

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Articles, Manuals, and Other Reports	
Citation	N.A. (2008). Giving all kids a “voice” on the playground. <i>Exceptional Parent</i> , 38(6), 72-73.
Description	“This article discusses the benefits of providing universally designed playgrounds for all children and demonstrates the many benefits to all. Research has shown play – preferably outdoor, free play – to have a variety of benefits in a child’s life. These benefits include social and intellectual learning and physical benefits. All of these benefits are critical to all children and are discussed in greater detail here. But before those benefits can be realized, parents and communities must make sure that the play spaces they build are inclusive to all children.” (p.72)
Application	This article will support course content on creating high quality environments.
Outcome	As a result of reading this article, scholars will 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.)
Additional Information	Kern, P., & Wakeford, L. (2007). Supporting outdoor play for young children: The zone model of playground (ZoMPS) supervision. <i>Young Children</i> , 62(5), 12-18. Staff at the Frank Porter Graham (FPG) Child Care Program developed the zone model of playground supervision (ZoMPS) to ensure a safe environment for outdoor play and enhance playground time for all children. In addition to the social and free-play elements of outdoor play, they wanted to provide activities that support learning and development. The authors describe the division of the playground into zones and the roles of adults, with provisions for intervention with individual children with special needs. Action Cards for each zone define supervision duties; identify safety concerns; suggest play activities; list supplies; and describe maintenance and cleanup procedures. The article includes tips for teachers organizing similar playground models.
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
(Health, Safety, and Nutrition)

Articles, Manuals, and Other Reports	
Citation	Baker, R., & Greer, F. (2010). Diagnosis and prevention of iron deficiency and iron-deficiency anemia in infants and young children (0-3 years of age). <i>Pediatrics</i> , 126, 1040-1050. http://pediatrics.aappublications.org/content/126/5/1040.full
Description	This article provides information on the effects that iron-deficiency anemia and iron deficiency without anemia during infancy and childhood can have on neurodevelopment, appropriate iron intakes for infants and toddlers and methods of screening for iron deficiency and iron-deficiency anemia.
Application	This resource will help students become more aware of information about nutritional needs for infants and toddlers.
Outcome	Information from this article will help 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	Carter, R., Jacobson, J., Burden, M. Armony-Sivan, R., Dodge, N., Angelilli, M., Lozoff, B., & Jacobsen, S. (2010). Iron deficiency anemia and cognitive function in infancy. <i>Pediatrics</i> , 126, 427-434. <i>Is Your Child Getting Enough Iron?</i> http://www.youtube.com/watch?v=n0rmZgfR_Ug
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	California Department of Pesticide Regulation. (2007). <i>The Healthy Schools Act and Child Care Facilities</i> . Retrieved from http://apps.cdpr.ca.gov/schoolipm/childcare/ab2865_faq.pdf
Description	“Private child day care facilities (except for family child care homes) have to comply with certain recordkeeping and notification requirements when they use pesticides. These requirements parallel those in public schools and child care facilities, and went into effect in January 2007 (Assembly Bill 2865, Chapter 865, Statutes of 2006). The law was prompted by concern about the risk to children from potential exposure to pesticides. Since pesticides can pose a health threat to young children, finding ways to reduce or eliminate exposure to pesticides is an environmental concern that every child care and education professional needs to address. The Healthy Schools Act of 2000 addressed this concern for children in public schools and child day care facilities. The law now expands that protection to children in private child day care facilities.” [P.1]
Application	This article will enrich course information on indoor safety.
Outcome	As a result of reading this article, students will be able to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	<i>Why Should ECE Programs Use Integrated Pest Management?</i> http://www.ucsfchildcarehealth.org/pdfs/newsletters/2008/Jul_Aug_08.pdf <i>Pesticide Induced Diseases: Learning/Developmental Disorders:</i> http://www.beyondpesticides.org/health/learningdevelopmental.php
CEC Paraeducator Standards/ NAEYC Core Standards	Development and characteristics of learners/Professional and ethical practice

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Articles, Manuals, and Other Reports	
Citation	Children’s Healthwatch. (2012). <i>The Snap Vaccine: Boosting Children’s Health</i> . Retrieved from http://www.childrenshealthwatch.org/upload/resource/snapvaccine_report_feb12.jpg.pdf
Description	<p>“Children’s HealthWatch demonstrated that SNAP (formerly the Food Stamp Program), like an effective immunization, significantly decreases families’ and children’s food insecurity, which are established child health hazards. Children’s HealthWatch also found that compared to young children in families that were likely eligible but not receiving SNAP, young children in families receiving SNAP were less likely to be underweight or at risk for developmental delays.</p> <p>Food insecurity threatens children’s health and well-being. Food insecurity occurs when families lack access to sufficient food for all family members to lead active, healthy lives. As compared to their food secure peers, young children in food-insecure households are more likely to be in fair or poor health, be hospitalized, be at risk for developmental delays, and have iron-deficiency anemia. Child food insecurity (the most severe level of food insecurity) occurs when children experience reductions in the quality and/or quantity of meals because caregivers can no longer buffer them from inadequate household food resources.” [Executive Summary]</p>
Application	This report will support course content on children’s well being: what it is and how to achieve it.
Outcome	As a result of reading about the Supplemental Nutrition Assistance Program (SNAP), scholars will be able to communicate with others about programs and federal, state, and local policies that support the health and well-being of all children. [1.2]
Additional Information	<p>United States Department of Agriculture: Food and Nutrition Service. <i>Healthy Hunger-Free Kids Act of 2010</i>. Retrieved from http://www.fns.usda.gov/cnd/Governance/Legislation/CNR_2010.htm</p> <p>United States Department of Agriculture: Food and Nutrition Service. <i>Implementation of the Healthy Hunger-Free Kids Act of 2010, SNAP Education Provision</i>. Retrieved from http://www.fns.usda.gov/snap/rules/Memo/pdfs/Healthy_hungry-Free_Kids_Act_2010.pdf</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Development and characteristics of learners/ Supporting and engaging families and communities through respectful, reciprocal relationships

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Articles, Manuals, and Other Reports	
Citation	Head Start. (2012). <i>Meeting the Nutrition Needs of Children with Disabilities</i> . Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Children%20(ages%200-5)/health_art_11069_031506.html
Description	This excerpt from the Head Start Bulletin offers tips for teachers on how to help children understand the individual health needs of their peers and how to meet the needs of children with disabilities in their classrooms.
Application	This article will enrich course content on feeding toddlers and young children.
Outcome	As a result of reading this article, students will be able to increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities. [4.2]
Additional Information	Head Start. (2012). <i>Nutritional Assessments</i> . Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Children%20(ages%200-5)/NutritionalAsses.htm Center for Disease Control and Prevention. <i>Use and Interpretation of the WHO and CDC Growth Charts for Children from Birth to 20 Years in the United States</i> . Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Children%20(ages%200-5)/Use%20and%20Interpretation%20of%20the%20CDC%20Growth%20Charts.htm . Click on <u>Use and Interpretation of the CDC Growth charts</u> .
CEC Paraeducator Standards/ NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
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Articles, Manuals, and Other Reports	
Citation	KidsLife: Empowering parents to help children reach their full potential. <i>Genetic Disorders and Disabilities</i> . Retrieved from http://www.kidslife.com.au/Page.aspx?ID=712
Description	This report describes three types of genetic disorders: heritable disorders, chromosomal disorders, and multifactorial disorders. Some common disorders such as Cystic Fibrosis, Thalassaemia, and Fragile X Syndrome are explained.
Application	This report supports course content on common chronic medical conditions affecting children’s health
Outcome	As a result of reading this article, student will be able to demonstrate knowledge of the etiology, characteristics, and educational implementations of categories of disability under IDEA. [2.2]
Additional Information	National Dissemination Center for Children with Disabilities (NICHCY) http://nichcy.org/disability/specific/raredisorders#genetic The ARC: For People with Intellectual and Developmental Disabilities http://www.thearc.org/page.aspx?pid=2453 Center for Disease Control and Prevention (CDC) http://www.cdc.gov/ncbddd/pediatricgenetics/genetic_counseling.html Kids’ Quest http://www.cdc.gov/ncbddd/kids/index.html
CEC Paraeducator Standards/ NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding the multiple influences on development and learning

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Articles, Manuals, and Other Reports	
Citation	Los Altos Feeding Clinic. (2005-2013). <i>Pediatric Tube Feeding</i> . Retrieved from http://www.pediatricfeeding.org/tube_feeding.htm
Description	This article describes and provides pictures of different types of tube feeding. Click on the menu at left for more information on pediatric feeding disorders, food allergies and food intolerance.
Application	This site provides information supporting course content on feeding infants, toddlers, and young children.
Outcome	As a result of using these resources, students will be able to collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	Wilkins, J.W., Piazza, C.C., Groff, R.A., & Vaz, P.C.M. (2011). Chin prompt plus re-presentation as treatment for expulsion in children with feeding disorders. <i>Journal of Applied Behavior Analysis, 44</i> , 513-522. Information on nutritional needs can be retrieved from Position of the American Dietetic Association: <i>Providing Nutrition Services for People with Developmental Disabilities and Special Health Care Needs</i> http://www.eatright.org/About/Content.aspx?id=8379 [Click on pdf version]
CEC Paraeducator Standards/NAEYC Core Standards	Developmental characteristics of learners/ Knowing and understanding young children’s characteristics and needs

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Articles, Manuals, and Other Reports	
Citation	National Dissemination Center for Children with Disabilities (NICHCY). (March, 2012). <i>Categories of disability under IDEA</i> . Retrieved from http://nichcy.org/disability/categories
Description	“The nation’s special education law is called the Individuals with Disabilities Education Act, or IDEA. As part of making special education and related services available to children with disabilities in the public schools, IDEA defines the term “child with a disability.” That definition includes specific disability terms, which are also defined by IDEA, as this webpage describes.” (Website)
Application	To support course content on safety, nutrition & health, students will identify the cause and effects for each category of disability (3-21 years of age). This activity will be used to increase students’ awareness of the effects an exceptionality can have on an individual’s life and to build their knowledge of the etiology and characteristics of children birth to 5 with disabilities.
Outcome	As a result of this activity students will be able to demonstrate knowledge of the etiology, characteristics, and educational implications of categories of disability under IDEA. [2.2]
Additional Information	Head Start: An Office of the Administration for Children and Families: Early Childhood Learning & Knowledge Center (ECLKC). <i>Disabilities</i> . Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Services%20to%20Children%20with%20Disabilities/Disabilities
CEC Paraeducator Standards/ NAEYC Core Standards	Development and characteristics of learners/ Knowing and understanding young children’s characteristics and needs

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Articles, Manuals, and Other Reports	
Citation	National Dissemination Center for Children with Disabilities (NICHCY). (2012). <i>The Americans with Disabilities Act</i> . Retrieved from http://nichcy.org/laws/ada
Description	This webpage will connect you with information on the ADA from the most authoritative sources.
Application	Information from this document will support course information on laws that affect the safety of children with disabilities.
Outcome	As a result of reading this article, students will be able to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	ADA.gov: United States Department of Justice, Civil Rights Division. <i>Information and Technical Assistance on the Americans with Disabilities Act</i> . Retrieved from http://www.ada.gov/2010_regs.htm Child Care Law Center. (October, 2012). <i>Questions & Answers about The Americans with Disabilities Act: A Quick Reference for Child Care Providers</i> . http://www.childcarelaw.org/documents/ADAQ_A-October2012.pdf U.S. Department of Justice. (1997). <i>Commonly Asked Questions about Child Care Centers and The Americans with Disabilities Act</i> . Retrieved from http://www.ada.gov/childq&a.htm
CEC Paraeducator Standards/ NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

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Articles, Manuals, and Other Reports	
Citation	Play It Safe Playgrounds & Park Equipment. <i>Blog: Play It Safe Playground Chatter</i> . Retrieved from http://www.playitsafeplaygrounds.com/playground-planning/understanding-ada-access-on-your-playground-what-is-required/
Description	This blog includes information on understanding the Americans with Disabilities Act and designing inclusive play areas for all children.
Application	Information from this blog will supplement course content on creating safe environments and outdoor safety.
Outcome	Information from this blog helps scholars collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	<p><i>Americans with Disabilities Act: 2012 Standards for Accessible Designing</i> can be retrieved from http://www.ada.gov/regs2010/2010ADASTandards/2010ADASTandards.htm#pgfld-1011276</p> <p>Pictures of adaptive playgrounds can be retrieved from http://home.comcast.net/~alexisharper/adaptive_playground.html</p> <p><i>Questions and Answers about Inclusive Play Areas</i> can be retrieved from the National Center for Accessibility Website at http://www.indiana.edu/~nca/playgrounds/play-areas.shtml</p> <p><i>Questions and Answers about the Americans with Disabilities Act: A Quick Reference for Child Care Providers</i>. (2012) http://www.childcarelaw.org/documents/ADAQ_A-October2012.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interactions/ Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

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Articles, Manuals, and Other Reports	
Citation	Silverman, K., Hong, S. & Trepanier-Street, M. (2010). Collaboration of teacher education and child disability health care: Transdisciplinary approach to inclusive practice for early childhood pre-service teachers. <i>Early Childhood Education Journal</i> 36, 327-332.
Description	The purpose of this paper is to describe the collaborative efforts between an Early Childhood Teacher Education Program and a Child Disability Health Care Program to incorporate a transdisciplinary model in the preparation of early childhood teachers in inclusive practice. Recent studies suggest essential components of teacher preparation in early childhood inclusion include: helping students construct a positive image of inclusive practice, incorporating a family-centered approach, and collaborating and relationship building across disciplines (Campbell et al. 2003; Pretti-Frontczak et al. 2002 and Able-Boone et al. 2002). In this paper, we describe the collaboration between the University of Michigan-Dearborn Early Childhood Teacher Education Program and Oakwood Health Care Center for Exceptional Families to co-teach and mentor early childhood pre-service teachers as they create a family-centered event for children with disabilities and their typically developing peers in a natural environment. (From Abstract)
Application	Information from this article supports course content on achieving the health and well-being of all children through collaboration.
Outcome	As a result of reading this article, students will have more information that will help them demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members. [7.2]
Additional Information	Kilgo, J. L. (2006b). Preface. In J. L. Kilgo (Ed.), <i>Transdisciplinary teaming in early intervention/early childhood special education: Navigating together with families and children</i> (p. 7). Olney, MD: Association for Childhood Education International. University of Michigan-Dearborn, School of Education (2009). Oakwood collaboration, University of Michigan-Dearborn. http:// www.umd.umich.edu/684566 . Accessed 15 October 2009.
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Understanding positive relationships and supportive interactions as the foundation of their work with children

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Field Trips, Service Sites, and Other Instructional Activities	
Citation	CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. <i>Module 2: Transitions</i> . Retrieved from http://community.fpg.unc.edu/connect-modules/learners/module-2
Description	In Module2: Transition, the child at the center of the dilemma is a three-year-old with multiple developmental delays whose main challenges are her health issues.
Application	This module with activities will be used with course content to increase students' awareness of the effects a developmental disability can have on a child's life and to build their knowledge of the nutritional needs of children with developmental disabilities.
Outcome	As a result of using these resources, scholars will be able to collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	Activities 2.1a http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-2-1a.pdf/view and 2.2a http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-2-1a.pdf/view within this module help scholars describe the dilemma and turn it into an answerable question. The teacher 's dilemma is that she will be receiving a new student, Tamiya, a child who needs lots of medical attention and who needs to be tube fed. The teacher is worried that she does not have the training to adequately meet Tamiya's needs.
CEC Paraeducator Standards/NAEYC Core Standards	Developmental characteristics of learners/ Knowing and understanding young children's characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Bruns, D.A. & Thompson, S.D. (2012). <i>Feeding challenges in young children: Strategies and specialized Interventions for success</i> . Baltimore, Maryland: Paul H. Brookes Publishing Co.
Description	This resource gives early childhood educators and interventionists specific, practical, research-based guidance on resolving feeding issues in children from birth to 5 years.
Application	This text will be used to support course content to increase students' awareness of the feeding challenges of young children with disabilities.
Outcome	As a result of using this text, the instructor will be able to enrich content and activities to help students learn skills for collaborating 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	Other textbooks on this subject include: Lowman, D.K., Murphey, S.M., & Snell, M.E. (1999). <i>The educator's guide to feeding children</i> . Baltimore, Maryland: Paul H. Brookes Publishing Co. ISBN: 978-1557663757 Williams, K. (2007). <i>Treating eating problems of children with Autism Spectrum Disorders and Developmental Disabilities: Interventions for professionals and parents</i> . Austin, Texas: PRO-ED. ISBN: 978-1416402480
CEC Paraeducator Standards/NAEYC Core Standards	Developmental characteristics of learners/ Knowing and understanding young children's characteristics and needs

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Harms, T., Clifford, R., & Cryer, D. (2005). <i>Early Childhood Environment Rating Scales-R (ECERS-R)</i> New York, NY: Teachers College Press. http://ers.fpg.unc.edu/
Description	The ECERS-R is a tool designed to assess programs for pre-k-kindergarten aged children from 2 to 5 years of age.
Application	Reviewing the ECERS-R will help teachers develop an environment that will promote the wellness of all children.
Outcome	After reviewing the ECER-R students will know more about collaborating 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	Information on the <i>ECERS-R</i> as well as <i>The Infant/Toddler Environment Rating Scale-Revised (ITERS-R)</i> , <i>The Family Child Care Environment Rating Scale-Revised (FCCERS-R)</i> , and <i>The School-Age Care Environment Rating Scale (SACERS)</i> are found on the Frank Porter Graham Child Development Institute Website at <i>Environment Rating Scales</i> http://ers.fpg.unc.edu/ The citation for article on a rating scale that is being developed for inclusive preschool classrooms is as follows: Soukakou, E.P. (2010). Measuring quality in inclusive preschool classrooms: Development and validation of the Inclusive Classroom Profile (ICP). <i>Early Childhood Research Quarterly</i> , 27, 478-488. More information on this rating scale may be retrieved from http://grisnetwork.org/sites/all/files/resources/magicspark/2012-10-17%2022:33/Measuring-Classroom-Quality-in-Inclusive-Programs-PP-2010-1.pdf and http://npdci.fpg.unc.edu/measuring-quality-inclusion-inclusive-classroom-profile
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Knowing and understanding the multiple influences on development and learning

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Merritt-Rubadue, Rhiannon (2011). <i>My tube: A day in the life of a tube-fed girl</i> . https://wwwcreatespace.com/ : CreateSpace Independent Publishing Platform
Description	This book is a very simple story about a little girl with a g-tube.
Application	This read-aloud will be used with course content as an example of a book that can be used in an inclusive classroom to help children understand g-tube feeding.
Outcome	As a result of using these resources, students will be able to collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	Information about the author and the inspiration for My Tubey Books can be retrieved from: <i>Feeding Underweight Children</i> [http://www.feeding-underweight-children.com/mytubeybooks.html] Another book to help children understand g- tube feeding can be retrieved from http://www.mitoaction.org/pdf/bookGTube.pdf and is titled <i>When Jeremy Jones Stomach Stopped Working</i> .
CEC Paraeducator Standards/ NAEYC Core Standards	Development and characteristics of learners/ Knowing and understanding young children’s characteristics and needs

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Websites and Other Electronic Media	
Citation	Boundless Playgrounds. <i>Homepage</i> . Retrieved from http://www.boundlessplaygrounds.org/
Description	Boundless Playgrounds are designed to give all people, regardless of abilities, the opportunities to explore and engage in the highest levels of play together. Thousands of children, parents, grandparents, caregivers, military veterans and their family members freely navigate Boundless Playgrounds around the world. Our role is to promote public awareness of the need for ability-integrated recreational facilities and equipment, provide design guidelines and assistance for universally accessible outdoor playgrounds and equipment for children and families with and without mobility, developmental and sensory disabilities; and provide charitable services, namely development of recreational facilities and equipment for children with disabilities, through the Boundless Certified Playground Program.
Application	Information from this website supports course content on creating high quality environments.
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	Shane’s Inspiration http://www.shanesinspiration.org/
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education.

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Websites and Other Electronic Media	
Citation	California Childcare Health Program. Homepage. Retrieved from http://www.ucsfchildcarehealth.org/
Description	This website provides a wealth of resources for achieving healthy and safe practices in health care settings. On the Homepage of this website, click on the Site Map , then Fact Sheets for information on Autism, Fetal Alcohol Spectrum Disorders (FASD), and Learning Disabilities.
Application	This website will be used with to support course content on best practices for health and safety in inclusive settings.
Outcome	As a result of using this text, the instructor will be able to enrich content and activities to help students learn skills for collaborating 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	<i>A Nutrition and Feeding Care Plan for Children with Disabilities and Other Special Needs</i> can be retrieved from http://www.ucsfchildcarehealth.org/pdfs/forms/FeedingNutrCare.pdf . An article on recent research on children’s health and safety in child care can be retrieved from http://www.acf.hhs.gov/programs/opre/other_resrch/tanf_ccdf/reports/synthesis_brief.pdf .
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Websites and Other Electronic Media	
Citation	Center on the Developing Child, Harvard University. <i>Homepage</i> . Retrieved from http://developingchild.harvard.edu/
Description	This website offers videos and other resources under the topic categories of Science of Early Childhood, Understanding Intervention, Innovation, Global Child Development, and Foundations of Lifelong Health.
Application	Information from this website will enrich course information on tools for promoting good health in children.
Outcome	As a result using resources on this website, students will understand the need to 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	<p>Videos on the website include:</p> <ul style="list-style-type: none"> Building Adult Capabilities to Improve Child Outcomes: A Theory of Change http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change/ Three Core Concepts in Early Development http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/ In Brief: Executive Function: Skills for Life and Learning http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_executive_function Non-English Videos http://developingchild.harvard.edu/topics/global_child_development/
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Knowing and understanding the multiple influences on development and learning

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Websites and Other Electronic Media	
Citation	Centers for Disease Control and Prevention (CDC). (2011). <i>Homepage</i> . Retrieved from http://www.cdc.gov/
Description	<p>“For over 60 years, CDC has been dedicated to protecting health and promoting quality of life through the prevention and control of disease, injury, and disability. We are committed to programs that reduce the health and economic consequences of the leading causes of death and disability, thereby ensuring a long, productive, healthy life for all people.” (Homepage)</p> <p>Resources at this site are organized under Health and Safety Topics and For Specified Groups. If you click on <u>Life Stages and Specific Populations</u> under For Specified Groups, you will find resources on infants, toddlers, and children, at-risk populations, and individuals with disabilities.</p>
Application	Information from this website supports course content on creating high -quality environments. [7.3]
Outcome	Content from this website helps educators 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.
Additional Information	<p>Centers for Disease Control and Prevention (CDC). (2011). <i>Infants & Toddlers (0-3)-Diseases & Conditions</i>. Retrieved from http://www.cdc.gov/parents/infants/diseases_conditions.html</p> <p>Centers for Disease Control and Prevention (CDC). (Producer). (2011). <i>The story of Iyal</i> [Video]. Available from http://www.cdc.gov/CDCTV/StoryOfIyal/index.html</p>
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

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Websites and Other Electronic Media	
Citation	Centers for Disease Control and Prevention. <i>Kids' Quest on Disability and Health</i> . (2011). Retrieved from http://www.cdc.gov/ncbddd/kids/index.html
Description	This website offers information to change the reader's attitudes toward and perceptions of individuals with disabilities. Many links are provided to additional information in the following key areas: ADHD, Autism Spectrum, Fetal Alcohol Spectrum, Hearing Loss, Mobility, Tourette Syndrome, and Vision Impairment.
Application	Information from this website supports course content on working with children with disabilities.
Outcome	Use of this website will help students increase their knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.[2.2]
Additional Information	Once at this site, scholars may scroll down to the Fact Checkup and click on any one of the following categories of disability: ADHD, Autism Spectrum Disorders, Fetal Alcohol Spectrum Disorders, Hearing Loss, Mobility Impairment, Tourette Syndrome, and Vision Impairment. After a short quiz they can then document some questions they have about the disability, read some quick facts and investigate some websites, find out about people who were diagnosed with the disability, and learn about books and movies that can provide them with information.
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children's characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	Child Care Law Center. Homepage. Retrieved from http://www.childcarelaw.org/
Description	The Child Care Law Center advocates for children, families and communities facing barriers to high quality child care.
Application	This website will be used with to support course content on best practices for health and safety in inclusive settings.
Outcome	As a result of using resources on this website, students will be more adept at sharing with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	<p>On this website you will find the following resources:</p> <p>A video describing how the Child Care Law Center advocated for continuing to provide state funding for home child care centers http://www.childcarelaw.org/</p> <p>Questions and Answers about the Americans with Disabilities Act: A Quick Reference for Child Care Providers (2012) http://www.childcarelaw.org/documents/ADAQ_A-October2012.pdf</p> <p>Questions and Answers: IDEA & Child Care http://www.childcarelaw.org/docs/Q&A%20IDEA%20&%20Child%20Care%2009%20Update%20final.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Knowing about and upholding ethical standards and other professional guidelines

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	Children’s Medical Services (CMS): Special Services for Children with Special Needs. (2012) <i>CMS Webpage</i> . Retrieved from http://www.cms-kids.com/index.html
Description	Children's Medical Services (CMS) is a collection of programs for eligible children with special needs. Each one of the programs and services is family-centered and designed to help children with a variety of conditions and needs. Information for parents or caregivers is found by clicking on the <u>Family Tab</u> . Training Modules are retrieved by clicking on the <u>Provider Tab</u> , and content and resources for youth and teens is presented by clicking the <u>Kids and Teens</u> tab.
Application	This website will be used to support course content on daily health observations, assessing children’s health, common chronic medical conditions affecting children’s health, creating high-quality environments, and feeding infants and toddlers.
Outcome	As a result of using this module, scholars will demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	Bocco, J.A., & National Children’s Advocacy Center. (Producers). (2013). <i>Resiliency based educational strategies for children at-risk</i> (Presentation at the 29 th National Symposium on Child Abuse). Available from http://www.nationalcac.org/national-conferences/29sessionviii-b.html Children’s Medical Services (CMS): Special Services for Children with Special Needs. (2012) <i>Child Protection and Safety Homepage</i> . Available from http://www.cms-kids.com/families/child_protection_safety/child_protection_safety.html
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	Children’s Medical Services: Special Services for Children with Special Needs. (Producer). (2012) <i>Infant Toddler Developmental Training: Nutrition</i> [Module 6, Lesson 2]. Available from http://www.cms-kids.com/providers/early_steps/training/itds/module6/lesson2_2.html
Description	In the state of Florida, where this module was developed, an Infant Toddler Developmental Specialist (ITDS) is a non-licensed provider of Early Intervention Services (EI Services). The ITDS focuses on infant/toddler development and ways to promote development and learning, including designing learning environments and activities to promote development across all domains. The ITDS, in consultation with other early intervention providers on the child and family’s team, assists the family in understanding the special needs of the child and enhancing the child’s development.
Application	This lesson supports course content on nutritional considerations and risks for infants and toddlers.
Outcome	As a result of using this module, scholars will demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	The Modules comprising the <i>Infant Toddler Developmental Training</i> are found under the Providers Tab on the Home Page. Click on Early Steps on the left, Training Activities , and Early Steps Training . Module 6, Lesson 2 highlights nutritional considerations and risks for infants and toddlers. The lesson is full of information useful to teachers serving children with special health needs such as a child’s feeding history as well as social and caregiver histories, a chart of behaviorally-based feeding disorders and descriptions of alternate methods of food intake, an explanation of the concept of “food insecurities” and its causes, and nutritional concerns of premature infants as well as conditions related to premature birth.
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	Family Voices. (2011). <i>Family Voices Website</i> . Retrieved from http://www.familyvoices.org/
Description	Family Voices offers information on family-centered care for all children and youth with special health care needs and/or disabilities. Through their national network, they provide families tools to make informed decisions, advocate for improved public and private policies, build partnerships among professionals and families, and serve as trusted resources on health care.
Application	This website supports course content on how to promote children’s health and well-being..
Outcome	Information at this website helps educators assist families in accessing information on how to promote the health and well-being of their children. [8.3]
Additional Information	Family Voices, (2011). <i>Family-Centered Care</i> . Retrieved from http://www.familyvoices.org/work/family_care . Family Voices. (2011). <i>Family Voices Strategic Plan...keeping families at the center of children’s health care: 2012-2015</i> . Family Voices, Inc.: Albuquerque, NM. Retrieved from http://www.familyvoices.org/admin/miscdocs/files/FV_Strategic_Plan_2012-2015.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	Federal Emergency Management Agency (FEMA). <i>Preschool Disability</i> . Retrieved from http://usasearch.fema.gov/search?query=preschool+disability&op=Search&affiliate=fema
Description	Go to the FEMA Homepage http://www.fema.gov/ and type <i>preschool disability</i> into the search engine. This will take you to a list of links to resources on helping “typically developing children” and those with disabilities deal with issues related to preparing for and coping with disaster. Resources include an article on children with autism and fire alarm sound desensitization training, lesson plans for escape planning, a link to USFA Kids, and a link to a Sesame Street Fire Safety Station Pre-School Curriculum. Scroll down and click on <u>Multihazard Emergency Planning for School Toolkit</u> , then <u>Special Needs</u> to will find links to resources such as an Emergency Information form for children with special needs and an article on evacuating individuals with special needs.
Application	This website will be used with to support course content on best practices for emergency response procedures for early childhood inclusive environments.
Outcome	As a result of using resources on this website, students will be able to demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	<i>Disaster Preparedness for Families of Children with Special Needs</i> http://www.kitsapdem.org/pdfs/special_needs/Preparedness_Children_Special_Needs.pdf <i>Emergency Preparedness for Children with Special Health Care Needs</i> http://pediatrics.aappublications.org/content/104/4/e53.full <i>An Investigation of Best Practices for Evaluating and Sheltering Individuals with Special Needs and Disabilities</i> http://www.ncef.org/pubs/evacuating_special_needs.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Website and Other Electronic Media	
Citation	Head Start. (2007). Selecting Toys for Children with Disabilities. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Program%20Planning/Accessibility/SelectingToysfo.htm
Description	This site presents a set of questions developed by the National Lekotek Center to guide the choice of appropriate toys for children with disabilities. These tips provide assistance to parents, teachers and administrators of children with special needs.
Application	Information from this site supports course content on creating high-quality environments.
Outcome	Information from this site helps educators collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	A more comprehensive look at toys that fit well with particular disabilities can be found at http://www.ableplay.org/ . Developed by the National Lekotek Center, toys are rated on several characteristics and you can search by disability, age of child, type of toy, and more. If the child for whom you are buying has asked for a particular toy, this site can also serve as a resource to see if that item has been reviewed. The evaluation can help you decide if the toy is the right choice. If you need further or more detailed help, pick up the phone and call the Lekotek Toy Resource Helpline at 1-800-366-PLAY and arrange to speak with one of Lekotek’s experts on toys and play for kids with disabilities. You can also email lekotek@lekotek.org with your questions for a personalized response.
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	Medical Home Portal. (2001-2013). <i>Medical Home Portal Website</i> . Retrieved from http://www.medicalhomeportal.org/
Description	The Medical Home Portal provides information for professionals and families to help them care and advocate for children with special health care needs (CSHCN), as partners in the Medical Home model. The long-range goal is to improve outcomes for CSHCN and their families by enhancing the availability and quality of healthcare, related services, and coordination of care.
Application	Information from this website supports course content on caring for children with “Other Health Impairment.”
Outcome	Information on this website will help scholars assist families in accessing information and resources. [8.3]
Additional Information	American Academy of Pediatrics. Building Your Medical Home. Retrieved from http://www.pediatricmedhome.org/ Medical Home Portal. (2001-2013). <i>About Medical Home</i> . Retrieved from http://www.medicalhomeportal.org/medical-home National Center for Medical Home Implementation. For Families Overview. Retrieved from http://www.medicalhomeinfo.org/for_families/
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	National Center for Medical Home Implementation (NCMHI). <i>Child Care Programs and Medical Home</i> . Retrieved from http://www.medicalhomeinfo.org/about/newsletter/spotlight_issues/child_care_programs.aspx
Description	The National Center for Medical Home Implementation (NCMHI) is a cooperative agreement between the Maternal and Child Health Bureau (MCHB) and the American Academy of Pediatrics (AAP). The NCMHI is housed in the AAP Division of Children with Special Needs. The overarching goal of the NCMHI is to ensure that all children and youth, including children with special needs, have a medical home where health care services are accessible, family-centered, continuous, comprehensive, coordinated, compassionate, and culturally competent. Child care programs can play a key role in the medical home and in the lives of patients and their families. A medical home is an approach to providing comprehensive primary care that facilitates partnership between patients, physicians, and families. The American Academy of Pediatrics (AAP) believes that every child deserves a medical home, where care is accessible, continuous, comprehensive, patient- and family-centered, coordinated, compassionate, and culturally effective.
Application	Information from this website supports course content on caring for children with “Other Health Impairment.”
Outcome	Information on this website will help scholars assist families in accessing information and resources. [8.3]
Additional Information	American Academy of Pediatrics (AAP) Division of Children with Special Needs (DOCSN). <i>Website</i> . Retrieved from http://www.medicalhomeinfo.org/downloads/pdfs/DOCSN2011.pdf National Center for Medical Home Implementation (NCMHI). Council on Children with Disabilities. Retrieved from http://www.medicalhomeinfo.org/about/cocwd/ Upstate Golisano Children’s Hospital. (2012). In Memory of Gregory s. Liptak, MD, MPH. Retrieved from http://www.upstate.edu/gch/education/liptak/
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	National Dissemination Center for Children with Disabilities (NICHCY). (2012). <i>Other Health Impairment</i> . Retrieved from http://nichcy.org/disability/specific/ohi
Description	This website provides information on Other Health Impairment, one of the 14 categories of disability listed in the Individuals with Disabilities Education Act (IDEA). Under IDEA, a child who has an “other health impairment” is very likely to be eligible for special services to help the child address his or her educational, developmental, and functional needs resulting from the disability
Application	Information from this website supports course content on caring for children with “Other Health Impairment.”
Outcome	Information on this website will help scholars assist families in accessing information and resources. [8.3]
Additional Information	American Federation of Teachers. <i>The medically fragile child: Caring for children with special healthcare needs in the school setting</i> . Retrieved from http://www.aft.org/pdfs/healthcare/medicallyfragilechild0409.pdf . Link retrieved from http://nichcy.org/disability/specific/ohi . Click on <u>Caring for the Medically Fragile Child in the School Setting</u> under Related Information on right. Connors, S. (2007-2013). TS and OT. Tourette Syndrome Association, Inc.: Bayside, NY. Retrieved from http://tsa-usa.org/aeduc_advoc/ts_and_ot.htm Link retrieved from http://nichcy.org/disability/specific/ohi . Click on OT for Students with Tourette Syndrome under Related Information on right.
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	National Early Childhood Transition Center (NECTC), University of Kentucky, Lexington. (2003-2009). <i>NECTC Website</i> . Retrieved from http://www.hdi.uky.edu/nectc/NECTC/Home.aspx
Description	The National Early Childhood Transition Center's mission is to examine factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families. The primary objective of NECTC is to investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities.
Application	Information from this website will enrich student knowledge of how to promote successful transitions between programs.
Outcome	As a result using resources on this website, scholars will be able to Share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	LD Online, Alexandria, VA. <i>LD Online Website</i> . Retrieved from http://www.ldonline.org/ National dissemination Center for Children with Disabilities (NICHCY). (2012). Transition to Preschool. Retrieved from http://nichcy.org/babies/transition
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	National Institute of Mental Health http://www.pecentral.com/adapted/adaptedmenu.html
Description	This website offers resources on adapted physical education.
Application	Information from this website will enrich student knowledge of how to address the physical education and activity needs of individuals with disabilities.
Outcome	As a result using resources on this website, students will be able to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	Science News About Children and Adolescents http://www.nimh.nih.gov/news/science-news/science-news-about-children-and-adolescents.shtml Ben Vitiello on Childhood Depression http://www.nimh.nih.gov/news/media/audio/ben-vitiello-on-childhood-depression.shtml
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	National Lekotek Center. <i>Homepage</i> . Retrieved from http://www.lekotek.org/
Description	The National Lekotek Center, a nonprofit organization, provides an array of services to improve the lives of children with special needs through the utilization of toys and play. Lekotek Centers offer therapeutic play-based family sessions for families of children with disabilities structured to help children learn, develop and thrive in a world that presents them with many unique and complex challenges. A video on therapeutic play at Lepotek is available on this site at http://www.lekotek.org/family-services/therapeutic-play-video .
Application	Information from this website will enrich course content on children’s well-being.
Outcome	Content on this website helps educators collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	<p>AblePlay http://www.ableplay.org is a project of the National Lekotek Center. You can type into the search engine any category of disability, and find recommended toys.</p> <p>Disability specific play ideas and information may be retrieved from this site at http://www.lekotek.org/general-info/resources/information-packets#Specific.</p> <p>Resource links may be retrieved from http://www.lekotek.org/general-info/resources/resourcelinks.</p> <p>The White Paper “Potential and Possibilities,” is a model for providing children with disabilities access to the benefits of play experiences and may be retrieved from this site at http://www.lekotek.org/general-info/resources/lekotek-white-paper.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	National Resource Center for Health and Safety in Child Care and Early Education. (2013). <i>Home Page</i> . Retrieved from http://nrckids.org/
Description	The Center’s mission is to improve the quality of child care and early education programs by supporting child care providers and early educators, families, health professionals, early childhood comprehensive systems, state child care regulatory agencies, state and local health departments, and policy makers in their efforts to identify and promote healthy and safe child care and early education programs.
Application	Information from this website supports course content on creating high quality environments and safety management.
Outcome	As a result using resources on this website, students will be able to demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	<p>American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (Producers). (2013). <i>Stepping stones to caring for our children. Third Edition</i>. [PDF]. Available from http://nrckids.org/index.cfm/products/stepping-stones-to-caring-for-our-children-3rd-edition-ss3/stepping-stones-to-caring-for-our-children-3rd-edition-ss3/</p> <p>American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (Producers). (2013). <i>Caring for our children: National Health and Safety Performance Standards; Guidelines for early care and education programs</i>, Third Edition. Available from http://www.cfoc.nrckids.org/.</p> <p><i>Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs</i>, Third Edition (CFOC3) and its companion document, <i>Stepping Stones</i>, Third Edition (SS3) were created to advance the quality and safety of child care and early education.</p> <p>National Resource Center for Health and Safety in Child Care and Early Education. (2013). <i>A-Z Child Care Information Links</i>. Retrieved from http://nrckids.org/index.cfm/resources/a-z-child-care-information-links1/</p>
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	PE Central: The Premier Web site for Health and Physical Education http://www.pecentral.com/adapted/adaptedmenu.html
Description	This website offers resources on adapted physical education.
Application	Information from this website will enrich student knowledge of how to address the physical education and activity needs of individuals with disabilities.
Outcome	As a result using resources on this website, students will be able to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	Adapted videos including <i>Teaching Children with Visual Impairments</i> and <i>Modifying PE Activities for Kids with Disabilities</i> http://www.pecentral.com/adapted/adaptedvideos.html <i>Teaching, Responding & Communicating Inclusive Physical Education</i> http://www.ncpublicschools.org/docs/curriculum/healthfulliving/resources/instructional/bestpractices/inclusivepe.pdf <i>Top Adapted Physical Education Web Sites</i> http://www.pecentral.com/adapted/adaptedsites.html
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	Universally Accessible Playgrounds-Evos http://www.youtube.com/watch?v=aldWt6vAD50
Description	This video explores how children with a variety of disabilities interact with the universally accessible Evos playground.
Application	Information from this video will supplement course content on creating safe environments and outdoor safety.
Outcome	As a result of reading this report, students will be able to collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	The following videos offer information on accessible playgrounds and playground equipment: <i>Special Needs Accessible Playground</i> [http://www.snapplayground.org/playground.html] <i>Playground for Inclusion</i> [http://www.youtube.com/watch?feature=endscreen&v=aWLN0TvDUHo&NR=1] <i>Special Needs Preschool Uses Stimulus</i> [http://www.youtube.com/watch?v=Khd6I5ZF3qU] <i>Playground Equipment for Special Needs Kids Unveiled</i> http://www.youtube.com/watch?v=3Wompsrp6lQ
CEC Paraeducator Standards/NAEYC Core Standards	Learning Environments and social Interactions/ Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
(Health, Safety, and Nutrition)

Websites and Other Electronic Media	
Citation	Wrightslaw Physical education (PE) & Adapted Physical Education (APE) http://www.wrightslaw.com/info/pe.index.htm
Description	Information on this site addresses physical education requirements in IDEA and adapted physical education
Application	Information from this website will enrich student knowledge of how to address the physical education and activity needs of individuals with disabilities.
Outcome	As a result using resources on this website, students will be able to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	Resources on this website include <i>Healthy, Physically Fit, and Ready for Action: Addressing the Physical Education and Physical Activity Needs of Individuals with Disabilities</i> http://www.wrightslaw.com/info/healthy.phys.fit.ppt09.pdf <i>Top 10 List of Most Common Misconceptions about Physical Education for Students with Disabilities</i> http://www.wrightslaw.com/info/phys.fit.htm
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs