RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Catlett, C., & Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. (Producers) (2013). *Connecting the smallest dots: Resources and practices to support each infant and toddler* [Handout Accompanying a Presentation; Links List]. Available from http://www.fpg.unc.edu/sites/default/files/resources/presentations-and-webinars/Connecting%20the%20Smallest%20Dots%20handout.docx or http://www.fpg.unc.edu/presentations/connecting-smallest-dots-resources-and-practices-support-each-infant-and-toddler
Description	This handout offers links to many resources organized under the following topics: *Use Evidence-Based Practices to Improve Quality*, *Meaningfully Partner with Families to Support Infant-Toddler Well-Being*, *Ensure Cultural and Linguistic Congruency*, *Become a Skilled Observer and Objective Describer of What You See*, *Apply Knowledge of Early Development to Facilitate Optimal Development*, *Intentionally Promote Social-Emotional Development*, *Intentionally Promote Language Development*, and *Promote Play as a Vehicle for Learning*.
Application	Instructors will use this resource to support course content on using evidence-based practices in inclusive early childhood educational environments.
Outcome	Resources on this list of links help students embed learning opportunities in everyday routines and activities. [3.3]
Additional Information	Catlett, C., & Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. (Producers). (2013). *Connecting the smallest dots: Resources and practices to support each infant and toddler* [Presentation Power Point 1]. Available from http://www.fpg.unc.edu/presentations/connecting-smallest-dots-resources-and-practices-support-each-infant-and-toddler Catlett, C., & Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. (Producers). (2013). *Connecting the smallest dots: Resources and practices to support each infant and toddler* [Presentation Power Point 2]. Available from http://www.fpg.unc.edu/presentations/connecting-smallest-dots-resources-and-practices-support-each-infant-and-toddler
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Chambers, C. R., & Horn, E. M. (2010). Strategies for family facilitation of play dates. *Young Exceptional Children*, *13*, 2-14. DOI: 10.1177/1096250610364352
Description	This article describes strategies for families to consider when planning play dates for their children. Information on different types of peer play interactions is presented to help families identify the types of interactions their children are having with peers and provide needed support to facilitate more interactive forms of play. Tips for preparing successful play dates are shared such as how often to schedule peer contacts, the length of peer play opportunities, and types of activities to plan.
Application	Information from this article supports course content on making the most of play experiences.
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	Georgia State Interagency Coordinating Council. (Producer). (2000). *Natural environments* [Fact Sheet]. Available from http://ectacenter.org/~pdfs/topics/inclusion/NatEnvir.pdf Lucas, A., Gillaspy, K., Peters, M., The National Early Childhood Technical Assistance Center (NECTAC), Regional Resource Center Program (RRCP), Early Childhood Outcome (ECO) Center, & the Western Regional Resource Center (WRRC). (Producers). (2012, September 26). *Developing high quality, functional IFSP outcomes and IEP goals*: Functional Assessment [Power Point Presentation]. Available from http://www.ectacenter.org/googleresults.asp?q=play. Scroll down to Section 2: Functional Assessment
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Cho, H. J., & Palmer, S. B. (2008). Fostering self-determination in infants and toddlers with visual impairments or blindness. *Young Exceptional Children*, *11*(4), 26-34.
Description	The authors define self-determination in young children and examine the early development of the self-regulation process across the first two years of life. They also include information to increase the knowledge of parents, caregivers, and professionals regarding self-regulation in young children with significant visual impairment and specific strategies to develop self-regulation and self-determination skills within the family context.
Application	Information from this article supports course content on including young children with visual impairments.
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	Early Intervention Training Center for Infants and Toddlers with Visual Impairments. (Producer). (2004). *Developmentally appropriate orientation and mobility* [Module]. Available from http://www.mountsinai.on.ca/care/infant-hearing-program/blind-low-vision/module-3/attachments/OM1_Session%20Notes.pdf Loots, J., Devisé, I., & Sermijn, J. (2003). The interaction between mothers and their visually impaired infants. *Journal of Visual Impairment and Blindness*, *93*, 403-417. National Dissemination Center for Children with Disabilities. (Producer). (2012). *Visual Impairment, Including blindness* [Fact Sheet]. Available from http://nichcy.org/disability/specific/visualimpairment Texas School for the Blind and Visually Impaired. (n.d.) *Some Causes of Visual Impairment In Infants and Toddlers.* Retrieved from http://www.tsbvi.edu/curriculum-a-publications/1065-some-causes-of-visual-impairment-in-infants-and-toddlers
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Dunst, C.J. (2005). Framework for practicing evidence-based early childhood intervention and support. *CASEinPoint: Insights into Early Childhood and Family Support Practices*, *1*(1), 1-11. Retrieved from http://www.fippcase.org/caseinpoint/caseinpoint_vol1_no1.pdf
Description	"This *CASEinPoint* includes a brief description of the integrated framework for conceptualizing and implementing early childhood intervention and family support practices used at the Center for Advanced Study of Excellence (CASE) in Early Childhood and Family Support Practices. The reader is referred to Dunst (2000, 2004) for more complete descriptions of the model." [p.1]
Application	Information from this article supports course content on early childhood intervention and family support practices.
Outcome	Information from this website helps students provide accurate 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	Dunst, C.J. (2005, June). Foundations for an evidence-based approach to early childhood intervention and family support. *CASEmakers*, 1(1), 1-6. Retrieved from http://www.fipp.org/Collateral/casemakers/casemakers_vol1_no1.pdf Dunst, Carl J. (2000). Revisiting "Rethinking Early Intervention." *Topics in Early Childhood Special Education, 20*(2), 95-104. Partial copy Retrieved from http://www.highbeam.com/doc/1G1-68206914.html Dunst, C. J., Bruder, M. B., Trivette**,** C. M., & Hamby, D. W. (2006). Everyday activity settings, natural learning environments, and early intervention practices. *Journal of Policy & Practice in Intellectual Disabilities 3*(1), 3-10. DOI: 10.1111/j.1741-1130.2006.00047.x The OSEP Part C Settings Community of Practice co-facilitated by the National Early Childhood Technical Assistance Center (NECTAC) and the Southeast Regional Resource Center (SERRC). (Producers). (2004). Carl J. Dunst, presenter: *Enhancing children's learning in natural environments* [Power Point Presentation]. Available from http://nectac.org/~calls/2004/partcsettings/dunst.asp
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

	Articles, Manuals, and Other Reports
Citation	Easter Seals Disability Services. (Producer). (2013). *Make the first five count* [White Paper]. Available from http://es.easterseals.com/site/DocServer/FINALWP__2_optimized.pdf?docID=161555
Description	Easter Seals is the nation's largest nonprofit provider of early intervention services, focusing on the importance of early detection and intervention for improving the lives of children with autism, developmental delays, and other disabilities. *Make the First Five Count* is a recent effort by Easter Seals to raise awareness about the importance of early identification, education, and care services for promoting the success of all students. This paper clarifies the goals of this effort by identifying the problem that children with special academic, behavioral, and health care needs are not receiving necessary support, the consequences of that problem, and what we can do about it. The report uses data and research to emphasize the need for early identification and intervention.
Application	Information from this white paper will support course content on early identification and intervention practices.
Outcome	Information from this paper will help students use federal, state and local policies for confidential communication about early intervention team practices. [1.2]
Additional Information	Ages & Stages Questionnaires & Paul H. Brookes Publishing Co., Inc. (Producers). (2013). *Stages Questionnaires®, Third Edition* [Questionnaire]. Available from http://es.easterseals.com/site/PageServer?pagename=ntlc10_mffc_homepageasq CVS Caremark All Kids Can program & Easter Seals Disability Services. (Producers). (2013). *Video & multi-media content* [Videos and PSAs]. Available from http://es.easterseals.com/site/PageServer?pagename=ntlc10_mffc_media_video Easter Seals Disability Services. (Producer). (2013). *Make the first five count: Our nation's children at risk: A state-by-state report on early intervention* [Easter Seals Report]. Available from http://es.easterseals.com/site/PageNavigator/ntlc10_mffc_media This will take you to the *Online Newsroom* where you click on Download Results under Our Kids at Risk: Read the Report. You may then click on Download the Full Report or click on a state of your choice.
CEC Paraeducator Standards/NAEYC Core Standards	Assessment/Understanding the goals, benefits, and uses of assessment

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Jarrett, M. H., Browne, B. C., & Wallin, C.M. (2006). Using portfolio assessment to document developmental progress of infants and toddlers. *Young Exceptional Children*, *10*(1), 22-32.
Description	This article provides practitioners with a tool to assist with monitoring and documenting infant and toddler progress toward IFSP outcomes. It addresses the importance of portfolio assessment, and describes the infant/toddler portfolio process that can be adapted for early care and education settings and for older children with significant disabilities in which documentation of incremental changes in functional skills is essential to successfully monitor child progress.
Application	Information from this article supports course content on successfully monitoring child progress.
Outcome	Information from this article will help students 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	Campbell, P.H., Milbourne, S.A., & Silverman, C. (2001). Strengths-based child portfolios: A professional development activity to alter perspectives of children with special needs. *Topics in Early Childhood Special Education*, *21*, 152-162. Colorin Colorado. (2007). Using informal assessments for English language learners. *Reading Rockets*. Retrieved from http://www.colorincolorado.org/educators/assessment/informal/ Huffman, P.D. (n.d.). Look what I did! Why portfolio-based assessment works. *Early Childhood News: The Professional Resource for Teaching and Parents*. Retrieved from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=495
CEC Paraeducator Standards/NAEYC Core Standards	Assessment/Understanding the goals, benefits, and uses of assessment

Articles, Manuals, and Other Reports	
Citation	Jung, L. A. (2003). More better: Maximizing natural learning opportunities. *Young Exceptional Children*, *6*(3), 21-26.
Description	This article discusses the increased emphasis on providing early intervention services within natural environments and how to maximize natural learning opportunities by using everyday activities that children experience and embedding intervention in daily routines.
Application	Information from this article will support course content on embedding learning opportunities in inclusive early childhood educational settings and in the home environment.
Outcome	This article will help students embed learning opportunities in everyday routines, activities, and places.[3.3]
Additional Information	Barnett, J., Chiarello, L., Ciciello, N., Jeffries, L., Kennedy, E., Rapport, M.J., Sheldon, M. & the Practice Committee of the Section on Pediatrics, APTA. (Producers). (2008). Natural environments in early intervention services [Video]. Available from http://www.pediatricapta.org/consumer-patient information/pdfs/Natural%20Env%20Fact%20Sheet.pdf Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. *Young Exceptional Children*, *4*(3), 18-25. Edelman, L. (2004). Principles and strategies for family-centered home-based services. *Resources and Connections*, 3(1), 1-6. Retrieved from http://www.eicolorado.org/files/home_based_services.pdf McWilliam, R. (n.d.).Top 10 mistakes in early intervention in natural environments—and the solutions. Chattanooga, Tennessee: *Siskin Children's Institute*. Retrieved from http://www.waisman.wisc.edu/birthto3/Top_10mistakes.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

Articles, Manuals, and Other Reports	
Citation	Keilty, B., & Freund, M. (2004). Mastery motivation: A framework for considering the "how" of infant and toddler learning. *Young Exceptional Children, 8*(1)*,* 2-10*.*
Description	In this article, the authors discuss how interventionists promote mastery motivation among children. The authors also describe the components that are involved in promoting mastery motivation and provide specific intervention recommendations. These components include: (1) Moderately challenging goals; (2) Goal-direction; (3) Persistence; (4) Attention; (5) Imitation; (6) Initiation; (7) Choice Making; (8) Use of multiple strategies; (9) Enjoyment of trying; and (10) Enjoyment of partial success.
Application	Instructors will use this resource to learn more age appropriate strategies to promote mastery motivation among children.
Outcome	Information on 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 with exceptional needs. [3.2]
Additional Information	McCormick, K., Jolivette, K., & Ridgley, R. (2003). Choice making as an intervention strategy for young children. *Young Exceptional Children*, *6*(2), 3-10. Smidt, M. L., & Cress, C. J. (2007). Mastery behaviors during social and object play in toddlers with physical impairments. *Education and Training in Developmental Disabilities*, *39*, 141-152. Retrieved from http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2004v39_Journals/ETDD_200406v39n2p141-152_Mastery_Behaviors_During_Social_Object_Play_Toddlers.pdf Young, J. M., & Hauser-Cram, P. (2006). Mother-child Interaction as a predictor of mastery motivation in children with disabilities born preterm. *Journal of Early Intervention*, *28*, 252–263. Retrieved from http://www.bc.edu/content/dam/files/schools/lsoe/pdf/EICS/MotherChildInteractionasPredictorOfMasteryMotivationInChildrenWithDisabilitiesBornPreterm.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Using content knowledge to build a meaningful curriculum

	Articles, Manuals, and Other Reports
Citation	LaRocco, D. J., & Bruns, D. A. (2013). It's not the "what," it's the "how": Four key behaviors for authentic leadership in early intervention. *Young Exceptional Children*, *16*(2), 33-44. doi: 10.1177/1096250612473129
Description	This article discusses four key behaviors that are intrinsic to natural, "authentic" leadership, including: 1) exercising influence to reach shared goals, 2) engaging in continuous learning, 3) building and nurturing relationships, and 4) modeling behaviors desired of others. The behaviors highlighted are both unique and "inextricably linked," and though presented through an early intervention lens, are applicable across a broad spectrum of settings and situations, as evidenced by the authors' cited sources.
Application	Information from this article supports course content on professionalism and leadership in early intervention.
Outcome	Information from this article will help students maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees. [8.1]
Additional Information	Armstrong, L. C., Kinney, K. C., & Clayton, L. H. (2009). Getting started: Leadership opportunities for beginning early childhood teachers. *Dimensions of Early Childhood*, *37*, 11-17. Retrieved from http://www.southernearlychildhood.org/upload/pdf/Getting_Started_Leadership_Opportunities_for_Beginning_Early_Childhood_Teachers_Linda_J_Armstrong_Katherine_C_Kinney_Lisa_H_Clayton_Vol_37_No_3_1.pdf Boone, H., Core, C. Darling, S., Patterson, T., Rhodes, C., & Valle-Riestra, D. (2009). Division of Early Childhood: Code of Ethics. Retrieved from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf Dempsey, I. & Keen, D. (2008). A review of processes and outcomes in family-centered services for children with a disability. *Topics in Early Childhood Special Education*, *28*, 42-52. Abstract and References Retrieved from http://intl-tec.sagepub.com/content/28/1/42.refs
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Knowing about and upholding ethical standards and other professional guidelines

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Ordonez, Jasis, R., & Myck-Wayne, J. (2012). Community mapping in action: Uncovering resources and assets for young children and their families. *Young Exceptional Children*, *15*(3), 31-45.
Description	This article describes the mapping experiences of one cohort of EI/ECSE candidates as they prepare to enter the field of ECSE. The authors believe that their experiences will shed new light on how all EI/ECSE professionals in various settings can use community mapping as a tool to develop the critical knowledge necessary to work in consultation and collaboration with families, community-based organizations, and other community collaborators to better meet the specific needs of all children.
Application	Instructors will use this resource to learn more about community mapping for young children with disabilities and their families.
Outcome	Demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals and early intervention team members. [7.2]
Additional Information	Bruder, M. B., & Dunst, C. J. (1999). Expanding learning opportunities for infants and toddlers in natural environments: A chance to reconceptualize early intervention. *Zero to Three*, *20*, 34-36. Dunst C. J., Hawks, O., Shields, H., & Bennis, L. (2001). Mapping community-based natural learning opportunities. *Young Exceptional Children*, *4*(4), 16-24. Sandall S., Hemmeter M. L., Smith B. J., McLean M. E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Missoula, MT: DEC.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Sawyer, B.E., & Campbell, P. H. (2012). Early interventionists' perspectives on teaching caregivers. *Journal of Early Intervention*, *34*, 104-124.
Description	The current study was conducted to better understand interventionists' perspectives about teaching caregivers. A national sample of 1,525 multidisciplinary interventionists completed an online questionnaire, which elicited information about interventionists' preferences for use of caregiver teaching strategies, factors influencing decisions about teaching strategy use as well as comfort in, frequency of, and barriers to teaching caregivers.
Application	Information from this article will support course content on best practice teaching strategies that can be used by all early intervention professionals.
Outcome	Information from this article 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	Campbell P. H., Milbourne S., Chiarello L., & Wilcox M. J. (2009). Preparing related services personnel for work in early intervention. *Infants & Young Children*, *22*, 21-31. Campbell P. H., Sawyer L. B., & Muhlenhaupt M. (2009). Parent and professional views of natural environment services. *Infants & Young Children*, *22*, 264-278. Jung L. A. (2003). More is better: Maximizing natural learning opportunities. *Young Exceptional Children*, *6*(3), 21-26.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Using content knowledge to build a meaningful curriculum

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Schertz, H. H., Reichow, B., Paulo, T., Vaiouli, P., & Yildirim, E. (2012). Interventions for toddlers with autism spectrum disorders: An evaluation of research evidence. *Journal of Early Intervention*, *34*, 166-189.
Description	Recently emerging intervention studies for toddlers with autism spectrum disorders (ASD) were reviewed through a systematic assessment of intervention outcomes, research rigor, and intervention features. The review includes published peer-reviewed experimental studies of toddlers with high risk for or diagnosis of ASD in which the majority of interventions occurred before age 36 months.
Application	Information from this article supports course content on early intervention for children with autism.
Outcome	Information in 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 with exceptional needs. [3.2]
Additional Information	Dawson. G. (2013, May 30). Important research advances in autism research. *Autism Speaks*. Retrieved from http://www.autismspeaks.org/blog/2013/05/30/important-recent-advances-autism-research Schertz H. H., Baker C., Hurwitz S., Benner L. (2011). Principles of early intervention reflected in toddler research in autism spectrum disorders. *Topics in Early Childhood Special Education, 31*, 4-21. UC Davis, Mind Institute. (Producer). (2011). 2010-2011 Distinguished Lecture Series: Dr. Connie Kasari, University of California, Los Angeles *Engaging Autism: Developmental implications for early intervention* [Video]. Available from http://www.youtube.com/watch?v=vZyfYQR2Wrg Early interventions for autism are increasingly focused on early core developmental abilities. These include a focus on shared attention and affect, joint attention and social motivation to interact with others. Strong theoretical and empirical evidence documents how early learning is facilitated by interactions with others. In this presentation, Dr. Kasari addresses targeted interventions for these important core developmental abilities, and how early interventions generate change in the short term and create a platform for later developmental growth.
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding young children's characteristics and needs

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Articles, Manuals, and Other Reports	
Citation	Shertz, H., & Robb, M. (2006). Interventions for toddlers with autism: Building on the parent-child relationship to promote joint attention. *Young Exceptional Children*, *9*, 20-28.
Description	In this article, the authors present several intervention strategies for promoting joint attention in children with autism. The authors also present the four phases of intervention, each focused on promoting a specific child behavior, including: (1) focusing on faces; (2) turn-taking; (3) responding to joint attention; and (4) initiating joint attention.
Application	Instructors will use this resource to learn more age appropriate strategies for promoting joint attention in children with autism.
Outcome	Embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	Bono, M.A., Daley, T., & Sigman, M. (2004). Relations among joint attention, amount of intervention, and language gain in autism. *Journal of Autism and Developmental Disorders*, *34*, 495-505. California State University. (Producer). (2013). *Dr. Phil Strain: Key ingredients to effective inclusive early intervention for children with autism* [Video]. Available from http://www.youtube.com/watch?v=7zJ_I4YB8O0 Schertz, H.H., & Odom, S.L. (2004). Joint attention and intervention with autism: A conceptual framework and promising approaches. *Journal of Early Intervention*, *27*, 42-54. Teacher's Toolbox. (Producer). (2013). *What is LEAP preschool?* [Webpage]. Available from http://www.ttoolbox.com/leap_faq.htm Volkmar, F., Chawarska, K., & Klin, A. (2005). Autism in infancy and early childhood. *Annual Review of Psychology*, *56*,315-336.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

Field Trips, Service Sites, and Other Instructional Activities	
Citation	National Dissemination Center for Children with Disabilities (NICHCY). (Producer). (2013). *Effective practices in early intervention: Let the children play (to learn)!* [Resource Links]. Available from http://nichcy.org/babies/effectivepractices#play
Description	This site links parents and educators to collections of practice guides for promoting child development and learning, video clips to help them make the most of their children's play, and resources with suggested play and instructional activities.
Application	Information from this guide will support course content on effective practices in early intervention.
Outcome	Information from this guide will help students embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	Center for Early Literacy Learning (CELL). (Producer). (2010). *Get in step with responsive teaching* [Video]. Available from http://www.earlyliteracylearning.org/get_in_step_with_resp_teach.php Center for Early Literacy Learning (CELL). (Producer). (2010). *Weaving wonderful tales* [Video]. Available from http://www.earlyliteracylearning.org/weaving_wonderful_tales.php Center for Early Literacy Learning (CELL). (Producer). (2010). *Getting kids involved: Creating opportunities for learning* [Video]. Available from http://www.earlyliteracylearning.org/getting_kids_involved.php Research and Training Center on Early Childhood Development, Center for Evidence-Based Practices, & Orelena Hawks Puckett Institute. (Producers). (2003). *Patience pays: An evidence-based early childhood intervention practice* [Brochure]. Available from http://www.researchtopractice.info/cornerpieces/cornerpiece_vol1_num5.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Field Trips, Service Sites, and Other Instructional Activities	
Citation	The Center on the Social and Emotional Foundations For Early Learning & Vanderbilt University. (2013). *Make the Most of Playtime.* Retrieved from http://csefel.vanderbilt.edu/documents/make_the_most_of_playtime2.pdf Adapted with permission from: ZERO TO THREE. (n.d.) *Make the Most of Playtime*. Retrieved from http://www.zerotothree.org/child-development/play/make-the-most-of-playtime.html
Description	This guide for parents provides a chart outlining the play skills children develop at different stages from birth to 36 months. Based on this information, it provides tips for instructional activities parents can introduce as they play with their child.
Application	Information from this guide will support course content on embedded instruction.
Outcome	Information from this guide will help students embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	Burke, C. (1998). Simple technology encourages independence In play and communication for infants and toddlers with disabilities. *Civitan international Research Center*. University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD): Birmingham, Alabama. Retrieved from http://www.cms-kids.com/providers/early_steps/training/documents/simple_technology.pdf Rossi, K.K. (2012). Talking tips. *Learn to Talk Around the Clock, Talking Tips*, December, Issue 022. Learn To Talk Around the Clock Concepts, Inc. Retrieved from http://library.constantcontact.com/download/get/file/1104275316999-108/LTTATC-DEC2012-ISSUE022.pdf Rossi, K.K. (2012). Resources. *Learn to Talk Around the Clock, Talking Tips*, December, Issue 022. Learn To Talk Around the Clock Concepts, Inc. Retrieved from http://library.constantcontact.com/download/get/file/1104275316999-108/LTTATC-DEC2012-ISSUE022.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Hurth, J., & Goff, P. (2002, June). *Assuring the family's role on the early intervention team: Explaining rights and safeguards*. The National Early Childhood Technical Assistance Center: Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. Retrieved from http://www.nectac.org/~pdfs/pubs/assuring.pdf
Description	This guide is a synthesis of practices and ideas for explaining procedural safeguards to families, which assure that families are fully informed in ways that support their role in the early intervention process. The authors solicited information about practices and ideas for explaining procedural safeguards to families from early childhood projects funded by the Office of Special Education Programs of the U.S. Department of Education and from the state lead agencies for Part C. The paper includes a step-by-step model of explaining procedural safeguards that parallels the early intervention process.
Application	Information in this guide will support course content on policies and procedures for parents to be active members of their child's early intervention team.
Outcome	This article will help students 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	Fialka, J., Feldman, A.K., & Mikus, K.A. (2012). *Parents and professionals partnering for children with disabilities: A dance that matters*. Thousand Oaks, CA: Corwin Press. Frank Porter Graham Child Development Institute& U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2013). *CONNECT: Communication for collaboration* [Module 3]. Available from http://community.fpg.unc.edu/connect-modules/learners/module-3 Frank Porter Graham Child Development Institute& U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2013). *CONNECT: Family-professional partnerships* [Module 4]. Available from http://community.fpg.unc.edu/connect-modules/learners/module-3
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Lucas, A., Gillaspy, K., Peters, M., The National Early Childhood Technical Assistance Center (NECTAC), Regional Resource Center Program (RRCP), Early Childhood Outcome (ECO) Center, & the Western Regional Resource Center (WRRC). (Producers). (2012, September 26) *Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package* [Training Materials]. Available from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp
Description	This training package was developed collaboratively with staff from NECTAC, WRRC and ECO in response to the need expressed from state and local providers to have specific information and resources about developing IFSP outcomes and IEP goals. The training package includes a comprehensive Power Point presentation, trainer script and presentation notes, handouts; and activities. All the materials needed, including instructions for use and adaptation, are included in the training package. The producers have provided an overview of the training package, the materials within, and information on how to use and adapt the materials for your own use.
Application	Information from this training will support course content on policies and procedures for parents to be active members of their child's early intervention team.
Outcome	This training will help students 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	Wisconsin Department of Health Services, Birth to 3 Program. (2011). *Waisman Center: Wisconsin Birth to 3 Training & Technical Assistance: IFSP*. Retrieved from http://www.waisman.wisc.edu/birthto3/IFSP.php Lucas, A., Gillaspy, K., Peters, M. L., & Hurth, J. (2012). *Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals: A training activity for Infant and Toddler service providers and ECSE teachers.* Retrieved from http://www.nectac.org/~pdfs/pubs/rating-ifsp-ieptraining.
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	National Early Childhood Technical Assistance Center (NECTEC) Clearinghouse on Early Intervention and Early Childhood Special Education. (Producer). (2005). *Funding of assistive technology for infants, toddlers, and young children with disabilities* [Annotated Bibliography]. Available from http://www.nectac.org/~pdfs/pubs/atfunding.pdf
Description	This annotated bibliography from NECTAC presents resources exploring the various assistive technology funding sources for infants, toddlers and young children with disabilities.
Application	Information from this resource will support course content on the use of assistive technology for infants and toddlers with disabilities.
Outcome	This resource provides information that helps 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	Department of Education, Office of Special Education Programs. (2013). *Family Center on Technology and Disability (FCTD)*. Retrieved from http://www.pacer.org/publications/pdfs/ALL7.pdf The FCTD web site provides assistive and instructional technology resources of interest to families of children with disabilities. The website offers access to fact sheets, Power Point presentations, monthly newsletters, online discussion and summer institute transcripts, a database of more than 3,500 organizations, a resource review database with hundreds of reviews of AT resources and more. Through the site users can also access FCTD Family Information Guides as well as resources in Spanish. Taormina-Weiss, W. (2012). Infants, Toddlers and Assistive Technology. *Disabled World*. Retrieved from http://www.disabled-world.com/assistivedevices/infants.php
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Parent Advocacy Coalition for Educational Rights (PACER) Center, & Technical Assistance ALLIANCE for Parent Centers. (Producers). (2006). *Assistive technology for infants, toddlers, and young children with disabilities* [ALLIANCE ACTion Sheet ALL-7]. Available from http://www.pacer.org/publications/pdfs/ALL7.pdf
Description	This information sheet in question-answer format provides information on how parents and educators can acquire assistive technology devices for infants and toddlers, questions to ask when considering whether or not a child might profit from using a device, and where more information about the use of assistive technology for infants and toddlers is available.
Application	Information from this resource will support course content on the use of assistive technology for infants and toddlers with disabilities.
Outcome	This resource provides information that helps 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	Thomas Jefferson University (TJU), Philadelphia, & Arizona State University (ASU), Tempe. (2013). *Tots 'n Tech.* Retrieved from *http://tnt.asu.edu/* Thomas Jefferson University (TJU), Philadelphia, & Arizona State University (ASU), Tempe. (Producers). (December, 2012). *Tots 'n Tech: Using AT to promote literacy in infants and toddlers* [E-Newsletter]. Available from http://tnt.asu.edu/files/Dec2012Newsletter.pdf Thomas Jefferson University (TJU), Philadelphia, & Arizona State University (ASU), Tempe. (Producers). (April, 2009). *Tots 'n Tech: Including assistive technology in the Individualized Family Service Planning process.* [Research Brief 6: IFSP]. Available from http://tnt.asu.edu/files/Brief_6_IFSPHandout8-21-09.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Beach Center on Disability. (Producer). (2013, July 16). *Ann Turnbull: Enviable lives: A lifespan perspective on family and community partnerships.* [Prezi of Keynote at 2013 OSEP Project Director's Conference]. Available from http://prezi.com/sr2wqkuwduv-/enviable-lives-a-lifespan-perspective-on-family-and-community-partnerships/?utm_campaign=share&utm_medium=copy
Description	A transcript of this presentation is provided. Although there is no sound to the Prezi presentation, videos with audio are embedded within the presentation. Dr. Turnbull focuses on the themes of sustaining equality of opportunity, full participation, independent living, and economic self-sufficiency as she pays tribute to her son Jay Turnbull.
Application	Information from this website supports course content on public policy and family support for children with disabilities.
Outcome	Use federal, state and local policies for confidential communication about early intervention team practices. [1.2]
Additional Information	Beach Center on Disability. (Producer). (2013). *Positive trends in the field of disabilities* [Video]. Available from http://www.beachcenter.org/about_us.aspx Zuna, N., & Turnbull, H.R., (2004). "Imagine all the people, sharing…" or a (not so) modest proposal made on the eve of IDEA reauthorization. *Research & Practice for Persons with Severe Disabilities, 29,* 210-213. Retrieved from http://www.beachcenter.org/Research/FullArticles/PDF/DP13_Imagine_all_the_people_9_07.pdf This article argues that the fundamental flaw in IDEA is that it authorizes separate education, creating a dual system of education. This article's basic premise – that education should be a unitary system, not a dual system – is even more relevant because of the 2004 reauthorization. Beach Center on Disability. (Producer). (2013). *Definition of family support* [Newsletter Article]. Available from http://www.beachcenter.org/resource_library/beach_resource_detail_page.aspx?intResourceID=2460&Type=article http://www.beachcenter.org/resource_library/real_story.aspx?intResourceID=2465&Type=story
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Beach Center on Disability. (2013). *Beach Center on Disability Website*. Retrieved from http://www.beachcenter.org/default.aspx
Description	The Center is affiliated with the Department of Special Education and the Schiefelbusch Life Span Institute at the University of Kansas. It is funded by the University of Kansas, the Kansas University Endowment Association, and federal and state agencies. This website includes resources that support collaboration and inclusion and has a search engine by topic.
Application	Information from this website supports course content on inclusion, public policy, and family support.
Outcome	Information from this website helps students use federal, state and local policies for confidential communication about early intervention team practices. [1.2]
Additional Information	The Beach Center on Disability is a multi-disciplinary research and training center committed to making a significant and sustainable positive difference in the quality of life of individuals and families affected by disability and the professionals who support them. Its staff carries out research, technical assistance, and undergraduate, masters, and doctoral training. They focus on families, family quality of life, and family support; public policy in special education and disability services; school reform, with emphasis on inclusion of students with and without disabilities in general education; conceptualizing self-determination and its application to people with disabilities; conceptualizing and defining intellectual disability; defining and measuring supports and support needs; technology use by people with cognitive disability; and positive behavioral supports and services. Click on Knowledge-to-Action Guides on the menu on the left side of the page to find modules on *Parent-to-Parent Programs* and *Care and Coordination*. Each Module contains information organized under *Frontpage, Summary, Experience-Based Knowledge*, *Research*, and Policy. Click on Resource Library on the menu on the left side of the page; then click on Browse Resource Catalog to search by resource type, author, topic, or disability.
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Beach Center on Disability. (Producer). (2013). *It will be a roller coaster ride: Charlie's Story* [Real Story]. Available from http://www.beachcenter.org/resource_library/real_story.aspx?intResourceID=2485&Type=story
Description	This booklet tells the story of Charlie, who was transported by ambulance to an intensive-care neonatal clinic at Children's Mercy Hospital in Kansas City immediately after birth. During his 17-day hospital stay, Charlie underwent major surgery and had numerous tests to assess his medical condition. Once home, the family was contacted by the local early intervention program, Toddlers and Infants Need You-Kansas (TINY-K), referred by a social worker at the hospital. Charlie received in-home occupational, physical, speech and language, and nutrition support from then until his third birthday. The treatment approach is described as "an eclectic mix of the coaching model, routine-based intervention, and the trans-disciplinary play-based model. Strengths of this approach are described as well as the system of communication used.
Application	Information from *Charlie's Story* supports course content on coaching, routine-based intervention, and trans-disciplinary play.
Outcome	Information from this story helps students demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals and early intervention team members. [7.2]
Additional Information	At this site, click on *Charlie's Family Story* under Files on the right hand side of the page. This takes you to the story of Charlie with links embedded referring you to information on coaching and the Individualized Family Service Plan [IFSP]. In addition, recommended internet resources are listed and a *Support Matrix and Tips* is presented. Check out another real story at: Beach Center on Disability. (Producer). (2013) *Against all odds: Tianna, early intervention and family* support {Real Story]. Available from http://www.beachcenter.org/resource_library/real_story.aspx?intResourceID=2465&Type=story or http://www.beachcenter.org/RealStories/Documents/TiannaFS_Story_Dec07.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Center for Evidence-Based Practices and the Orelena Hawks Puckett Institute. (2012-2013). *Center for Early Literacy Learning (CELL)*. Retrieved from http://www.earlyliteracylearning.org/
Description	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. The Center for Early Literacy Learning is a major initiative of the Center for Evidence-Based Practices at the **Orelena Hawks Puckett Institute in Asheville and Morganton, North Carolina.**
Application	Information from this website supports course content on evidence-based early literacy learning practices.
Outcome	Information from this website will help students support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	Resources on this website are organized under Products in the menu bar or under Parents, Practitioners, Trainers and Coaches, Librarians, and Researchers. For example: Click on Practitioners and you will find CELLcasts, CELL Videos, Practice Guides, and CELLpops or mini-posters to use in classrooms with simple ways to enhance daily activities and routines. Center for Early Literacy and Learning (2013). Daily routines for infants. *CELLpops*. Retrieved from http://www.earlyliteracylearning.org/ta_cell_pop2.php Click on Researchers and you will find a list of CELL Notes, nontechnical descriptions of the findings from Center research including examples of evidence-based practice guides based on those findings; CELL Reviews; and Cell Papers. Center for Early Literacy and Learning (2013). Ordinary activities and not-so-ordinary outcomes. *CELLnotes*, 1(3). Retrieved from http://www.earlyliteracylearning.org/cellnotes/CELLnotes_v1n3.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Language/Using their own knowledge , appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

Websites and Other Electronic Media	
Citation	Center for Early Literacy Learning (CELL), funded by the U.S. Department of Education, Office of Special Education Programs. (Producers). (2010). *CELL overview* [Video]. Available from http://www.earlyliteracylearning.org/cell_overview.php
Description	The Center for Early Literacy Learning is one of the seven centers developed by the Orelena Hawks Puckett institute. This video introduces you to the Center's approach to early literacy development. The CELL model has four components: how *Literacy-Rich Environments* are set up to provide literacy learning opportunities in home and classroom settings; how *Interest-Based Child Learning* promotes children's emerging literacy competence, how *Everyday Literacy Activities* occur in everyday places and at any time, and how *Responsive Teaching* can be used to support and encourage children's listening, talking, and early reading and writing.
Application	Information from this website supports course content on evidence-based early literacy learning practices.
Outcome	Information from this website will help students support early cognitive skills including early literacy skills. [3.1]
Additional Information	Resources on this website are organized under Products in the menu bar or under Parents, Practitioners, Trainers and Coaches, Librarians, and Researchers. Among the resources are: Trivette, C.M., & Orelena Hawks Puckett Institute, Asheville and Morganton, North Carolina. (Producers). (2009, July 15). *Adaptations are key to early literacy learning* [Presentation made at the Ninth National Early Childhood Inclusion Institute, Frank Porter Graham Child Development Institute, Chapel Hill, NC]. Available from http://www.earlyliteracylearning.org/presentations.php Center for Early Literacy Learning (CELL), funded by the U.S. Department of Education, Office of Special Education Programs. (Producers). (2010). *Interest-based everyday literacy activity checklist* [Checklist]. Available from http://www.earlyliteracylearning.org/ta_pdf/int_bsd_evday_lit_act_chcklist.pdf Center for Early Literacy Learning (CELL), funded by the U.S. Department of Education, Office of Special Education Programs. (Producers). (2010). *Interests lead to learning* [Video]. Available from http://www.earlyliteracylearning.org/interests_lead_to_learn.php
CEC Paraeducator Standards/NAEYC Core Standards	Language/Using their own knowledge , appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

Websites and Other Electronic Media	
Citation	Centers for Disease Control and Prevention. (n.d.) Centers for Disease Control and Prevention Website: *CDC-INFO*. Retrieved from http://www.cdc.gov/cdc-info/
Description	CDC-INFO is the Centers for Disease Control and Prevention's National Contact Center. It is a source for accurate, timely, consistent, and science-based information on a wide variety of disease prevention and health promotion topics.
Application	Information from this website supports course content on disease prevention and the promotion of health in infants and toddlers.
Outcome	Information from this website helps students provide support to families so that they can implement health, nutrition and safety practices and procedures for children birth to 5 with exceptional needs. [7.1]
Additional Information	Centers for Disease Control and Prevention. (Producer). *"Learn the signs. Act Early" campaign: Go out and play! Kit: A resource to help early educators monitor development through play* [Kit]. Available from http://www.cdc.gov/ncbddd/actearly/pdf/ccp_pdfs/gop_kit.pdf The campaign offers a new tool to help parents and educators monitor childhood development during play. The kit also contains information about monitoring developmental milestones, suggestions for a safe and successful activity day, tips about talking to parents if you suspect a child has a developmental delay, and a special pullout section with activities to share with parents for at-home play. Centers for Disease Control and Prevention (CDC)-TV. (Producer). *Baby steps: "Learn the signs. Act Early"* [Video]. Available from http://www.cdc.gov/ncbddd/actearly/multimedia/video.html Pediatrics. (Producer). (2006, July). (Volume 118, Number 1). *Standardized, validated developmental screening tools* [Chart]. Available from http://www.medicalhomeinfo.org/downloads/pdfs/DPIPscreeningtoolgrid.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing young children's characteristics and needs

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Children's Development Services Agency. (2013). Ei Excellence. Retrieved from http://www.eiexcellence.org/
Description	The website provides evidence-based information on the implementation of early intervention supports and services for infants and toddlers and their families. The mission of Ei Excellence, as stated on their website, is to "connect and serve the diverse community of providers who support families in enhancing their child's social, emotional, developmental and educational success during the critical first years." Resources provided at this site are focused on natural learning environment practices or embedded learning, coaching as interaction style, and routines based interventions.
Application	Information from this website supports course content on natural learning environment practices or embedded learning, coaching as interaction style, and routines based interventions.
Outcome	Information from this website 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. [5.1]
Additional Information	A search engine is provided at this site as well as a list of the most recent site additions and resources arranged by categories such as *IFSP Development* and *Practical Strategies*. In addition, you may find resources arranged as follows: Early Intervention Practices are organized under *Evidence-Based Practices*, *Natural Environments/Routines*, *Coaching and Interaction Style*, *Mentoring*, and *Teaming*. Resources are organized under *Suggested Reading*, *Video Library*, and *Webinars*. Intervention resources are organized by topic, such as *Adherence to Family Centered Practice*, or *Family Guided Routines-Based Intervention*. The resources you will find listed under Intervention are tools to help educators and parents practice new skills, assess what they are doing well, and what they need to learn more about related to natural learning environment practices, coaching as interaction style, and routines based interventions.
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Colorado Department of Education, The ENRICH Team at JFK Partners. (Publishers). (2001). *Results matter video library: Just being kids* [Video Clips]. Available from http://www.eiexcellence.org/resources/video-library/ or http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids.htm Facilitator's Guide Available from http://jfkpartners.org/documents/Just_Being_Kids%20Facilitators%20Guide.pdf
Description	Just Being Kids is a collection of six video clips that feature early interventionists working collaboratively with families to achieve meaningful outcomes for their children in everyday routines, activities, and places.
Application	Information from this website supports course content on creating supportive learning environments for all children.
Outcome	Information on this website will help students embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	Colorado Department of Education, The ENRICH Team at JFK Partners. (Publishers). (2001). *Results matter video library: Early intervention* [Video Clips]. Available from http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top Mapp, K.L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *School Community Journal*, 13(1), 35-64. Retrieved from http://www.adi.org/journal/ss03/Mapp%2035-64.pdf or http://www.parentinvolvementmatters.org/system_files/library/34.pdf Technical Assistance ALLIANCE for Parent Centers, National Parent Technical Assistance Center, & U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2008). *Fostering parent and professional collaboration* [Research Brief]. Available from http://www.parentcenternetwork.org/assets/files/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Involving families in their children's development and learning

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Easter Seals, Inc. (Producer). (2013). *Focusing on the needs of infants and toddlers with disabilities* [Webpage]. Available from http://www.easterseals.com/our-programs/childrens-services/disability-needs.html
Description	This site provided by Easter Seals Disability Services addresses topics and questions regarding Early Intervention, Recognizing Early Warning Signs, What Do I Do if My Child Needs Services?, How Do I Choose a Provider?, and How Do I Pay for Early Intervention?
Application	Information from this resource supports course content on the needs of infants and toddlers with disabilities.
Outcome	Information on this website will help students participate in the selection and use of appropriate instructional materials, equipment, and other resources needed to effectively teach children with exceptional needs. [3.2]
Additional Information	Easter Seals, Inc. (Producer). (2013). *About disabilities* [Webpage]. Available from http://www.easterseals.com/explore-resources/facts-about-disability/ Easter Seals, Inc. (Producer). (2013). *Autism services for young children* [Webpage]. Available from http://www.easterseals.com/our-programs/autism-services/for-young-children.html Easter Seals, Inc. (Producer). (2013). *Financial and design solutions for the development of inclusive child care centers* [Webpage]. Available from http://www.easterseals.com/explore-resources/making-life-accessible/childcare-fiscal.html Easter Seals, Inc. (2013). *Make the First Five Count*. Retrieved from http://es.easterseals.com/site/PageNavigator/ntlc10_mffc_homepage
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education.

Websites and Other Electronic Media	
Citation	Family Center on Technology and Disability (FCTD). (2013). *FCTD Website*. Retrieved from http://www.fctd.info/
Description	The FCTD website provides thousands of assistive and instructional technology resources of interest to families of children with disabilities. Funded by the U.S. Department of Education's Office of Special Education Programs, the website offers access to fact sheets, Power Point presentations, monthly newsletters, online discussion and summer institute transcripts, a database of more than 3,500 organizations, and a resource review database with hundreds of reviews of AT resources. Through the site users can also access FCTD Family Information Guides as well as resources in Spanish. You can filter resources by topic, material type or disability. There are 103 resources for the topic Early Intervention.
Application	Information from this website supports course content on use of assistive and instructional technology resources for infants and toddlers with disabilities.
Outcome	Information from this website helps 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. [5.1]
Additional Information	The Family Center on Technology and Disability (FCTD). (2013). Instructional technology in early childhood: A new way for a new day. *FCTD Technology Voices*, Issue 136. Retrieved from http://www.fctd.info/assets/newsletters/pdfs/307/FCTD-TechVoicesmar13.pdf?1372995063 Advances in technology require that we re-think how we teach and learn, how we structure our class time, and how we provide equitable access to all students. Illinois State University Professor Howard P. Parette and his colleague Craig Blum have created a framework for selecting and implementing appropriate technology tools into curriculum-based classroom activities. In this edition of *Technology Voices*, Dr. Parette discusses the components of their framework and the need for a structured approach to technology integration, and shares some of the technology tools that he finds particularly useful.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Frank Porter Graham (FPG) Child Development Institute, The University of North Carolina at Chapel Hill. (2013). *Frank Porter Graham Child Development Institute Website*. Retrieved from http://www.fpg.unc.edu/
Description	The Frank Porter Graham Child Development's website provides resources in the following seven areas of emphasis: developmental disabilities; early care and education; international initiative; physical and social health; professional development, technical assistance, and implementation science; public policy and evaluation; and race, ethnicity, linguistic, cultural, and socioeconomic diversity.
Application	Information from this website supports course content on enhancing child development and family well-being.
Outcome	Information from this website helps student assist families in accessing information and resources. [8.3]
Additional Information	Kucharczyk, S., Shaw, E., Smith Myles, B., Sullivan, L, Szidon, K., &Tuchman-Ginsberg, L. (2012). *Guidance & coaching on evidence-based practices for learners with autism spectrum disorders.* Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, National Professional Development Center on Autism Spectrum Disorders. Retrieved from http://www.fpg.unc.edu/sites/default/files/resources/reports-and-policy-briefs/NPDC_Coaching_Manual.pdf U.S. Department of Education, Office of Special Education Programs (OSEP). (2013). *The National Professional Development Center on Autism Spectrum Disorders*. Retrieved from http://autismpdc.fpg.unc.edu/ U.S. Department of Education, Office of Special Education Programs (OSEP), &The National Professional Development Center on Autism Spectrum Disorders. (Producers). (2013). *Early identification of autism spectrum disorders* [Module]. Available from http://autismpdc.fpg.unc.edu/content/early-identification-module-menu U.S. Department of Education, Office of Special Education Programs (OSEP), &The National Professional Development Center on Autism Spectrum Disorders. (Producers). (2013). *Naturalistic intervention* [Module]. Available from http://autismpdc.fpg.unc.edu/content/naturalistic-module-menu
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Frank Porter Graham (FPG) Child Development Institute, The University of North Carolina at Chapel Hill. (2013). *The Early Childhood Technical Assistance Center* (ECTA Center). Retrieved from http://ectacenter.org/
Description	The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through a cooperative agreement from the Office of Special Education Programs, U.S. Department of Education. The goal of the Center is to improve state early intervention and early childhood special education service systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families.
Application	Information from this website supports course content on implementing evidence-based practices in inclusive early childhood settings.
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 with exceptional needs. [3.2]
Additional Information	Bruder, M.B., Mickelson, A., & The Early Childhood Personnel Center (ECPC). (Producers). (2013, June 20). *The Early Childhood Personnel Center (ECPC)* [Webinar] Available from https://unc-fpg-cdi.adobeconnect.com/_a992899727/intro-ecpc/ Mary Beth Bruder, Director of the new ECPC Center introduces the Center's activities and resources. Lucas, A., Gillaspy, K., & Peters, M., & The Early Childhood Outcomes Center (ECO), The National Early Childhood Technical Assistance Center (NECTAC), The Western Regional Resource Center (WRRC), & The ECTA Center (Producers). (2012, September 26, updated 2013). *Developing high quality, functional IFSP outcomes and IEP goals* [Training Package]. Available from http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

<table>
<tr><td colspan="2" align="center">Websites and Other Electronic Media</td></tr>
<tr><td>Citation</td><td>Hilton/Early Head Start Training Program funded by ACF Grant. (2010-2013). Special Quest Multimedia Training Library. Retrieved from http://ncoe.pointinspace.com/trainingmaterials/</td></tr>
<tr><td>Description</td><td>The SpecialQuest Multimedia Training Library provides resources to support the inclusion of young children with disabilities aged birth through five and their families. The library can be searched by the titles or keywords of training materials. Videos, supplemental materials, and information about the Preschool Inclusion Series are also available at this site.</td></tr>
<tr><td>Application</td><td>Information from this website supports course content on supports for infants and toddlers with disabilities.</td></tr>
<tr><td>Outcome</td><td>Information on this website will help students participate in the selection and use of appropriate instructional materials, supplies, and other resources needed to effectively teach children with exceptional needs. [3.2]</td></tr>
<tr><td>Additional Information</td><td>Hilton/Early Head Start Training Program funded by ACF Grant. (2010-2013). Special Quest Multimedia Training Library: Appendix J: DVD Descriptions Retrieved from http://www.specialquest.org/sqtm/appendix_j.pdf
Hilton/Early Head Start Training Program funded by ACF Grant. (2010-2013). Special Quest Multimedia Training Library: An Inclusion Story Retrieved from http://ncoe.pointinspace.com/trainingmaterials/searchsessions_resultsdetail.lasso?-Search=Action&-Table=webpackages&-Database=NCO_Hilton_TrainingMaterials&-KeyValue=4
Hilton/Early Head Start Training Program funded by ACF Grant. (Producers)(2010-2013). Embrace possibilities (Video). Available from http://ncoe.pointinspace.com/trainingmaterials/searchvideos_results.lasso
Hilton/Early Head Start Training Program funded by ACF Grant. 2010-2013). Supplements. Retrieved from http://ncoe.pointinspace.com/trainingmaterials/searchsupplements_results.lasso?-Search&-Database=NCO_hilton_trainingmaterials&-Table=supplements&supplementary</td></tr>
<tr><td>CEC Paraeducator Standards/NAEYC Core Standards</td><td>Individual learning differences/Knowing and understanding effective strategies and tools for early education</td></tr>
</table>

Websites and Other Electronic Media	
Citation	Hilton/Early Head Start Training Program funded by ACF Grant. (2010-2013). *Special Quest Training Module: The Individualized Family Service Plan Process.* Retrieved from http://ncoe.pointinspace.com/trainingmaterials/searchsessions_resultsdetail.lasso?-Search=Action&-Table=webpackages&-Database=NCO_Hilton_TrainingMaterials&-KeyValue=21
Description	This session focuses on the Individualized Family Service Plan (IFSP) process and each team member's role in that process before, during, and after the IFSP development. Participants divide into small groups according to their role and consider two vignettes. They discuss the IFSP process for their vignette and what their role would be in the IFSP process.
Application	Information from this website supports course content on working with infants and toddlers who have special needs.
Outcome	Information on this website will help students participate in the selection and use of appropriate instructional materials, equipment, and other resources needed to effectively teach children with exceptional needs. [3.2]
Additional Information	Bishop-Manton, J. (2013, July 29). They just don't seem that into me. *EI Excellence*. Retrieved from http://www.eiexcellence.org/they-just-dont-seem-that-into-me/ Hedeen, T., Peter, M., Moses. P. & Angiles, A. (2013). IEP/IFSP Facilitation: Practical Insights and programmatic considerations. *U.S. Department of Education, Offices of Special Education Programs (OSEP) and The National Center on Dispute Resolution in Special Education*. Retrieved from http://www.directionservice.org/cadre/facilitationsynthesis.cfm Higginbotham, J. (2013, July 22). Sunscreen, Check. Flip Flops, Check. IFSP, Check. Wait, What? *EI Excellence*. Retrieved from http://www.eiexcellence.org/sunscreen-check-flip-flops-check-ifsp-check-wait-what/ Jennings, S., & Zuluage, M. (2013, July 15). Engaging families when an interpreter is needed. *EI Excellence*. Retrieved from http://www.eiexcellence.org/engaging-families-when-an-interpreter-is-needed/ National Dissemination Center for Children with Disabilities (NICHCY). (2012, December). Writing the ISFP for you r child. *NICHCY*. Retrieved from http://nichcy.org/babies/ifsp
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Understanding positive relationships and supportive interactions as the foundation of their work with children

Websites and Other Electronic Media	
Citation	IDEA Infant & Toddler Coordinators Association. (2009). IDEA Infant & Toddler Coordinators Association Website: *We're Making Connections*. Retrieved from http://www.ideainfanttoddler.org/
Description	The Individuals with Disabilities Education Act (IDEA) Infant and Toddler Coordinators Association is organized as a not-for-profit corporation to promote mutual assistance, cooperation, and exchange of information and ideas in the administration of Part C and to provide support to state and territory Part C coordinators.
Application	Information from this website supports course content on Part C of the Individuals with Disabilities Education Act (IDEA).
Outcome	Information on this website will help students share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	Committee convened by the IDEA Infant & Toddler Coordinators Association and the National Center for Hearing Assessment and Management. (Producers). (2011, January). Part C Eligibility *Considerations for infants and toddlers who are deaf or hard of hearing* [Position Paper]. Available from http://www.ideainfanttoddler.org/pdf/Part_C_Eligibility_Considerations_for_Childen_with_Hearing_Loss.pdf IDEA Infant & Toddler Coordinators Association. (2009). IDEA Infant & Toddler Coordinators Association Website: *Defining "Early Intervention."* Retrieved from http://www.ideainfanttoddler.org/about_early_intervention.htm Squires, J., & University Center for Excellence in Developmental Disabilities: University of Oregon (Producers). (n.d.). *Screening for social and emotional development and linking to program planning* [Power Point]. Available from http://www.ideainfanttoddler.org/webinars/Squires_PowerPoint_handout.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Foundations/Knowing about and upholding ethical standards and other professional guidelines

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Illinois Early Intervention Training Program (Producer). (2013.) *Resources* [Links List]. Available from http://www.illinoiseitraining.org/page.aspx?item=6
Description	Illinois Early Intervention Training Program is a program of the United Cerebral Palsy Association of Greater Chicago funded by a grant from the Illinois Department of Human Services Bureau of Early Intervention.
Application	Information from the resources linked to this list support course content on best practice for developing and implementing an Individualized Family Service Plan (IFSP).
Outcome	Information from the resources linked to this list helps students use federal, state and local policies for confidential communication about early intervention team practices. [1.2]
Additional Information	Although these resources are directed to parents and educators in Illinois, the information provided can be generalized to those in any state.Found at this site are links to the following resources, among others: ECTA Center: The Early Childhood Technical Assistance Center. (Producer). (2012.) *Resources for writing good IFSP outcomes* [Links List]. Available from http://ectacenter.org/topics/families/famresources.asp Illinois Early Intervention Training Program (Producer). (2013.) *Bri, her family and early intervention* [Video]. Available from http://www.youtube.com/view_play_list?p=9DC2069DAD870262 This video, developed by the Illinois EI Training Program walks with a family through the development of the Individualized Family Service Plan (IFSP). It has been broken down into a series of chapters that highlight the team discussions that occur during IFSP development. Illinois Early Intervention Training Program (Producer). (2013.) *Illinois EI System Overview Resource Modules on the IFSP* [Module]. Available from http://www.illinoiseitraining.org/page.aspx?item=107#a_toc6
CEC Paraeducator Standards/NAEYC Core Standards	Instructional planning/Knowing and understanding young children's characteristics and needs

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Mott, D.W., (2006, February). Checklists for measuring adherence to resource-based intervention practices. *FIPP CASE Tools: Instruments and Procedures for Implementing Early Childhood and Family Support Practices*, *2*(3), 1-8. Retrieved from http://www.fipp.org/Collateral/casetools/casetools_vol2_no3.pdf
Description	This website provides evidence-based information on the implementation of early intervention supports and services for infants and toddlers and their families. Found on this site are resources from centers and institutes focusing on best practices for early intervention, among them the Center for the Advanced Study of Excellence: Family, Infant, and Preschool Program (part of the J. Iverson Riddle Developmental Center (JIRDC) located in Morganton, North Carolina); the Early Childhood Technical Assistance Center at the Frank Porter Child Development Institute of the University of North Carolina at Chapel Hill; and the Louis de la Part Florida Mental Health Institute at University of South Florida in Tampa.
	This article, published by the Family, Infant, and Preschool Program (FIPP), describes resource-based interventions or practices that constitute a set of strategies focusing on mobilization and provision of resources and supports to individuals and families to achieve desired outcomes. Resource-based intervention practices are considered important because they are effective strategies that help families obtain informal resources necessary to achieve desired outcomes and because they increase family capacity to achieve desired outcomes in the future without or with minimal professional assistance or guidance. The *Resource-Based Intervention Practices Checklists* included in this article are an effective way for both practitioners and families to plan and evaluate effective intervention strategies.
Application	Information from this checklist supports course content on resource-based intervention practices.
Outcome	Information from this website will help students collaborate with the lead teacher and early intervention team to select resources for children birth to 5 with exceptional needs. [5.1]
Additional Information	*CASE Tools* is an electronic publication of the Center for the Advanced Study of Excellence (CASE), Family, Infant and Preschool Program (FIPP).
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	National Center for Infants, Toddlers, and Families. (2012). ZERO TO THREE. Retrieved from http://www.zerotothree.org/
Description	ZERO TO THREE is a national nonprofit that provides parents, professionals and policymakers the knowledge and know-how to nurture early development. It emphasizes a multidisciplinary approach to ensuring that all babies and toddlers have a strong start in life. Its website, launched in 1997, brings together the perspectives of many fields and many specialists and is rooted in research studies showing that all domains of development—social, emotional, intellectual, language and physical—are interdependent and work together to promote a child's overall health and well-being in the context of his or her family and culture.
Application	Information from this website supports course content on enhancing child development and family well-being.
Outcome	Information from this websites helps students assist families in accessing information and resources. [8.3]
Additional Information	National Center for Infants, Toddlers, and Families, & ZERO TO THREE (Producers). (2013, July 8). *Rally4Babies: Learning happens from the start* [Video]. Available from https://www.youtube.com/watch?v=qQuiHyv6VrQ National Center for Infants, Toddlers, and Families, & ZERO TO THREE (Producers). (2013). *Little kids , big questions: A parenting podcast series from ZERO To THREE* [Podcast Series].Available from http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/ National Center for Infants, Toddlers, and Families, & ZERO TO THREE (Producers). (2013). *Play with me: Fun activities that support early learning* [Fact Sheets].Available from http://www.zerotothree.org/child-development/grandparents/play-with-me-fun.html National Center for Infants, Toddlers, and Families, & ZERO TO THREE (Producers). (2012). *Age-based handouts* [Handouts].Available from http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/age-based-handouts.html
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
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	National Dissemination Center for Children with Disabilities. *National Dissemination Center for Children with Disabilities Website: NICHCY.* Retrieved from http://nichcy.org/
Description	NICHCY is the center that provides information on disabilities in children and youth; programs and services for infants, children, and youth with disabilities; IDEA, the nation's special education law; and research-based information on effective practices for children with disabilities. Their special focus is children and youth (birth to age 22). Their service is made possible through funding from the Office of Special Education Programs (OSEP), U.S. Department of Education. NICHCY is part of the Technical Assistance and Dissemination Network, otherwise known as the TA&D Network. The network consists of more than 40 projects funded by the Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education. These projects offer information and technical assistance on a broad range of disability and special education issues. NICHCY also works in association with other projects funded by OSEP. These include the Technical Assistance Coordination Center (TACC), Consortium for Appropriate Dispute Resolution in Special Education (CADRE), and The Family Center on Technology and Disability (FCTD).
Application	Information from this website supports course content on enhancing child development and family well-being.
Outcome	Information from this websites helps students assist families in accessing information and resources. [8.3]
Additional Information	Information on children aged birth to 3 is organized under Babies & Toddlers, found on the menu bar or you can use the search engine to find resources on this topic. New to the website are resources covering the topics *Early Intervention, Then and Now*; *Parent Notification and Consent*; *Providing Services in Natural Environments*, and *Key Terms to Know in Early Intervention*. Resources are also organized under Families and Communities, Early Intervention Providers, and Schools and Administrators.
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
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	North Carolina Infant-Toddler Program (ITP). (2013). *North Carolina Intervention INFANT-TODDLER PROGRAM*: *NC ITP Website.* Retrieved from http://www.beeearly.nc.gov/
Description	The North Carolina Early Intervention Branch (NCEI) is a part of the N.C. Division of Public Health. It is the lead agency for the N.C. Infant-Toddler Program (ITP). The Infant-Toddler Program provides supports and services for families and their children, birth to three who have special needs.
Application	Information from this website supports course content on services for infants and toddlers with disabilities.
Outcome	As a result of exploring this website, students 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	*North Carolina Intervention INFANT-TODDLER PROGRAM (NC ITP)* (Producer) (2013). *Be early* [Brochure]. Available from http://www.beeearly.nc.gov/data/files/pdf/state-2011.pdf This brochure provides basic information about the infant-toddler program and what to do if there are concerns about a child's development. It also includes a checklist of developmental milestones for the first year of life. *North Carolina Intervention INFANT-TODDLER PROGRAM (NC ITP)* (Producer) (2013). *Eligibility definition* [PDF]. Available from http://www.beeearly.nc.gov/data/files/pdf/EligibilityDefn.pdf This resource describes who is eligible for services in the NC Infant Toddler Program under the Part C of the Individuals with Disabilities Education Act (IDEA).
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
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Northampton Community College, & Pennsylvania Developmental Disabilities Council. (Producers). (2007). *Building inclusive child care: The Reibman Hall Children's Center* [Video]. Available from http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm Click on *Universal Design for Learning Video* under <u>Related Links</u> at right.
Description	In this video, Robin Cunconan-Lahr describes the Children's Center of Northampton Community College in Bethlehem, Pennsylvania. At this center, they serve children six months to kindergarten age with varying abilities and backgrounds participating in a universally designed child care setting.
Application	Information from this video supports course content on best practices for inclusion.
Outcome	Information from this video helps students demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	Ms. Cunconan-Lahr explains that the concept of Universal Design began in the field of architecture where instead of retrofitting buildings with ramps and other accommodations, designers now design buildings that will be accessible from the start. Universal Design for Learning, or UDL, extends this concept to the learning environment. This helps to facilitate the inclusion of children with disabilities. UDL recognizes that designing accessible programs from the beginning decreases the need to modify or accommodate later. The UDL approach to planning is described and the video stresses the need for collaboration during this time. Karen Klein, Center Program Director, provides a tour of the center, including activities in which infants and toddlers are participating and the infant and toddler classroom. Parents also share their experiences at the Center. Children with the following disabilities participated in the video or receive child care services at the center: AD/HD, auditory process, autism spectrum, behavioral, developmental delays, physical, sensory integration, speech and language, social/emotional, and vision impairments/blindness.
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

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Orelena Hawks Puckett Institute. (2006-2013). *Orelena Hawks Puckett Website*. Retrieved from http://puckett.org/
Description	The video *Pathways to Excellence* on this website provides an overview of the Orelena Hawks Puckett Institute. Founded in 1992, it is named after Orelena Hawks Puckett, a midwife in the Blue Ridge mountains born in 1839. She bore 24 children, none who lived past infancy and she rose above those loses to devote herself to the well-being of the children and families around her. Her capacity to practice her craft in a supportive manner and her generosity in caring for young children and their families are virtues the Institute attempts to uphold in all of its activities. Drs. Carl J. Dunst and Carol M. Trivette are cofounders and directors of the Institute which focuses on strengths-based practices. This is an applied research institute providing answers to the question: "How can we improve the ways programs, organizations and practitioners provide support to children and families?"
Application	Information from this video support course content on community and family support.
Outcome	Information from this website helps students 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	The Puckett institute is organized into seven different Centers: Center for Evidence-Based Practices, Center for Improving Community Linkages, Center for Dissemination and Utilization, Center for the Study of Charter Schools, Center for Practical Evaluation, Center for Excellence in Early Childhood Education, and Center for Innovative and Promising Practices. One of the most significant things researchers at the Institute have learned is the importance of involving children, parents, and families in their own learning. The one characteristic that has emerged from all of their lines of research whether with children or adults is that the active participation of individuals in their own learning is what enhances individual and group functioning.
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Understanding positive relationships and supportive interactions as the foundation of their work with children

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	Orelena Hawks Puckett Institute. (2006-2013). *Institute Centers*. Retrieved from http://puckett.org/centers.php
Description	The Orelena Hawks Puckett Institute is a not-for-profit, applied research Institute engaging in activities that promote healthy child, parent, and family functioning. Institute activities are organized into seven Centers that focus on different aspects of bridging the research-to-practice gap. All Institute activities are guided by a model that emphasizes an understanding of the characteristics of practices that are associated with desired benefits.
Application	Information from this websites supports course content on community and family support.
Outcome	Information from this website helps students provide accurate 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	Research and Training Center on Early Childhood Development, Center for Evidence-Based Practices, & Orelena Hawks Puckett Institute. (Producers). (2004). *Play's the thing* [Brochure]. Available from http://researchtopractice.info/productSolutionsGG.php Research and Training Center on Early Childhood Development. Center for Evidence-Based Practices, & Orelena Hawks Puckett Institute. (Producers). (2003). *Tune in and respond to a young child's efforts to interact with people and objects* [Brochure]. Available from http://researchtopractice.info/cornerpieces/cornerpiece_vol1_num6.pdf Research and Training Center on Early Childhood Development. Center for Evidence-Based Practices, & Orelena Hawks Puckett Institute. (Producers). (2004). *Creating a responsive home environment* [Brochure]. Available from http://researchtopractice.info/cornerpieces/cornerpiece_vol2_num2.pdf Research and Training Center on Early Childhood Development. Center for Evidence-Based Practices, & Orelena Hawks Puckett Institute. (Producers). (2003). *Interplay: Simple techniques promote preschoolers' prosocial behavior…and they can work for YOU!* [Brochure]. Available from http://researchtopractice.info/cornerpieces/cornerpiece_vol1_num7.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Understanding positive relationships and supportive interactions as the foundation of their work with children

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	The Family, Infant and Preschool Program (FIPP) Center for the Advanced Study of Excellence (CASE) in Early Childhood and Family Support Practices (2011). *FIPP Website*. Retrieved from http://www.fipp.org/
Description	Click on Product in the website menu to find resources on early childhood intervention. These include, *CASEinpoint*, web-based journal articles; *CASEmakers*, bibliographies of selected references; *CASE*tools, descriptions of instruments, scales, and procedures for promoting an understanding of the characteristics of evidence-based practices and methods and procedures for promoting adoption of these practices; Brief*CASE*, concise how-to guides designed to assist practitioners in operationalizing the characteristics of evidence-based practices; and *CASE*collections, groupings of web-based journal articles, tools, how-to guides, and bibliographies on a specific topic or theme related to early childhood and family-centered practices.
Application	Information from this website supports course content on evidence-based practices for early intervention.
Outcome	Information from this website will help student use data to develop and implement activities and lessons. [4.1]
Additional Information	The Family, Infant and Preschool Program (FIPP) Center for the Advanced Study of Excellence (CASE) in Early Childhood and Family Support Practices is one of 20 National Centers of Excellence in Early Childhood. They serve in the capacity of a research and training institute as well as an early childhood intervention program for children (ages birth to 5 years), families, and women who are pregnant. They are part of the J. Iverson Riddle Developmental Center (JIRDC) located in Morganton, North Carolina, U.S.A. As part of their applied research institute, FIPP staff members conduct research studies to develop and implement strategies that promote practitioners' and parents' adoption and use of early childhood practices informed by research findings. Their research and practice are guided by conceptual and methodological frameworks emphasizing the enhancement and promotion of child, parent, and family competence and confidence in a manner consistent with a family-centered philosophy. In addition to dissemination through publications, FIPP staff members provide training and support to other countries, states, programs, and agencies nationally and internationally.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	U.S. Department of Education, Office of Special Education Programs (OSEP). (2013) *National Dissemination Center for Children with Disabilities (NICHCY): Babies & Toddlers*. Available from http://nichcy.org/babies
Description	This part of NICHCY's site can help you find answers and people who can help–specifically, through the *early intervention system* that's available in every state. Early intervention is an effective way to help children aged birth to three catch up or address specific developmental concerns as soon as possible in their lives. Early intervention services are authorized under Part C of the *Individuals with Disabilities Education Act*.
Application	Use of this website will help students to become more aware of the early intervention services available in their areas.
Outcome	This resource will help students share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders.
Additional Information	U.S. Department of Education, Office of Special Education Programs (OSEP). (2013) *National Dissemination Center for Children with Disabilities (NICHCY): Additional Organization Information*. Available from http://nichcy.org/org-gateway U.S. Department of Education, Office of Special Education Programs (OSEP). (2013) *National Dissemination Center for Children with Disabilities (NICHCY): North Carolina Organizations*. Available from http://nichcy.org/state-organizations-search-by-state-results?typegroup=ALL&statesheet%5B%5D=NC&start=Search+State+Organizations U.S. Department of Education, Office of Special Education Programs (OSEP). (2013) *National Dissemination Center for Children with Disabilities (NICHCY): South Carolina Organizations*. Available from http://nichcy.org/state-organizations-search-by-state-results?typegroup=ALL&statesheet%5B%5D=SC&start=Search+State+Organizations
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Infants, Toddlers, & Twos)

Websites and Other Electronic Media	
Citation	West Virginia University. (1978).Center for Excellence in Disabilities. Retrieved from http://cedwvu.org/
Description	Established in 1978, the Center for Excellence in Disabilities (CED) is located in Morgantown, West Virginia and is part of the Robert C. Byrd Health Sciences Center at West Virginia University. The CED is a University Center for Excellence in Developmental Disabilities Education (UCEDD) designated and funded by the U.S. Department of Health and Human Services/Administration on Intellectual and Developmental Disabilities/Administration for Community Living and sustained through leveraging from the University, the state and 25 to 30 federal and state-funded projects, yearly. The Feeding and Swallowing Clinic is just one of the supports available at the center for families of children with a disability. Resources available from the clinic http://clinics.cedwvu.org/feeding/ include feeding and swallowing fact sheets.
Application	Information from this website relate to course content on supporting the needs of infants and toddlers with disabilities.
Outcome	Demonstrate knowledge of the etiology, characteristics, and educational implications of categories of disability [2.2]
Additional Information	Branscomb, K.R., & Goble, C.B. (2008). Infants and toddlers in group care: Feeding practices that foster emotional health. *Young Children*, *63*, 28-33. Center for Excellence in Disabilities. (Producer). (2005-2012). *Feeding clinic educational information* [List of Resources]. Available from http://clinics.cedwvu.org/feeding/educational.php Center for Excellence in Disabilities. (Producer). (2005-2012).*Behavioral and sensory feeding problems* [Fact Sheet]. Available from http://clinics.cedwvu.org/feeding/behavioral-and-sensory-feeding-problems.php Lynch, S.A., & Simpson, C.G. (2004). Sensory processing: Meeting individual needs using the seven senses. *Young Exceptional Children*, *7*, 2-9. Thompson, S. D., Bruns, D. A., & Rains, K. W. (2010). Picky eating habits or sensory processing issues? Exploring feeding difficulties in infants and toddlers. *Young Exceptional Children*, *13*, 71-85.
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children's characteristics and needs