

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Articles, Manuals, and Other Reports	
Citation	Benson, T.R. The Importance of Dramatic Play. [http://www.pbs.org/teachers/earlychildhood/articles/dramaticplay.html]
Description	In this opinion article, the author describes the importance of dramatic play and its effect on building prosocial values and self-esteem.
Application	This article will be used to support text content on dramatic play and puppetry.
Outcome	This article will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	<p>CONNECT Module 7: <i>Putting on a Puppet Show</i>: http://community.fpg.unc.edu/connect-modules/resources/videos/video-7-12. Video of teacher using dramatic play to teach social skills.</p> <p>Article: <i>How to Adapt Dramatic Activities For Children with Special Needs</i> at http://www.ehow.com/how_8719888_adapt-activities-children-special-needs.html</p> <p>Links to lesson plans for using creative drama in the classroom can be found at http://www.childdrama.com/lessons.html</p> <p>A list of the benefits of drama education may be found at http://www.dramaed.net/benefits.pdf</p> <p>An article describing how teachers can use dramatic play to foster prosocial behavior in young children can be found at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=566</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	<i>Early Childhood Building Blocks : Universal Design for Learning in Early Childhood Inclusive Classrooms</i> [http://rec.ohiorc.org/orc_documents/orc/recv2/briefs/pdf/0018.pdf]
Description	This handbook includes UDL basics and elements as well as challenges. Tools and Resources offers many links to other sites with PowerPoints and handouts on UDL.
Application	Information from this website will enrich course content on promoting creativity
Outcome	Use of this handbook will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	<p>A video on Universal Design for Learning can be retrieved from the Northampton Community College Early childhood Education website [http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm]. On the right, click on <u>Universal Design for Learning video</u></p> <p>Center for Applied Special Technology (CAST) provides a website that has developed resources that supports educators' adoption of the universal design for learning. Information from this website can be retrieved from http://www.cast.org/.</p> <p>The article <i>Growing Ideas: Increase Access: Universal Design in Early Care and Education</i> can be retrieved from http://umaine.edu/ccids/files/2009/12/universal120309.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Using content knowledge to build a meaningful curriculum

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Articles, Manuals, and Other Reports	
Citation	Greenspan, S.I. (2001), September). Creating an inclusive classroom. <i>Scholastic Early Childhood Today</i> , 33-34.
Description	This article addresses sensory needs of children in an inclusive setting.
Application	This article will support learnings in course text related to promoting aesthetic development.
Outcome	Students will read this article to learn more about participating in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>The following videos address adaptations for children with sensory needs:</p> <p><i>Additional Needs: Create a Sensory Experience for You Child</i> can be retrieved from http://www.youtube.com/watch?v=HveLIEJdCIA</p> <p><i>Sensory Support: How to Accommodate Children Who Are Over or Under-Sensitive</i> can be retrieved from http://www.youtube.com/watch?v=XmsPYQd_Gmk&feature=related</p> <p><i>Additional Needs: Create Sensory Stories for Your Child</i> can be retrieved from http://www.youtube.com/watch?v=Y00TeUWM1mU&feature=relmfu</p> <p><i>Additional Needs: Creating Exiting Sounds for Your Child</i> can be retrieved from http://www.youtube.com/watch?v=5bJqAY47cDU&feature=relmfu</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	Lynch, S.A. & Simpson, C.G. (2010 Spring, Summer). Social skills: Laying the foundation for success. <i>Dimensions of Early Childhood</i> , 38(2), 3-12.
Description	This article describes how teachers in early childhood settings can arrange the environment to promote positive social skills. The importance of play is emphasized. Tips on how to assist children who have experienced trauma are offered.
Application	Information from this article will be infused into course text on Play, Development and Creativity.
Outcome	This article presents strategies to help students learn how to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher.) [4.2]
Additional Information	<p>Driscoll, C. & Carter, M. (2010). The effects of spatial density on the social interaction of preschool children with disabilities. <i>International Journal of Disability, Development and Education</i>, 57(2), 191-206. Research from this study found that a larger or smaller space did not lead to a statistically different amount of social or cognitive play or negative behavior.</p> <p>More information about adapting the environment for children with special needs can be found at: The NC State and A&T State University Cooperative Extension at http://www.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs. Links to other sites are found at the bottom of this article.</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interactions/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	Mabry, M., Fucigna, C. (2009). <i>Looking into children’s play communities</i> [http://ehis.ebscohost.com.librarylink.uncc.edu/ehost/pdfviewer/pdfviewer?vid=4&hid=121&sid=234f637a-1fa8-45f1-9438-9ce7f9d6d754%40sessionmgr15]
Description	This article describes why play is important in early childhood education settings.
Application	This article will be used to support text content on play, development, and creativity.
Outcome	This article will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	An article on encouraging play in classrooms can be found at PBS Website: <i>Creativity and Play: Fostering Creativity</i> : http://www.pbs.org/wholechild/providers/play.html <i>Making the MOST of Creativity in Activities for Young Children with Disabilities</i> is an article offers strategies for promoting creativity. It is located at http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf Planning tips, modifications, and intervention examples for specific disabilities are included. This site contains information presented at a developmental conference by Mary Owen, Ed. Specialist, in 1998. The training covered the topics of developing play and social skills in pre-school children with special needs. Pediatric Site: <i>The Effect of Disabilities on Play Skills</i> : http://www.pediatricservices.com/parents/pc-28.htm <i>Preschool Inclusion: Samantha</i> : This video shows how Samantha become part of the group and gains friends during play situations http://www.youtube.com/watch?v=pvuk6XqiLRU&list=UUyMck28OodQGFnus6VSZUhg&index=10&feature=plcp
CEC Paraeducator Standards/NAECY Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	Stanton-Chapman, T.L. & Hadden, D.S. (2011). Encouraging peer interactions in preschool classrooms: The role of the teacher. <i>Young Exceptional Children</i> , 14(1), 17-28.
Description	This article describes the role of play in encouraging peer interactions.
Application	Information from this article will be infused into course text on play, development and creativity.
Outcome	Students will read this article to learn more about how to promote peer interaction skills and development of friendship in all children (e.g., Teach children to effectively communicate their emotions and feelings.) [6.1]
Additional Information	<p>Students can complete the Student Response Questions for this article.</p> <p>Education.com offers the article <i>Promoting Friendships for Preschool Children with Special Needs</i> at http://www.education.com/reference/article/Ref_Promoting/</p> <p>An article on assisting children’s friendships in an inclusive setting is found at http://projects.fpg.unc.edu/~snapshots/snap55.pdf. The title is: <i>Making Friends: Assisting Children’s early Relationships</i></p> <p>The NYU Child Study Center offers the article <i>Promoting Friendships for Preschool Children with Special Needs</i> at http://www.aboutourkids.org/articles/promoting_friendships_preschool_children_special_needs</p> <p><i>Universally Accessible Playgrounds: Evos</i> video at http://www.youtube.com/watch?v=aldWt6vAD50 shows children interacting with playground equipment and each other.</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interactions/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	Thompson, S.D. & Rains, K.W. (2009). Learning about sensory integration dysfunction: Strategies to meet young children’s sensory needs at home. <i>Young Exceptional Children</i> , 12(2), 16-26
Description	In this article, the authors describe different characteristics of young children with sensory integration dysfunction and strategies to help them. Although the strategies are directed to parents, they can be applied to the classroom.
Application	This article will support learnings in course text related to promoting aesthetic development.
Outcome	Students will read this article to learn more about participating in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>Students can complete the Student Response Questions for this article.</p> <p>Information on Sensory Integration Dysfunction or Disorder can be found at http://medical-dictionary.thefreedictionary.com/Sensory+integration+disorder</p> <p>The Sensory Processing Disorder Foundation can be found at http://www.sinetwork.org/</p> <p>Teacher Resources: Helping Kids with Sensory Processing Disorders in a Classroom or Day Care Setting can be found at http://www.sensory-processing-disorder.com/teacher-resources.html. This article contains many links to other articles and websites.</p> <p>The Sensory Processing Resource Center is found at http://www.sensory-processing-disorder.com/.</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	<p>Watson, A. & McCathren, R. (2009). Supporting all kinds of learners: Including children with special needs: Are you and your early childhood program ready? <i>Beyond the Journal: Young Children on the Web</i>. March.</p> <p>[http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf]</p>
Description	<p>This article contains a Preschool and Kindergarten Inclusion Readiness Checklist as well as online links to resources related to building an inclusive preschool program.</p>
Application	<p>This article will be used to build instructor awareness of accommodations needed to meet the needs of learners identified in each Category of Disability under IDEA.</p>
Outcome	<p>Information from this article will result in students building their knowledge base of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. [2.2]</p>
Additional Information	<p>Power Point presentation: <i>Play and Children with Disabilities</i>: on http://www.powershow.com/view/ee4c-OTc3Z/PLAY_AND_CHILDREN_WITH_DISABILITIES_flash_ppt_presentation. This presentation describes characteristics of children in each Category of Disability under IDEA as they apply to play.</p> <p>Power Point presentation: Promoting Social Communication and Play in Preschoolers with Autism Spectrum Disorder (ASD) http://www.nectac.org/~pdfs/meetings/inclusionmtg2011/Boyd_InclusionInstituteHandouts.pdf</p> <p>A website providing access to authoritative ratings and detailed reviews on toys and other play products for children with disabilities is AblePlay [www.ableplay.org]. AblePlay's unique evaluation process provides product information categorized by disability to simplify the toy-buying experience.</p>
CEC Paraeducator Standards/NAECY Core Standards	<p>Development and Characteristics of learners/Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>

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Field Trips, Service Sites, and Other Instructional Activities	
Citation	CONNECT Module 1: Routine at Home-Playing Mr. Potato Head [1.15] [http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-15]
Description	This video shows an instructional activity that involves a mother facilitating the play of her son with a developmental disability and a peer without a disability. Students will learn from the embedded interventions that the mom uses to successfully teach and coordinate their play. She increases the amount of her personal assistance and conversation, gives Luke increased time and uses humor.
Application	The instructional activity presented in this video support course content on children, teachers and creative activities.
Outcome	As a result of watching this video, student will learn skills to promote child development and learning through varied delivery of instruction (i.e., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher). [4.2]
Additional Information	This video can be accompanied by the CONNECT Module 1 Activity Identify embedded Interventions during facilitated free play time [1.5a] retrieved from http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-1-5a.pdf/view Other videos giving excellent examples of teacher strategies that promote child development and learning can be retrieved from CONNECT Module 1 Videos: <i>Routine in a Program-Block Play</i> [1.9]; <i>Routine in a Program-Singing a Song</i> [1.11]; and <i>Routine in a Program-Expanded Block Play</i> [http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-14]
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches.

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Field Trips, Service Sites, and Other Instructional Activities	
Citation	Video: <i>Strength-Building Games for Kids</i> @ http://www.youtube.com/watch?v=P4MNF-xp2y0 @ http://www.youtube.com/watch?v=P4MNF-xp2y0
Description	This video shows two games that can be used to help build muscles in students with disabilities.
Application	This video will be viewed by students to support content on creative movement.
Outcome	Instructional activities presented in this video will add to students' knowledge of how to increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). [4.1]
Additional Information	<p>The video <i>Introduction to Small Group Time</i> shows instructional activities that are included in small group time. It can be retrieved from http://www.youtube.com/watch?v=KBEN0AzGrGk</p> <p><i>Chapter 8-Intellectual Disabilities</i> can be retrieved from http://www.youtube.com/watch?v=EhcODw4-5R4. This video includes interviews with parents and the teacher and does mention instructional activities for Carlyn, a preschooler with an intellectual disability.</p> <p>The video <i>Balance Games for Special Needs Kids</i> retrieved from http://www.youtube.com/watch?v=9GnMm-nkO9k&feature=relmfu shows fun and easy games you can play to work on balance.</p> <p>The video <i>Special needs Coordination Games</i> can be retrieved from http://www.youtube.com/watch?v=_7gKbyu4-5A&feature=relmfu</p>
CEC Paraeducator Standards/NAECY Core Standards	Instructional Strategies/Knowing and understanding effective strategies and tools for early education

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	<i>Let Your Style Take Shape</i> [http://www.kennedy-center.org/education/vsa/resources/let_style_take_shape.cfm]
Description	This instructional workbook provides educators with suggestions for creating inclusive educational environments and provides teachers with cross-curricular lessons that meet national standards for math and the visual arts.
Application	Students will review this guide to learn more about creating inclusive educational environments.
Outcome	After viewing this guide students will be better prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.)[5.1]
Additional Information	A video on the use of UDL to create an inclusive educational environment can be retrieved from http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool A video that shows an interview with an early Childhood Special Education Teacher –Career Conversation can be retrieved from http://www.youtube.com/watch?v=5xWWKuKqgbM
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Power Point presentation: <i>Affording Children Access to Play</i> can be retrieved from http://letsplay.buffalo.edu/products/PPTs/access_to_play.pdf
Description	This Power Point Presentation defines the role of play in child development and compares play in children with/without disabilities.
Application	Students will use this presentation to gain more information about how play differs for students with and without disabilities.
Outcome	As a result of viewing this presentation, students will be able to embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	<p>The article draft: <i>Every Kid Can: Technology Supports for Young Children</i> can be retrieved from http://letsplay.buffalo.edu/AT/EKC-wheel.pdf</p> <p>On the Let's Play Website, find out about toy features that address barriers at <i>Toy Features</i> retrieved from http://letsplay.buffalo.edu/UD/toy_features.htm</p> <p><i>Universal Design for Play Guidelines</i> can be retrieved from http://letsplay.buffalo.edu/UD/UDP%20Guidelines.pdf</p> <p><i>Universal Design for Play Tool</i> can be retrieved from http://letsplay.buffalo.edu/UD/FINAL%20final%20Tool%207.pdf</p> <p>A list of ways you can adapt toys can be retrieved from <i>Let's Play Projects & Vermont Assistive Technology Project</i> http://letsplay.buffalo.edu/toys/adapting-toys.pdf http://letsplay.buffalo.edu/toys/toy%20adapting%20ideas-%20VT.pdf</p>
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding young children's characteristics and needs.

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Power Point presentation: <i>Increasing Opportunities to Play</i> can be retrieved from http://letsplay.buffalo.edu/products/presentations.htm . Click on the title.
Description	This Power Point Presentation gives information on new play experiences that can be found in universal play spaces designed to promote both physical and social access and assistive technology that supports play by helping children to move, communicate and interact with toys.
Application	Students will use this presentation to gain information to support text content on play, specifically universal play and assistive technology that supports play.
Outcome	As a result of viewing this presentation, student will gain knowledge that will help them participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>PowerPoint Presentation: <i>How We Play: Toys as the Tool for Play</i> can be retrieved from http://letsplay.buffalo.edu/products/presentations.htm. Click on title. This Power Point presentation provides information on how to select toys based on their sensory characteristics and access features are discussed as well as helpful adaptations to increase play.</p> <p>Power Point Presentation <i>Extending Play</i> can be retrieved from http://letsplay.buffalo.edu/products/presentations.htm. Click on title. This Power Point Presentation shows ways to extend play through various play stages. Examples of using toys, including switch toys, for different purposes are offered.</p>
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding young children’s characteristics and needs.

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Toys 'R' Us Toy Guide for Differently Abled Kids [http://toysrus.shoplocal.com/ToysRus/default.aspx?action=entryflash&promotioncode=ToysRus-120823DAG&DisplayPageNumber=1]
Description	This catalog offers an index of toys by different categories of special needs.
Application	Students will review this guide to learn more about toys offered and/or adapted for use by children with disabilities.
Outcome	After viewing this guide students will be better prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<i>A Professionals Guide to Assisting Families in Creating Play Environments for Children with Disabilities</i> can be retrieved from http://letsplay.buffalo.edu/products/PlayManual.pdf The site Disability Resources.org contains an extensive list of resources to help locate toys that are specially developed for children with physical, cognitive, and sensory disabilities; the resources give information on adapting conventional toys: http://www.disabilityresources.org/TOYS.html
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

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Websites and Other Electronic Media	
Citation	AbleData Website [http://www.abledata.com/abledata.cfm?pageid=113582&orgid=113011]
Description	Examples of art materials and tools for children with disabilities can be retrieved from this website.
Application	Information from this website supports course content on art activities.
Outcome	Information on this website will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p><i>Teacher Tips to Adapt Art Projects for Special Education</i> can be retrieved from http://www.brighthubeducation.com/special-ed-inclusion-strategies/69301-adapting-art-projects-for-special-needs-students/</p> <p>HopeAbilities: name Art for Kids can be retrieved from http://www.youtube.com/watch?v=upAYUxBfk3k</p> <p>Uncaged: The Art of Ability [http://www.youtube.com/watch?feature=endscreen&v=J3bvSQfnFAQ&NR=1] is a video providing information on the way in which art promotes physical, mental, social, and emotional growth.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

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Websites and Other Electronic Media	
Citation	ArtExpress Website[http://www.wiu.edu/thecenter/art/artexpress/index.html]
Description	This website offers information on a comprehensive expressive arts curriculum for young children with disabilities. Chapter overviews are included as well as sample lesson plans for <i>Drawing to Music</i> , <i>Drawing with Crayons</i> , and <i>The Three Little Pigs</i> . Links to art, children and family, education, museums and art galleries, music and teacher resource sites can be found by clicking on <u>Links</u> .
Application	Information and resources from this website will enrich the Crayons, Chalk, Markers, and Oil Pastel Lab within this course.
Outcome	Use of this website will help students to increase the participation and engagement of all (with and without disabilities) Children in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities). [4.1]
Additional Information	An interesting video on <i>Art Therapy with Children and Adolescents with ADHD</i> can be found at http://www.ehow.com/video_7876586_art-therapy-children-adolescents-adhd.html Read about Crayon Rocks at http://www.crayonrocks.net/why_crayon_rocks.html Resources for promoting music, art, and pretend play can be found at http://www.enquirer.com/editions/2001/11/28/tem_toys_for_kids_with.html Read <i>Fun Activities for Young Visually Impaired or Blind Children Involving Art</i> at http://www.brighthub.com/education/early-childhood/articles/35204.aspx
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

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Websites and Other Electronic Media	
Citation	ARTS ACCESS [http://www.artsaccessinc.org/index.shtml]
Description	Arts Access is a nonprofit founded in 1982 that is dedicated to increasing access to the arts for all people. They provide a website for North Carolina to share information or locate resources related to arts and disability and information on how to develop ADA accessibility plans for programs and facilities. They also provide audio description services so that patrons who are blind or have low vision can “see” a play.
Application	Information and resources from this website will course content on the concept of aesthetics.
Outcome	Students will gain knowledge that will help them provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher [7.3]
Additional Information	<p>The mission of The National Arts and Disability Center (NADC), http://www.semel.ucla.edu/nadc ,is to promote the full inclusion of audiences and artists with disabilities into all facets of the arts community. It is a project of the UCLA Tarjan Center. For a list of resources by state, click on <u>Resources</u>.</p> <p>The National Endowment of the Arts provides a partial list of resources relating to the arts and children with disabilities compiled by the Office of Accessibility at the national endowment of the Arts. http://arts.endow.gov/resources/Accessibility/rlists/children.html</p> <p>The Audio Description Project, http://www.acb.org/adp/,provides a complete list of audio described DVDs released this year. Provisions for audio descriptions in NC theaters can be retrieved from http://www.acb.org/adp/theatres.html#NC.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Professional and Ethical Practice/Engaging in informed advocacy for children and the profession.

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Websites and Other Electronic Media	
Citation	BRIGHT HUB http://www.brighthub.com/
Description	Bright Hub provides current information on technology, science and education and children with disabilities. Type “disabilities” into the search engine for recent guides and articles.
Application	Information and resources from this website will enrich course content on teaching art and music.
Outcome	After reading guides and articles on this website, students will gain knowledge in how to promote child development and learning through varied delivery of instruction and adaptation of content, activities and materials. [4.1]
Additional Information	<p>A list of adapting musical instruments can be retrieved from http://www.brighthub.com/education/special/articles/43084.aspx</p> <p>The article: <i>Using Learning Toys with Students with Autism</i> can be retrieved from http://www.brighthub.com/education/special/articles/78141.aspx</p> <p>The article: <i>Music Therapy Activities for Children with Autism</i> can be retrieved from http://www.brighthub.com/education/k-12/articles/37466.aspx</p> <p>The article Art Therapy Activities for Autistic Children can be retrieved from http://www.brighthub.com/education/k-12/articles/37273.aspx?cid=parsely_rec</p> <p>The article Multisensory Teacher can be retrieved from http://www.brighthubeducation.com/special-ed-inclusion-strategies/76853-why-multi-sensory-teaching-is-important/</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Knowing and understanding effective strategies and tools for early education.

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Websites and Other Electronic Media	
Citation	The International Organization on Arts and Disability (VSA) [http://www.kennedy-center.org/education/vsa/]
Description	This is the website of VSA, the international organization on arts and disability. Founded more than 35 years ago by Ambassador Jean Kennedy Smith it provides arts and education opportunities for people with disabilities and increases access to the arts for all.
Application	Information and resources from this website will course content on the concept of aesthetics.
Outcome	Students will gain knowledge that will help them provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher [7.3]
Additional Information	<p>Information about <i>Leadership Exchange in Arts and Disability</i> [LEAD] can be retrieved from this website at http://www.kennedy-center.org/accessibility/education/lead/</p> <p>LEAD is a professional network that explores practical methods for implementing accessibility in cultural environments; communicates information about arts and accessibility, and shares resources and knowledge among professionals in the field of accessibility.</p> <p>At this website, <i>Resources for Educators and Parents</i> lists resources designed to help educators and parents gain more useful information on the relationship of arts, education, and disabilities, especially for children with disabilities.</p> <p>http://www.kennedy-center.org/education/vsa/resources/edu_parents.cfm</p>
CEC Paraeducator Standards/NAEYC Core Standards	Foundations/Knowing and understanding the multiple influences on development and learning.

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Websites and Other Electronic Media	
Citation	Movement & Adapted Yoga [http://movementforkidswithspecialneeds.org/home/]
Description	<p>The video <i>Jacob's Story</i> on the Homepage shows the benefits of including movement and adapted yoga in the preschool inclusion classroom.</p> <p>MOVEMENT!® is a creative motor therapy program that helps children with special needs learn basic body skills. Developed for the Positive Education Program in the United States, MOVEMENT!® is one of the first motor programs designed for children with special needs in North America.</p> <p>The heart of MOVEMENT!® lies in its unique teaching philosophy. Children are taught a core vocabulary of movement skills which they learn on multiple levels of exploration. These levels of exploration allow children with special needs to access movement creatively through their own doors rather than through fixed lesson plans. MOVEMENT!® has been extremely successful with children suffering from such diverse obstacles as ADHD, Autism, Down's syndrome, hyperactivity, and developmental delays. Over the past decade, it has helped hundreds of special needs children gain a greater awareness and control of their own bodies.</p>
Application	Information and resources from this website will enrich course concepts related to <i>Creative Movement</i> .
Outcome	Students will gain knowledge that will help them provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher [7.3]
Additional Information	More information on the benefits of creative movement can be retrieved from: http://www.dltk-kids.com/articles/creativemovement.htm or http://creativekidsonthemove.com/Dance.htm or http://www.cccf-fcsge.ca/docs/cccf/00013_en.htm
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Knowing and understanding the multiple influences on development and learning.

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Websites and Other Electronic Media	
Citation	Muscular Dystrophy Association (MDA)[http://www.mda.org/]
Description	This website offers information on muscular dystrophy Two of its goals are to show there are no barriers to creativity and to increase public awareness of the artistic achievements of individuals with disabilities.
Application	Information and resources from this website will enrich course information on concepts of creativity
Outcome	Students will gain an awareness of strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5. [2.1]
Additional Information	<p>Type "Art Collection" into "search" at website and you will find a list of articles and videos about MDA Art Collection established in 1992.</p> <p>Videos on MDA Art Collection can be retrieved from</p> <p>http://www.mda.org/commprog/art/videos.html</p> <p>http://www.youtube.com/watch?v=VixOxntTEHY</p> <p>http://www.mda.org/commprog/art/</p> <p>http://www.youtube.com/watch?v=I_HjmhwnJMs</p> <p>Type "children" into "search" for a list of articles and resources on children with MDA.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches.

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Websites and Other Electronic Media	
Citation	<i>Playing with Toys: Real Look Autism, Episode 5</i> [http://www.youtube.com/watch?v=Vc50HnNpg0&feature=related]
Description	This video for Real Look Autism.com shows us how a grandmother is using the "Imitate and Expand" strategy to play with her 2 1/2 year old grandson who is on the autism spectrum. He did not want to play with others and had few words.
Application	This video supports course content on play, development, and creativity.
Outcome	After viewing this video students will acquire more knowledge about embedding learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	The video <i>Rethink Autism Tip: Teach Your Child Play Skills</i> can be retrieved from http://www.youtube.com/watch?v=v3hG-mNDwrQ Boutot, E.A., Guenther, T., & Crozier, S. (2005). Let's play: Teaching play skills to young children with autism. <i>Education and Training in Developmental Disabilities, 40</i> (3), 285-292. This article describes several aspects of play, discusses various means of teaching play skills to children with autism, and makes suggestions for future research. Further, a case study comparing the efficacy of two methods for play skills instruction is presented.
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Websites and Other Electronic Media	
Citation	Public Broadcasting System (PBS)[http://www.pbs.org/]
Description	This website offers information on promoting creativity with young children with and without disabilities.
Application	Information and resources from this website will enrich course content related to promoting creativity.
Outcome	Students will gain an awareness of strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5. [2.1]
Additional Information	<p>Why it is so important to promote creativity with children with disabilities is addressed in an article on this website. [http://www.pbs.org/wholechild/providers/play.html]</p> <p>Lesson plans to promote creativity can be retrieved from this website. [http://www.pbs.org/teachers/classroom/prek/the-arts/resources/]</p> <p>The video <i>Arts and the Mind</i> can be found on this website. [http://video.pbs.org/video/2278293090.]</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Knowing and understanding the multiple influences on development and learning.

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Websites and Other Electronic Media	
Citation	Special Children’s Art Foundation website [http://specialchildrensart.org/]
Description	This website offers information on the Special Children’s Art Foundation which provides children with special needs and their families and mainstream community members the opportunity to engage in socially inclusive mural art projects.
Application	Information and resources from this website will enrich course content related to promoting creativity.
Outcome	Students will gain an awareness of strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5. [2.1]
Additional Information	<p>The website KinderArt [http://www.kinderart.com/special/] provides a list of art activities for children and adults with disabilities, special needs links, and an excerpt from KinderArt: Born to Create, and books on art activities designed for students with disabilities.</p> <p>The video <i>Young Lions Global Art Project</i> launched by Art Relief International can be retrieved from http://www.youtube.com/watch?feature=endscreen&NR=1&v=uiAijQR9KFo.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Knowing and understanding the multiple influences on development and learning.

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Websites and Other Electronic Media	
Citation	<i>Special Needs Kids and the Power of Play</i> [http://www.youtube.com/watch?v=pwWeW7PTB_w]
Description	Witness the power of play through the story of William and his big brother Owen featured on YouTube.
Application	This video will be used to support in course content on play, development, and creativity.
Outcome	As a result of watching, student will demonstrate knowledge of Early Childhood /Special Education best practices as defined by professional organizations. [2.3]
Additional Information	<p>The National Lekotek Center [http://www.lekotek.org/default.asp] is a central resource on toys and play for children with special needs. At this site you can download The White Paper “Potential and Possibilities” which is a model for providing children with disabilities access to the benefits of play experiences.</p> <p>Disability-specific play ideas and information links can be retrieved from the National Lekotek Center Website. [http://www.lekotek.org/resources/informationontoy/packages.asp#Specific]. Toys tips and adaptation links are also found here.</p> <p>A list of simple toy adaptations can be retrieved from http://www.lekotek.org/pdfs/packages/Simple_Toy_Adaptations.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches.

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Websites and Other Electronic Media	
Citation	“Twice Exceptional Individual” information about Joel Kwadwo-Acheampong can be retrieved from the Disaboom website at http://www.disaboom.com/arts/in-ghana-a-painter-with-a-disability-sinks-his-teeth-into-art
Description	Stricken with polio during infancy, Joel lost the use of his arms and legs as a young boy. However, his illness did little to quell his appetite for art. He says that he was always spellbound by pictures and used to help his peers with their artwork in primary school, despite not being able to attend himself.
Application	Information from this website will enrich course content on the concept of creativity.
Outcome	Use of this website will help students to increase their knowledge about “twice exceptional individuals.” [2.2]
Additional Information	<p>The following articles on “twice exceptional individuals” can be retrieved from this website</p> <p><i>Simon Illa: Artist in Motion</i> [http://www.disaboom.com/music/simon-illa-artist-in-motion]</p> <p><i>Evelyn Glennie, Solo Percussionist, is Profoundly Deaf</i> [http://www.disaboom.com/music/evelyn-glennie-solo-percussionist-is-profoundly-deaf]</p> <p><i>DDA Helps People Have Fun with Music</i> on this website [http://www.disaboom.com/music/dda-helps-people-have-fun-with-music]</p> <p><i>Discovering Clon: Dancing K-Pop Stars Integrate Wheelchairs with Their Moves</i> [http://www.disaboom.com/music/discovering-clon-dancing-k-pop-stars-integrate-wheelchairs-with-their-moves]</p> <p><i>Additional articles about Artists with Disabilities</i> [http://www.disaboom.com/search/results?query=artists%20with%20disabilities]</p>
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Websites and Other Electronic Media	
Citation	<p>“Twice Exceptional Individual” information about Michael Johnson can be retrieved from http://www.artistmichaeljohnson.com/.</p>
Description	<p>This website features the watercolor, acrylic and oil paintings of Michael Johnson a self-taught “naïve folk artist.” Michael is an example of an individual identified with Down Syndrome whose creative giftedness has brought him success in life.</p>
Application	<p>Information from this website will enrich course content on the concept of creativity.</p>
Outcome	<p>Use of this website will help students to increase their knowledge about “twice exceptional individuals.” [2.2]</p>
Additional Information	<p>Additional information on twice-exceptional students can be retrieved from http://www.cde.state.co.us/gt/download/pdf/TwiceExceptionalResourceHandbook.pdf</p> <p>Chamberlin, S.A., Buchanan, M., & Vercimak, D. (2007). Serving twice-exceptional preschoolers: Blending gifted education and early childhood special education practices in assessment and program planning. <i>Journal for the Education of the Gifted</i>, 30(3), 372-394. This article also offers information on twice-exceptional students.</p> <p>Additional information about two other exceptionally creative individuals can be retrieved from</p> <p>http://www.sonustech.com/paravicini/about.html</p> <p>http://www.youtube.com/watch?v=r6HCXx8U6Ko</p> <p>http://www.itzhakperlman.com/about/</p>
CEC Paraeducator Standards/NAEYC Core Standards	<p>Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs</p>

RESOURCE MATRIX for EDU 151/151A: Creative Activities and Lab

Website	
Citation	<p>“Twice Exceptional Individual” Information about Stephen Wiltshire MBE can be retrieved from http://www.stephenwiltshire.co.uk/</p>
Description	<p>Stephen Wiltshire is an artist who draws and paints detailed cityscapes. He has a particular talent for drawing lifelike, accurate representations of cities, sometimes after having only observed them briefly. He was awarded an MBE for services to the art world in 2006. He studied Fine Art at City & Guilds Art College. His work is popular all over the world, and is held in a number of important collections.</p> <p>Stephen was born in London to West Indian parents on 24th April, 1974. As a child he was mute, and did not relate to other people. Aged three, he was diagnosed as autistic. He had no language and lived entirely in his own world.</p> <p>At the age of five, Stephen was sent to Queensmill School in London, where it was noticed that the only pastime he enjoyed was drawing. It soon became apparent he communicated with the world through the language of drawing; first animals, then London buses, and finally buildings. These drawings show a masterful perspective, a whimsical line, and reveal a natural innate artistry.</p>
Application	Information from this website will enrich course content on the concept of creativity.
Outcome	Use of this website will help students to increase their knowledge about “twice exceptional individuals.” [2.2]
Additional Information	Visit the Video gallery and watch <i>Extraordinary People</i> which traces Stephen’s journey from Queensmill School, where he discovered his talent, to his work today. This video describes the behavior Stephen demonstrated before he discovered his passion for drawing, how he thinks as he creates, and the influence of art on his life.
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs