

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Bagnato, S.J., McLean, M., Macy, M., & Neisworth, J.T. (2011). Identifying instructional targets for early childhood via authentic assessment: Alignment of professional standards and practice-based evidence. <i>Journal of Early Intervention, 33</i> (4), 243-253.
Description	This article traces the changes in Early Childhood Intervention (ECI) since the extension of the Education for the Handicapped Act (P.L. 94-142) in 1975 (PL 99-457 in 1986 and a mandate following in 1991). Because practitioners are now required to develop Individualized Education Plans (IEPs) for children from 3 through 5 years of age and Individualized Family Service Plans (IFSPs) for children from birth to age 3, a reimagining of proper and practical assessment practices has emerged. The authors emphasize the overarching purpose for assessment in ECI today: “To identify instructional targets as a basis for planning beneficial programs for young children with special needs in inclusive, natural environments.” [p. 244]. They highlight major developments that have changed our professional practices since the passage of PL 99-457; practice-based evidence (PBE) that supports and promotes these practices and the linkage among assessment, instruction, and progress evaluation; and critical issues for future policy, practice, and research.
Application	This article will build on course information on planning developmentally appropriate experiences for all children.
Outcome	Information from this article helps scholars use federal, state and local policies for confidential communication about early intervention team practices. [1.2]
Additional Information	Copple, C., & Bredekamp, S. (2009). <i>Developmentally appropriate practice in early childhood programs serving children from birth through age 8</i> (3rd ed.). Washington, DC: National Association for the Education of Young Children. Division for Early Childhood/National Association for the Education of Young Children. (2009). <i>Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i> . Chapel Hill: The University of North Carolina, FPG Child Development Institute.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional planning/Understanding the goals, benefits, and uses of assessment

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Brown, C.M., Packer, T.L., & Passmore, A. (2013). Adequacy of the early education classroom environment for students with visual impairment. <i>Journal of Special Education, 46</i> , 223-232. DOI: 10.1177/0022466910397374.
Description	This research was conducted in Australian early education program classrooms. Both inclusion and visual impairment are defined and environmental factors important to the inclusion of young children with visual impairments are provided. The top nine environmental stakeholder-generated factors were: inclusive attitude of the teacher, attitude of the school, individualization of the curriculum, support for the teacher, parent involvement, teacher training and experience in inclusion and visual impairment, the physical environment, adult involvement, and access to vision aids and equipment.
Application	This article will build on course information on the importance of individualization of the curriculum for children in an early childhood inclusive setting.
Outcome	Information from this article helps scholars participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>Brambring, M. (2001). Integration of children with visual impairment in regular preschools. <i>Child Care Health and Development, 27</i>, 425–438. DOI: 10.1046/j.1365-2214.2001.00212.x</p> <p>Goodman, G. Bains, L., & Moussalli, M (2011). IEP Workboxes: An intervention for increasing the cognitive development of preschool students with disabilities. <i>Intervention in School and Clinic, 46</i>, 251-256. DOI: 10.1177/1053451210389037</p> <p>Golden, C. (2011, February). Use of workboxes. <i>Special Needs Resource Magazine</i>. Retrieved from http://snrmag.com/2011/02/use-of-workboxes/</p> <p>Golden, C. (2013). Special needs resource magazine. Retrieved from http://snrmag.com/about/</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Cavner, D. (2013). Using the KWLH strategy in the early childhood classroom. <i>Exchange: The Early Childhood Leaders Magazine</i> , 35(3), 64-67.
Description	This article describes an advanced organizer that helps children focus on what they are about to learn and offers teachers a framework for planning activities and learning discussions.
Application	This article will extend course information on strategies that support learning for all children in an early learning environment.
Outcome	Information from this article helps scholars support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p>Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). <i>CARA's kit for toddlers!</i> Baltimore: Brookes.</p> <p>Milbourne, S.A., & Campbell, P.H. <i>CARA's Kit: Creating Adaptations for Routines and Activities</i>. Retrieved from http://www.naeyc.org/store/node/666 and http://www.dec-sped.org/uploads/docs/conference/2009_handouts/POST2_Creating%20Adaptations%20for%20Routines%20and%20Activities%20CARAs%20Kit1.pdf</p> <p>National Center for Learning Disabilities. (Producer). (2013). <i>I wish I'd known THIS about LD sooner</i> [DVD]. Available from http://www.nclد.org/learning-disability-resources/videos/video-what-to-expect-from-learning-disabilities</p> <p>National Center for Learning Disabilities. (2013). <i>Pre-K through Grade 2 Resources for Children with Disabilities</i>. Retrieved from http://www.nclد.org/age-related-content/pre-kindergarten-grade-2nd</p> <p>Orelena Hawks Puckett Institute, Center for Early Literacy Learning (CELL). (2013). <i>Practice Guides with Adaptations</i>. Retrieved from http://www.earlyliteracylearning.org/pg_tier2.php</p> <p>U.S. Office of Special Education Programs, National Professional Development Center on Inclusion (NPDCI). (2013). <i>Scaffolding Strategies</i>. Retrieved from http://npdci.fpg.unc.edu/scaffolding-strategies</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Cortiella, C., Wickham, D. (2008). Students with significant cognitive disabilities and standards-based curriculum: Why now? Why not? <i>Exceptional Parent</i> , 38(9), 89-92.
Description	This article reviews the evolution of curriculum approaches for students with significant cognitive disabilities and provides a rationale for continuing to improve access for all students.
Application	This article supports course content on planning developmentally appropriate experiences for all children.
Outcome	Information from this article will help scholars participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>PEER FACT SHEET: Participation of students with disabilities in standards-based education reform http://www.fcsn.org/peer/ess/standardsfs.html</p> <p>Sean: I Can Soar http://www.youtube.com/watch?v=t0U7m6UtQ1E</p> <p>Common Core State Standards http://www.youtube.com/watch?v=xapJOnVKRCE</p> <p>“Common Core” Pushback States Worried about New Education http://www.youtube.com/watch?v=7H34ndCeV1o</p> <p><i>Fewer, Clearer, Higher Common Core State Standards: Implications for Students Receiving Special Education Services</i> http://www.leadered.com/pdf/Special%20Ed%20&%20CCSS%20white%20paper.pdf</p> <p>The Common Core State Standards http://nichcy.org/schools-administrators/commoncore#overview</p> <p>Three Minute Video Explaining the Common Core Standards http://www.youtube.com/watch?v=5s0rRk9sER0</p> <p><i>Common Core Standards: Implications for Students with Disabilities</i> https://ccsso.confex.com/ccsso/2010/webprogram/Presentation/Session1959/Thurlow%20-%20Common%20Core%20Standards%20Implications%20for%20Students%20with%20Disabilities.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Division for Early Childhood/National Association for the Education of Young Children. (2009). <i>Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i> . Chapel Hill: The University of North Carolina, FPG Child Development Institute. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
Description	“This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.” [p.1]
Application	This article will build on course information on planning developmentally appropriate experiences for all children.
Outcome	Information from this article helps scholars use federal, state and local policies for confidential communication about early intervention team practices. [1.2]
Additional Information	Division for Early Childhood. (2007). <i>Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation</i> . Missoula, MT: Author. National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2003). <i>Early childhood curriculum, assessment and program evaluation: Building an effective and accountable system in programs for children birth to 8 years of age</i> . Washington, DC: Author. Sandall, S., Hemmeter, M. L., Smith, B. & McLean, M. (Eds.). (2005). <i>DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education</i> . Longmont, CO: Sopris West.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional planning/Understanding the goals, benefits, and uses of assessment

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Hollingsworth, H. L., Boone, H. A., & Crais, E. R. (2009). Individualized inclusion plans at work in early childhood classrooms. <i>Young Exceptional Children, 13</i> (1), 19-35. DOI: 10.1177/1096250609347259.
Description	This article describes a model to facilitate inclusion of young children in early childhood settings. It describes evidence based assessment tools and their contribution to individualized inclusion plans.
Application	Information from this article supports course content on planning for developmentally appropriate curriculum.
Outcome	Information from this article helps scholars use data to develop and implement activities and lessons. (4.1)
Additional Information	<p>Cross, A. F., Traub, E. K., Hutter-Pishgahi, L., & Shelton, G. (2004). Elements of successful inclusion for children with significant disabilities. <i>Topics in Early Childhood Special Education, 24</i>, 169-183.</p> <p>Division of Early Childhood & National Association for the Education of Young Children. (2009). <i>Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i>. Chapel Hill: University of North Carolina, FPG Child Development Institute.</p> <p>Grisham-Brown, J., Pretti-Frontczak, K., Hemmeter, M. L., & Ridgley, R. (2002). Teaching IEP goals and objectives in the context of classroom routines and activities. <i>Young Exceptional Children, 6</i>(1), 18-27.</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Assessments/Understanding the goals, benefits, and uses of assessment

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	The IRIS Center. (Producer). (2013). <i>The value of progress monitoring</i> [Information Brief]. Available from http://processtheatre.org/downloads/iep/q4/Progress_Monitoring.pdf
Description	This information brief describes the benefits of progress monitoring especially its use with students who have difficulty showing what they know in typical assessments. A link to a review of progress monitoring tools is provided.
Application	This information brief supports course content on planning for developmentally appropriate curriculum
Outcome	Use of this brief helps scholars collect information under the guidance of the lead teacher on effectiveness of activities and lessons. [5.3]
Additional Information	The IRIS Center. (Producer). (2013). <i>Monitoring early progress</i> [Information Brief]. Available from http://www.cehd.umn.edu/nceo/OnlinePubs/Policy15.htm The IRIS Center. (Producer). (2013). <i>Universally designed assessments: Better tests for everyone</i> [Information Brief]. Available from http://www.cehd.umn.edu/nceo/OnlinePubs/Policy14.htm
CEC Paraeducator Standards/ NAEYC Core Standards	Assessment/Understanding the goals, benefits and uses of assessments

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Jackson, R.M., & National Center on Accessible Instructional Materials. (Producers). (2011). <i>Curriculum access for students with low-incidence disabilities</i> [Project]. Available from http://aim.cast.org/learn/historyarchive/backgroundpapers/promise_of_udl
Description	Equal access to the general education curriculum implies that all students have the right to strive for the same educational goals. Equal opportunity implies that accommodations are in place to remove or minimize the impact of disability on authentic performance, thus leveling the playing field. In this updated, in-depth treatment of the topic, accessible instructional materials (AIM) and other key issues are discussed within the context of Universal Design for Learning (UDL).
Application	This article will enrich course content on developmentally appropriate curriculum.
Outcome	Use of this article helps educators share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	National Center for Accessing the Regular Curriculum http://aim.cast.org/learn/historyarchive/backgroundpapers/brief_legal_interpretation National Center on Accessible Instructional Materials http://aim.cast.org/ Head Start – Adaptations for Individual Children: Adaptations for Children with Disabilities http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Learning%20Environments/Adaptations%20for%20Children%20with%20Disabilities/edudev_art_00600_121305.html
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Luke, S.D. (2006). <i>The power of strategy instruction</i> . National Dissemination Center for Children with Disabilities (NICHCY), <i>Evidence for Education</i> : Washington, D.C. Retrieved from http://nichcy.org/research/ee/learning-strategies
Description	The author provides information on two models that have shown success in supporting the achievement of students with learning disabilities. Both the <i>Strategic Instruction Model (SIM)</i> and <i>Self-Regulated Strategy Development (SRSD)</i> are products of over 25 years of research conducted at the University of Kansas. The models are now being used to support other students in addition to those with learning disabilities. For example, Braille versions of many SIM strategies have been developed, providing students with visual impairments an opportunity to participate alongside their peers in many general education settings. The SRSD also has been extended for practical use with a wide range of learning populations, including those with intellectual disabilities, brain injuries, and Asperger Syndrome. English Language Learners, who have increasingly found themselves placed in special education environments to remediate English skills, have experienced success with tailored strategy instruction. The author provides two examples from SRSD, the <i>Academic, Language Learning Approach (CALLA)</i> , successfully used by English language learners, and The SODA Strategy (<i>Stop, Observe, Deliberate, and Act</i>), successfully used by students with Asperger Syndrome.
Application	The information in this article builds on course information related to planning for developmentally appropriate curriculum.
Outcome	Information from this article helps students Implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	This article is available in audio and PDF format at this site.
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
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Parnell, W., & Bartlett, J. (2012). iDocument: How Smartphones and tablets are changing documentation in preschool and primary classrooms. <i>Young Children</i> , 67(3), 50-59.
Description	The article discusses the use of smartphones and other digital technology devices in early childhood education as a means of documenting students' daily progress and integrating it into online portfolios. It addresses the benefits of including parents in education through educational blogs and other online resources.
Application	This article will enrich course content on assessment for curriculum planning.
Outcome	Use of this article will help students collect information under the guidance of the lead teacher on effectiveness of activities and lessons. [5.3]
Additional Information	<p>Additional articles and position statements on the effects of mobile technology on documentation practices are: NAEYC & Fred Rogers Center for Early Learning and Children’s Media (2012). “Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8.” Joint position statement. Washington, DC: NAEYC: Latrobe, PA: Fred Rogers Center at Saint Vincent College. http://issuu.com/naeyc/docs/ps_technology_issuu_may2012</p> <p>Resources for Technology and Young Children: New Tools and Strategies for Teachers and Learners http://www.naeyc.org/yc/files/yc/file/201205/ClusterResources_YC0512.pdf</p> <p>Skouge, J.R., K. Rao, & P.C. Boisvert. (2007). Promoting early literacy for diverse learners using audio and video technology. <i>Early Childhood Education Journal</i> 35(1), 5–11.</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Assessment/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Rose, S. Monitoring progress of students who are deaf or hard of hearing. www.studentprogress.org/library/ArticlesResearch/Monitoring
Description	Federal and state legislation has placed a renewed emphasis on accountability and academic outcomes among students who are deaf or hard of hearing. While much attention is given to norm-referenced standardized testing accommodations, there is a need for functional formative assessments for the purpose of monitoring students' academic progress. This paper addresses some of the evaluative perspective of students' academic performance within the field of deaf education and the critical need for progress monitoring. A brief review is included of studies conducted using Curriculum-Based Measurement (CBM) with students who are deaf and hard of hearing.
Application	This article will enrich student knowledge of appropriate assessment strategies.
Outcome	Use of this article will help students collect information under the guidance of the lead teacher on effectiveness of activities and lessons. [5.3]
Additional Information	IRIS Center Resource: Information Brief: <i>Getting Started: How Do I Implement Progress Monitoring in My School?</i> http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/studentprogress_org_implementingpm_esp.html National Center on Student Progress Monitoring http://studentprogress.org/
CEC Paraeducator Standards/ NAEYC Core Standards	Assessment/Understanding the goals, benefits and uses of assessments

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Samuels, C. (2013, July 18). Study: high quality matters more than specific model for preschoolers with autism. <i>On Special Education</i> . Retrieved from http://blogs.edweek.org/edweek/speced/2013/07/high_quality_matters_more_than.html
Description	A comparison of two well-known interventions for young children with autism, LEAP and TEACCH, has found that both of them produce gains among students during the school year and so does high-quality classroom instruction that is not tied to any particular model. The findings suggest that common elements of good classroom instruction, including an orderly classroom environment, well-trained teachers and positive interactions between children and adults, may be more important for children with autism than instruction using any particular treatment model. The study was published in the June edition of the <i>Journal of Autism and Developmental Disorders</i> .
Application	Information in this article supports course content on evidence-based practices and curricula for early childhood inclusive settings.
Outcome	Content from this article will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	NNC Charlotte Frank Porter Graham Child Development Institute. (2013, July). The LEAP and TEACCH comprehensive treatment models: Comparing outcomes of preschoolers with autism in high quality classrooms. <i>FPG Snapshot</i> . Retrieved from http://www.fpg.unc.edu/sites/default/files/resources/snapshots/FPG_Snapshot70_2013.pdf
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Soukakou, E.P. (2012) Measuring quality in inclusive preschool classrooms: Development and validation of the Inclusive Classroom Profile (ICP). <i>Early Childhood Research Quarterly</i> , 27, 478-488.
Description	This article describes an observation measure designed to assess classroom quality in inclusive preschool programs, The Inclusive Classroom Profile (ICP).
Application	Information from this article will support student learning related to indoor and outdoor early childhood learning environments.
Outcome	Information from this article will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>Addition Information on Inclusive Classroom Profile can be found at</p> <p>http://inclusioninstitute.fpg.unc.edu/sites/default/files/Soukakou_ICP-handout.pdf</p> <p>http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/2010-04-MeasuringTheQualityOfInclusion.pdf</p> <p>http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/ICP-handout.pdf</p> <p><i>A Count for Quality: Child Care Center Directors on Rating and Improvement Systems</i></p> <p>http://www.clasp.org/admin/site/publications/files/ACountforQualityQRISReport.pdf</p> <p>QRIS National Learning Network http://grisnetwork.org/</p> <p>Stayton, V.D., Smith, B.J., Dietrich, S.L. & Bruder, M.B. (2012). Comparison of state certification and professional association personnel standards in early childhood special education. <i>Topics in Early Childhood Special Education</i>, 32, 24-37. doi:10.1177/0271121411436086</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	Stockdale, N.S., Dennis, L., & Miller, M. (2012). Right from the Start, Universal Design for Preschool. <i>TEACHING Exceptional Children</i> , 45(1), 11-17.
Description	In this article, definitions of the three principles of Universal Design for Learning (UDL) are presented as well as general classroom set-up and materials.
Application	This article will enrich the unit on developmentally appropriate curriculum (e.g., play and active learning) within this course.
Outcome	Use of this article will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<i>The Universal Design of Early Education</i> http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf <i>UDL Guidelines: Research Evidence</i> http://www.udlcenter.org/research/researchevidence/
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
(Curriculum Planning)

Articles, Manuals, and Other Reports	
Citation	National Association for the Education of Young Children. (2009). <i>Where We Stand</i> . Retrieved from http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf
Description	Answers to questions about early childhood curriculum, child assessment, and program evaluation are the foundation of this joint position statement from the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).
Application	This article will enrich the unit on appropriate settings, strategies and uses of assessment.
Outcome	Use of this article will help students collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. [5.2}
Additional Information	<p>National Association for the Education of Young Children. (2009). <i>Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8</i>. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf</p> <p>National Association for the Education of Young Children. (2009). <i>Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8 with Expanded Resources</i>. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf</p> <p>National Association for the Education of Young Children. (2009). <i>Promoting Positive Outcomes for Students with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation</i>. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf</p> <p>National Association for the Education of Young Children. (2009). <i>Resources for Individualizing in Early Childhood</i>. Retrieved from http://www.naeyc.org/yc/node/213</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Assessments/Understanding and practicing responsible assessment to promote positive outcomes for each child

RESOURCE MATRIX
(Curriculum Planning)

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 3: Communication for Collaboration</i> . Retrieved from http://community.fpg.unc.edu/connect-modules/instructor-community/dashboards/module-3
Description	This module describes effective practices for communicating with professionals and families in the context of early education and intervention.
Application	The module supports course content on planning for individual needs.
Outcome	As a result of engaging in this module’s activities, 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	<p>CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. (Producer). <i>The teacher’s viewpoint</i> [Video 3.1]. Available from http://community.fpg.unc.edu/connect-modules/resources/videos/video-3-1</p> <p>CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. (Producer). <i>The therapist’s viewpoint</i> [Video 3.2]. Available from http://community.fpg.unc.edu/connect-modules/resources/videos/video-3-2</p> <p>CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. (Producer). <i>Turn the dilemma into an answerable question</i> [Activity Guide 3.2a]. Available from http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-3-2a.pdf</p> <p>CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. (Producer). <i>Identifying examples of attending and active listening</i> [Video 3.3a]. Available from http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/activity-guides/CONNECT-Activity-Guide-3-3a.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Curriculum Planning)

Field Trips, Service Sites, and Other Instructional Activities	
Citation	CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. (Producer). <i>Routine at Home-Playing Mr. Potato Head [Video 1.15]</i> . Available from http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-15
Description	This video shows an instructional activity that involves a mother facilitating the play of her son with a developmental disability and a peer without a disability. Students will learn from the embedded interventions that the mom uses to successfully teach and coordinate their play. She increases the amount of her personal assistance and conversation, gives Luke increased time and uses humor.
Application	The instructional activity presented in this video support course content on children, teachers and creative activities.
Outcome	As a result of watching this video, student will learn skills to promote child development and learning through varied delivery of instruction (i.e., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher). [4.2]
Additional Information	This video can be accompanied by the CONNECT Module 1 Activity Identify embedded Interventions during facilitated free play time [1.5a] retrieved from http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-1-5a.pdf/view Other videos giving excellent examples of teacher strategies that promote child development and learning can be retrieved from CONNECT Module 1 Videos: <i>Routine in a Program-Block Play</i> http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-9 ; <i>Routine in a Program-Expanded Block Play</i> http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-14 ; <i>Routine in a Program-Water Play</i> http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-10
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches

RESOURCE MATRIX
(Curriculum Planning)

Field Trips, Service Sites, and Other Instructional Activities	
Citation	Frank Porter Graham Child Development Institute. (2013). <i>Measuring the Quality of Education: The Inclusive Classroom Profile (ICP)</i> . Retrieved from http://npdci.fpg.unc.edu/measuring-quality-inclusion-inclusive-classroom-profile
Description	The <i>Inclusive Classroom Profile (ICP)</i> is an observation measure designed to assess classroom quality in inclusive preschool programs that has been piloted in the United Kingdom and the USA. The National Professional Development Center on Inclusion (NPDCI) has released two online modules that provide an overview of this tool. Module 1 provides a general overview of the ICP and Module 2 offers a step-by-step guide for administering the ICP measure in the classroom. Found at this website are the modules, a review of the research supporting the effectiveness of the ICP, preliminary findings of recent research using the ICP in north Carolina, and a copy of the <i>Inclusive Classroom Profile</i> handout.
Application	Information from this website supports course content and activities related to assessing best practices within an inclusive setting.
Outcome	Information about the ICP helps educators demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	<p><i>A Count for Quality: Child Care Center Directors on Rating and Improvement Systems</i> http://www.clasp.org/admin/site/publications/files/ACountforQualityQRISReport.pdf</p> <p>QRIS National Learning Network http://grisnetwork.org/</p> <p>Soukakou, E.P. (2012) Measuring quality in inclusive preschool classrooms: Development and validation of the Inclusive Classroom Profile (ICP). <i>Early Childhood Research Quarterly</i>, 27, 478-488.</p> <p>Stayton, V.D., Smith, B.J., Dietrich, S.L. & Bruder, M.B. (2012). Comparison of state certification and professional association personnel standards in early childhood special education. <i>Topics in Early Childhood Special Education</i>, 32, 24-37. doi:10.1177/0271121411436086</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional planning/Using a broad repertoire of developmentally appropriate teaching/learning approaches
Field trips, Service Sites and Other Instructional Activities	

RESOURCE MATRIX
(Curriculum Planning)

Citation	Milbourne, D.L., & Schmidt, M. (2005). Quality of Inclusive Experiences Measure –Revised (QuiEM-R). Retrieved from http://projects.fpg.unc.edu/~pfi/pdfs/think_tank_2_2012/33-Quality_of_Inclusive_Experiences_Measure.pdf
Description	“The Quality of Inclusive Experiences Measure was designed to identify and measure the practices that are thought to promote more positive outcomes for young children with disabilities. As a result, the Quality of Inclusive Experiences Measure was designed purposefully to be used in conjunction with the other measures of classroom quality and to supplement conclusions about program quality when those measures are used. (Mark Wolery, Theresa Pauca, Margaret Sigalove Brashers, Sheila Grant, 2000; Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill). Revised in 2005: formatting and layout only no revision to content or administration.” [p.1]
Application	This assessment measure supports course content on assessing the quality of inclusion.
Outcome	Collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. [5.2]
Additional Information	This measure provides a comprehensive, individualized assessment of quality of inclusion, with seven subscales addressing areas such as individualization, accessibility of the physical environment, participation, and engagement. The QuiEM-R is intended to be used in conjunction with other global measures of program quality and is completed separately for each child with disabilities through observation, staff interviews, and document reviews. According to Odom, Buysse, & Soukakou, 2011, the QuiEM-R requires further research to validate its use as an inclusive program quality measure.
CEC Paraeducator Standards/NAEYC Core Standards	Assessment/knowing about and using observation, documentation, and other appropriate assessment tools and approaches

RESOURCE MATRIX
(Curriculum Planning)

Field Trips, Service Sites, and Other Instructional Activities	
Citation	STAR: Strategies for Teaching Based on Autism Research: http://starautismsupport.com/star-autism-program
Description	<p>The STAR Autism Program teaches children with autism the critical skills identified by the 2001 National Research Council. The ABA (Applied Behavior Analysis) instructional methods of discrete trial training, pivotal response training and teaching functional routines form the instructional base of this comprehensive program for children with autism.</p> <p>The STAR Program includes detailed lesson plans, teaching materials, data systems and a curriculum-based assessment for teaching in the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academics, and play and social skills.</p>
Application	Knowledge of this assessment will enrich the unit on the role of assessment in curriculum planning.
Outcome	This information will help students collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	<p><i>Request a Preview</i> (DVD) http://starautismsupport.com/request-dvd</p> <p>Video Previews of the STAR Program http://starautismsupport.com/videos</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Assessment/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Curriculum Planning)

Field Trips, Service Sites, and Other Instructional Activities	
Citation	Using Portfolios to Get Organized: http://www.brighthubeducation.com/special-ed-law/18665-creating-portfolios-for-preschool-special-needs-students/
Description	This article describes the instructional activity of creating portfolios for preschool special needs children.
Application	Knowledge of this instructional activity will enrich the unit on the role of assessment in curriculum planning.
Outcome	This article provides information on collecting information under the guidance of the lead teacher on the effectiveness of activities and lessons. [5.3]
Additional Information	<p><i>How to Create a Preschool Assessment Portfolio</i> http://www.brighthubeducation.com/teaching-preschool/99929-creating-an-assessment-portfolio/</p> <p><i>Portfolio Assessment in the Classroom</i> http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/nasponline_org_communications_spawareness_portfolioassess_pdf.html</p> <p><i>Preschool Portfolio</i> http://www.youtube.com/watch?v=R8hJ-DqYHsA</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Assessment/Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Ages and Stages Questionnaire (ASQ) http://agesandstages.com/
Description	The ASQ is a developmental and social-emotional screening for children one month to 5 ½ years.
Application	Information about this screening for children supports course content on assessment.
Outcome	Learning about the ASQ will add to students' knowledge about collecting information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. [5.2]
Additional Information	Goorix, K., D'Oosterlinck, F., Spriet, E., Freado, M., Broekaert, E. (2012). Teach me how to talk. <i>Reclaiming Children and Youth</i> , 21(2), 54-58. Guevara, J.P., Gerdes, M., Localio, R., Huang, Y.V., Pinto-Martin, J., Minkowitz, C.S., Hsu, D., Kyriakow, L., Baglivo, S., Kavanaugh, J., Pati, S. (2013). Effectiveness of a developmental screening in an urban setting. <i>Pediatrics</i> , 131, 30-37. DOI: 10.1542/peds.2012-0765 http://pediatrics.aappublications.org/content/131/1/30.full.html
CEC Paraeducator Standards/ NAEYC Core Standards	Assessment/Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	All About Accessible Instructional Materials (AIM) http://aim.cast.org/learn/accessiblemedia/allaboutaim
Description	Accessible instructional materials, or AIM, are materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). IDEA (Individuals with Disabilities Education Act) specifically focuses on accessible formats of print instructional materials. In relation to IDEA, the term AIM refers to print instructional materials that have been transformed into the specialized formats of braille, large print, audio, or digital text.
Application	Knowledge of this information about instructional materials will enrich the unit on developmentally appropriate curriculum.
Outcome	Use of this information about instructional materials will help students share with others the rights and responsibilities of children birth to 5 with exceptional needs , their families and other stakeholders. [1.1]
Additional Information	<i>How Are Decisions Made about AIM?</i> http://aim.cast.org/learn/accessiblemedia/allaboutaim/decisions <i>Why Provide AIM?</i> http://aim.cast.org/learn/accessiblemedia/allaboutaim/why
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning Differences/Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. <i>Module 1: Embedded Intervention</i> . Retrieved from http://community.fpg.unc.edu/connect-modules/learners/module-1/
Description	In this module, scholars learn what is meant by embedded interventions to promote participation in inclusive settings and how to use a decision-making process to help a child participate more fully in an inclusive setting through embedded interventions.
Application	Information from this site supports course content on defining developmentally appropriate curriculum.
Outcome	Resources within this site will help scholars embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. (Producer). <i>Routine in a program-enjoying mealtime [Video 1.5]</i> . Available from http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-5 CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. (Producer). <i>Routine in a program-singing a song [Video 1.11]</i> . Available from http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-11
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional planning/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Early Learning Accomplishment Profile (E-LAP) http://chtop.org/Products/LAP-System/The-Early-Lap.htm
Description	The Early Learning Accomplishment Profile (E-LAP) provides a systematic method for observing the skill development of children functioning in the birth to 36 month age- range. The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual development. The Early LAP contains a hierarchy of 414 developmental skills arranged in chronological sequence in six domains of development: gross and fine motor, cognition, language, self-help, and social-emotional.
Application	Knowledge of this assessment will enrich the unit on the role of assessment in curriculum planning.
Outcome	Knowledge of this resource will help students participate collecting information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. [5.2]
Additional Information	Curriculum Based Assessments http://kskits.org/ta/Packets/RoleOfCurriculum/7_Assessment/7_2ECOCBAmatrix.pdf The Learning Accomplishment Profile (LAP): Curriculum Guides and Materials http://chtop.org/Products/Curriculum-Materials.html
CEC Paraeducator Standards/ NAEYC Core Standards	Assessment/Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Embedded Instruction for Early Learning. <i>Homepage</i> . Retrieved from http://www.embeddedinstruction.net/
Description	The Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices is a Goal 2 research project funded by the Institute of Education Sciences of the United States Department of Education. The project is housed at the University of Florida with collaborating partners located at Vanderbilt University, the University of Washington, and the University of Wisconsin-Milwaukee. The project focuses on the development and evaluation of professional development interventions focused on embedded instruction practices. Several approaches will be compared to determine which hold the most promise for helping teachers implement embedded instruction practices with young children with disabilities.
Application	Instructional materials found on this website support course content on planning for developmentally appropriate curriculum.
Outcome	Resources within this site will help scholars embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	Embedded Instruction for Early Learning. <i>Instructional Procedures for Embedded instruction</i> . Retrieved from http://www.embeddedinstruction.net/instructional-procedures-embedded-instruction#cm Embedded Instruction for Early Learning. <i>Individual Child Activity Matrix</i> . Retrieved from http://www.embeddedinstruction.net/instructional-procedures-embedded-instruction#cm Embedded Instruction for Early Learning. <i>Defining Embedded Instruction for research and Flexibility in Practice</i> . Retrieved from http://www.embeddedinstruction.net/files/uploads/home_press/CRIEI_poster_Embedded_Instruction.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Instructional planning/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Frank Porter Graham Child Development Center. <i>Embedded Instruction and Other Naturalistic Interventions</i> . http://npdci.fpg.unc.edu/embedded-instruction-and-other-naturalistic-interventions
Description	“Embedded instruction and naturalistic intervention strategies address specific developmental or learning goals within the context of everyday activities, routines, and transitions at home, at school, or in the community. This landing pad highlights research, policies, and position statements (Why Do It?), print materials (Read All About It), videos and DVDs (See for Yourself), and web resources (Find It Online) to support the acquisition and application of information related to this evidence-based practice.” (Home Page)
Application	Information from this site supports course content on planning for developmentally appropriate curriculum.
Outcome	Resources within this site will help scholars embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	Embedded Instruction for Early Learning. (2009). Research Evidence for Embedded Instruction. Retrieved from http://www.embeddedinstruction.net/node/18 Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). <i>Blended practices for teaching young children in inclusive settings</i> . Baltimore, MD: Paul Brookes.
CEC Paraeducator Standards/NAECY Core Standards	Instructional planning/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Head Start Center for Inclusion. (Producer). <i>Embedded learning opportunities</i> . [Module]. Available from http://depts.washington.edu/hscenter/elo
Description	<p>The mission of the Head Start center for Inclusion is to systematically address existing barriers to effective inclusion and increase the competence, confidence and effectiveness of personnel in Head Start programs to include children with disabilities. They take the most current research in including children with disabilities as well as the current research on professional development/knowledge utilization and move it into authentic everyday practice by.</p> <p><i>Embedded Learning Opportunities</i> is the fifth module in a series of training modules with information organized in the Head Start for inclusion Framework. This module presents teaching strategies used with students who need additional support to achieve academic and social goals.</p>
Application	Information from this site supports course content on planning for developmentally appropriate curriculum.
Outcome	Resources within this site will help scholars embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	<p>Head Start Center for Inclusion. (Producer). <i>Mia's everyday learning opportunities</i>. [Video]. Available from http://depts.washington.edu/hscenter/elo-mia</p> <p>Head Start Center for Inclusion. (Producer). <i>Teacher Tools: What Instructional Procedures Do You See?</i>. [Video]. Available from http://depts.washington.edu/hscenter/elo-procedural</p>
CEC Paraeducator Standards/NAECY Core Standards	Instructional planning/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Neisworth, J. T., & Bagnato, S. J. (2005). DEC recommended practices: Assessment. In S. Sandall, M. L. Hemmeter, B. J. Smith, & M. McLean (Eds.), <i>DEC recommended practices: A comprehensive guide for practical application</i> (pp. 45-69). Longmont, CO: Sopris West.
Description	Information in this chapter describes recommended practices specific to authentic assessment. Authentic assessment, as defined by the authors is ongoing observations and documentation in everyday settings and routines as opposed to conventional testing. The authors cite the definition of authentic assessment defined by Bagnato and Yeh-Ho (2006), as “the systematic recording of developmental observations over time about the naturally occurring behaviors and functional competencies of young children in daily routines by familiar and knowledgeable caregivers in the child’s life” (p. 16).
Application	This chapter will build on course information on planning developmentally appropriate experiences for all children.
Outcome	Information from this chapter helps scholars use federal, state and local policies for confidential communication about early intervention team practices. [1.2]
Additional Information	Bagnato, S. J., Neisworth, J. T., & Pretti-Frontczak, K. L. (2010). <i>LINKing authentic assessment and early childhood intervention: Best measures for best practices</i> (4th ed.). Baltimore, MD: Brookes. Bagnato, S. J., & Yeh-Ho, H. (2006). High-stakes testing of preschool children: Viola standards for professional and evidence-based practice. <i>International Journal of Korean Educational Policy</i> , 3, 23-43. McLean, M., Snyder, P., Smith, B. J., & Sandall, S. (2002). The DEC recommended practices in early intervention/ early childhood special education: Field validation. <i>Journal of Early Intervention</i> , 25, 120-129.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional planning/Understanding the goals, benefits, and uses of assessment

RESOURCE MATRIX
(Curriculum Planning)

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Virginia Department of Education, Office of Humanities and Early Childhood. (June, 2013). <i>Virginia's Preschool Curriculum Review Rubric and Planning Tool</i> . Virginia Department of Education, Richmond, VA. Available from http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/preschool_rubric.pdf
Description	While this rubric was developed for the Virginia Preschool Initiative, it is a tool all early childhood educators may use identify and choose curricula that are based on scientific research.
Application	Knowledge of this rubric and planning tool will enrich course content on planning for developing appropriate curriculum.
Outcome	Use of this resource will help educators promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of student to reinforce learning and skills introduced by the teacher.) [4.2]
Additional Information	Head Start. (2012). <i>A Checklist for Early Childhood Curriculum</i> . Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Definition%20and%20Requirements/edudev_art_00527_030907.html Head Start. <i>Planning and Curriculum</i> . Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional planning/Using a broad repertoire of developmentally appropriate teaching/learning approaches

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Brookes Publishing. (Producer). (August 4, 2011). <i>Supporting cultural and linguistic diversity in early childhood</i> . [Video]. Available from http://www.youtube.com/watch?v=XWg-ZrV3wPk
Description	This video offers a peek into an inclusive, culturally diverse preschool.
Application	Information from this video will support course content on planning for developmentally appropriate curriculum.
Outcome	Use of this video will help educators 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	Head Start. (2009). <i>Linguistically and Culturally Relevant Early Childhood Environments</i> . Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/supportive_environments/Linguisticallyan.htm ZERO TO THREE in cooperation with the Office of Head Start (OHS) (Producer). (2008). <i>Multicultural Principles for Head Start Programs</i> [Manual]. Available from http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Center for Applied Special Technology (CAST). <i>Homepage</i> . Retrieved from http://cast.org/
Description	CAST is an educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning.
Application	Information from this site will support course content on planning for developmentally appropriate curriculum.
Outcome	Use of this resource will help educators demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	Center for Applied Special Technology (CAST). <i>What is universal design for learning?</i> Retrieved from http://cast.org/udl/index.html Center for Applied Special Technology (CAST). <i>Resource library</i> . Retrieved from http://www.udlcenter.org/resource_library Center for Applied Special Technology (CAST). <i>CAST UDL Online Modules</i> . Retrieved from http://cast.org/pd/OnlineModules/index.html Center for Applied Special Technology (CAST). <i>CAST UDL Learning Tools</i> . Retrieved from http://cast.org/learningtools/index.html Center for Applied Special Technology (CAST). <i>Teaching Every Student Website</i> . Retrieved from http://cast.org/pd/tes/index.html
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Planning/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	The Center for Response to Intervention (CRTIEC). <i>Homepage</i> . Retrieved from http://crtiec.org/ .
Description	Developers of this site state that its mission is to conduct research and provide resources that support application of RTI in Early Childhood Education. Its purpose is to provide information about progress monitoring for RTI, evidence-based interventions and practices, and programs implementing RTI components in Early Childhood Education.
Application	Information on this website will support course content on providing support for all children within an inclusive setting.
Outcome	Information from this site helps educators support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p>The Center for Response to Intervention (CRTIEC). <i>Presentations</i>. Retrieved from http://www.crtiec.dept.ku.edu/presentations/. Find and click on McConnell, S. & Bradfield, T. (2011, January). Center for Response to Intervention in Early Childhood. Presented at the Minnesota School Psychologists' Association Midwinter Conference, Bloomington MN.</p> <p>The Center for Response to Intervention (CRTIEC). <i>Presentations</i>. Retrieved from http://www.crtiec.dept.ku.edu/presentations/. Find and click on McConnell, S. R., Rodriguez, M., Schmitt, B., Bradfield, T. A. & Clayton, K. (2011, February). Early Childhood Response to Intervention: Using Second-Generation IGDIs. Symposium presented at annual meetings of the National Association of School Psychologists, San Francisco CA</p> <p>The Center for Response to Intervention (CRTIEC). <i>Presentations</i>. Retrieved from http://www.crtiec.dept.ku.edu/presentations/. Find and click on Bradfield, T., Wackerle-Hollman, A., Albano, A.D., & Rodriguez, M. C. (2011, April). Innovations in the Development of Early Language and Literacy Assessment. Presentation at the annual meeting of the National Council for Measurement in Education, New Orleans, LA.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Center on Online Learning and Students with Disabilities (COLSD) http://centeronlinelearning.org/
Description	<p>The Center for Research on Learning, at the University of Kansas Lawrence campus, is an internationally recognized research and development organization noted for creating solutions that dramatically improve quality of life, learning, and performance — especially for those who experience barriers to success.</p> <p>In the mid-1970s, passage of a federal education law required that special education services be delivered to all students who needed them from kindergarten through high school. That law changed the education landscape and planted the seed for what is now the Center for Research on Learning.</p> <p>CRL’s work centers on solving the problems that limit individuals’ quality of life and their ability to learn and perform in school, work, home, or the community. CRL specifically studies problems in education and work to place solutions that make a difference into the hands of educators, learners, employers, and policy makers.</p>
Application	Information from this site will support the unit on developmentally appropriate curriculum within this course.
Outcome	Use of this site will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>Fact for Thought http://centeronlinelearning.org/category/facts-for-thought/</p> <p>Review of Technologies Employed in K-12 Online Education http://centeronlinelearning.org/resources/vpat/</p>
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding children’s characteristics and needs

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	CONNECT: The Center to Mobilize Early Childhood Knowledge, Frank Porter Graham Child Development Institute. <i>Module 7: Tiered Instruction</i> . Retrieved from http://community.fpg.unc.edu/connect-modules/learners/module-7
Description	These activities, handouts, and videos provide information on how tiered instruction can be used to enhance learning and development in young children enrolled in early childhood centers and programs
Application	Information from these resources supports course content on individualized instruction.
Outcome	Use of these resources help students participate in selection and use of appropriate instructional materials, equipment, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p><i>Frameworks for Response to Intervention in Early Childhood Education: Description and Implications</i> (jointly prepared by NAEYC, DEC, and the National Head Start Association) http://naeyc.org/files/naeyc/RtI_in_ECE_Frameworks_DRAFT_FOR_REVIEW_6-27-12.pdf</p> <p><i>Full Inclusion for Students with Disabilities</i> (video) http://www.youtube.com/watch?v=uk2qJ1OhEa4</p> <p><i>Lighthouse Central Florida-Grace's Story-Early Intervention</i>(video) http://www.youtube.com/watch?v=YhaRJoF2bqg</p> <p>National Professional Development Center on Inclusion. (2012). <i>Response to intervention (RTI) in early childhood: Building consensus on the defining features</i>. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. http://npdci.fpg.unc.edu/resources/response-intervention-rti-early-childhood-building-consensus-defining-features</p> <p>Tiered Models of Instruction http://npdci.fpg.unc.edu/tiered-models-instruction-intervention</p> <p>Differentiated Instructional Strategies: Meeting Diverse Needs http://www.youtube.com/watch?v=ZnHXrjN_XWE</p>
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
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Diigo Group ECETECH https://groups.diigo.com/group/ecetech?view=recent&type=topic
Description	This website offers the opportunity to blog or to follow others' postings and links to early childhood education technology articles.
Application	Information from this site supports course content on the use of technology in early childhood education.
Outcome	Use of these resources help students participate in selection and use of appropriate instructional materials, equipment, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>On this website you will find the following resources, among others:</p> <p>A link to Child Learning and Development Center, Pacific University College of Education CLDC Best practices page with links to webinars and videos on effective, appropriate and intentional use of technology tools in early childhood education.</p> <p>https://www.diigo.com/bookmark/http%3A%2F%2Fg.ed.pacificu.edu%2Fcldc%2Fbestpractices.html?gname=ecetech</p> <p>Zero to Eight: Children's Media use in America</p> <p>https://www.diigo.com/bookmark/http%3A%2F%2Fwww.common sense media.org%2Fresearch%2Fzero-eight-childrens-media-use-america?gname=ecetech</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional planning/ Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Disability is Natural http://www.disabilityisnatural.com/explore/child-fam-educ
Description	This is the website of Kathie Snow whose son Benjamin was born with developmental disabilities caused by cerebral palsy.
Application	Information from this website will support course content on disability and inclusion issues.
Outcome	Information from this website will help students indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities. [1.3]
Additional Information	<i>Inclusive Classroom</i> (audio) http://www.blogtalkradio.com/specialneedstalkradio/2011/12/09/the-inclusive-classroom <i>Let's Put the Person First, Not the Disability</i> http://www.disabilityisnatural.com/explore/people-first-language <i>No Not Special, They are Ordinary Needs</i> http://www.disabilityisnatural.com/images/PDF/ordneeds.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Frank Porter Graham Child Development Institute: Universal Design/Universal Design for Learning http://npdci.fpg.unc.edu/universal-design-ud-universal-design-learning-ud/
Description	This website offers research, policies, and position statements (Why Do It?), print materials (Read All About It), videos and DVDs (See for Yourself), and web resources (Find It Online) to support the acquisition and application of information related to UDL.
Application	Information and resources from this website will support course content on developmentally appropriate curriculum.
Outcome	Use of 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 birth to 5 with exceptional needs. [3.2]
Additional Information	AT or Infants/Toddlers http://www.scoe.net/seeds/resources/at/atInfants.html and http://www.scoe.net/seeds/resources/at/atInfants/infantRefs.html CONNECT Module 5: Assistive Technology http://community.fpg.unc.edu/connect-modules/learners/module-5 The Early Childhood Technical Assistance Center (ECTA Center): Assistive Technology (AT) for Infants, Toddlers, and Young Children http://ectacenter.org/topics/atech/atech.asp TOTS-n-TECH: AT Training Programs for Early Intervention Service Providers http://tnt.asu.edu/files/May2012.pdf TOTS-n-TECH Research Institute http://tnt.asu.edu/ TOTS-n-TECH Using Assistive Technology (AT) to Promote Literacy in Infants and Toddlers http://tnt.asu.edu/files/Dec2012Newsletter.pdf
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
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Head Start Center for Inclusion: <i>IEP Basics: Tips for Teachers</i> http://depts.washington.edu/hscenter/inclusion-service-iep
Description	This site offers videos on IEP basics, meeting videos and IEP materials, tools and resources for parents and teachers.
Application	Information from these resources supports course content on individualized instruction.
Outcome	Use of these resources help students participate in selection and use of appropriate instructional materials, equipment, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>Byington, T. A., Whitby, P. (2011) Empowering families during the early intervention planning process. <i>Young Exceptional Children</i>, 14(4), 44-56. DOI: 10.1177/1096250611428878.</p> <p>CONNECT Handout 2.11 Tamiya’s Individualized Education Program http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-2-11.pdf</p> <p>Head Start Center for Inclusion: Individualizing Videos: http://depts.washington.edu/hscenter/individualizing/videos Individual Family Service Plan http://www.youtube.com/watch?v=qis1dyKAEY</p> <p>Peterson, C., Mayer, L., Summers, J., & Luze, G. (2010). Meeting Needs of Young Children at Risk for or Having a Disability. <i>Early Childhood Education Journal</i>, 37 (6), 509-517. DOI: 10.1007/s10643-010-0375-3.</p>
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
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Illinois Projects in Practice: http://illinoispip.org/
Description	IllinoisPIP provides support, resources, and information for teachers, specialists, administrators, and trainers interested in the implementation of the Project Approach in Illinois classrooms for preschool children.
Application	Information from this site will enrich the unit on standards and appropriate curricula.
Outcome	Use of this site will help students collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	Benchmarks: Early Learning Benchmark Videos http://illinoisearlylearning.org/videos/index.htm Standards of Experience http://illinoispip.org/blogs/katz/2012oct30.html Tips Sheets http://illinoisearlylearning.org/tipsheets/projects-anticipating.htm
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Planning/Using a broad repertoire of developmentally appropriate teaching/learning experiences

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	National Association for the Education of Young Children (NAEYC) http://illinoispip.org/
Description	This website offers provides resources to support early childhood instructional planning for diverse learners.
Application	Information from this site will support course content on planning curricula to needs of each individual child.
Outcome	Use of this website will help students collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.) [5.1]
Additional Information	<p>Found on this website are:</p> <p><i>Resources for Individualizing in Early Childhood</i> http://www.naeyc.org/yc/node/213</p> <p>A list of resources supporting dual language learners and their families http://www.naeyc.org/yc/node/214</p> <p>"Disability" search results http://www.naeyc.org/search/apachesolr_multisitesearch/disability</p> <p>Family Engagement Resource List http://www.naeyc.org/familyengagement/resources/resource-list</p> <p>NAEYC Technology and Young Children Interest Forum http://www.techandyoungchildren.org/</p> <p><i>Tender Topics: Exploring Sensitive issues with Pre-K through First Grade Children through Read-Alouds</i> http://www.naeyc.org/yc/files/yc/file/201303/Tender_Topics_Mankiw_0313.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Planning/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	National Center on Quality Teaching and Learning. <i>Homepage</i> . (2013). Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching
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, Vision Impairment.
Application	Information from this website will enrich course content on working with children with disabilities.
Outcome	Information on this website helps educators support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p>National Center on Quality Teaching and Learning. <i>Front Porch Series Archive. Building Executive Function Skills in Children and Adults</i> [Video]. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/fp/fpArchive.html</p> <p>Research about early childhood adverse experiences and early brain development have highlighted the importance of promoting key executive functioning skills—such as memory and attention—to improve children's outcomes. In this presentation, Dr. Morrison described definitions and development of executive function, as well as how adults can support children within early learning environments.</p> <p>National Center on Quality Teaching and Learning. 15 Minute In-Services. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Planning/Using appropriate early learning standards and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	SpecialQuest <i>Preview of Preschool Inclusion</i> (video): http://ncoe.pointinspace.com/trainingmaterials/preschool_series.lasso
Description	This video offers a preview of the Preschool Inclusion Series videos supporting high quality inclusion of preschoolers (ages 3 to 5) in early care and education settings that are responsive to the priority and concerns of families.
Application	Information this video will support course content on development of an Individualized Education Program (IEP).
Outcome	Use of this video will help students share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	<i>Celebrating 35 Years of IDEA</i> http://www.youtube.com/watch?v=DUn6luZQaXE <i>Inclusion of Children with Disabilities</i> http://www.youtube.com/watch?v=e094ZIZA5h8 Soukakou, E. P. (2011) Measuring quality in inclusive preschool classrooms: Development and validation of the Inclusive Classroom Profile (ICP). <i>Early Childhood Research Quarterly</i> , 27(3), 478-488. DOI: 10.1016/j.ecresq.2011.12.003.
CEC Paraeducator Standards/NAEYC Core Standards	Professional and ethical practice/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Technology in Early Childhood (TEC) Center at Erikson Institute http://www.teccenter.erikson.edu/
Description	“Technology in Early Education is an online community of practice for educators interested in effective and appropriate practices with technology and young children. The guidelines and principles from the new joint position statement from NAEYC and the Fred Rogers Center provide a framework and rationale for the work at the TEC Center.” (Chip Donohue. Retrieved from http://www.teccenter.erikson.edu/)
Application	Information from this site supports course content on planning for developmentally appropriate curriculum.
Outcome	Information from this site will help students participate in selection and use of appropriate instructional materials, equipment, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	UWM Center for Early Childhood Professional Development and Leadership, Ericson TEC Center. (Producer). (October 12, 2012). Intentional and appropriate teaching with technology: <i>Guidelines from the NAEYC/FRC Joint Position Statement</i> {Powerpoint Presentation}. Available from http://teccenter.erikson.edu/files/NAEYC_Position_Statement_slides.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Instructional planning/ Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX
(Curriculum Planning)

Websites and Other Electronic Media	
Citation	Universal Design for Learning in Preschool http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool
Description	This website offers the following <u>Training Resources</u> : presentations, PowerPoints, videos, CAST research, UDL Educator Checklist, links including <i>Building Inclusive Child Care</i> , and <i>Autism Society of America</i> . The video UDL: Principles and Practices can also be found here.
Application	Information and resources from this website support course content on planning for developmentally appropriate curriculum.
Outcome	Use of this resource will help educators demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	Smith, F.G., Tobin. M. (Producers). (2010). Learning can be fun for all with Universal design for Learning (UDL) [Presentation for Insight Conference, Richmond VA]. Available from http://sandboxseries.pbworks.com/w/page/30945537/training Click on <u>Wikilearning can be fun for all with Universal Learning.ppt</u> YouTube. <i>UDL at CAST</i> . Retrieved from http://www.youtube.com/user/UDLCAST#p/a/u/0/bDvKnY0g6e4 Rose, D. (Producer). (2007). <i>Universal design for learning</i> [Presentation from the 2007 Federation for Children with Special Needs' Visions of Community conference]. Available from http://www.youtube.com/watch?v=yETe92mwoUE&playnext=1&list=PLB36ACE86A72283DF&feature=results_m ain . Dr. Rose is a cofounder of CAST, the website of Universal Design for Learning.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Planning/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments