



FAMILY DEVELOPMENT

Military Families Learning Network

Up and Away: Building Child Language, Social Interactions, and Preliteracy Skills in Early Childhood Settings

The following resources may include both free and fee-based resources and inclusion in this list does not constitute endorsement by DoD or USDA.

Websites:

American Speech-Language Hearing Association – Practice Policy and Position Statements

<https://www.asha.org/policy/#C>

Division for Early Childhood – Recommended Practices

<http://www.dec-sped.org/dec-recommended-practices>

Early Childhood Technical Assistance Center

<http://ectacenter.org/>

Family Guided Routines Based Intervention

<http://fgrbi.fsu.edu/>

Family Guided Routines Based Intervention – Coaching Resources

<http://fgrbi.fsu.edu/approach/approach5.html>

First Words Project

<https://firstwordsproject.com/>

First Words Project – Social Communication Growth Charts

<https://scgc.firstwordsproject.com/>

Books:

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2012). *The adult learner*. New York, NY: Routledge.

Rush, D. D., & Shelden, M. L. L. (2011). *The Early Childhood Coaching Handbook*. Baltimore, MD: Brookes Publishing.

Articles:

Barton, E. E., Pokorski, E. A., Gossett, S., Sweeney, E., Qiu, J., & Choi, G. (2018). [The Use of Email to Coach Early Childhood Teachers](#). *Journal of Early Intervention*, 40(3), 212-228. doi:10.53815118760314.

Campbell, P. H., & Coletti, C. E. (2013). [Early intervention provider use of child caregiver-teaching strategies](#). *Infants & Young Children*, 26(3), 235-248. doi: 10.1097/IYC.0b013e318299918f

Friedman, M., Woods, J., & Salisbury, C. (2012). [Caregiver coaching strategies for early intervention providers: Moving toward operational definitions](#). *Infants & Young Children*, 25(1), 62-82. doi: 10.1097/IYC.0b013e31823d8f12

Hemmeter, M. L., & Kaiser, A. P. (1994). [Enhanced milieu teaching: Effects of parent-implemented language intervention](#). *Journal of Early Intervention*, 18(3), 269-289.

Kemp, P., & Turnbull, A. P. (2014). [Coaching with parents in early intervention: An interdisciplinary research synthesis](#). *Infants & Young Children*, 27(4), 305-324. doi: 10.1097/IYC.0000000000000018

McCollum, J. A., Hemmeter, M. L., & Hsieh, W. Y. (2013). [Coaching teachers for emergent literacy instruction using performance-based feedback](#). *Topics in early childhood special education*, 33(1), 28-37. doi: 10.1177/0271121411431003

- Meadan, H., Snodgrass, M. R., Palomo, I., Amenta, C. G., & Halle, J. W. (2017). [A framework for defining contextual features of training and coaching practices](#). *Exceptionality*, 25(4), 253-269. doi: 10.1080/09362835.2016.1196451
- Salisbury, C. L., & Cushing, L. S. (2013). [Comparison of triadic and provider-led intervention practices in early intervention home visits](#). *Infants & Young Children*, 26(1), 28-41. doi: 10.1097/IYC.0b013e3182736fc0
- Sawyer, B. E., & Campbell, P. H. (2012). [Early interventionists' perspectives on teaching caregivers](#). *Journal of Early Intervention*, 34(2), 104-124. doi: 10.1177/1053815112455363
- Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). [Supporting implementation of evidence-based practices through practice-based coaching](#). *Topics in Early Childhood Special Education*, 35(3), 133-143. doi: 10.1177/0271121415594925
- Woods, J. J., Wilcox, M. J., Friedman, M., & Murch, T. (2011). [Collaborative consultation in natural environments: Strategies to enhance family-centered supports and services](#). *Language, Speech, and Hearing Services in Schools*, 42(3), 379-392. doi:10.1044/0161-1461(2011/10-0016)