

RESOURCE MATRIX
Child, Family, and Community

Articles, Manuals, and Other Reports	
Citation	Gregg, K., Rugg, M., Souto-Manning, M. (2011). Fostering family-centered practices through a family-created portfolio. <i>The School Community Journal, 21</i> (1), 53-70.
Description	One family’s experience in using a portfolio system to communicate the needs of their child to educators is described in this article. A family portfolio is an excellent way for educators to merge classroom and family activities.
Application	Instructors will use this resource to learn more about how to engage parents of students with disabilities in classroom activities.
Outcome	This resource will help instructors provide current information to their students regarding demonstrating and maintaining a positive relationship with family members. [7.2]
Additional Information	<p>Citations of additional articles on engaging families are:</p> <p>Burton, M. (2011). Engaging families. <i>Teaching Young Children, 4</i>(3), 30-32.</p> <p>Cook, B.G., Shepherd, K.G., Cook, S.C., Cook, L. (2012). Facilitating the effective facilitation of evidence-based practices through teacher-parent collaboration. <i>Teaching Exceptional Children, 44</i>(3), 22-30.</p> <p>deFur, S. (2012). Parents as collaborators: Building partnerships with school- and community-based providers. <i>Teaching Exceptional Children, 44</i>(3), 58-67.</p> <p>Ingersoll, B, & Dvortcsak, A. (2006). Including parent training in the early childhood special education curriculum for children with autism spectrum disorders. <i>Journal of Positive Behavior Interventions, 8</i>, 79-87.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Supporting and engaging families and communities through respectful, reciprocal relationships

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Articles, Manuals, and Other Reports	
Citation	Park, J.H., Alber-Morgan, S.R., Fleming, C. (2011). Collaborating with parents to implement behavioral interventions for children with challenging behaviors. <i>Teaching Exceptional Children, 43</i> (3), 22-30.
Description	This article provides practitioners with a sequential process and suggestions for teaching parents to help plan and deliver effective interventions to their child.
Application	Instructors will use this resource to learn more about how to engage parents of students with disabilities in classroom activities.
Outcome	This resource will help instructors provide current information to their students regarding demonstrating and maintaining a positive relationship with family members. [7.2]
Additional Information	Citations of additional articles on engaging families are: Woods, J. J., & McCormick, K.M. (2002). Welcoming families. <i>Young Exceptional Children, 5</i> (3), 2-11. MacMillan, M. (2011). Dia: A celebration of children, families, and reading. <i>Teaching Young Children, 4</i> (4), 8-8.
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Supporting and engaging families and communities through respectful, reciprocal relationships

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Articles, Manuals, and Other Reports	
Citation	Salisbury, C.L., Woods, J., & Christina Copeland (2010). Provider perspectives on adopting and using collaborative consultation in natural environments. <i>Topics in Early Childhood Special Education, 30</i> , 132-147.
Description	This article describes an exploratory case study to investigate the perspectives and experiences of six early intervention providers as they adopted and implemented a collaborative consultation approach to home visiting in urban neighborhoods.
Application	Instructors will use resources within this module to improve students' abilities to collaborate with parents and therapists, support staff, and health care providers.
Outcome	Resources within this module will help students demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members. [7.2]
Additional Information	Additional articles on the benefits of collaborative communication are: Campbell, P. H., & Sawyer, L.B. (2009). Changing early intervention providers: Home visiting skills through participation in professional development. <i>Topics in Early Childhood Special Education, 28</i> , 219-234. Woods, J.J., Wilcox, M.J., Friedman, M. (2011). Collaborative consultation in natural environments: Strategies to enhance family-centered supports and services. <i>Language, Speech, and Hearing Services in Schools, 42</i> , 379-392.
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

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Field Trips, Service Sites, and Other Instructional Activities	
Citation	Recchia, S.L., Beck, L., Esposito, A., & Tarrant, K. (2009). Diverse field experiences as a catalyst for preparing high quality early childhood teachers, <i>Journal of Early Childhood Teacher Education</i> , 30(2), 105-122.
Description	<p>This paper explores the process through which a group of preservice early childhood/early childhood special education students examined their own beliefs about quality teaching and learning within the context of multiple practicum experiences in diverse settings. Students’ reflections and actions are illuminated through a careful individual and cross-case analysis of field-based journals.</p> <p>For these students, different instructional contexts provoked distinct questions. With increased experiences in early childhood settings, participants became more comfortable with the uncomfortable, considered that there are multiple ways to teach and learn, and realized that their own understandings of quality teaching must be informed by the children they teach. They also learned the process of using critical reflection to refine and adapt teaching practices to meet the needs of young learners continuously.</p>
Application	Instructors will use this resource to learn more about how to prepare students for field experiences.
Outcome	This resource will help instructors provide current information to their students that will help them participate as team members to enhance communication and problem-solving. [8.1]
Additional Information	<p>The following is an additional citation for an article about the benefits of service learning experiences with diverse learners, including those with disabilities:</p> <p style="padding-left: 40px;">Mitchell, L.D., Hegde, A.V. (2007). Beliefs and practices of inservice preschool teachers in inclusive settings: Implications for personnel preparation. <i>Journal of Early Childhood Teacher Education</i>, 28, 353-366.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Becoming a professional

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. <i>CONNECT Modules</i> . Retrieved from http://community.fpg.unc.edu/connect-modules
Description	Modules 3 and 4 contain handouts, videos, and activities that describe and show effective practices for communicating with professionals and families in the context of early education and intervention.
Application	Instructors will use resources within this module to improve students' abilities to collaborate with parents and therapists, support staff, and health care providers.
Outcome	Resources within this module will help students demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members. [7.2]
Additional Information	<p>Additional articles on the benefits of collaborative communication are:</p> <p>Blair, K.C., Lee, I., Cho, S., & Dunlap, G. (2011). Positive Behavior Support through family-school collaboration for young children with autism. <i>Topics in Early Childhood Special Education, 31</i>, 22-36.</p> <p>Horn, E., & Kang, J. (2012). Supporting young children with multiple disabilities: What do we know and what do we still need to learn? <i>Topics in Early Childhood Special Education, 31</i>, 241-248.</p> <p>McNaughton, D., Hamlin, D., McCarthy, J., Head-Reeves, D., & Schreiner, M. (2008). Learning to listen: Teaching an active listening strategy to preservice education professionals. <i>Topics in Early Childhood Special Education, 27</i>, 223-231.</p>
CEC Paraeducator Standards/NAECY Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. (Producer). <i>Policy advisory, The law affecting communication among professionals</i> [CONNECT Module 3, Handout 3.5]. Available from http://community.fpg.unc.edu/connect-modules/learners/module-3/step-3/c-policies/policies [http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-5_0.pdf]
Description	This handout is a summary of the laws related to communication among professionals, specifically policies within the Individuals with Disabilities Education Act (IDEA) and the Head Start Program Performance Standards.
Application	Instructors will have students read this handout so that they can improve their knowledge of laws related to communication among professionals.
Outcome	As a result of reading and discussing this summary, students will gain an understanding of the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders [1.1]
Additional Information	Related resources on the CONNECT website include: Activity 3.7a: <i>Consider the Policy on Communication</i> http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-3-7a.pdf Activity 3.8a: <i>Listen to Experience-Based Knowledge</i> http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-3-8a.pdf/view
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Becoming a professional

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Florida Developmental Disabilities Council, Inc. (2006). <i>First Steps: A Guide for Parents of Young Children with Developmental Disabilities</i> . Tallahassee, FL: Author. Retrieved from http://www.fddc.org/publications/first-steps
Description	This guide for parents is available in English and Spanish and can be retrieved from http://www.fddc.org/sites/default/files/file/publications/first_steps/FSSTEPSEngColor01-05.pdf
Application	Students will add this resource to the list of resources they will create for parents of students with disabilities.
Outcome	As a result of learning information from this page and audio, students will be able to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	<p>On page eight of the guide is the essay “Welcome to Holland,” a unique look at having a child with a disability from a parent’s perspective http://www.our-kids.org/Archives/Holland.html.</p> <p>The Federal definition of Developmental Disabilities can be retrieved from the Florida Developmental Disabilities Council Website [http://www.fddc.org/federal_law].</p> <p>Additional resources available on this website include:</p> <p style="padding-left: 40px;"><i>GROWING IDEAS: Admissions Policies and Practices that Build Inclusive Child Care Communities (for Parents and Guardians)</i> http://ccids.umaine.edu/files/2011/11/admin-parents_tip113011-tag.pdf</p> <p style="padding-left: 40px;"><i>Including Children with Special Needs: Are You and Your Early Childhood Program Ready?</i> http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf</p>
CEC Paraeducator Standard/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Public Schools of North Carolina. State Board of Education. <i>Parent and Family Involvement: A Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools</i> . Department of Public Instruction: Raleigh, NC. Retrieved from http://www.dpi.state.nc.us/docs/parents/toolkit/guide.pdf
Description	This guide includes suggestions and resources for program enhancement and comes with a toolkit to help schools engage families and community members in the process of raising achievement for all children.
Application	Instructors will use this guide to plan activities related to engaging families and community members in the process of raising achievement for their child(ren).
Outcome	This resource will help students gain skills that will help them demonstrate and maintain a positive relationship with students and family members. [7.2]
Additional Information	<p>Citations for research articles on helping children identified with a disability achieve in school are as follows:</p> <p>Arnold, D.H., Zeljo, A., Doctoroff, G.L., Ortiz, C. (2008). Parent involvement in preschool: Predictors and the relation of involvement to preliteracy development. <i>School Psychology Review</i>, 37, 74-90.</p> <p>Plant, K.M. & Sanders, M.R. (2007). Reducing problem behavior during care-giving in families of preschool-aged children with developmental disabilities. <i>Research in Developmental Disabilities</i>, 28, 362-385.</p> <p>Parette, H.P., Meadan, H., Doubet, S. (2010). Supporting families of young children with disabilities using technology. <i>Education and Training in Autism and Developmental Disabilities</i>, 45, 552-565.</p> <p>Additional information on the effect of inclusion on the parent-school relationship can be retrieved from <i>The Inclusive Classroom</i> http://www.youtube.com/watch?v=o5WCX-998vs.</p>
CEC Paraeducator Standards/NAECY Core Standards	Collaboration/Involving families and communities in their children’s development and learning

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Sileo, N.M. & Prater, M.A. (2011). <i>Working with families of children with special needs: Family and professional partnerships and roles</i> . Saddle River NJ: Pearson Education, Inc. ISBN-13: 978-0137147403
Description	With a strong focus on the families of special needs children, this first edition text provides students with both the information to understand the challenges and needs of these families as well as the skills and strategies required of educators working with such families.
Application	Instructors will use this text to learn more about building strong family and professional partnerships.
Outcome	Content and skills presented in this text will help students participate as team members to enhance communication and problem-solving. [8.1]
Additional Information	<p>Citations for additional textbooks with information about working with families of children with disabilities are:</p> <p>McWilliam, R.A. (2010). <i>Working with families of young children with special needs (What works for special needs learners)</i>. New York, NY: The Guilford Press. ISBN-13: 978-1606235393</p> <p>McWilliam, R.A. (2010). <i>Routines-based early intervention: Supporting young children and their families</i>. Baltimore, Maryland: Paul H. Brookes Publishing Co. ISBN-13: 978-1598570625</p> <p>Information about conferencing with parents of a child with a disability can be retrieved from <i>Results Matter Series on Early Childhood Assessment</i> http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm</p> <p>Videos at this site include:</p> <p style="padding-left: 40px;"><i>Finley's Parent-Teacher Conference</i></p> <p style="padding-left: 40px;"><i>Sharing Documentation with Families</i></p>
CEC Paraeducator Standard/NAECY Core Standards	Collaboration/Using developmentally effective approaches to connect with children and their families

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Woloson, E. (2003). <i>My Friend Isabelle</i> . Bethesda, Maryland: Woodbine House.
Description	Written by Isabelle's mother, this charming tale encourages readers to think about what makes a friendship special. <i>My Friend Isabelle</i> also opens the door for young children to talk about differences and the world around them. It's a wonderful story to read at bedtime or to share at school. Lively full color illustrations dovetail beautifully with the text to bring the simple story to life. A young boy named Charlie describes the activities he shares with his friend Isabelle, a girl with Down Syndrome.
Application	Instructors will use this text for read-aloud modeling.
Outcome	This example of a read-aloud about a student with disabilities will serve as an example of how students can embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	The Teacher's Guide for <i>My Friend Isabelle</i> can be retrieved from http://www.woodbinehouse.com/my_friend_isabelle_teachers_guide.pdf . Additional read-alouds about children with disabilities are: <i>Ian's Walk, A Story about Autism</i> by Laurie Lears, <i>Looking Out for Sarah</i> by Glenna Lang, and <i>My Buddy</i> by Audrey Osofsky.
CEC Paraeducator Standard/NAECY Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

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Websites and Other Electronic Media	
Citation	Beach Center on Disability, University of Kansas, Lawrence. (2013). <i>Beach Center on Disability Website</i> . Retrieved from http://www.beachcenter.org/
Description	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.
Application	Instructors will use content from this website to learn more about best practices in collaborating with families, colleagues and professionals.
Outcome	Information from this website will supplement content that will help students learn to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals and early intervention team members. [7.2]
Additional Information	<p>CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. <i>Module 4: Family-Professional Partnerships</i>. Retrieved from http://community.fpg.unc.edu/connect-modules/learners/module-4</p> <p>Family Center on Technology and Disability (FCTD). (2013). <i>FCTD Website</i>. Retrieved from http://www.fctd.info/</p> <p>Minnesota Parent Training and Information Center (PACER Center). <i>PACER Center Website</i>. Retrieved from http://www.pacer.org/</p> <p>Minnesota Parent Training and Information Center (PACER Center). <i>Early Childhood Family Information and Resources Project</i>. Retrieved from http://www.pacer.org/ec/resources.asp</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

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Websites and Other Electronic Media	
Citation	The Iris Center. (2013). <i>The IRIS Center Website</i> . Retrieved from http://iris.peabody.vanderbilt.edu/about/who-we-are/
Description	Funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, Tennessee, and Claremont Graduate University in Claremont, California. Their mission is to create and infuse resources about evidence-based instructional and intervention practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources.
Application	Information from the resources at this website will support course content on the use of evidence-based and intervention practices to support the development of all children and to communicate best practices to their families and those in their community.
Outcome	Information from this website will supplement content that will help students learn to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals and early intervention team members. [7.2]
Additional Information	<p>The Iris Center. (2013). Module: <i>Collaborating with Families</i>. Retrieved from http://iris.peabody.vanderbilt.edu/module/fam/</p> <p>The IRIS Center . (2013). The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral concerns. Retrieved from http://iris.peabody.vanderbilt.edu/module/preref/</p> <p>Ferguson, C. (August, 2005). Organizing family and community connections with schools: How do school staff build meaningful relationships with all stakeholders? <i>National Center for Family & Community Connections with Schools: Austin, TX</i>. Retrieved from http://www.sedl.org/connections/resources/rb/rb4-Rel.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

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Websites and Other Electronic Media	
Citation	The National Center on Dispute Resolution in Special Education (CADRE). <i>CADRE Website</i> . Retrieved from http://www.directionservice.org/cadre/index.cfm
Description	CADRE provides information on the use of mediation and other collaborative strategies to resolve disagreements about special education and early intervention programs.
Application	Instructors will use content from this website to learn more about best practices in collaborating with families, colleagues and professionals.
Outcome	As a result of learning information from this website, students will know and be able to share laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities. [1.0]
Additional Information	<p>The National Center on Dispute Resolution in Special Education (CADRE). <i>CADRE Webinars</i>. Retrieved from http://www.directionservice.org/cadre/webinarindex.cfm</p> <p><i>CADRE and The Technical Assistance Alliance for Parent Centers</i>. (Producers). <i>Parent and Educators Working toward Mutual Solutions</i> [Video]. Available from http://www.directionservice.org/cadre/spec_ed_med_vid.cfm</p> <p>The National Center on Dispute Resolution in Special Education (CADRE). <i>Working Together: Building Improved Communication</i>. Retrieved from http://www.directionservice.org/cadre/worktogether.cfm</p> <p>"Working Together" is a collection of CADRE resources found on the website designed to support effective collaboration between parents, schools, and early childhood programs. It includes reviews of the literature, videos, tips, guides for parents, and frequently asked questions among other resources.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Knowing about and upholding ethical standards and other professional guidelines

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Websites and Other Electronic Media	
Citation	Parent Technical Assistance Center Network. <i>Parent Technical Assistance Center Network Website</i> . Retrieved from http://www.parentcenternetwork.org/
Description	This website offers information from The National Parent Technical Assistance Center, Regional Technical Assistance Centers, and local Parent Centers. Click on the Related Links button on the left and then Topics of Interest. Then Scroll Down to Early Childhood and Parent Alliance. There are links to websites such as the Early Intervention Family Alliance http://www.eifamilyalliance.org/ . The Early Intervention Family Alliance (EIFA) is a national group of family leaders dedicated to improving outcomes for infants and toddlers with disabilities and their families. The EIFA works to assure meaningful family involvement in the development of Part C policies and their implementation at community, state and federal levels.
Application	Instructors will use information from this website to improve their knowledge of other sites related to communicating with parents about the laws, policies, procedures, and ethical principles that support and protect children.
Outcome	As a result of learning information from this website, students will know and be able to share laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities. [1.0]
Additional Information	Below are examples of resources found within the Parent Technical Assistance website: <i>Principles of Family Involvement</i> [http://www.eifamilyalliance.org/] <i>Parent Center Exchange: Tech Center</i> http://www.parentcenternetwork.org/national/parentcenterexchange/techcorner.html
CEC Paraeducator Standard/NAEYC Core Standards	Professional and ethical practice/Knowing about and upholding ethical standards and other professional guidelines

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Websites and Other Electronic Media	
Citation	PACER Center: Champions for Children with Disabilities. <i>PACER Center Website</i> . Retrieved from http://www.pacer.org/
Description	The mission of PACER Center (P arent A dvocacy C oalition for E ducational R ights) is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.
Application	Instructors will provide students with a link to this website so they can learn more about resources for parents of children with disabilities.
Outcome	As a result of learning information from this website, students will be able to help families in accessing information and resources. [8.3]
Additional Information	<p>PACER Center: Champions for Children with Disabilities. <i>Dispute Project Overview</i>. Retrieved from http://www.pacer.org/disputeresolution/</p> <p>This site provides information on special education rights and responsibilities, understanding of educational planning and a child’s IEP; communication, self-advocacy, and conflict resolution skills; awareness of conflict resolution options and how to use them; and advice for parents on how to advocate for their child.</p> <p>PACER Center: Champions for Children with Disabilities. <i>Early Childhood Family Information and Resources Project</i>. Retrieved from http://www.pacer.org/ec/</p> <p>The purples of this website is to help families become knowledgeable about early intervention service systems and their rights under the law, and to acquire better communication skills for team planning and advocating for their child.</p> <p>PACER Center: Champions for Children with Disabilities. (Producer). <i>The journey begins: How to advocate for your child [Video]</i>. Available from http://www.pacer.org/ec/</p>
CEC Paraeducator Standard/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

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Websites and Other Electronic Media	
Citation	PACER Center: Champions for Children with Disabilities. <i>Simon Technology Center (STC) Overview</i> . Retrieved from http://www.pacer.org/stc/
Description	The Simon Technology Center (STC) is dedicated to making the benefits of technology more accessible to children and adults with disabilities. Through a collaborated effort involving parents, professionals, and consumers, the STC can provide numerous services for families, as well as resources and informative answers to their questions.
Application	Information from this website will support course content on providing information on the use of technology to parents, children, and the community.
Outcome	As a result of learning information from this page and audio, students will be able to provide accurate and timely information about with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	<p>PACER Center and the National Center on Accessible Instructional Materials at CAST. (2011). (Producers). <i>Accessible instructional materials (AIM): A technical guide for families and advocates [Technical Guide]</i>. Available from http://www.pacer.org/stc/pubs/STC-22.pdf</p> <p>PACER Center: Champions for Children with Disabilities. <i>Publications</i>. Retrieved from http://www.pacer.org/publications/stc.asp</p> <p>PACER Center: Champions for Children with Disabilities. (Producer). <i>Accessible instructional materials</i> [Brochure]. Retrieved from http://www.pacer.org/publications/stc.asp</p>
CEC Paraeducator Standard/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

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Websites and Other Electronic Media	
Citation	TA & D Network. (2013) <i>TA & D Network Website</i> . Retrieved from http://www.tadnet.org/
Description	The Technical Assistance and Dissemination Network (TA&D Network) is a network of approximately 45 Centers funded by the Office of Special Education Programs (OSEP). These projects provide information and technical assistance to states, schools, educational professionals and families on topics such as autism, deafness, disproportionate representation, dispute resolution, learning disabilities, parenting children with special needs, positive behavior support and transition.
Application	Information at this site supports course content on technical assistance and dissemination of information on children with disabilities.
Outcome	As a result of using this website, students will be able to assist families in accessing information and resources. [8.3]
Additional Information	The National Center on Dispute Resolution in Special Education. (2013). <i>A CADRE Webinar-Moving Forward: Building Effective Family-School Partnerships</i> . Retrieved from http://www.directionservice.org/cadre/mappwebinar.cfm . TA & D Network. (2013) <i>Find a Center</i> . Retrieved from http://www.tadnet.org/pages/526-find-a-center
CEC Paraeducator Standard/NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession

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Websites and Other Electronic Media	
Citation	United Cerebral Palsy. (2013) <i>Parents and Families</i> . Retrieved from http://www.ucp.org/resources/parents-and-families
Description	This information page with audio provides information about services available to children with disabilities.
Application	Instructors will provide students with a link to this page and audio so they can learn more about services available to children with disabilities.
Outcome	As a result of learning information from this page and audio, students will be able to 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	Other links with information on the services available to parents of children with disabilities include: <i>Epilepsy and My Child Toolkit: A Resource for Parents with a Newly Diagnosed Child</i> http://www.epilepsyfoundation.org/livingwiththeepilepsy/parentsandcaregivers/index.cfm/_content/Epilepsy_Tool_Kit.pdf <i>Florida Developmental Disabilities Council</i> http://www.fddc.org/publications/first-steps <i>National Association for Parents of Children with Visual Impairments [NAPVI]</i> http://www.spedex.com/napvi/Sensory_Integration_Articles_and_Resources http://www.childrensdisabilities.info/sensory_integration/index.html <i>AutismWeb: A Parent's Guide to Autism Spectrum Disorders</i> http://www.autismweb.com/
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