

RESOURCE MATRIX  
(Social-Emotional Development)

Articles, Manuals, and Other Reports	
Citation	<i>Early Childhood Building Blocks : Universal Design for Learning in Early Childhood Inclusive Classrooms</i> <a href="http://rec.ohiorc.org/orc_documents/orc/recv2/briefs/pdf/0018.pdf">http://rec.ohiorc.org/orc_documents/orc/recv2/briefs/pdf/0018.pdf</a>
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 building inclusive environments for all children.
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	Center for Applied Special Technology (CAST) provides a website that has developed resources that support educators' adoption of the universal design for learning. <a href="http://www.cast.org/">http://www.cast.org/</a> . <i>Growing Ideas: Increase Access: Universal Design in Early Care and Education</i> <a href="http://umaine.edu/ccids/files/2009/12/universal120309.pdf">http://umaine.edu/ccids/files/2009/12/universal120309.pdf</a> Northampton Community College Early Childhood Education website <a href="http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm">http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm</a> . On the right, click on <u>Universal Design for Learning video</u>
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	Goldman, B. (2009). Promising practices to support friendships in inclusive classrooms. <i>Impact</i> , 22(1), 16-17, 35. <a href="http://ici.umn.edu/products/impact/221/">http://ici.umn.edu/products/impact/221/</a>
Description	This article is found on the website developed at the University of Minnesota, Institute on Community Integration: University Center for Excellence in Developmental Disabilities. It provides specific strategies for teachers to help all students support friendships in an inclusive setting.
Application	Information from this resource will enrich course content positive social/emotional environments.
Outcome	Information will help students 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>Carol Gray, creator of "Social Stories" speaks about autism <a href="http://www.youtube.com/watch?v=VOHqcz9gZqk&amp;feature=related">http://www.youtube.com/watch?v=VOHqcz9gZqk&amp;feature=related</a></p> <p><i>Laying Foundations: Social and Emotional Development in the Earliest Years</i> (audiocast) <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/EHS%20NRC%20Audio%20Cast/LayingFoundation.htm">http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/EHS%20NRC%20Audio%20Cast/LayingFoundation.htm</a></p> <p>Leach, D., &amp; LaRocque, M. (2011). Increasing social reciprocity in young children with autism. <i>Intervention in School and Clinic</i>, 46, 150-56.</p> <p><i>Making Friends: Assisting Children's Early Relationships</i> <a href="http://www.fpg.unc.edu/~snapshots/snap55.pdf">http://www.fpg.unc.edu/~snapshots/snap55.pdf</a></p> <p><i>Teaching Social Skills to Kids with Autism and Aspergers</i>--used in schools, homes and therapy centers <a href="http://www.youtube.com/watch?v=J0nBatn5vUo">http://www.youtube.com/watch?v=J0nBatn5vUo</a></p> <p>Tullemans, A. (2012). Developing friendship skills in children with Autism Spectrum Disorder. <i>Educating Young Children: Learning &amp; Teaching in the Early Childhood Years</i>, 18(2), 31-32.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Understanding positive relationships and supportive interactions as the foundation of their work with children

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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 designing positive social environments for all children.
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	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. 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 <a href="http://www.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs">http://www.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs</a> . Links to other sites are found at the bottom of this article.
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> [ <a href="http://ehis.ebscohost.com.librarylink.uncc.edu/ehost/pdfviewer/pdfviewer?vid=4&amp;hid=121&amp;sid=234f637a-1fa8-45f1-9438-9ce7f9d6d754%40sessionmgr15">http://ehis.ebscohost.com.librarylink.uncc.edu/ehost/pdfviewer/pdfviewer?vid=4&amp;hid=121&amp;sid=234f637a-1fa8-45f1-9438-9ce7f9d6d754%40sessionmgr15</a> ]
Description	This article describes why play is important in early childhood education settings.
Application	This article will be used to support text content on encouraging social interactions through play.
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><i>Creativity and Play: Fostering Creativity</i> <a href="http://www.pbs.org/wholechild/providers/play.html">http://www.pbs.org/wholechild/providers/play.html</a></p> <p><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 <a href="http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf">http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf</a> Planning tips, modifications, and intervention examples for specific disabilities are included.</p> <p><i>Preschool Inclusion: Samantha</i>: This video shows how Samantha becomes part of the group and gains friends during play situations. <a href="http://www.youtube.com/watch?v=pvuk6XqiLRU&amp;list=UUyMck28OodQGFnus6VSZUhg&amp;index=10&amp;feature=plcp">http://www.youtube.com/watch?v=pvuk6XqiLRU&amp;list=UUyMck28OodQGFnus6VSZUhg&amp;index=10&amp;feature=plcp</a></p> <p><i>The Effect of Disabilities on Play Skills</i>: <a href="http://www.pediatricservices.com/parents/pc-28.htm">http://www.pediatricservices.com/parents/pc-28.htm</a></p>
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	<i>Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior</i> <a href="http://csefel.vanderbilt.edu/briefs/wwb10.html">http://csefel.vanderbilt.edu/briefs/wwb10.html</a>
Description	This is a What Works Brief that describes the Positive Behavior Support approach.
Application	Information from this website supports course content on promoting social-emotional development in early childhood settings.
Outcome	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>Fields, B. (2012). Getting the balance right: The challenge of balancing praise and correction for early school years children who exhibit oppositional and defiant behaviour. <i>Australasian Journal of Early Childhood</i>, 37 (4), 24-28.</p> <p>Carter, D., &amp; Pool, J. (2012). Appropriate social behavior: Teaching expectations to young children. <i>Early Childhood Education Journal</i>, 40(5), 315-321. DOI: 10.1007/s10643-012-0516-y.Social-Emotional Development in Dual Language Learners: A Critical Review of the Research <a href="http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%237%20Soc%20Final%207-15-11.pdf">http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%237%20Soc%20Final%207-15-11.pdf</a></p> <p>Fox, L. (2009). Promoting the social competence of young children with disabilities. <i>Impact</i>, 22(1), 14-15. <a href="http://ici.umn.edu/products/impact/221/">http://ici.umn.edu/products/impact/221/</a></p> <p>Positive Behavioral Interventions and Supports <a href="http://www.pbis.org/">http://www.pbis.org/</a></p> <p>Snell, M. E.; Berlin, R. A.; Voorhees, M. D.; Stanton-Chapman, T. L.; &amp;Hadden, Sarah. (2012). A Survey of Preschool Staff Concerning Problem Behavior and Its Prevention in Head Start Classrooms. <i>Journal of Positive Behavior Interventions</i>, 14(2) 98-107. DOI: 10.1177/1098300711416818.</p> <p>What Are Children Trying to Tell Us?: Assessing the Function of Their Behavior <a href="http://csefel.vanderbilt.edu/briefs/wwb9.html">http://csefel.vanderbilt.edu/briefs/wwb9.html</a></p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Understanding positive relationships and supportive interactions as the foundation of their work with children

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Articles, Manuals, and Other Reports	
Citation	Rappaport, N. (2013). ADHD Medication Can Help Kids, but It Can't Fix Schools <a href="http://www.edweek.org/ew/articles/2013/02/27/22rappaport.h32.html?tkn=UMCEXV0KPTS74y1L2lxQWQ%2BmioHCU60Afz5R&amp;cmp=clp-sb-cec">http://www.edweek.org/ew/articles/2013/02/27/22rappaport.h32.html?tkn=UMCEXV0KPTS74y1L2lxQWQ%2BmioHCU60Afz5R&amp;cmp=clp-sb-cec</a>
Description	This article addresses the issue reported in the <i>New York Times</i> that some physicians, particularly in low-income communities, are prescribing stimulants to students as a way to compensate for their inadequate schools.
Application	This article will support learnings in course text related to working with students with challenging behaviors.
Outcome	Information from 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	More information on the author of this article may be retrieved from <a href="http://www.nancyrappaport.com">www.nancyrappaport.com</a> The complete publication of <i>Teaching Children With Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices</i> may be retrieved from ED.gov @ <a href="http://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching.html">http://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching.html</a>
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Understanding positive relationships and supportive interactions as the foundation of their work with children

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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 encouraging peer interactions.
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><i>Making Friends: Assisting Children’s early Relationships</i> <a href="http://projects.fpg.unc.edu/~snapshots/snap55.pdf">http://projects.fpg.unc.edu/~snapshots/snap55.pdf</a></p> <p>Education.com offers the article <i>Promoting Friendships for Preschool Children with Special Needs</i> at <a href="http://www.education.com/reference/article/Ref_Promoting/">http://www.education.com/reference/article/Ref_Promoting/</a></p> <p>The NYU Child Study Center offers the article <i>Promoting Friendships for Preschool Children with Special Needs</i> at <a href="http://www.aboutourkids.org/articles/promoting_friendships_preschool_children_special_needs">http://www.aboutourkids.org/articles/promoting_friendships_preschool_children_special_needs</a></p> <p><i>Universally Accessible Playgrounds: Evos</i> video at <a href="http://www.youtube.com/watch?v=aldWt6vAD50">http://www.youtube.com/watch?v=aldWt6vAD50</a> 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	Stockdale, N.S., Dennis, L., & Miller, M. (2012). Right from the Start, Universal Design for Preschool. TEACHING Exceptional Children, September/October 2012, 11-17.
Description	In this article, definitions of the three principles of Universal Design for Learning (UDL) are presented as well as general classroom set-up and materials.
Application	Information and resources from this website will enrich the information on building inclusive environments for all children.
Outcome	Use of this video 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	<i>The Universal Design of Early Education</i> <a href="http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf">http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf</a> <i>UDL Guidelines: Research Evidence</i> <a href="http://www.udlcenter.org/research/researchevidence/">http://www.udlcenter.org/research/researchevidence/</a>
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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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	Information on Sensory Integration Dysfunction or Disorder can be found at <a href="http://medical-dictionary.thefreedictionary.com/Sensory+integration+disorder">http://medical-dictionary.thefreedictionary.com/Sensory+integration+disorder</a> <i>Teacher Resources: Helping Kids with Sensory Processing Disorders in a Classroom or Day Care Setting</i> can be found at <a href="http://www.sensory-processing-disorder.com/teacher-resources.html">http://www.sensory-processing-disorder.com/teacher-resources.html</a> . This article contains many links to other articles and websites. The Sensory Processing Disorder Foundation can be found at <a href="http://www.sinetwork.org/">http://www.sinetwork.org/</a> The Sensory Processing Resource Center is found at <a href="http://www.sensory-processing-disorder.com/">http://www.sensory-processing-disorder.com/</a> .
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	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. <a href="http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf">http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf</a>
Description	This article contains a Preschool and Kindergarten Inclusion Readiness Checklist as well as online links to resources related to building an inclusive preschool program.
Application	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.
Outcome	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]
Additional Information	A website providing access to authoritative ratings and detailed reviews on toys and other play products for children with disabilities is AblePlay [ <a href="http://www.ableplay.org">www.ableplay.org</a> ]. AblePlay's unique evaluation process provides product information categorized by disability to simplify the toy-buying experience. Power Point presentation: <i>Play and Children with Disabilities</i> : on <a href="http://www.powershow.com/view/ee4c-OTc3Z/PLAY_AND_CHILDREN_WITH_DISABILITIES_flash_ppt_presentation">http://www.powershow.com/view/ee4c-OTc3Z/PLAY_AND_CHILDREN_WITH_DISABILITIES_flash_ppt_presentation</a> . This presentation describes characteristics of children in each Category of Disability under IDEA as they apply to play. Power Point presentation: Promoting Social Communication and Play in Preschoolers with Autism Spectrum Disorder (ASD) <a href="http://www.nectac.org/~pdfs/meetings/inclusionmtg2011/Boyd_InclusionInstituteHandouts.pdf">http://www.nectac.org/~pdfs/meetings/inclusionmtg2011/Boyd_InclusionInstituteHandouts.pdf</a>
CEC Paraeducator Standards/NAECY Core Standards	Development and Characteristics of learners/Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

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Field Trips, Service Sites, and Other instructional Activities	
Citation	Kaiser, B., & Rasminsky, J. K. (2007). <i>Challenging behavior in young children: Understanding, preventing, and responding effectively</i> (2nd ed.). Boston, MA: Pearson Education, Inc.
Description	This text maintains the personal touch and real-life examples teachers have grown to rely on. It includes new chapters on relationships and inclusion as well as the latest information on risk and protective factors, culture, the brain, self-reflection, working with families, and bullying.
Application	Information from this textbook will supplement content that will help students meet course objectives.
Outcome	Content and skills presented in this text will help paraprofessionals understand the challenges and needs of families of children with special needs as well as the skills students demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members. [7.2]
Additional Information	<p><i>2013 CASEL Guide: Effective Social and Emotional Learning Programs: Preschool and Elementary Edition</i>  <a href="http://blogs.edweek.org/edweek/early_years/CASEL_Guide_FINAL.pdf">http://blogs.edweek.org/edweek/early_years/CASEL_Guide_FINAL.pdf</a></p> <p>Green, K., Mays, N., &amp; Jolivet, K. (2011). Making choices: A proactive way to improve behaviors for young children with challenging behaviors. <i>Beyond Behavior, Fall</i>, 25-31.</p> <p><i>Introducing Challenging Behavior in Young Children: Techniques and Solutions</i>            (video) <a href="http://www.youtube.com/watch?v=BpPcqbCMZgE">http://www.youtube.com/watch?v=BpPcqbCMZgE</a></p> <p>Joseph, G. &amp; Strain, P.S. (2003a). Enhancing emotional vocabulary in young children. <i>Young Exceptional Children</i>, 6, 18-26.</p> <p>Joseph, G. &amp; Strain, P.S. (2003b). Helping young children control anger and handle disappointment. <i>Young Exceptional Children</i>, 7(1), 21-29.</p> <p>Joseph, G. &amp; Strain, P.S. (2004). Building positive relationships with young children. <i>Young Exceptional Children</i>, 7, 21-29.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

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Field Trips, Service Sites, and Other instructional Activities	
Citation	Visual Support Video Series: <i>How to Use Picture and Object Schedules</i> <a href="http://www.youtube.com/watch?v=FpsJoZSn61c">http://www.youtube.com/watch?v=FpsJoZSn61c</a>
Description	Many children with disabilities benefit from visual representations of information. There are simple ways to include visual supports in an inclusive setting. This video series will demonstrate ways to incorporate visual aids into the out-of-school time program routine and structure.
Application	The instructional activity introduced in this video supports course content on helping students become self-reliant and independent.
Outcome	This instructional activity provides information on how to promote 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	Other videos in this series include <i>Defining Expectations: how to Teach What is Expected of Them</i> <a href="http://www.youtube.com/watch?v=ZZb_FgBAu7Q&amp;feature=relmfu">http://www.youtube.com/watch?v=ZZb_FgBAu7Q&amp;feature=relmfu</a> <i>Introducing Challenging Behaviors in Your Children: Techniques and Solutions</i> <a href="http://www.youtube.com/watch?feature=endscreen&amp;NR=1&amp;v=ShMWkbhnr40">http://www.youtube.com/watch?feature=endscreen&amp;NR=1&amp;v=ShMWkbhnr40</a>
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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Textbooks, Workbooks, and Other Instructional Materials	
Citation	<i>Affording Children Access to Play</i> <a href="http://letsplay.buffalo.edu/products/PPTs/access_to_play.pdf">http://letsplay.buffalo.edu/products/PPTs/access_to_play.pdf</a>
Description	This resource 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 resource, students will be able to embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	<p><i>Every Kid Can: Technology Supports for Young Children</i> <a href="http://letsplay.buffalo.edu/AT/EKC-wheel.pdf">http://letsplay.buffalo.edu/AT/EKC-wheel.pdf</a></p> <p><i>How Playing With Toys and Games Promotes Development</i>  <a href="http://www.teachingstrategies.com/content/pageDocs/CC4_Ch8_exrpt.pdf">http://www.teachingstrategies.com/content/pageDocs/CC4_Ch8_exrpt.pdf</a></p> <p><i>Let's Play Projects &amp; Vermont Assistive Technology Project</i>  <a href="http://letsplay.buffalo.edu/toys/adapting-toys.pdf">http://letsplay.buffalo.edu/toys/adapting-toys.pdf</a>  <a href="http://letsplay.buffalo.edu/toys/toy%20adapting%20ideas-%20VT.pdf">http://letsplay.buffalo.edu/toys/toy%20adapting%20ideas-%20VT.pdf</a></p> <p><i>Play and friendship for children with disabilities</i>  <a href="http://raisingchildren.net.au/articles/disabilities_play_and_friendship.html">http://raisingchildren.net.au/articles/disabilities_play_and_friendship.html</a></p> <p><i>Play in the Early Years</i>  <a href="http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/pdf/pdf_files/BAECF_Play_in_the_Early_Years_May07.pdf">http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/pdf/pdf_files/BAECF_Play_in_the_Early_Years_May07.pdf</a></p> <p><i>Toy Features</i> <a href="http://letsplay.buffalo.edu/UD/toy_features.htm">http://letsplay.buffalo.edu/UD/toy_features.htm</a></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	<i>Ages and Stages Questionnaires Social Emotional (ASQ:SE)</i> <a href="http://agesandstages.com/asq-products/asqse/">http://agesandstages.com/asq-products/asqse/</a>
Description	Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE) was developed to help home visiting, early intervention, Early Head Start, Head Start, child welfare agencies, and other early childhood programs accurately screen infants and young children determine who would benefit from an in-depth evaluation in the area of social-emotional development. ASQ:SE can also be used in comprehensive Child Find systems to screen large groups of children for the early detection of potential social or emotional problems.
Application	This assessment tool will add to student knowledge about using assessment data to promote achievement of all learners.
Outcome	As a result of becoming familiar with this tool, students will gain knowledge of how to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. [5.2]
Additional Information	Further information on this tool may be retrieved from: <a href="http://www.health.state.mn.us/divs/fh/mch/devscrn/instr/asqse.html">http://www.health.state.mn.us/divs/fh/mch/devscrn/instr/asqse.html</a> Sample questionnaires can be retrieved from: <a href="http://eip.uoregon.edu/research/asqse.html">http://eip.uoregon.edu/research/asqse.html</a>
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	Center on the Social and Emotional Foundations for Early Learning (CSEFEL): Infant/Toddler Training Module <a href="http://csefel.vanderbilt.edu/resources/training_infant.html">http://csefel.vanderbilt.edu/resources/training_infant.html</a>
Description	These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.
Application	Content from these modules supports course content on promoting social-emotional development of infants and toddlers.
Outcome	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>Evidence-Based Social-Emotional Curricula for Children 0-5 Years and Their Families <a href="http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf">http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf</a></p> <p>Most Popular Resources on Promoting Social Emotional Development <a href="http://www.zerotothree.org/child-development/social-emotional-development/popular-resources-on-social.html">http://www.zerotothree.org/child-development/social-emotional-development/popular-resources-on-social.html</a></p> <p>Recognizing and Addressing Trauma in Infants, Young Children, and Their Families <a href="http://www.ecmhc.org/tutorials/trauma/index.html">http://www.ecmhc.org/tutorials/trauma/index.html</a></p> <p>Review of Screening Instruments for Social Emotional Concerns <a href="http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf">http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf</a></p> <p><i>Understanding Temperament in Infants and Toddlers</i> brief <a href="http://csefel.vanderbilt.edu/resources/www/www23.html">http://csefel.vanderbilt.edu/resources/www/www23.html</a></p> <p>ZERO TO THREE <a href="http://www.zerotothree.org">http://www.zerotothree.org</a> ZERO TO THREE infographic <a href="http://www.zerotothree.org/public-policy/school-readiness-infographic.html">http://www.zerotothree.org/public-policy/school-readiness-infographic.html</a></p>
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Understanding positive relationships and supportive interactions as the foundation of their work with children

RESOURCE MATRIX  
(Social-Emotional Development)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	<i>Increasing Opportunities to Play</i> <a href="http://letsplay.buffalo.edu/products/presentations.htm">http://letsplay.buffalo.edu/products/presentations.htm</a>
Description	This resource 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><i>How We Play: Toys as the Tool for Play</i> <a href="http://letsplay.buffalo.edu/products/presentations.htm">http://letsplay.buffalo.edu/products/presentations.htm</a></p> <p>Power Point Presentation <i>Extending Play</i> <a href="http://letsplay.buffalo.edu/products/presentations.htm">http://letsplay.buffalo.edu/products/presentations.htm</a></p> <p>Ten things every parent should know about play <a href="http://families.naeyc.org/learning-and-development/child-development/10-things-every-parent-should-know-about-play">http://families.naeyc.org/learning-and-development/child-development/10-things-every-parent-should-know-about-play</a></p> <p><i>Universal Design for Play Guidelines</i> <a href="http://letsplay.buffalo.edu/UD/UDP%20Guidelines.pdf">http://letsplay.buffalo.edu/UD/UDP%20Guidelines.pdf</a></p> <p><i>Universal Design for Play Tool</i> <a href="http://letsplay.buffalo.edu/UD/FINAL%20final%20Tool%207.pdf">http://letsplay.buffalo.edu/UD/FINAL%20final%20Tool%207.pdf</a></p> <p>ZERO TO THREE infographic <a href="http://www.zerotothree.org/public-policy/school-readiness-infographic.html">http://www.zerotothree.org/public-policy/school-readiness-infographic.html</a></p>
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX  
(Social-Emotional Development)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Teaching Tools for Young Children With Challenging Behavior <a href="http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm">http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm</a>
Description	The Teaching Tools are organized around the User's Manual which explains how to use the tools and provides all of the technical information you need to access the hyperlinked visual supports and materials. Also included within the Teaching Tools is the Routine Based Support Guide. The Guide is a document that accompanies all of the tools and is organized in routines and activities that typically occur in early childhood programs. It assists teachers in developing a support plan.
Application	Information from this website will enrich course content on prevention and management of challenging behaviors.
Outcome	Develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human right of children with disabilities. [6.2]
Additional Information	CSEFEL Videos <a href="http://csefel.vanderbilt.edu/resources/videos.html">http://csefel.vanderbilt.edu/resources/videos.html</a> <i>Early Childhood Mental Health, Social-Emotional Development, and Challenging Behaviors</i> <a href="http://www.nectac.org/topics/menhealth/menhealth.asp">http://www.nectac.org/topics/menhealth/menhealth.asp</a> Florez, I.R. (2011). Developing young children's self-regulation through everyday experiences. <i>Young Children</i> , 66(4), 46-51. <a href="http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf">http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf</a> NEXT for Young Children <a href="http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children_July2011.pdf">http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children_July2011.pdf</a> Nemeth, K., & Brilante, P. (2011). Solving the puzzle: Dual language learners with challenging behaviors. <i>Young Children</i> , 66(4), 12-17. Positive Beginnings: Supporting Young Children with Challenging Behavior (modules) <a href="http://pbs.fsu.edu/return.html">http://pbs.fsu.edu/return.html</a>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX  
(Social-Emotional Development)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Toys 'R' Us Toy Guide for Differently Abled Kids [ <a href="http://toysrus.shoplocal.com/ToysRus/default.aspx?action=entryflash&amp;promotioncode=ToysRus-120823DAG&amp;DisplayPageNumber=1">http://toysrus.shoplocal.com/ToysRus/default.aspx?action=entryflash&amp;promotioncode=ToysRus-120823DAG&amp;DisplayPageNumber=1</a> ]
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> <a href="http://letsplay.buffalo.edu/products/PlayManual.pdf">http://letsplay.buffalo.edu/products/PlayManual.pdf</a> Disability Resources.org <a href="http://www.disabilityresources.org/TOYS.html">http://www.disabilityresources.org/TOYS.html</a> contains an extensive list of resources to help locate toys that are specially developed for children with physical, cognitive, and sensory disabilities.
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	Center for Applied Special Technology (CAST) <a href="http://cast.org/">http://cast.org/</a>
Description	CAST is an educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning.
Application	Resources on this website will support course content on strategies for adapting the learning environment.
Outcome	Use of this video 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>On this website, you may find the following resources:</p> <p>An excerpt from the article <i>Bringing UDL into the Mainstream</i> <a href="http://hepg.org/hel/article/551">http://hepg.org/hel/article/551</a></p> <p>A video about UDL <a href="http://lessonbuilder.cast.org/window.php?src=videos">http://lessonbuilder.cast.org/window.php?src=videos</a></p> <p>A list of UDL Learning Tools <a href="http://cast.org/learningtools/index.html">http://cast.org/learningtools/index.html</a></p> <p>Setting Universally Designed Goals <a href="http://www.cast.org/teachingeverystudent/ideas/tes/chapter5_5.cfm">http://www.cast.org/teachingeverystudent/ideas/tes/chapter5_5.cfm</a></p> <p>Using UDL to Individualize Teaching Methods <a href="http://www.cast.org/teachingeverystudent/ideas/tes/chapter6_2.cfm">http://www.cast.org/teachingeverystudent/ideas/tes/chapter6_2.cfm</a></p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	Center for Early Childhood Mental Health Consultation <a href="http://www.ecmhc.org/">http://www.ecmhc.org/</a>
Description	<p>The Center for Early Childhood Mental Health Consultation was created through a grant from the Office of Head Start. Their target audience includes mental health consultants, head start program administrators, Head Start staff, training &amp; technical assistance providers, and families.</p> <p>The Center translates research in healthy mental development into materials tailored to the needs of each of the target audiences, and makes them available on this website.</p> <p>The Center gathers in one place a wide range of materials that address the needs of HS staff and families for practical guidance on effective ways to promote young children's social and emotional development, and reduce challenging behaviors.</p>
Application	Information from this website will enrich course content on effective ways to promote young children's social and emotional development, and reduce challenging behaviors.
Outcome	Information from this site will help students 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	<p>Brinamen, C.; Page, F.(2012). Reflective Practice Creates a Therapeutic Preschool. <i>YC: Young Children</i>, 67(5), 40-48.</p> <p>Lieberman, A.F., &amp; Osofsky, J.D. (2009). Poverty, trauma, and infant mental health. <i>Zero To Three</i> November: 54–58. <a href="http://main.zerotothreeorg/site/DocServer/30-2_Lieberman.pdf?docID=12481">http://main.zerotothreeorg/site/DocServer/30-2_Lieberman.pdf?docID=12481</a></p> <p>McEntire, N. (2013). Mental Health in Preschool Children. <i>Childhood Education</i>, 89 (3), 203-204.</p> <p>Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) <a href="http://www.challengingbehavior.org/">http://www.challengingbehavior.org/</a></p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	Center for Evidence-Based Practice: Young Children with Challenging Behavior <a href="http://www.php.com/center-evidence-based-practice-young-children-challenging-behavior">http://www.php.com/center-evidence-based-practice-young-children-challenging-behavior</a>
Description	The Center for Evidence-Based Practice: Young Children with Challenging Behavior is a national research and training center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) to determine effective policies and practices for preventing and/or addressing challenging behavior in young children birth through five years, and develop materials and training opportunities regarding those practices. The Center has done substantial work in this area as is evidenced throughout the site. <a href="http://challengingbehavior.fmhi.usf.edu/summit_home.htm">http://challengingbehavior.fmhi.usf.edu/summit_home.htm</a>
Application	Information and resources from this website will enrich course content related to working with children with challenging behavior.
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	Gartrell, D. (2011). Guidance matters: Children who have serious conflicts. Part 1 – Reactive aggression. <i>Young Children</i> , 66(2), 58-60. <a href="http://www.naeyc.org/files/yc/file/201103/GuidanceMatters_Online0311.pdf">http://www.naeyc.org/files/yc/file/201103/GuidanceMatters_Online0311.pdf</a> NEXT for Young Children (supplemental materials for faculty) <a href="http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT_Young_Children_Study_Guides_V66No2.pdf">http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT_Young_Children_Study_Guides_V66No2.pdf</a> Gartrell, D. (2011). Guidance matters: Children who have serious conflicts. Part 2 Instrumental aggression. <i>Young Children</i> , 66(4), 60-62. <a href="http://www.naeyc.org/files/yc/file/201107/GuidanceMatters_Gartrell_OnlineJuly2011.pdf">http://www.naeyc.org/files/yc/file/201107/GuidanceMatters_Gartrell_OnlineJuly2011.pdf</a> NEXT for Young Children (supplemental materials for faculty) <a href="http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children_July2011.pdf">http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children_July2011.pdf</a>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Research Syntheses <a href="http://csefel.vanderbilt.edu/index.html">http://csefel.vanderbilt.edu/index.html</a>
Description	The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.
Application	Information from this website supports course content on promoting social-emotional development in early childhood settings.
Outcome	Information from this site will help students 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>CSEFEL What Works Briefs <a href="http://csefel.vanderbilt.edu/resources/what_works.html">http://csefel.vanderbilt.edu/resources/what_works.html</a></p> <p>Division for Early Childhood. (DEC). (2007). <i>Identification of and intervention with challenging behavior: Concept paper</i>. Missoula, MT: Author. <a href="http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Concept_Paper_Chall_Behav_updated_jan2009.pdf">http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Concept_Paper_Chall_Behav_updated_jan2009.pdf</a></p> <p>DEC. (2007). <i>Identification of and intervention with challenging behavior: Position statement</i>. Missoula, MT: Author. <a href="http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position_Statement_Chall_Behav_updated_jan2009.pdf">http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position_Statement_Chall_Behav_updated_jan2009.pdf</a></p> <p>Evidence-Based Social-Emotional Curricula for Children 0-5 Years and Their Families <a href="http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf">http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf</a></p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	Conscious Discipline Website <a href="http://consciousdiscipline.com/resources/handouts_and_slides.asp">http://consciousdiscipline.com/resources/handouts_and_slides.asp</a>
Description	Conscious Discipline is a comprehensive self-regulation program that integrates social-emotional learning and discipline.
Application	Information and activities will support course content on promoting social emotional development.
Outcome	Content and skills learned through the use of this website will help students 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	Resources on this website include the following: Handouts and Slides <a href="http://consciousdiscipline.com/resources/handouts_and_slides.asp">http://consciousdiscipline.com/resources/handouts_and_slides.asp</a> Activities and Tools <a href="http://consciousdiscipline.com/resources/activities_and_tools.asp">http://consciousdiscipline.com/resources/activities_and_tools.asp</a> Interactive Extension Activities <a href="http://consciousdiscipline.com/resources/shuberts_worksheets.asp">http://consciousdiscipline.com/resources/shuberts_worksheets.asp</a> Implementation Guides <a href="http://consciousdiscipline.com/resources/implementation_guides.asp">http://consciousdiscipline.com/resources/implementation_guides.asp</a>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	Movement & Adapted Yoga <a href="http://movementforkidswithspecialneeds.org/home/">http://movementforkidswithspecialneeds.org/home/</a>
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	<p>Creative Movement <a href="http://www.dltk-kids.com/articles/creativemovement.htm">http://www.dltk-kids.com/articles/creativemovement.htm</a></p> <p>Powell, L., Gilchrist, M., Stapley, J. (2008) A journey of self-discovery: an intervention involving massage, yoga and relaxation for children with emotional and behavioural difficulties attending primary schools. <i>Emotional &amp; Behavioural Difficulties</i>, 13 (3), 193-199. DOI: 10.1080/13632750802253186.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	<i>Playing with Toys: Real Look Autism, Episode 5</i> <a href="http://www.youtube.com/watch?v=Vc50HNnPg0&amp;feature=related">http://www.youtube.com/watch?v=Vc50HNnPg0&amp;feature=related</a>
Description	This video for <a href="http://RealLookAutism.com">Real Look Autism.com</a> 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	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. The video <i>Rethink Autism Tip: Teach Your Child Play Skills</i> can be retrieved from <a href="http://www.youtube.com/watch?v=v3hG-mNDwrQ">http://www.youtube.com/watch?v=v3hG-mNDwrQ</a>
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	<i>Special Needs Kids and the Power of Play</i> <a href="http://www.youtube.com/watch?v=pwWeW7PTB_w">http://www.youtube.com/watch?v=pwWeW7PTB_w</a>
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 the use of play to promote social-emotional development.
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 <a href="http://www.lekotek.org/default.asp">http://www.lekotek.org/default.asp</a> 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. <a href="http://www.lekotek.org/resources/informationontoy/packages.asp#Specific">http://www.lekotek.org/resources/informationontoy/packages.asp#Specific</a>. Toys tips and adaptation links are also found here.</p> <p>A list of simple toy adaptations can be retrieved from <a href="http://www.lekotek.org/pdfs/packages/Simple_Toy_Adaptations.pdf">http://www.lekotek.org/pdfs/packages/Simple_Toy_Adaptations.pdf</a></p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	UDL at a Glance <a href="http://www.youtube.com/watch?v=bDvKnY0g6e4">http://www.youtube.com/watch?v=bDvKnY0g6e4</a>
Description	This video offers an overview of Universal Learning Design.
Application	Information and resources from this website will enrich the unit on developmentally appropriate curriculum within this course.
Outcome	Use of this video 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.
Additional Information	An interesting video titled <i>Thaysa</i> can be found at <a href="http://www.youtube.com/watch?v=1zWp2KkOr68">http://www.youtube.com/watch?v=1zWp2KkOr68</a> . It describes the curriculum used with an eight year child with autism. The school implements Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Universal Design for Learning (UDL). The video <i>Dr. David Rose on Universal Design for Learning</i> is a presentation from the 2007 Federation for Children with Special Needs' Visions of Community conference. Dr. Rose is a cofounder of CAST, the website of Universal Design for Learning. The video is found at <a href="http://www.youtube.com/watch?v=yETe92mwoUE&amp;playnext=1&amp;list=PLB36ACE86A72283DF&amp;feature=results_main">http://www.youtube.com/watch?v=yETe92mwoUE&amp;playnext=1&amp;list=PLB36ACE86A72283DF&amp;feature=results_main</a>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	<p>Universal Design for Learning in Preschool  <a href="http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool">http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool</a></p>
Description	<p>This website offers the following <u>Training Resources</u>: presentations, PowerPoints, videos, CAST research, UDL Educator Checklist, links including Building Inclusive Child Care, and Autism Society of America. The video UDL: Principles and Practices can also be found here.</p>
Application	<p>Information and resources from this website will enrich the unit on developmentally appropriate curriculum within this course.</p>
Outcome	<p>Use of this resource 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]</p>
Additional Information	<p>Brown, C.M., Packer, T.L., Passmore, A. (2013). Adequacy of the early education classroom environment for students with visual impairment. <i>Journal of Special Education, 46(4)</i>, 223-232. DOI: 10.1177/0022466910397374.            Horn, E. &amp; Banerjee, R. (2009). Understanding curriculum modifications and embedded learning opportunities in the context of supporting All Children’s success. <i>Language, Speech &amp; Hearing Services in Schools, 40(4)</i>, 406-415. DOI: 10.1044/0161-1461(2009/08-0026</p>
CEC Paraeducator Standards/NAEYC Core Standards	<p>Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>

RESOURCE MATRIX  
(Social-Emotional Development)

Websites and Other Electronic Media	
Citation	UDL: Principles and Practice <a href="http://www.youtube.com/watch?v=pGLTJw0GSxk">http://www.youtube.com/watch?v=pGLTJw0GSxk</a>
Description	National Center on UDL Director David Rose explains how UDL helps meet the most pressing issues facing educators today. Drawing on brain research and the latest learning sciences, Dr. Rose describes the three UDL principles and what they mean for classroom practice.
Application	Information and resources from this website will enrich the unit on developmentally appropriate curriculum within this course.
Outcome	Use of this resource 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>Building Inclusive Childcare Universal Design for Learning</i> (video) <a href="http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm">http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm</a></p> <p>Conn-Powers, M., Cross, A.F., Traub, E.K., Hutter-Pishgahi, L. (2006). The universal design of early education: Moving forward for all children. <i>Beyond the Journal: Young Children on the Web</i>, 1-9  <a href="http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf">http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf</a></p> <p>National Center to Improve Practice (NCIP): Early Childhood Guided Tour <a href="http://www2.edc.org/NCIP/tour/toc.htm">http://www2.edc.org/NCIP/tour/toc.htm</a>            Universal Design in Early Education <a href="http://www.iidc.indiana.edu/?pageId=194">http://www.iidc.indiana.edu/?pageId=194</a></p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments