

RESOURCE MATRIX for EDU 280/280A: Language and Literacy Experiences

Articles, Manuals, and Other Reports	
Citation	Appl, D. J., & Pratt, T. (2007). Children’s books as a vehicle for teaching ways to help children value differences. <i>Young Exceptional Children</i> , 10, 2-10.
Description	In this article, the authors describe how preservice teachers can be supported in selecting and using children’s books as a vehicle for honoring similarities and differences.
Application	This article will support text content on children and books.
Outcome	Information from this article 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>An additional article about helping young people understand disabilities through books can be retrieved from http://www.booklistonline.com/Classroom-Connections-Just-like-You-Helping-Young-People-Understand-Disabilities-through-Books-Mindy-Rhiger/pid=4915436.</p> <p>An example of a read aloud that can be used as a vehicle for teaching ways to help children value differences is <u>Rolling Along with Goldilocks and the Three Bears</u> which can be retrieved at http://www.woodbinehouse.com/main.asp_Q_product_id_E_1-890627-50-X_A_.asp, <u>Children’s Books</u></p>
CEC Paraeducator Standards/NNAEYC 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	National Institute of Child Health and Human Development. (2000a). <i>Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction</i> . (NIH Publication No. 00-4769). Washington, DC: National Institute of Child Health and Human Development. Retrieved January 23, 2012 from: [http://www.nichd.nih.gov/publications/nrp/upload/report.pdf]
Description	Both the Report of the National Reading Panel and its summary put forth what has become an influential interpretation of "research-based instruction." The findings are now a cornerstone of U.S. federal reading education policy.
Application	This report will support course content on reading and preschoolers.
Outcome	As a result of reading and discussing the <i>Report of the National Reading Panel</i> , students will gain knowledge in how to support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	The National Institute of Child Health and Human Development. (2000b). <i>Teaching children to read—Summary report of the National Reading Panel</i> can be retrieved from: http://www.nichd.nih.gov/publications/nrp/upload/smallbook_pdf.pdf Information about the National Early Literacy Panel: <i>Developing Early Literacy Report</i> can be retrieved from http://www.readingrockets.org/article/31095/ .
CEC Paraeducator Standards/ NAEYC Core Standards	Language/Using a broad repertoire of developmentally appropriate teaching/learning approaches

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Articles, Manuals, and Other Reports	
Citation	Salmon, M.D. & Sainato, D.M. (2005). Beyond Pinocchio: Puppets as teaching tools in inclusive early childhood classrooms. <i>Young Exceptional Children</i> , 8(3), 12-19.
Description	This article describes how puppets can be used as teaching tools in inclusive early childhood classrooms. Puppet modifications are included.
Application	This article will be used to support text content on puppetry and beginning drama experiences.
Outcome	Information from this article 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	CROWD questions accompanying this article may be assigned. A video on making rod puppets can be retrieved from http://www.youtube.com/watch?v=jLapZmpXOqo A video on making finger puppets can be retrieved from http://www.youtube.com/watch?v=iInt61sktNk
CEC Paraeducator Standards/NNAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	Smith, A. & Wang, Y. (2010). The impact of visual phonics on the phonological awareness and speech production of a student who is deaf: A case study. <i>American Annals of the Deaf</i> , 155(2), 124-130
Description	The researchers explored the effectiveness of Visual Phonics as a reading instructional tool when used in conjunction with a modified version of the Fountas and Pinnell Kindergarten Phonics Curriculum (Fountas & Pinnell, 2002) with a preschool student who was deaf. The study participant was a 4-year-old deaf child who had a cochlear implant. The goal of the study was to determine whether the student's phonological awareness and speech production improved over the course of a 6-week intervention. Identical pre-and post-intervention tests were administered to measure the extent of any improvement. It was found that Visual Phonics used with a phonics-based curriculum significantly increased phonological awareness and speech production.
Application	This article will be used to support text content on developing listening skills.
Outcome	Information from this article 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	A video showing a 4 year old practicing his letters and sounds can be retrieved from http://www.youtube.com/watch?v=DO5ohGDVSQ8&playnext=1&list=PL8995205D6AA74B0C&feature=results_main A video about Visual Phonics by Hand can be retrieved from http://visualphonicsbyhand.com/ Information about technology to teach and assess phonics can be retrieved from <i>Communication Board</i> [http://www.youtube.com/watch?v=-ct-koeQSPU&feature=related]
CEC Paraeducator Standards/NNAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

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Field Trips, Service Sites, and Other Instructional Activities	
Citation	Milbourne, S. & Campbell, P. (2007). Creating Adaptations for Routines and Activities (CARA'S) Kit. Arlington VA: Council for Exceptional Children.
Description	Promoting children's participation in the early childhood curriculum is the goal of CARA's Kit. This kit provides guidance for how to make adaptations for daily activities and routines so that children ages 3-6 years can successfully participate in the classroom curriculum.
Application	CARA's KIT will supplement course content on achieving language and literacy goals through program planning.
Outcome	Materials will support students as they acquire skills to collaborate with a 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	Further information about CARA's Kit can be retrieved from http://www.dec-sped.org/uploads/docs/conference/2009_handouts/[...]CARAsKit1.pdf . Related materials found on the CONNECT website are: Video 1.16: Reading at Circle Time [http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16]
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	The Center to Mobilize Early Childhood Knowledge. (2012). Handout 5.2 and 5.3 <i>Examples of Assistive Technology Equipment and Examples of Assistive Technology Adaptations</i> . Retrieved from http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-2.pdf/view http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-3.pdf/view
Description	These handouts provide examples of modifications to help preschoolers with special needs read and write independently.
Application	Information from this website will enrich course content on print early knowledge and emerging Interest.
Outcome	These handouts support students as they acquire skills to collaborate with a 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	Lily’s Story, a video of a dad reading to his child with a profound hearing loss can be retrieved from http://www.youtube.com/watch?v=cQ6qjaimJ9k&feature=related <i>Communication Assistive Technology for Early Intervention</i> can be retrieved from http://www.youtube.com/watch?v=ApG0ahrgipw This online training sponsored by UATP, was presented by Stacey Sessions, a Speech Language Pathologist at Utah State University working as a clinical supervisor and instructor in the Department of Communication Disorders and Deaf Education. She works mainly with children and adults with severe communication impairments
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Council for Exceptional Children. (2004). <i>Parability: The CEC Paraeducator Standards Workbook</i> . Arlington, VA: Author.
Description	This workbook includes the CEC Standards for Paraeducators, a Code of Ethics of Paraeducators, and two tools that can be used by district personnel, principals, trainers, and others to ensure that paraeducators meet the CEC Standards.
Application	The instructor will use this resource to match course objectives to standards.
Outcome	As a result of using this workbook, paraprofessionals will gain knowledge of the CEC Standards for Paraeducators and how their coursework relates to these standards. They will be more able to perform responsibilities consistent Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	Information about ordering this workbook can be retrieved from http://www.cec.sped.org/ScriptContent/orders/ProductDetail.cfm?pc=P5691 .
Recommended Professional Development Areas	Professional and ethical practice/Knowing about and upholding ethical standards and othr professional guidelines

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Information about instructional materials can be retrieved from <i>Disability Awareness Flannel Board Pieces</i> [http://www.amazon.com/Disability-Awareness-Flannel-Board-Pieces/dp/B003Y7C8GK]
Description	This website provides information on instructional materials for disability awareness.
Application	These flannel board pieces will support text content on flannel (felt) boards and activity sets
Outcome	Knowledge of these materials will help students Information from this article 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>Additional instructional materials for disability awareness can be retrieved from <i>Differing Abilities Poster Set</i> [http://www.hatchearlychildhood.com/Products.aspx?cl=ShopCreativeDiversityCatalog&pc=CD-Cultural-Interest(ShopBaseCatalog)&cn=CD-Diversity-Inclusion(ShopBaseCatalog)&pid=906113(ShopBaseCatalog)]</p> <p>These photos illustrate the active lives of toddlers with special needs and familiarize students with adaptive equipment.</p> <p>NICHCY: Resources You Can Use: Disability Awareness [http://nichcy.org/wp-content/uploads/docs/bib13.pdf]</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education.

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Pretti-Frontczak, K., & Bricker, D. D. (2004). <i>An activity-based approach to early intervention</i> (3rd ed.). Baltimore, MD: Paul Brookes Publishing Company.
Description	This text offers thorough research-based information on activity-based intervention (ABI), an approach that includes a systematic method for assessing young children and helping them reach their goals.
Application	This textbook will support course content on understanding differences and will provide students with examples of goals and objectives for social communication and interventions for improving social communication. Students can practice writing Intervention guides, embedded schedules, and activity plans for students with language delays using samples presented in the text.
Outcome	Content and skills presented in this text will help students collect information under the guidance of the lead teacher on effectiveness of activities and lessons. [5.3]
Additional Information	<p>A video on ABI titled <i>Activity Based Intervention</i> can be retrieved from http://www.youtube.com/watch?v=EwGUVzWEni0</p> <p>Another text on this topic is <i>Inclusive Early Childhood Education: Merging Positive Behavioral Supports, Activity-Based intervention, and Developmentally Appropriate Practice</i> by David Dean Richey and Jon J. Wheeler.</p>
Recommended Professional Development Areas	Assessment/Understanding and practicing responsible assessment to promote positive outcomes for each child

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Websites and Other Electronic Media	
Citation	Bright Hub Education Website at http://www.brighthubeducation.com/
Description	This website provides useful, relevant, expert-driven lesson plans, activities and classroom management tips.
Application	Information from this website will enrich course content on developing a literacy environment.
Outcome	Students will learn how to support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p>Retrieve <i>Three Fun Preschool Activities to Promote Speech and Language Skills</i> from http://www.brighthubeducation.com/preschool-crafts-activities/50506-speech-and-language-activities-for-preschool/</p> <p>Retrieve <i>Printed Words Everywhere can Enhance a Toddler's Vocabulary</i> from http://www.brighthubeducation.com/toddler-activities-learning/59056-language-and-print-activities-for-toddlers/</p> <p>Retrieve <i>Teaching Preschoolers about Nouns as People, Places, and Things</i> from http://www.brighthubeducation.com/preschool-lesson-plans/45178-preschool-grammar-noun-lesson-plans-and-activities/</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Language/Knowing and understanding effective strategies and tools for early education

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Websites and Other Electronic Media	
Citation	Center for Early Literacy Learning (CELL) Website [http://www.earlyliteracylearning.org/pgparents.php]
Description	The Center for Early Literacy Learning (CELL) is a major initiative of the Center for Evidence-Based Practices at the Orelena Hawks Puckett Institute. The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and sustained use of evidence-based early literacy learning practices. This site has resources for early childhood intervention practitioners, parents, and other caregivers of children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes.
Application	This website will be used to support course content on evidence-based early literacy learning practices.
Outcome	As a result of using this website, students will learn strategies that support early cognitive skills including oral communication and early literacy skills [3.1]
Additional Information	The following resources on this website enrich information about signing with children: <ul style="list-style-type: none"> ▪ The <i>Preschool Sign Song</i>, the <i>Infant Signing Dictionary</i>, and <i>Toddler Sign Me Up</i> at http://www.earlyliteracylearning.org/pgparents.php
Recommended Professional Development Area:	A video about See the Sound: Visual Phonics can be retrieved from http://seethesound.org/videos/introvideo/introvideo.mov . This is a video sharing the Visual Phonics hand cues that one teacher uses with his Deaf/Hard of Hearing students during Speech Therapy. These hand cues are adapted from the See the Sound- Visual Phonics program. [http://www.youtube.com/watch?v=3GsU9nLZ2rk] ABB Creations Website [http://www.itchysalphabet.com/] offers information about teaching letters and sounds to children with disabilities.
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional strategies/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

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Websites and Other Electronic Media	
Citation	The Center to Mobilize Early Childhood Knowledge. (2012). CONNECT Modules. Retrieved from: http://community.fpg.unc.edu/connect-modules
Description	The CONNECT Modules are a series of web-based professional development resources designed to focus on and respond to challenges faced each day by those working with young children with disabilities in various settings.
Application	Instructors will use these modules to infuse course content on early childhood learning with special education resources and activities.
Outcome	Instructors will use the modules to meet CEC Paraeducator, NAEYC, and CEC/DEC Standards.
Additional Information	CONNECT offers a range of support for instructors, available at "Instructor Supports" [http://community.fpg.unc.edu/[...]/instructor-supports] "Getting Started Q&A" is a place for instructors to post public questions and get answers [http://community.fpg.unc.edu/[...]/connect-modules-getting-started-q-a]
CEC Paraeducator Standards/NNAEYC Core Standards	Individual learning differences/Knowing and understanding young children's characteristics and needs

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Websites and Other Electronic Media	
Citation	The Center to Mobilize Early Childhood Knowledge. (2012). Video 6.10.: <i>Dialogic Reading with Katy</i> Retrieved from http://community.fpg.unc.edu/connect-modules/resources/videos/video-6-10
Description	This video shows a teacher reading to a group of students using dialogic reading practices.
Application	This module and related videos will be used to support course content on reading strategies.
Outcome	As a result of viewing this video, students will learn strategies that support early cognitive skills including oral communication and early literacy skills [3.1]
Additional Information	<p>Related materials on the CONNECT website are:</p> <p>Video 6.3: <i>Dr. Christopher Lonigan: Defining Dialogic Reading</i> [http://community.fpg.unc.edu/connect-modules/resources/videos/video-6-3].</p> <p>Video 6.4: <i>Dr. Christopher Lonigan: Using CROWN Prompts</i> [http://community.fpg.unc.edu/connect-modules/resources/videos/video-6-4]</p> <p>Video 6.5: <i>Preparing a Book for Dialogic Reading</i> at http://community.fpg.unc.edu/connect-modules/resources/videos/video-6-5</p> <p>Video 1.16: <i>Routine in a Program-reading at circle time</i> at http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional strategies/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

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Websites and Other Electronic Media	
Citation	Free Literacy Tools [http://udltechtoolkit.wikispaces.com/Literacy+tools]
Description	Offers a comprehensive set of portable open source and freeware applications to support learners with literacy difficulties.
Application	This website provides resources to build a literacy-rich environment.
Outcome	Information from this website will help students support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	Additional web links for free digital programs are http://bookbuilder.cast.org/ http://www.bookshare.org/ http://www.signedstories.com/index.cfm http://www.mothergooseclub.com/index.php http://carnegielibrary.org/kids/stroymaker/storymaker.swf http://www.naturalreaders.com/index.htm http://www.wordtalk.org.uk/About/
CEC Paraeducator Standards/ NAEYC Core Standards	Language/Knowing and understanding effective strategies and tools for early education

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Websites and Other Electronic Media	
Citation	learning-disabilities-reading-tutor.com Website [http://www.learning-disabilities-reading-tutor.com/index.html]
Description	This website is the creation of a Master teacher in Special Education.
Application	Information from this website will enrich content on developing a literacy environment.
Outcome	Students will learn how to support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p>At this website, retrieve</p> <p><i>Preschool Literacy</i> from http://www.learning-disabilities-reading-tutor.com/preschool-literacy.html</p> <p><i>Early Childhood</i> from http://www.learning-disabilities-reading-tutor.com/early-childhood-learning-disabilities.html</p> <p><i>Dysgraphia/Handwriting</i> from http://www.learning-disabilities-reading-tutor.com/dysgraphia.html</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Language/Knowing and understanding effective strategies and tools for early education

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Websites and Other Electronic Media	
Citation	Scottish Storytelling Centre and Network Website [http://www.scottishstorytellingcentre.co.uk/]
Description	This website provides information on live oral storytelling.
Application	Information from this website will enrich course content on storytelling.
Outcome	Information from this website will help students support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	Click on <u>Education</u> on this website. You can retrieve much information and instruction from <i>Storyrich Resources</i> , and <i>Storyrich Websites and Books</i> . <i>Storytelling Notes</i> can be retrieved from http://www.scottishstorytellingcentre.co.uk/images/images/tasd/specialneeds.pdf <i>Teaching Storytelling in the Classroom</i> [http://www.youtube.com/watch?v=JrZc6eztoH4] <i>Interactive Storytelling Techniques for Pre-K</i> [http://www.youtube.com/watch?v=zJU5L3ZYODU]
CEC Paraeducator Standards/ NAEYC Core Standards	Language/Using a broad repertoire of developmentally appropriate teaching/learning approaches

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Websites and Other Electronic Media	
Citation	Website: Tobii: ATI: Assistive Technology Gives Voice Back at http://www.tobii.com/en/assistive-technology/north-america/
Description	This website provides information about assistive technology devices, software and services that give a voice to individuals with communication challenges.
Application	Information from this website will support text content on realizing speaking goals.
Outcome	Students will gain knowledge 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>Additional information on assistive technology for early intervention in communication can be retrieved from</p> <p><i>Communication Assistive Technology for Early Intervention</i> [http://www.youtube.com/watch?v=ApG0ahrgipw]</p> <p><i>Using Assistive Technology: Voice Output Device:</i> http://www.youtube.com/watch?v=7Ovexx0wzhc&feature=related</p> <p><i>Picture AAC App Helps Children with Autism Communicate Effectively:</i> http://www.youtube.com/watch?v=YhgxuokBL2Q&feature=related</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education.

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Websites and Other Electronic Media	
Citation	http://www.woodbinehouse.com/
Description	Woodbine House is a publisher specializing in books about children with special needs. Titles within the Special-Needs Collection cover AD/HD, autism, celiac disease, cerebral palsy, Down syndrome, spina bifida, early intervention, inclusion, special education, communication skills, and more.
Application	Information from this website will support course content on children and books.
Outcome	This resource will support students as they acquire skills to collaborate with a 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.) [5.2]
Additional Information	<p>A video showing a book designed especially for children with special needs is titled <i>Using Jay and Ben with Children with Special Needs</i>, Part 1 [http://www.youtube.com/watch?v=yvUokojNd0].</p> <p>This video includes a demonstration by co-author, Katharine Swanson, of the book <i>Jay and Ben</i>. <i>Jay and Ben</i> is an interactive book developed for use with children with developmental and learning differences and disabilities, including—but not limited to—autism spectrum disorder (ASD), attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), dyslexia, and language delays. The book is designed to help educators, parents, and caregivers teach children about language, reading, story comprehension, functional skills, and basic concepts.</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education