

- *Authentic Assessment* [5 videocassettes]
Early Childhood Programs throughout the country are becoming increasingly accountable for the progress that children are making in their care. This video series explores the value of authentic assessment in documenting young children's progress, observational methods used to assess young children, systems used to organize the data and different formal assessment instruments or checklists used to collate the data. Teachers demonstrate how they communicate with parents to inform them of their child's development. Finally, directors and education coordinators share how they provide on-going training for their staff and the training issues that they have encountered along the way."--publisher's web site.

- 851-1 Setting the Stage (23:42)
- 851-2 Observing young children I: the eyes have it (24:43)
- 851-3 Observing young children II: making the connection (22:50)
- 851-4 Parents: our most important resource (27:00)
- 851-5 Training and support are key (25:19).

- *Caring for our children* [30 min. each]
6 videocassettes; Demonstrations of how to comply with the various guidelines presented in the book, *Caring for our children*, that contains national standards for the development and evaluation of health and safety performance for out-of-home child care. 1995.

Series Handout
Masters

- 488-1 Standards and you (Pt.1)
- 488-2 Basic caregiving (Pt.2)
- 488-3 Ready for anything (Pt.3)
- 488-4 Setting up for healthy and safe care (Pt.4)
- 488-5 Keeping it in shape (Pt.5)
- 488-6 Illness in child care (Pt.6)

- *Child care: Indoor safety.* 1990.

Study Guides

- 601-1 Making it safe [1] [20 min.]
Shows the type of design for early childhood settings, which minimizes the risk of accidents, evaluates toys and equipment, and discusses value of a team approach in maintaining safety of children.
- 601-2 Keeping it safe [2] [18 min.]
Shows the type of design for early childhood settings, which minimizes the risk of accidents, evaluates toys and equipment, and discusses value of a team approach in maintaining safety of children.
- 601-3 Playing it safe [3] [16 min.]

- *Child care video magazine: Social-Emotional Growth & Socialization* Trainer's manual;

- 616-1 First moves: Welcoming a child to a new caregiving setting [27 min.] Guide
Illustrates some practical steps that child care providers can take in introducing a child to a new setting and easing the trauma of separation from parents. 1988.
- 616-2 Flexible, fearful, or feisty: The different temperaments of infants and toddlers [26 min.] Explores various temperamental styles of infants and toddlers. 1990.
- 616-3 Getting in tune: Creating nurturing relationships with infants and toddlers [24 min.] Presents steps caregivers can take to establish supportive, responsive relationships with infants and toddlers. 1990.

- *Child care video magazine: Group Care* Trainer's manual;

- 617-1 It's not just routine: Feeding, diapering, and napping infants and toddlers [28 min.] Addresses the need for caregivers to use feeding, napping, and diapering as opportunities to build close personal relationships with each child while attending to child's physical, emotional & other developmental needs. 1990. Guide
- 717 It's not just routine: Feeding, diapering, and napping infants and toddlers (WestEd) [23 min.]
Addresses the need for caregivers to use feeding, napping, and diapering as opportunities to build close personal relationship with each child while attending to the child's physical, emotional, and other developmental needs. Child care video magazine, Program for infant-toddler caregivers. Sacramento, CA: California State Dept. of Education, 1990. 2d ed. Guide

- 617-2 Respectfully yours: Magda Gerber's approach to professional infant/toddler care [58 min.]
Gerber looks for caregivers sensitive to the infant and sees the child care environment through the eyes and experiences of infants. 1988.

- 617-3** Space to grow: Creating a child care environment for infants and toddlers
[23 min.] Program for infant-toddler caregivers. 1992.
- 617-4** Together in care: Meeting the intimacy needs of infants and toddlers in groups [30 min.]
Discusses the need for infants and toddlers in group child care situations to have a continuing relationship with a few caring people in an intimate setting. 1991.
- *Child care video magazine: Learning & Development* Trainer's manual;
Guide
- 618-1** Ages of infancy: Caring for young, mobile, and older infants [26 min.]
Presents ideas and guidelines on how to support infants as they move through stages of development. 1990.
- 618-2** Discoveries of infancy: Cognitive development and learning [32min.]
Explores constant quest for knowledge by children in the first three years of life; concentrating on six major areas, learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation. 1992.
- *Child care video magazine: Early Messages*
- 716** Facilitating Language Development and Communication Guide
WestEd) [28 min.]
Presents 10 strategies to enhance language development in infants and toddlers in a child care setting. Peter Mangione. Program for infant toddler caregivers; module 3, pt. 3. Child care video magazine. Sacramento, CA: California Dept. of Education, 1998.
- *Child care video magazine: Culture, Family & Providers* Trainer's manual;
Guide
- 619-1** Protective urges: Working with the feelings of parents and caregivers
[27 min.] Helps caregivers understand normal behaviors of parents of infants in care, including highly emotional behavior & conflicting feelings about caregiver/child relationships. Suggests caregiver display competence, honesty, & understanding to provide base ... 1996.
- 619-2** Essential connections: Ten keys to culturally sensitive child care
[36 min.] Recommends ways to structure and run child care programs to strengthen children's connections with their families and their home culture. 1993.
- *The developing child; Module 24A [29 min.]*
- 592-1** Moral development: Concept and theory [1] Module Workbook
Moral development is an important part of total development. ... Theories of sociobiology, psychoanalysis, social learning and cognitive development offer differing views as to how individual learns to behave morally & develops a conscience. 1998.
- *The developing child; Module 24B [29 min.]*
- 592-2** Moral development: Learning to be moral [2] Module Workbook
Emergence of moral behavior takes place from infancy through adolescence. Major influence on moral development of child is model provided by parents. Religious instruction & schools also play role in development of moral values during childhood. 1998.
- *The developing child; Modules 16A & 16B* Module Workbook
Videos discuss development and education of the exceptional child, which is a child who varies from the normal either by possessing unusual abilities or disabilities. 1998.
- 593-1** Exceptional child: Building understanding [1] [29 min.]
- 593-2** Exceptional child: Focusing on nursing and learning [2] [29 min.]

- 610-1** *Hand-in-hand: Supporting children with play problems* 1992. [30 min. each]
When a child doesn't play [Module 1]
 Background information regarding skill development through play; identifies six play problem behaviors and a process for adult intervention; shows examples of teachers using the intervention process.
- 610-2** **The child who wanders [Module 2]**
 Examines reasons why children wander from activity to activity without engaging in meaningful play; shows how teachers develop interventions that involve their direct and indirect support, the curriculum and other children.
- 610-3** **The child who dabbles [Module 3]**
 Shows how teachers identify children who engage only marginally with materials; examines various interventions designed to help children play with greater depth and focus, extending their interest, enjoyment and learning.
- 610-4** **The child who appears anxious [Module 4]**
 Identifies children who are reluctant to join in play and offers reasons why; shows teachers developing and using specific interventions designed to build children's trust and to help them become more relaxed and playful.
- 610-5** **The child who appears aloof [Module 5]**
 Focuses on children who avoid others and seem unwilling or unable to make social contact; demonstrates how teachers design interventions that draw aloof children into cooperative play by using various curriculum activities and peers.
- 610-6** **The child who is ignored [Module 6]**
 Identifies children who may have individual play skills but who are ignored by others when attempting to join their play; examines teacher interventions that encourage children to enter play groups and assume various roles in play.
- 610-7** **The child who is rejected [Module 7]**
 Examines children whose behavior creates barriers to play with other children; shows interventions designed to teach children new skills and positive social play behaviors.
- *Human development: Conception to neonate: 1992.*
- 477-1** **Pregnancy [v1 – 26 min.]** Instr. Manual
 Follows a couple through their pregnancy from conception to birth, describing their emotional and psychological reactions as well as the physical changes that occur.
- 477-2** **Birth and the newborn [v2 – 27 min.]** Instr. Manual
 Describes family-sensitive birth practices and the initial interactions between parents and newborn. Discusses physical care of the neonate immediately after birth.
- 477-3** **Reducing risk factors [v3 – 34 min.]** Instr. Manual
 Describes environmental factors in pregnancy that contribute to birth defects and low birth weight. Focuses on factors shown to be preventable through intervention, primarily changes in life style. Discusses importance of delaying childbirth until ...
- *Human development: First 2 1/2 years: 1991.*
- 478-1** **Physical growth & motor development [v1 – 19 min.]** Instr. Manual
- 478-2** **Cognitive development [v2 – 25 min.]** Instr. Manual
- 478-3** **Language development [v3 – 25 min.]** Instr. Manual
- 478-4** **Emotional and social development [v4 – 22 min.]** Instr. Manual
- *Human development: 2 1/2 to 6 years: 1992.*
- 479-1** **Physical growth & motor development [v1 – 21 min.]** Instr. Manual
 Discusses the patterns of growth seen in the years between 2 1/2 and 6 & describes how the increased growth of various organs affects the child's ability to function. Discusses gross and fine motor development.
- 479-2** **Cognitive development [v2 – 28 min.]** Instr. Manual
 Describes Piaget's theories regarding cognitive development, including the processes of assimilation and accommodation. Discusses preoperational thought and language development during these years.
- 479-3** **Psychosocial development [v3 – 23 min.]** Instr. Manual
 Discusses tasks crucial to a preschooler's emotional & social development. Describes Erikson's stages pertaining to preschool children & Spitz's stages of how children deal with frustration. Addresses self-awareness, self-esteem, sexuality, and attachment
- 479-4** **Role of play [v4 – 22 min.]** Instr. Manual
 Defines play and discusses some of its functions as well as describing different types of play; also the social character of play and gender differences in play.

- ***Human development: Enhancing social & cognitive growth in children:***
Parents, caregivers, and child care professionals can best prepare themselves by learning factors which contribute to and detract from positive behaviors, by being knowledgeable in the early detection and intervention of behavioral and learning problems. 1994.

480-1	Compliance, self-control, and prosocial behavior [v1 – 27 min.]	Instr. Manual
480-2	Peer relationships [v2 – 31 min.]	Instr. Manual
480-3	Intellectual growth and achievement [v3 – 27 min.]	Instr. Manual

- ***Indiana steps ahead: Child care collection III*** 1994. [28 min. each]

392-1	Promoting health, safety and nutrition (October 18)	
392-2	Preparing environments for children (October 20)	
392-3	Is my baby OK? (October 25)	
392-4	Discipline: Appropriate guidance of young children (October 27)	
392-5	Parents, books and kids (November 1)	
392-6	Building quality care: Relationships culture of education of young children (November 3)	
392-7	Partners in child care (November 8)	
392-8	Communication / Parents (November 10 – Missing)	
392-9	School-age child care: Caring enough (November 15)	
392-10	*Designing developmentally appropriate days (#882) (November 17)	
c.1, c.2	Looks at child's environment, adult/child interactions, the child, developmental appropriateness by both age and individual, finding appropriate stress-reducing activities for distressed children, and encouraging development of self-control in children.	
392-11	Child care administration: Tying it all together (#887) (November 29)	
c.1, c.2	Looks at mission statements, ethics policies, classroom policies, job descriptions, staff recruitment and selection, staff orientation, staff development and training, and evaluation.	
392-12	Painting a positive picture: Proactive behavior management (#881)	
c.1, c.2	(November 22) Looks at how to manage children's behavior and discipline vs. punishment.	
547c.1,c.2	Variety is the spice: Early childhood intervention in natural environments [28 min.]	
	Looks at the need for early intervention especially in the case of special needs children. Explains the First Steps Early Intervention Program. (Indiana steps ahead, child care collection)	
548c.1,c.2	Food for thought: Nutrition and children [28 min.]	
	Nutrition is an essential element of a child's growth and development. This video addresses children's dietary needs, food preparation and sanitation, as well as social experience of mealtime. 1996.	

- ***Indiana Bureau of Child Development series***

690	*New Games for Child Care Settings [30 min.]	
	Learning, dancing, kicking a ball—all these activities are fun for children. They enjoy using their bodies and exercising growing limbs and muscles. Cognitive, emotional, social and physical skills are all interconnected in human development, however, many times adults see education in terms of cognitive stimulation only. But the facts are, that children learn by doing. Like all other types of play, physical activity provides many types of learning experiences for young children. Encouraging physical skills can lead to a healthy lifestyle later on. Indiana's child care collection. Dee Norris-Helms, Indiana Bureau of Child Development, IPR, 1997. [Subjects: Day care centers—Activity programs; Physical fitness for children; Child development]	
691	*A Reason to Care: Corporate Support of Community Child Care [28 min.]	
	Looks at the building blocks of quality child care: health and hygiene, physical development, safety, materials, child/space ratio, child/staff ratio, a caring and age appropriate environment, individual treatment, what kids like, problem solving, and activities. Indiana steps ahead, the child care collection V. Susan Bayh, Indiana Bureau of Child Development, IPR, 1996. NAEYC distributor. [Subjects: Child care services; Day care centers; Child development]	
692	*Structured Play: Gross Motor Activities for Everyday [28 min.]	
	Looks at structured play, developmental appropriateness, movement concepts, skill themes, and equipment. Indiana steps ahead, the child care collection IV. Susan Bayh, Indiana Bureau of Child Development, IPR, 1995. [Subjects: Infants—Care; Child care services; Day care centers—Activity programs; Family day care—Activity programs; Infants]	
693	*Developmental Infant Care [28 min.]	
	Looks at how to care for an infant at different stages of their growth. Indiana steps ahead, the child care collection IV. Susan Bayh, Indiana Bureau of Child Development, IPR, 1995. [Subjects: Child care services; Day care centers—Activity programs; Family day care—Activity programs; Motor ability in children; Play]	

- 694** *Exploring Science and Nature [28 min.]
Looks at learning processes (observation, classification, comparison, communication, inference, and prediction), using numbers, measurement, space-time relationships, nature appreciation, and taking field trips. Indiana steps ahead, the child care collection IV. Susan Bayh, Indiana Bureau of Child Development, IPR, 1995. [Subjects: Child care services; Day care centers—Activity programs; Family day care—Activity programs; Science—Study and teaching; Natural history—Study and teaching]
- 695** *Before and After School: Creative Experiences [28 min.]
Looks at the building blocks of quality school-age child care: health and hygiene, physical development, safety, materials, child/space ratio, child/staff ratio, a caring and age appropriate environment, individual treatment, what kids like, problem solving, and activities. Indiana steps ahead, the child care collection II. Susan Bayh, IBCDt, IPR, 1993. [Subjects: School-age child care; Child care services; Day care centers—Activity programs; Family day care—Activity programs]
- 696** *Quality Family Child Care [28 min.]
Looks at what a family child care professional offers families and what aspects parents look for in quality family child care. Answers common questions and offers suggestions. Talks about learning centers, and how you can enrich children's play, teach children through modeling behavior, maintain a daily schedule, and work with a mixed age group. Indiana steps ahead, the child care collection II. Susan Bayh, IBCD, IPR, 1993. [Subjects: Child care services; Family day care; Day care centers]
- *Make a difference Indiana! Report Child Abuse and Neglect
 - *Creative outdoor environments for children (Indiana's Child Care Collection)
 - *Early intervention: Natural environments (Indiana's Child Care Collection)
 - *There is math in deviled eggs (Indiana's Child Care Collection)
 - *Caring for preschoolers in Childcare Homes and Centers
- NAEYC Series:
- 315** Curriculum for preschool & kindergarten: Discussion with Lilian Katz [15 min.]
Lilian Katz on how formal the curriculum should be for 4 and 5 year olds. She discusses what the appropriate curriculum is for this age group. 1985. (NAEYC #804)
- 328** A Classroom with blocks [13 min.]
Describes the beneficial learning concepts, experiences, and socialization skills gained from playing with blocks in the classroom. Discusses structuring the classroom to accommodate block play. 1987. (NAEYC #821)
- 329** Culture and education of young children: A Discussion with Carol Phillips [17 min.]
Carol Phillips on how early childhood programs show respect for our cultural diversity and use this richness to enhance children's learning. 1985. (NAEYC #803)
- 382** Marian Wright Edelman's 1990 NAEYC Conference Address [60 min.]
Marian Wright Edelman discusses the legislation of the 101st Congress concerning child care and sets forth goals for America's children and advocates for the next century. 1991. (NAEYC #871)
- 383** Toddler curriculum: Making connections [19 min.]
Shows how the characteristics of the toddler (age 12-36 months) must be considered in providing a developmentally appropriate curriculum for a child care center. Intersperses scenes from a center with comments by Alice Honig of Syracuse University. 1991. (NAEYC #848)
- 384** Ella Jenkins: Learning can be fun [57 min.]
Ella Jenkins performs before an adult audience, demonstrating how to make a friend, using songs, gestures, and musical instruments. The songs emphasize the importance of friendship. 1984. (NAEYC #851)
- 385** Full cost of quality in early childhood programs
Describes the need for and difficulty of obtaining funds for providing adequate childcare; includes NAEYC recommendations for childcare programs. 1992. (NAEYC #862)
- 386** Discipline: A discussion with Jimmy Hymes [17 min.]
Dr. Hymes discusses in general terms sensible age-related discipline for teachers of young children. His child-centered philosophy revolves around children's learning consideration for others and teachers' thoughtful control of the class. 1985. (NAEYC #805)
- 387** Play and learning: A discussion with Barbara Biber [18 min.]
In an interview with Carolyn S. Dorrell, Barbara Biber discusses why play is important and what children learn during play. 1985. (NAEYC #807)
- 388** Music across the curriculum with Thomas Moore [20 min.]
An interview with Thomas Moore and examples of music in an early childhood classroom showing the integration of music in the classroom and the structured use of music to build processing skills. 1991. (NAEYC #832)
- 389** Early childhood legislation enacted by the 101st Congress [18 min.]
Describes early childhood programs enacted in 1990 along with strategies. 1991. (NAEYC #870)
- 390** Whole language learning with Gerry Oglan [20 min.]
Explores the role of the teacher/parent in language development and the use of the whole language philosophy in an early childhood class. 1990. (NAEYC #831)
- 391c1, c2** Building quality child care: Health and safety [28 min.]
Focuses on standard health and safety practices in a group child care setting. Reviews procedures for handwashing, diapering, toileting and food serving and the integration of these practices into the curriculum. 1990. (NAEYC #830)

- 393-1** *NAEYC series 2 (CDA Professional Preparation Program):*
Celebrating early childhood teachers (#860) [18 min.]
 Qualities of the early childhood employee, children's needs, and parental needs are discussed. 1986.
- 393-2** **Partnerships with parents (#857)** [28 min.]
 Discusses how parents and teachers can work together for the benefit of preschool children, foster communications, and resolve difficulties with schedules of both parents and schools. 1989.
- 393-3** **Developmentally appropriate practice: Curriculum, the role of the teacher**
(#856) [28 min.] Shows that all of a child's experiences are part of the curriculum in early childhood education, and describes how the teacher can use many kinds of activities to teach. 1988.
- 393-4** **Developmentally appropriate practice: Children ages birth through five years**
(#854) [27 min.] Depicts teachers and children in action in developmentally appropriate programs. Also points out inappropriate practices. 1987.
- 393-6** **Discipline, guidance techniques for young children (Appropriate Guidance)**
c.1, c.2 **(#855)** [28 min.] Information on how to handle discipline, and how to teach children the skill of self-discipline. 1988.
- *Whole child: A caregiver's guide to the first five years* series Joanne Hendrick. Annenberg/CPB, 1997 [30 minutes each]
 Teaches the latest in the fields of child development and child care for the critical years from birth to the age of five. Outlines essential information about children's physical, emotional, and cognitive development. Presents practical developmental activities and techniques to use in difficult situations. Shows real children and teachers in Head Start classrooms, a private urban infant center and preschool, an in-home family child care program, a suburban preschool and two university child care centers.
- 787** **It's the little things** [Program 1: The importance of a well-ordered and predictable environment]
- 788** **By leaps and bounds** [Program 2: Physical development and appropriate developmental activities, good health practices, and environmental safety]
- 789** **Babies are children, too** [Program 3: The special concerns when caring for infants in groups and the importance of nurturing care]
- 790** **Dealing with feelings** [Program 4: Activities that promote emotional health in family relations, self-expression, and dealing with stress]
- 791** **I'm glad I'm me** [Program 5: Recognizing children's accomplishments and offering opportunities for individual choice]
- 792** **Listening to families** [Program 6: Ways to help families deal with everyday problems and life crises]
- 793** **Everybody's special** [Program 7: Working with children who have special educational needs]
- 794** **Getting along together** [Program 8: Childhood social development and ways to enhance a child's social competence]
- 795** **Building inner controls** [Program 9: Guiding children in finding acceptable ways to express their aggressive feelings]
- 796** **Respecting diversity** [Program 10: How prejudice develops and how to respect cultural differences]
- 797** **Creativity and Play** [Program 11: The relationship of creativity to self-worth and self-expression]
- 798** **Let's talk about it** [Program 12: Language acquisition and methods for increasing language competence]
- 799** **Growing minds** [Program 13: Two approaches to developing mental ability]