual states are not identified in this report.

NECTAC. (2009). (4 pp).

Available from: Online at http://www.nectac.org/~pdfs/pubs/queries/queries_asdscreening.pdf  (PDF: 233kb)




Section 619 Profile (16th Edition)

Lazara, A., Danaher, J., Kraus, R., & Goode, S. (Eds.)

The 2008-09 edition of this publication updates information provided by state coordinators on state policies, programs, and practices under the Preschool Grants Program (Section 619 of Part B) of the Individuals with Disabilities Education Act (IDEA). Information includes: program administration, funding, interagency coordination, personnel, transition, monitoring, use of IEPs/ IFSPs, family-centered services, standards and outcomes, pre-kindergarten initiatives, initiatives for special populations, and services in least restrictive environments (LRE). The volume also includes a compilation of information on the Section 619 program from other sources: federal and state policies, data from www.ideadata.org, state training and TA systems, data on changes in children served by the program, and contact information for state and jurisdictional program coordinators. Previous editions of the *Section 619 Profile* are available as well.

NECTAC, (2009), 246 pp.


Available from: NECTAC, \$15.00; and Online at www.nectac.org/~pdfs/pubs/sec619_2008-09.pdf  (PDF: 3.385kb)

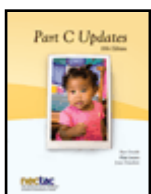


Developmental Screening and Assessment Instruments with an Emphasis on Social and Emotional Development for Young Children Ages Birth through Five
Ringwalt, S.

The screening instruments included focus on the social-emotional developmental domain as well as those that address multiple developmental domains. The screening instruments are further subdivided into those which must be administered by professionals and those that may be completed by family members or other caregivers. A list of social-emotional assessment instruments that must be administered by professionals is also provided. The information for each instrument includes a description, the age range for which the instrument was validated, the time to administer, the scoring procedure, psychometric properties, and requirements for administrators, and a link to, or address for, the publisher or source of more information.

NECTAC, (2008), 20 pp.

Available from: Online at www.nectac.org/~pdfs/pubs/screening.pdf  (PDF: 950kb)



Part C Updates: 10th in a Series of Updates on Selected Aspects of the Early Intervention Program for Infants and Toddlers with Disabilities, (Part C) of IDEA
Goode, S., Lazara, A., & Danaher, J. (Eds.)

Contains information about Part C program administration, including funding and contacts at the federal and state level. It also contains information on: states' Part C rules, regulations and policies; OSEP policy letters; referral to Part C of vulnerable/maltreated young children; personnel competence and qualifications; services for very young children with autism; and early identification of infants and toddlers eligible for early intervention. The volume concludes with data tables for Part C: child count, settings, exiting, services, and personnel; and, the full text of Part C of the Individuals with Disabilities Education Improvement Act of 2004.

Previous Editions of the *Part C Updates* are available as well.

NECTAC, (2008), 164 pp.


Available from: NECTAC, \$15.00; and Online at www.nectac.org/~pdfs/pubs/partcupdate2008.pdf  (PDF: 4000kb)



Queries: Personnel Certification and Specialized Service Providers for ASD
Danaher, J., Shaw, E., & Lazara, A. (Eds.)

In response to states' interest, NECTAC queried Part C and Section 619 Coordinators regarding certification or endorsements for personnel working with children diagnosed with Autism Spectrum Disorder (ASD) and how states provide services for children diagnosed with ASD.

NECTAC, (2008), 5pp.

Available from: Online at http://www.nectac.org/~pdfs/pubs/queries/queries_asd.pdf  (PDF: 887kb)



Fact Sheet: Vulnerable Young Children
Shaw, E. and Goode, S.

This fact sheet provides data on infants, toddlers and young children who are experiencing high stress as a result of a number of risk factors specifically identified in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), including substantiated abuse or neglect, foster care placement, homelessness, exposure to family violence and prenatal exposure to drugs or alcohol. It should be noted that these risk factors often co-occur with other serious risk factors, such as extreme poverty, environmental toxins, parental substance abuse (post-natally) and parental mental health problems, especially maternal depression.

NECTAC, (2008), 7 pp.

Available from: Online at www.nectac.org/~pdfs/pubs/factsheet_vulnerable.pdf  (PDF: 253kb)




Eligibility Policies and Practices for Young Children Under Part B of IDEA

Danaher, J.

This document analyzes states' definition of developmental delay and summarizes the state eligibility classifications and criteria under Part B of IDEA.

NECTAC Notes, No. 24, (2007), 20 pp.

Available from: Online at www.nectac.org/~pdfs/pubs/nnotes24.pdf  (PDF: 190kb)




A Framework for Developing and Sustaining a Part C Finance System

Greer, M., Taylor, A., & Mackey Andrews, S. D.

This paper summarizes the fiscal challenges that this legislation presents and proposes a framework for analyzing, adjusting, and maintaining a flexible and self-regulating finance system to support Part C early intervention services for infants and toddlers and their families. The framework design features four phases of work to help agencies understand the issues and make informed decisions for on-going development and support of a Part C finance system.

NECTAC Notes, No. 23, (2007), 10 pp.

Available from: Online at www.nectac.org/~pdfs/pubs/nnotes23.pdf  (PDF: 158kb)




To Fee or Not to Fee: That is the Question!

Mackey Andrews, S. D. & Taylor, A.

This paper summarizes the current financing difficulties faced by state and local Part C agencies, and it examines in closer detail aspects and implications of Family Cost Participation, under which some family resources may be accessed to distribute the cost of intervention services provided to the client family.

NECTAC Notes, No. 22, (2007), 16 pp.

Available from: Online at www.nectac.org/~pdfs/pubs/nnotes22.pdf  (PDF: 177kb)

This document appears at: <http://www.nectac.org/~pdfs/pubs/newpublist.pdf>

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