

RESOURCE MATRIX
Introduction to Early Childhood Education

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

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	<i>Early Childhood Building Blocks : Universal Design for Learning in Early Childhood Inclusive Classrooms</i> http://rec.ohiorc.org/orc_documents/orc/recv2/briefs/pdf/0018.pdf
Description	This handbook includes UDL basics and elements as well as challenges. Tools and Resources offers many links to other sites with PowerPoints and handouts on UDL.
Application	Information from this website will enrich course content on building inclusive settings.
Outcome	Use of this handbook will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	A video on Universal Design for Learning can be retrieved from the Northampton Community College Early childhood Education website http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm . On the right, click on <u>Universal Design for Learning video</u> Center for Applied Special Technology (CAST) provides a website that has developed resources that supports educators' adoption of the universal design for learning. Information from this website can be retrieved from http://www.cast.org/ . The article <i>Growing Ideas: Increase Access: Universal Design in Early Care and Education</i> can be retrieved from http://umaine.edu/ccids/files/2009/12/universal120309.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Using content knowledge to build a meaningful curriculum

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Greenspan, S.I. (2001), September). Creating an inclusive classroom. <i>Scholastic Early Childhood Today</i> , 33-34.
Description	This article addresses sensory needs of children in an inclusive setting.
Application	This article will support learnings on building inclusive settings.
Outcome	Students will read this article to learn more about participating in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>The following videos address adaptations for children with sensory needs:</p> <p><i>Additional Needs: Create a Sensory Experience for You Child</i> can be retrieved from http://www.youtube.com/watch?v=HveLIEJdCIA</p> <p><i>Sensory Support: How to Accommodate Children Who Are Over or Under-Sensitive</i> can be retrieved from http://www.youtube.com/watch?v=XmsPYQd_Gmk&feature=related</p> <p><i>Additional Needs: Create Sensory Stories for Your Child</i> can be retrieved from http://www.youtube.com/watch?v=Y00TeUWM1mU&feature=relmfu</p> <p><i>Additional Needs: Creating Exiting Sounds for Your Child</i> can be retrieved from http://www.youtube.com/watch?v=5bJqAY47cDU&feature=relmfu</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Lipsit, M. Retrieved from http://www.nclد.org/students-disabilities/iep-504-plan/iep-team-law-reality-dream March 23, 2013.
Description	This article offers information for parents on their rights and the school’s responsibility in carrying out a child’s Individualized Education Program (IEP).
Application	Information from this article will be infused into course information on parent and student’s rights and responsibilities related to a child’s IEP.
Outcome	This article 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	Additional information on IEPs that would be useful to parents can be retrieved from: http://www.nclد.org/students-disabilities/iep-504-plan/iep-team-law-reality-dream http://www.nclد.org/students-disabilities/iep-504-plan/parents-perspective-prior-written-notice
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Knowing about and upholding professional standards and other professional guidelines

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Lynch, S.A. & Simpson, C.G. (2010 Spring, Summer). Social skills: Laying the foundation for success. <i>Dimensions of Early Childhood</i> , 38(2), 3-12.
Description	This article describes how teachers in early childhood settings can arrange the environment to promote positive social skills. The importance of play is emphasized. Tips on how to assist children who have experienced trauma are offered.
Application	Information from this article will be infused into course information on encouraging student interactions.
Outcome	This article presents strategies to help students learn how to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher.) [4.2]
Additional Information	<p>Driscoll, C. & Carter, M. (2010). The effects of spatial density on the social interaction of preschool children with disabilities. <i>International Journal of Disability, Development and Education</i>, 57(2), 191-206. Research from this study found that a larger or smaller space did not lead to a statistically different amount of social or cognitive play or negative behavior.</p> <p>More information about adapting the environment for children with special needs can be found at: The NC State and A&T State University Cooperative Extension at http://www.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs. Links to other sites are found at the bottom of this article.</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interactions/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. <i>Teaching Exceptional Children</i> , 44(3), 14-20.
Description	This article discusses strategies for individualized education program (IEP) meetings in cases where a child in U.S. special education comes from a diverse background (From author abstract)
Application	This article will enrich course content related to IEP collaboration.
Outcome	Content from this article will help scholar share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	Other articles related to the individualized education program (IEP): Cheatham, G. A., Hart, J. E., Malian, I., & McDonald, J. (2012). Six things to never say or hear during an IEP meeting: Educators as advocates for families. <i>Teaching Exceptional Children</i> , 44(3), 50-57. Diliberto, J. A., & Brewer, D. (2012). Six tips for successful IEP meetings. <i>Teaching Exceptional Children</i> , 44(4), 30-37. 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</i> , 6(1), 18-27. doi: 10.1177/109625060200600103
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Knowing about and understanding diverse family and community characteristics

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Mogharreban, C. C. & Bruns, D. A. (2009). Moving to inclusive pre-kindergarten classrooms: Lessons from the field. <i>Early Childhood Education Journal</i> , 36, 407-414
Description	In this article, the authors share a framework for preparing for and implementing inclusive Pre-kindergarten classrooms based on their experiences working with an interdisciplinary study group comprised of two Pre-K teachers, one early childhood special education teacher, and two university professors, one traditional early childhood and one specializing in early childhood special education. The study group was organized to explore and then document the benefits and challenges of providing inclusive early education to young children with and without disabilities in a public school Pre-K setting. Five key issues are addressed: collaboration and role definition, program decisions, instruction, child outcomes, and necessary resources.(From author abstract)
Application	This article will enrich course content on inclusive practices.
Outcome	Information from this article helps scholars demonstrate knowledge of Early Childhood/Special Education best practices defined by research. [2.3]
Additional Information	Odom, S. (2000). Preschool inclusion: What we know and where we go from here. <i>Topics in Early Childhood Special Education</i> , 20(1), 20-27. Odom, S., Parrish, T.B., & Hikido, C.S. (2001). The costs of inclusive and traditional special education preschool services. <i>Journal of Special Education Leadership</i> , 14, 33-41.
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Odom, S., Buysse, V., & Soukakou, E. (2011). Inclusion for young children with disabilities: A quarter century of research perspectives. <i>Journal of Early Intervention, 33</i> , 344-356. 10.1177/1053815111430094
Description	This article addresses issues related to the inclusion of young children with disabilities over the last twenty-five years. Inclusion is defined, information regarding the prevalence of early childhood inclusion presented, and “synthesis points” or key findings derived from the work done at The Early Childhood Research Institute on Inclusion and the National Professional Development Center on Inclusion are detailed. The authors offer an expanded discussion on two emerging themes, related to the synthesis points, that are prominent in current discussions of early childhood inclusion- quality of early childhood inclusion and the application of RTI,
Application	Information from this article supports course content on early childhood inclusion.
Outcome	Information from this article helps scholars demonstrate knowledge of Early Childhood/Special Education best practices defined by research. [2.3]
Additional Information	Buysse, V., & Hollingsworth, H.L. (2009). Research synthesis points on early childhood inclusion: What every practitioner and all families should know. <i>Young Exceptional Children, 11</i> , 18-30. Odom, S.L., Schwartz, I.S., & ECRII Investigators. (2002). So what do we know from all this? Synthesis points of research on preschool inclusion. In S.L. Odom (Ed.), <i>Widening the circle: Including children with disabilities in preschool programs</i> (pp. 154-174). New York, NT: Teachers College press.
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Pool, J. L., & Hourcade, J. J. (2011). Developmental Screening: A review of contemporary practice. <i>Education and Training in Autism and Developmental Disabilities, 46</i> , 267-275.
Description	The authors introduce an alternative to professional screening which is the use of parent-completed screening questionnaires.
Application	This article will enrich course content related to working with families.
Outcome	Content from this article will help students collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. [5.2]
Additional Information	An article emphasizing the importance of early identification and intervention for low-income children with disability risks is Banerjee, R. & Guiberson, M. (2012). Evaluating young children from culturally and linguistically diverse backgrounds for special education services. <i>Young Exceptional Children, 15</i> (1), 33-45. A video on early recognition of child development problems may be found at http://www.youtube.com/watch?v=KrUNBfyjIBk . A video on 2 month old baby typical and atypical development may be found at http://www.youtube.com/watch?v=Wob6ReAenR4 .
CEC Paraeducator Standards/NAEYC Core Standards	Observing, documenting, and assessing to support young children and their families/Individual learning differences

RESOURCE MATRIX
Introduction to Early Childhood Education

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> , September/October, 11-17.
Description	In this article, definitions of the three principles of Universal Design for Learning (UDL) are presented as well as general classroom set-up and materials.
Application	Information and resources from this resource will support course content on developmentally appropriate curriculum.
Outcome	Use of this resource 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
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Watson, A. & McCathren, R. (2009). Supporting all kinds of learners: Including children with special needs: Are you and your early childhood program ready? <i>Beyond the Journal: Young Children on the Web</i> . March. http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf
Description	This article contains a Preschool and Kindergarten Inclusion Readiness Checklist as well as online links to resources related to building an inclusive preschool program.
Application	This article will be used to build instructor awareness of accommodations needed to meet the needs of learners identified in each Category of Disability under IDEA.
Outcome	Information from this article will result in students building their knowledge base of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. [2.2]
Additional Information	Power Point presentation: <i>Play and Children with Disabilities</i> http://www.powershow.com/view/ee4c-OTc3Z/PLAY_AND_CHILDREN_WITH_DISABILITIES_flash_ppt_presentation . This presentation describes characteristics of children in each Category of Disability under IDEA as they apply to play. Power Point presentation: Promoting Social Communication and Play in Preschoolers with Autism Spectrum Disorder (ASD) http://www.nectac.org/~pdfs/meetings/inclusionmtg2011/Boyd_InclusionInstituteHandouts.pdf A website providing access to authoritative ratings and detailed reviews on toys and other play products for children with disabilities is AblePlay www.ableplay.org . AblePlay’s unique evaluation process provides product information categorized by disability to simplify the toy-buying experience.
CEC Paraeducator Standards/NAECY Core Standards	Development and Characteristics of learners/Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

RESOURCE MATRIX
Introduction to Early Childhood Education

Articles, Manuals, and Other Reports	
Citation	Wolery, M. & Hemmeter, M.L. (2011). Classroom instruction: Background, assumptions, and challenges. <i>Journal of Early Intervention, 33</i> , 371-380.
Description	This opinion article discussed issues now prevalent in the field of early childhood instruction in inclusive classrooms: Identifying and using evidence-based practices, choosing practice activities based on a child’s phase of performance, using naturalistic procedures, and including play in the curriculum.
Application	Instructors will use this article to improve their knowledge of issues in EC instruction in inclusive classrooms .
Outcome	Instructors will be better prepared to teach students how to 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	Additional articles about planning effective curricula for EC inclusive classrooms are as follows: Lisenbee, P. (2009). Whiteboards and websites: Digital Tools for the Early Childhood Curriculum. <i>Young Children</i> , November, 92-95. Theodoreau, F. & Nind, M. (2010). Inclusion in play: A case study of a child with autism in an inclusive nursery. <i>Journal of Research in Special Education Needs, 10</i> , 99-106.
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
Introduction to Early Childhood Education

Field Trips, Service Sites, and Other Instructional Activities	
Citation	CONNECT Modules. (2013). <i>Foundations of Inclusion Training Curriculum</i> . Retrieved from http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-Inclusion
Description	“This 2-hour training curriculum is designed to be used by professional development/ technical assistance providers in a face to face facilitated workshop for early childhood professionals. The curriculum includes a facilitation guide, the <i>Foundations of Inclusion-Birth to Five</i> video and PDF documents of all the handouts. All the documents can be printed or saved for your use and there is also a link to the video that you can download. You may also download all the handouts as one entire package.” (Website)
Application	Information from this training curriculum supports course content related best practices in an inclusive setting.
Outcome	Demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	CONNECT Modules. (Producer). (2013). <i>Foundation of Inclusion Birth to Five</i> . [Video]. Available from http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five National Dissemination Center for Children with Disabilities (NICHCY). <i>Module 15: LRE Decision Making</i> . Retrieved from http://nichcy.org/laws/idea/legacy/module15 This module presents information on the how the concept of LRE (and IDEA’s requirements) influences decision making about children’s placement and what resources and tools exist to support their education in the regular education classroom. National Dissemination Center for Children with Disabilities (NICHCY). <i>School Inclusion</i> . Retrieved from http://nichcy.org/schoolage/placement/inclusion
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
Introduction to Early Childhood Education

Field Trips, Service Sites, and Other Instructional Activities	
Citation	CONNECT Activity 5.3a: Apply the research to practice: http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-5-3a.pdf/view
Description	This purpose of this activity is to help students identify appropriate assistive technology equipment.
Application	This activity supports content on teaching children to use assistive technology.
Outcome	As a result engaging in this activity, students will learn skills to promote child development and learning through varied delivery of instruction (i.e., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher). [4.2]
Additional Information	The video accompanying this activity is <i>Dr. Phillipa Campbell-Research on Assistive Technology</i> http://community.fpg.unc.edu/connect-modules/learners/module-5/step-3/a-research Another CONNECT resource to accompany this activity is Handout 5.1: <i>Research Summary on Assistive Technology Interventions</i> http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-1.pdf/view
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches

RESOURCE MATRIX
Introduction to Early Childhood Education

Field Trips, Service Sites, and Other Instructional Activities	
Citation	CONNECT Activity 5.5a: <i>Create a squishy book</i> : http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-5-5a.pdf/view
Description	In this activity, learners create their own adaptations that can be used with children with language or physical delays.
Application	This purpose of this activity is to help students learn more about assistive technology adaptations.
Outcome	As a result of engaging in this activity, gain knowledge that will help them participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	The handout accompanying this activity is <i>5.3: Examples of Assistive Technology Adaptations</i> http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-3.pdf/view Another source for information and resources about adaptations, including assistive technology, to use for infants and toddlers is: Tots n’ Tech http://tnt.asu.edu/
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

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	“The ICP uses a format similar to that of the ECERS-R and consists of 11 items reflecting essential inclusive classroom practices (e.g., adaptations of space and materials, adult involvement in peer interactions, adult guidance, adaptation of group activity, planning, and monitoring), each rated from 1 (representing the lowest level of quality) to 7 (representing the highest level of quality). A set of detailed quality indicators (i.e., descriptions of teacher behaviors defining each level of quality) accompanies each item to help ensure that the tool can be rated reliably.” (Odom, S., Buysse, V., & Soukakou, E. (2011) p. 350)
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
Introduction to Early Childhood Education

Field Trips, Service Sites and Other Instructional Activities	
Citation	Get Ready to Read http://www.getreadytoread.org/
Description	This is a website created by the National Center for Learning Disabilities.
Application	Information from this website will enrich course content on developing children’s cognitive skills.
Outcome	As a result of using this website students will be able to support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p><i>Early Math Matters: Preparing Preschoolers to Succeed</i> http://www.getreadytoread.org/early-learning-childhood-basics/early-math/early-math-matters-preparing-preschoolers-to-succeed</p> <p>Early Math Benchmarks http://www.getreadytoread.org/early-learning-childhood-basics/early-math/understanding-numbers-and-counting-skills-in-preschoolers</p> <p><i>Early Math Matters: A Guide for Parents of Preschoolers</i> http://www.getreadytoread.org/early-learning-childhood-basics/early-math/early-math-matters-a-guide-for-parents-of-preschoolers</p> <p>Preschool Math Grows Up: Tips for Teachers http://www.getreadytoread.org/early-learning-childhood-basics/early-math/preschool-math-grows-up-tips-for-teachers</p> <p>Math Skills and Young Children http://www.getreadytoread.org/early-learning-childhood-basics/early-math/math-skills-and-young-children</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/ Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Field Trips, Service Sites and Other Instructional Activities	
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
Introduction to Early Childhood Education

Field Trips, Service Sites, and other Instructional Activities	
Citation	Montessori Mathematics http://www.youtube.com/watch?v=wKSRCeyR5Ck
Description	This video shows the methods and materials used to teach children math in a Montessori classroom. The use of brightly colored manipulatives, explicit instruction and monitoring of practice are effective strategies for teaching math to all children.
Application	Instructors will have students view this video to observe effective instructional activities for teaching math to children with and without disabilities.
Outcome	This video of math instructional activities will help students learn how to promote child development n 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	<p>A video about teaching science can be retrieved from <i>HopeAbilities: How to Make a Volcano</i> http://www.youtube.com/watch?v=JSsN2IPxnao.</p> <p>Information about inclusive activities can be retrieved from <i>The Inclusive Classroom</i> http://www.youtube.com/watch?v=o5WCX-998vs.</p> <p>A definition of inclusion can be retrieved from <i>Inclusion is Belonging</i> http://www.youtube.com/watch?v=g9-XX9227ek&feature=related.</p> <p>Information on one child’s experience in an inclusive setting can be found at <i>Preschool Inclusion: Samantha</i> http://www.youtube.com/watch?v=pvuk6XqiLRU.</p>
CEC Paraeducator Standards/NAECY Core Standards	Instructional strategies/Understanding content knowledge and resources in academic disciplines

RESOURCE MATRIX
Introduction to Early Childhood Education

Field Trips, Service Sites, and Other Instructional Activities	
Citation	<i>Schools with IDEAs that Work</i> : http://www.ed.gov/offices/OSERS/Policy/IDEA/schools.doc
Description	This document provides a list of schools and programs nominated where IDEA is working well.
Application	This resource will build on students' knowledge of the characteristics of an inclusive school setting.
Outcome	This resource will help students assist families in accessing information and resources. [8.3]
Additional Information	<p>Additional information on the characteristics of an inclusive school setting may be found within the following resources:</p> <p>Erwin, E.J., Puig, V.I., Beresford, E., and Beresford, M. (2012) Community and connection in inclusive early childhood education: A participatory and action research investigation. <i>Young Exceptional Children</i>, 15(4), 17-28. DOI: 10.1177/1096250612451759</p> <p>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://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion</p> <p>National Professional Development Center on Inclusion. (2011). <i>Competencies for early childhood educators in the context of inclusion: Issues and guidance for States</i>. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Retrieved from http://npdci.fpg.unc.edu/resources/articles/NPDCI-Competencies-8-2-2011</p>
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/knowning and understanding young children's characteristics and needs

RESOURCE MATRIX
Introduction to Early Childhood Education

Field trips, Service Site, and Other Instructional Activities	
Citation	U.S. Department of Education http://www.ed.gov/
Description	“ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.” [p.1]
Application	Information from this website will support content on best-practice inclusive preschools.
Outcome	As a result of using this website, students will be better prepared to assist families in accessing information and resources. [8.3]
Additional Information	<p>An articles mentioning a best-practice inclusive preschool may retrieved from this site’s Blog at http://www.ed.gov/blog/2011/03/inclusive-schools/</p> <p>Information on what to look for in a best-practice inclusive preschool may be retrieved from the Mothering website at http://www.mothering.com/community/t/874680/your-ideal-inclusive-preschool-classroom</p> <p>A narrative study examining teacher’s perceptions of their inclusive classrooms may be retrieved from http://www.nova.edu/ssss/QR/QR12-4/leatherman.pdf</p> <p>Policy Forum: High Quality Inclusion Opportunities for Pre-School children with Disabilities may be retrieved from http://www.projectforum.org/docs/High%20Quality%20Inclusion%20Opportunities%20for%20Preschool-Age%20Children%20with%20Disabilities.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

RESOURCE MATRIX
Introduction to Early Childhood Education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	<i>Affording Children Access to Play</i> http://letsplay.buffalo.edu/products/PPTs/access_to_play.pdf
Description	This Power Point Presentation defines the role of play in child development and compares play in children with/without disabilities.
Application	Students will use this presentation to gain more information about how play differs.
Outcome	As a result of viewing this presentation, students will be able to embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	<p>The article draft: <i>Every Kid Can: Technology Supports for Young Children</i> can be retrieved from http://letsplay.buffalo.edu/AT/EKC-wheel.pdf</p> <p>On the Let's Play Website, find out about toy features that address barriers at <i>Toy Features</i> retrieved from http://letsplay.buffalo.edu/UD/toy_features.htm</p> <p><i>Universal Design for Play Guidelines</i> can be retrieved from http://letsplay.buffalo.edu/UD/UDP%20Guidelines.pdf</p> <p><i>Universal Design for Play Tool</i> can be retrieved from http://letsplay.buffalo.edu/UD/FINAL%20final%20Tool%207.pdf</p> <p>A list of ways you can adapt toys can be retrieved from <i>Let's Play Projects & Vermont Assistive Technology Project</i> http://letsplay.buffalo.edu/toys/adapting-toys.pdf</p> <p>http://letsplay.buffalo.edu/toys/toy%20adapting%20ideas-%20VT.pdf</p>
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding young children's characteristics and needs.

RESOURCE MATRIX
Introduction to Early Childhood Education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/
Description	This is the website for The Center on the Social and Emotional Foundations for Early Learning (CSEFEL), a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs.
Application	Information from this website will add to course content on social-emotional development.
Outcome	Instructional materials from this website will help students promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings). [6.1]
Additional Information	Other resources for promoting social emotional development are as follows: CSEFEL Book Nooks at http://csefel.vanderbilt.edu/resources/strategies.html CONNECT Module 7: Tiered Instruction to Improve Social Emotional Development and Academic Learning at http://community.fpg.unc.edu/connect-modules/learners
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
Introduction to Early Childhood Education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	CONNECT Module 1 at http://community.fpg.unc.edu/connect-modules/learners/module-1
Description	This module contains handouts, videos, and activities that explain what is meant by embedded interventions to promote participation in inclusive settings.
Application	Instructors will use resources within this module to improve students' abilities to embed learning opportunities in everyday routines, relationships, activities, and places.
Outcome	Resources within this module will help students embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	<p><i>Early Childhood Inclusion: A Joint Position Statement of the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i> http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf</p> <p><i>Embedding Strategy Helps Preschool Special Needs Children Develop Their Social Skills</i> http://www.ed.psu.edu/educ/news/news-itemsfolder/embedding</p> <p><i>Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments, Specialized Booklet 3: Teaching Children with Disabilities in Inclusive Settings.</i> http://unesdoc.unesco.org/images/0018/001829/182975e.pdf</p>
CEC Paraeducator Standards/NAECY Core Standards	Instructional Strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Cook, R.E., Klein, M.D., & Chen, D. (2012) <i>Adapting Childhood Curricula for Children in Inclusive Settings</i> (8 th ed.). Upper Saddle River, NJ: Pearson
Description	This text is aimed at supporting service providers in inclusive preschool settings.
Application	Content from this text supports learning in the area of early childhood development.
Outcome	The use of this text will help students promote child development and learning through varied delivery of instruction. [4.1]
Additional Information	An additional text aimed at supporting service providers in inclusive settings is: Deiner, P.L. (2013). <i>Inclusive Early Childhood Education: Development, Resources and Practice</i> (6 th ed.). Belmont, CA: Cengage Learning Tip sheets offering information about inclusion are found at the Child Card + website at http://www.ccplus.org/
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
Introduction to Early Childhood Education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Early Learning Observation Scale http://www.getreadytoread.org/screening-tools/early-learning-observation-rating-scale
Description	The purpose of the Early Learning Observation Rating Scale (ELORS) is to help teachers and parents gather and share information about young children with specific attention to characteristics that might be early signs of learning disabilities.
Application	Information from this website will enrich course content on early childhood assessments.
Outcome	As a result of reading about the ELORS, students will gain knowledge that will help them 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>Additional information on early childhood assessments can be retrieved from the following sources:</p> <p>Beyond the Book: http://www.beyond-the-book.com/strategies/strategies_090705.html</p> <p><i>A Guide to Assessment in Early Childhood</i>: http://www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf</p> <p>On the Road to School Readiness: http://eclkc.ohs.acf.hhs.gov/hslc/sr/quality/summit/Martha_Zaslow_OHS_Summit_Feb2011.pdf</p> <p><i>NAEYC and NAECS/SDE Joint Position Statement on Curriculum, Assessment, and Program Evaluation</i>(excerpt)* http://www.center-school.org/ocdel/online/documents/HANDOUT-4-DVDguideassessmenthandoutfinal522.pdf</p> <p>Early childhood Assessment for Children from Birth to Age 5 http://www.pakeys.org/docs/EarlyChildhoodAssessment.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Assessment/Understanding the goals, benefits, and uses of assessment

RESOURCE MATRIX
Introduction to Early Childhood Education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	<i>Increasing Opportunities to Play</i> http://letsplay.buffalo.edu/products/presentations.htm . Click on the title.
Description	This Power Point Presentation gives information on new play experiences that can be found in universal play spaces designed to promote both physical and social access and assistive technology that supports play by helping children to move, communicate and interact with toys.
Application	Students will use this presentation to gain information to support course information on play, specifically universal play and assistive technology that supports play.
Outcome	As a result of viewing this presentation, student will gain knowledge that will help them participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	PowerPoint Presentation: <i>How We Play: Toys as the Tool for Play</i> can be retrieved from http://letsplay.buffalo.edu/products/presentations.htm . Click on title. This Power Point presentation provides information on how to select toys based on their sensory characteristics and access features are discussed as well as helpful adaptations to increase play. Power Point Presentation <i>Extending Play</i> can be retrieved from http://letsplay.buffalo.edu/products/presentations.htm . Click on title. This Power Point Presentation shows ways to extend play through various play stages. Examples of using toys, including switch toys, for different purposes are offered.
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding young children’s characteristics and needs.

RESOURCE MATRIX
Introduction to Early Childhood Education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	<i>Let Your Style Take Shape</i> http://www.kennedy-center.org/education/vsa/resources/let_style_take_shape.cfm
Description	This instructional workbook provides educators with suggestions for creating inclusive educational environments and provides teachers with cross-curricular lessons that meet national standards for math and the visual arts.
Application	Students will review this guide to learn more about creating inclusive educational environments.
Outcome	After viewing this guide students will be better prepared 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	A video on the use of UDL to create an inclusive educational environment can be retrieved from http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool A video that shows an interview with an early Childhood Special Education Teacher –Career Conversation can be retrieved from http://www.youtube.com/watch?v=5xWWKuKqgbM
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	<i>Toys 'R' Us Toy Guide for Differently Abled Kids</i> [http://toysrus.shoplocal.com/ToysRus/default.aspx?action=entryflash&promotioncode=ToysRus-120823DAG&DisplayPageNumber=1]
Description	This catalog offers an index of toys by different categories of special needs.
Application	Students will review this guide to learn more about toys offered and/or adapted for use by children with disabilities.
Outcome	After viewing this guide students will be better prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<i>A Professionals Guide to Assisting Families in Creating Play Environments for Children with Disabilities</i> http://letsplay.buffalo.edu/products/PlayManual.pdf The site Disability Resources.org contains an extensive list of resources to help locate toys that are specially developed for children with physical, cognitive, and sensory disabilities; the resources give information on adapting conventional toys http://www.disabilityresources.org/TOYS.html
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	A Place of Our Own http://www.aplaceofourown.org/
Description	Topic areas on this website include early learning areas, play and creativity, health and safety, child development, social and emotional development, special needs, child care management, and professionalism.
Application	Information from this website will enrich course content on working with children within an inclusive environment.
Outcome	As a result of using this website 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 children’s individual strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	<p><i>Kids with Special Needs</i> video http://www.aplaceofourown.org/watch_video.php?type=field&id=249&pos=0&rate=hi&player=rp</p> <p><i>Developmental Delay 3+ Years</i> video http://www.aplaceofourown.org/watch_video.php?type=field&id=227&pos=0</p> <p><i>Supporting a Parent and Sibling of a Parent with Special Needs</i> video http://www.aplaceofourown.org/watch_video.php?type=field&id=647&pos=0</p> <p>Begin Potty Training video http://www.aplaceofourown.org/video.php?id=64</p> <p>Integrated Curriculum http://www.aplaceofourown.org/video.php?id=29</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/ Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	AbilityPath.org: http://www.abilitypath.org/
Description	This website offers support to parents of children with special needs.
Application	Information from this website enriches course content on development in all areas.
Outcome	Content from this website will help students provide accurate and timely information about children birth to 5 with exceptional need to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	<p>A video on speech and language development can be found at this website at http://www.abilitypath.org/areas-of-development/</p> <p>An article offering an overview of inclusion is found at http://www.abilitypath.org/areas-of-development/learning--schools/schools-and-ieps/articles/what-is-inclusion.html</p> <p>Find a Glossary of Terms at http://www.abilitypath.org/tools-resources/glossary-of-terms/</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Alexander Graham Bell Association for the Deaf and Hard of Hearing www.agbell.org
Description	The Alexander Graham Bell Association for the Deaf and Hard of Hearing helps families, health care providers and education professionals understand childhood hearing loss and the importance of early diagnosis and intervention.
Application	Information from this website will enrich course content on language development.
Outcome	As a result of using this website, students will be able to demonstrate knowledge of the etiology, characteristics, and educational implications of categories of disability under IDEA. [2.2]
Additional Information	<p>Among other resources on this website, you will find:</p> <ul style="list-style-type: none"> Assistive Learning Technology: Hearing Aids http://www.agbell.org/Tertiary.aspx?id=1213 Hearing Loss Explained http://www.agbell.org/Tertiary.aspx?id=1202 Ages and Stages of Language Development http://www.agbell.org/Tertiary.aspx?id=1215 Next Steps for Your Child http://www.agbell.org/Tertiary.aspx?id=1180 Language Development Resources http://www.agbell.org/Tertiary.aspx?id=1181 Glossary of Terms http://www.agbell.org/Document.aspx?id=1039
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/ Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	The Annie E. Casey Foundation http://www.aecf.org/
Description	This website offers KIDS COUNT Data Center with information on many measures of well-being for children across the country or state-by-state.
Application	Information from this website will add to course content on current issues and public policy in early childhood education.
Outcome	As a result of using this website students will be able to support families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.
Additional Information	Additional websites with information students can use to support parents are The Division for Early Childhood (DEC) http://www.dec-sped.org/ Zero to Three http://zerotothree.org/
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/ Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Website and Other Electronic Media	
Citation	<i>Assistive Technology: Enabling Dreams</i> http://www.youtube.com/watch?v=rXdxck8Gic
Description	This video emphasizes the importance of technology in helping students with disabilities communicate, learn, and play.
Application	Students will use this video to learn more about making a difference for students with disabilities.
Outcome	Students will acquire knowledge about implementing strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	<p>A definition of Assistive Technology and how it is used for people with disabilities can be retrieved from <i>Assistive Technology</i>. http://www.youtube.com/watch?v=HXchQnJ6PoE&feature=related</p> <p>An inspiring story of a six-year-old student with autism whose school experience is improved after being introduced to assistive technology can be retrieved from <i>Josh's Story</i>. http://www.youtube.com/watch?v=R8mbhQ7bkb0&feature=related</p> <p>Information on <i>Assistive Technologies for Vision and Hearing impaired Children</i> can be retrieved from http://www.youtube.com/watch?v=UR6-op0TvVk&feature=related</p>
CEC Paraeducator Standards/NAECY Core Standards	Individual learning differences/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
Introduction to Early Childhood Education

Website and Other Electronic Media	
Citation	Beach Center on Disability. (2013) Homepage. Retrieved from http://www.beachcenter.org/
Description	The Beach Center on Disability is a multi-disciplinary research and training center committed to making a significant and sustainable positive difference in the quality of life of individuals and families affected by disability and the professionals who support them. Its staff focuses on families, family quality of life, and family support; public policy in special education and disability services; school reform, with emphasis on inclusion of students with and without disabilities in general education; conceptualizing self-determination and its application to people with disabilities; conceptualizing and defining intellectual disability; defining and measuring supports and support needs; technology use by people with cognitive disability; and positive behavioral supports and services.
Application	Content from this website supports course content on early intervention.
Outcome	Information 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. [7.3]
Additional Information	Beach Center on Disability. (2013). <i>Resource Library</i> . Retrieved from http://www.beachcenter.org/resource_library/default.aspx . Search by Topic, Author, Resource Type, and/or Keyword. Beach Center on Disability. (2013). <i>Against all Odds: Tianna, Early Intervention, and Family Support</i> . Retrieved from http://www.beachcenter.org/resource_library/real_story.aspx?intResourceID=2465&Type=story . Read the book or click on files to the right.
CEC Paraeducator Standards/NAECY Core Standards	Professional and ethical practice/Identifying and involving oneself with the early childhood field

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Bright Hub http://www.brighthub.com/
Description	This website provides information on special education organized under disability areas.
Application	Information from this website supports course information on typical and atypical development.
Outcome	Content from this website will help student learn appropriate educational terminology regarding students, programs, roles, and instructional activities. [1.3]
Additional Information	<p>An online quiz for students may be found at <i>Babies First Quiz...How Much Do You Know About Infant Development?</i> Retrieved on March 26, 2013 from http://www.brighthub.com/education/early-childhood.aspx.</p> <p>Additional information on developmental milestones can be found at the WebMD Website <i>Is Your Baby on Track?</i> at http://children.webmd.com/features/is-your-baby-on-track.</p> <p>Inclusion strategies for teachers can be retrieved from http://www.brighthubeducation.com/special-ed-physical-disabilities/69434-inclusion-for-children-with-down-syndrome-in-the-mainstream-classroom/?cid=parsely_rec.</p> <p>See the Parents Helping Parents (PHP) Website for many videos on Child Development http://www.php.com/Child-development.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Developmental characteristics of learners/ Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	CAST: 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 (UDL).
Application	Students will acquire more information on UDL through the use of resources on this website.
Outcome	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	National Center in Accessible Instructional Materials http://aim.cast.org/ National center on Educational Outcomes http://www.cehd.umn.edu/NCEO/
CEC Paraeducator Standards/NAEYC Core Standards	Individual Learning Differences/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Center for Inclusive Child Care http://www.inclusivechildcare.org/index.cfm
Description	This is the website for the Center for Inclusive Child Care, a comprehensive resource network for supporting inclusive care for children.
Application	Information on this website will support course content on providing support for all children within an inclusive setting.
Outcome	Information from this website will support the implementation of 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	Additional resources providing content to support all children in an inclusive environment are as follows: Developmental Writing: What Does it Look Like and How Can it Be Supported in the Preschool Years http://www.cpin.us/docs/mod_writing2.3.06final.pdf at the California Preschool Instructional Network website http://www.cpin.us/index.htm Connecticut Birth to Three System Preschool Special Education Newsletter http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/preschoolSE/B5Spring10.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

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
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	The Center to Mobilize Early Childhood Knowledge. (2012). Audio 1.1: <i>Interview with Rud Turnbull</i> . Retrieved from http://community.fpg.unc.edu/connect-modules/resources/audio/audio-1-1
Description	This audio reviews the rights and responsibilities of teachers of students with disabilities. Although IDEA focuses on primarily the rights of students and parents, Dr. Turnbull provides information for teachers on attending IEP meetings, communication with stakeholders, re-evaluating and amending the IEP, and receiving professional development.
Application	This audio will enrich course content on the rights and responsibilities of teachers.
Outcome	As a result of listening to this audio, 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	Resources on rights and responsibilities can be found at the following CONNECT sites Activity 1.10A: <i>Know Your Rights</i> http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-1-10a.pdf Audio 1.3: <i>Maggie’s Perspective</i> (Program Administrator) http://community.fpg.unc.edu/connect-modules/resources/audio/audio-1-3 Audio 1.4: <i>Kathy’s Perspective</i> (Speech Therapist) http://community.fpg.unc.edu/node/166 Audio 1.5: <i>Jackie’s Perspective</i> (Luke’s Teacher) http://community.fpg.unc.edu/node/167
CEC Paraeducator Standards/NAEYC Core Standards	Promoting child development and learning: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	<i>Christina Gillanders: Why Reading is Important for Dual Language Learners</i> (CONNECT Module 6: Audio: 6.3) http://community.fpg.unc.edu/connect-modules/resources/audio/audio-6-3
Description	Dr. Gillanders, an investigator who studies Latino emergent literacy and bilingualism, talks about why reading aloud is important for dual language learners.
Application	Instructors will use this audio to help students learn more about embracing a culturally and linguistically diverse world.
Outcome	This resource will help instructors provide current information to their students about supporting early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p><i>Becoming Bilingual: The challenges of teaching English language learners to read.</i> This video is a thirty minute PBS program that examines the challenges of teaching children to read in a new language.</p> <p><i>Culturally diverse children’s books</i>http://www.examiner.com/article/culturally-diverse-children-s-books: This online article offers a list of children’s books that promote cultural awareness and cultural diversity.</p> <p><i>Dore LaForrett</i> (Audio 7.1) retrieved from http://community.fpg.unc.edu/connect-modules/resources/audio/audio-7-1.</p> <p><i>Preschool for English language learners</i> http://www.colorincolorado.org/webcasts/preschool/. This webcast features Dr. Rebecca Palacios and offers information on the following components of a Pre-K ELL program: language instruction, curriculum, professional development, and family outreach.</p>
CEC Paraeducator Standards/NAECY Core Standards	Language/Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Colorado Department of Education. (2013). <i>Results Matter Video Library-Just Being Kids</i> . Retrieved from http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids.htm
Description	These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.
Application	Information from these videos will support course content on the importance of acquiring communication skills to collaborate with early intervention providers.
Outcome	Skills learned from these videos will help students provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	Head Start Center for Inclusion. <i>Head Start for Inclusion Website</i> . Retrieved from http://depts.washington.edu/hscenter/ Head Start Center for Inclusion (Producer). <i>Using the HSCI Framework for teaching preschoolers with special needs: Assessing & strengthening the foundation [Module]</i> . Available from http://depts.washington.edu/hscenter/assessing National Dissemination Center for Children with Disabilities (NICHCY). <i>Module 1: The Basics of Early Intervention</i> . Retrieved from http://nichcy.org/laws/idea/legacy/partc/module1 National Dissemination Center for Children with Disabilities (NICHCY). <i>NICHCY Website</i> . Retrieved from http://nichcy.org/ . <i>Search Collaboration, Communication, Early Intervention, Inclusion, or Teaming.</i>
CEC Paraeducator Standards/NAECY Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
Introduction to Early Childhood Education

Website and Other Electronic Media	
Citation	CONNECT Module 2 [http://community.fpg.unc.edu/connect-modules/learners/module-2]
Description	This module contains handouts, videos, and activities that explain what is meant by intentional activities to support planning before, after and during transition. Students will learn how to use a decision-making process to help a child and family be prepared for and adjust to a new environment.
Application	Instructors will use resources within this module to improve students' abilities to provide accurate and timely information about guiding young children during the transition from Part C IDEA services to Part B IDEA services.
Outcome	Resources within this module will help students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	<i>Early Childhood Transition in North Carolina: A Parent's Guide to the Infant-Toddler and Preschool Programs</i> http://www.bearly.nc.gov/data/files/pdf/transitions handbook.pdf <i>Guiding Practices for Early Childhood Transition in North Carolina</i> http://www.bearly.nc.gov/data/files/pdf/GuidingPracticesEarlyChildTransition.pdf
CEC Paraeducator Standards/NAECY Core Standards	Collaboration/Supporting and engaging families and communities through respectful, reciprocal relationships

RESOURCE MATRIX
Introduction to Early Childhood Education

Website and Other Electronic Media	
Citation	Council for Exceptional Children (CEC) http://www.cec.sped.org/
Description	CEC offers information regarding children with special needs including a list of disability terms and definitions for exceptionalities.
Application	Instructors will use resources within this module to provide current information on the laws, policies and practices regarding children with disabilities in educational settings.
Outcome	Resources within this module will help students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	Promising Practices Network http://www.promisingpractices.net/ . On this website you will find a list of preschool programs http://www.promisingpractices.net/resources_childcare.asp . National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/ On this website you can type “disability” into the search engine to find information on a variety of topics regarding caring for and educating young children with disabilities. A list of additional websites is found at http://www.naeyc.org/yc/node/214 .
CEC Paraeducator Standards/NAECY Core Standards	Professional and ethical practice/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Early Childhood Outcomes Center (ECO). <i>Homepage</i> . Retrieved from http://projects.fpg.unc.edu/~eco/index.cfm
Description	The Early Childhood Outcomes (ECO) Center provides national leadership in assisting states with the implementation of high-quality outcome systems for early intervention (EI) and early childhood special education (ECSE) programs. This website provides up-to-date information and resources for state and local administrators, technical assistance providers, teachers, other direct service providers, and families. The ECO Center is a collaborative effort of SRI International, the University of North Carolina's Frank Porter Graham Child Development Institute, RTI International, and the University of Connecticut. The ECO Center was originally funded by Office of Special Education Programs (OSEP) in October 2003, and is currently funded through September 2013.
Application	Information from this website supports course content related to assessing best practices in 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	Luster, J.L., Lucas, A., & Hurth, J. (Presenters). <i>Quality Practices in Early Intervention and Preschool Programs: Overview to Trends and issues in Quality Services</i> . [PowerPoint Presentation, Pacific TA Meeting]. Available from http://projects.fpg.unc.edu/~eco/pages/google_results.cfm?q=teaming . Click on <u>National Trends (Teaming)</u> This Power Point Presentation provides information on four key national trends in quality practices in early intervention: quality programs; successful participation; family involvement and family-centeredness; and teaming and collaboration. It is an excellent overview for students learning about trends in early childhood inclusive education.
CEC Paraeducator Standards/ NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Early Childhood Outcomes Center (ECO). Teaming. Retrieved from http://projects.fpg.unc.edu/~eco/pages/google_results.cfm?q=teaming This site provides the results from searching “teaming” on the ECO Website.
Description	This site provides the results from searching “teaming” on the ECO Website.
Application	Information from this website supports course content related to assessing best practices in 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	Bailey, A., Kelley, G., & Lucas, A. (Presenters). <i>Quality Practices in Early Intervention and Preschool Programs: Service Delivery and Teaming</i> . [PowerPoint Presentation, Pacific TA meeting]. Available from http://projects.fpg.unc.edu/~eco/pages/google_results.cfm?q=teaming . Click on <u>Pacific TA Meeting Service Delivery</u> . This Power Point Presentation covers the statutes and regulations that inform educators of the early intervention services that are provided by law and describes the general role of all early childhood providers, service delivery models, characteristics of quality teams, and a collaboration framework.
CEC Paraeducator Standards/ NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Edmonton Public Schools. (Producer). (September 25, 2012). <i>Inclusive learning-Everyone's In-Overview</i> [Video]. Available from http://www.youtube.com/watch?v=aTXtT05782Y&list=PLrjTpmPtLisX5rqmp1Lo8fVXEs4NtaCg4
Description	An overview of all videos developed for <i>Inclusive Learning: Everyone's In</i> , highlighting the indicators of success in eight schools across Edmonton Public Schools.
Application	Information from this video supports course content related best practices in an inclusive setting.
Outcome	Information from this video and others in the series helps educators demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	Edmonton Public Schools. (Producer). (September 25, 2012). Beacon Heights School, Early Childhood Program: Play based learning [Video]. Available from http://www.youtube.com/watch?v=4zHTRJPMQsk&list=PLrjTpmPtLisX5rqmp1Lo8fVXEs4NtaCg4&index=4 When I clicked on this video after watching the overview, it cut off after a minute; however when I cut and pasted the URL in my search engine, I had no problem watching the video. Beacon Heights Early Education program is an inclusive environment serving children between the ages of 2 ½ to 5 ½.
CEC Paraeducator Standards/ NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	<i>Emma's Gifts</i> http://www.emmasgiftsfilm.com/index.html
Description	This documentary shares a family's journey through the preschool years. Viewers will see the power of advocating for a child's rights and the importance of early intervention.
Application	This video will provide information to support course content on early intervention and child advocacy.
Outcome	As a result of watching this video, students will acquire knowledge about the etiology, characteristics, and educational implications of categories of disability under IDEA. [2.2]
Additional Information	Early InterventionSupport.com http://www.earlyinterventionsupport.com/parentingtips/default.aspx Love and Learning www.loveandlearning.com is an innovative technique for teaching language and reading skills to infants and toddlers. Developed by Joe and Susan Kotlinski for their own daughter with special needs, the technique combines the use of special audio tapes, videotapes, and books with an easily achievable amount of parental involvement.
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Reflecting on their own practice to promote positive outcomes for each child

RESOURCE MATRIX
Introduction to Early Childhood Education

Website and Other electronic Media	
Citation	Head Start: http://eclkc.ohs.acf.hhs.gov/hslc/hs
Description	Head Start is a federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development.
Application	Information from this website will strengthen student skills in working with children birth-5 with extensive support needs.
Outcome	Use of this website will help students to increase their knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. [2.2]
Additional Information	Information on this website on working with students with extensive support needs may be retrieved from Accommodating All Children in the Early Childhood Classroom http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Program%20Planning/Accessibility/AccommodatingALL.htm Selecting Toys for Children with Disabilities: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Program%20Planning/Accessibility/SelectingToysfo.htm Information about Specific Disabilities: 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

RESOURCE MATRIX
Introduction to Early Childhood Education

Website and Other Electronic Media	
Citation	<i>Including Samuel</i> (12 minute trailer) http://www.includingsamuel.com/home.aspx :
Description	Habib’s award-winning documentary, <i>Including Samuel</i> , chronicles the Habib family’s efforts to include Samuel in every facet of their lives. The film honestly portrays his family’s hopes and struggles as well as the experiences of four other individuals with disabilities and their families. <i>Including Samuel</i> is a highly personal, passionately photographed film that captures the cultural and systemic barriers to inclusion.
Application	Instructors will use this video to help students learn more about the term inclusion and their roles and responsibilities in supporting and helping educate students with disabilities in inclusive settings.
Outcome	As a result of watching this video, students will gain knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities. [1.3]
Additional Information	<i>Including Samuel</i> http://www.includingsamuel.com/media/Video/nh-outlook.aspx <i>Preschool Inclusion: Drew</i> http://www.bing.com/videos/search?q=You+Tube+preschool+inclusion&view=detail&mid=68DADA19C224B1EBAF8C68DADA19C224B1EBAF8C&first=0 <i>Honolulu Preschool Inclusion Play Day</i> which documents developmentally appropriate physical education equipment. http://www.bing.com/videos/search?q=You+Tube+preschool+inclusion&view=detail&mid=68DADA19C224B1EBAF8C68DADA19C224B1EBAF8C&first=0
CEC Paraeducator Standards/NAECY Core Standards	Professional and ethical practice/Becoming a professional

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Kids' Quest on Disability and Health 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, Vision Impairment.
Application	Information from this website will enrich course content on working with children with disabilities.
Outcome	Use of this website will help students to increase their knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.[2.2]
Additional Information	<i>Specific Disabilities</i> http://nichcy.org/disability/specific . <i>Teaching Children with Developmental Disabilities: Classroom Ideas</i> http://www.interventioncentral.org/behavioral-interventions/special-needs/teaching-children-developmental-disabilities-classroom-ideas or http://www.jimwrightonline.com/pdfdocs/specialneedsideas.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children's characteristics and needs

RESOURCE MATRIX
Introduction to Early Childhood Education

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	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 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. 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
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
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	National Dissemination Center for Children with Disabilities (NICHCY) at: http://nichcy.org/
Description	This website is a central source of information on disabilities in infants, toddlers, children, and youth.
Application	Information on this website will add to course content on early intervention.
Outcome	As a result of using this resource students will be better prepared to embed learning opportunities and help families embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	An overview of early intervention can be found on this website at http://nichcy.org/babies/overview#concerns A link on this website takes the user to a website on early intervention to maximize the language and communication development young children with autism spectrum disorders, cerebral palsy, Down syndrome, and multiple disabilities. http://aackids.psu.edu/index.php/page/show/id/1 A link on this website takes the user to an 8-page shell of an IFSP. http://www.cbirt.org/tbi-education/early-childhood-tbi/
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners//Reflecting on their own practice to promote positive outcomes for each child

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	National Professional Development Center on Inclusion (NPDCI) http://www.fpg.unc.edu/node/2880
Description	This is the website of NCPDI which develops products and works with states to ensure that early childhood teachers are prepared to educate and care for young children with disabilities in settings with their typically developing peers.
Application	Information from this website will support course content on quality opportunities designed to provide in-depth understanding of the early childhood developmental period.
Outcome	As a result of using this website students will gain knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	<i>The Right Stuff: Evidence-Based Practices that Support Each Young Child</i> http://www.fpg.unc.edu/resources/right-stuff-evidence-based-practices-support-each-young-child <i>Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers: Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student learning</i> http://www.fpg.unc.edu/sites/default/files/resources/presentations-and-webinars/FieldExperiences_handouts.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments/ Promoting child development and learning: Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	<i>Playing with Toys: Real Look Autism, Episode 5</i> http://www.youtube.com/watch?v=Vc50HnPg0&feature=related
Description	This video for Real Look Autism.com shows us how a grandmother is using the "Imitate and Expand" strategy to play with her 2 1/2 year old grandson who is on the autism spectrum. He did not want to play with others and had few words.
Application	This video supports course content on play, development, and creativity.
Outcome	After viewing this video students will acquire more knowledge about embedding learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	Boutot, E.A., Guenther, T., & Crozier, S. (2005). Let's play: Teaching play skills to young children with autism. <i>Education and Training in Developmental Disabilities, 40</i> , 285-292. This article describes several aspects of play, discusses various means of teaching play skills to children with autism, and makes suggestions for future research. Further, a case study comparing the efficacy of two methods for play skills instruction is presented. <i>Rethink Autism Tip: Teach Your Child Play Skills</i> http://www.youtube.com/watch?v=v3hG-mNDwrQ
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	Recognition & Response: Pathways to School Success for Young Children. (2010). <i>Homepage</i> . Retrieved from http://www.recognitionandresponse.org/
Description	<p>RecognitionandResponse.org supports a new systemic approach that can help early educators and parents ensure early school success for all children, including those at risk for learning difficulties. This approach is consistent with best practice in early childhood education and with evidence that supports seamless and effective transition from Pre-K to the early school grades.</p> <p>RecognitionandResponse.org is a comprehensive online resource that provides essential information about the Recognition and Response system and how it can improve outcomes for all children; strategies, tools and resources that facilitate effective implementation of Recognition and Response practices; technical assistance to education and policy professionals in support of Recognition and Response model implementation; and access to authoritative information and resources that link Recognition and Response to Response to Intervention and other proven and promising systemic practices.</p> <p>RecognitionandResponse.org is managed by the National Center for Learning Disabilities (NCLD), in collaboration with national and state organizations. The Web site and program initiative are funded by grants from the Emily Hall Tremaine Foundation. Additional funding for the Web site is provided by the Cisco Systems Foundation.</p>
Application	Information from this website supports course content on early intervention.
Outcome	Information from this website helps educators demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations. [2.3]
Additional Information	The conceptual framework for the Recognition and Response system was developed by the University of North Carolina's FPG Child Development Institute in collaboration with the National Center for Learning Disabilities, the National Association for the Education of Young Children, the Communication Consortium Media Center, and key state partners in Arizona, Connecticut, Florida, Maryland and New Jersey.
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding young children’s characteristics and needs

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	<i>Special Needs Kids and the Power of Play</i> http://www.youtube.com/watch?v=pwWeW7PTB_w
Description	Witness the power of play through the story of William and his big brother Owen featured on YouTube.
Application	This video will be used to support in course content on play, development, and creativity.
Outcome	As a result of watching, student will demonstrate knowledge of Early Childhood /Special Education best practices as defined by professional organizations. [2.3]
Additional Information	<p>A list of simple toy adaptations can be retrieved from http://www.lekotek.org/pdfs/packets/Simple_Toy_Adaptations.pdf</p> <p>Disability-specific play ideas and information links can be retrieved from the National <i>Lekotek Center Website</i>. http://www.lekotek.org/resources/informationontoys/packets.asp#Specific. Toys tips and adaptation links are also found here.</p> <p>The National Lekotek Center http://www.lekotek.org/default.asp is a central resource on toys and play for children with special needs. At this site you can download The White Paper “Potential and Possibilities” which is a model for providing children with disabilities access to the benefits of play experiences.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	SpecialQuest Birth–Five: Head Start/Hilton Foundation Training Program to Support Inclusive Early Childhood Services http://www.specialquest.org/about.htm
Description	SpecialQuest Birth–Five: Head Start/Hilton Foundation Training Program to Support Inclusive Early Childhood Services is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.
Application	Information from this website will add to course content on inclusion for children birth to five.
Outcome	As a result of using this website students will have access to information that will help them participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	The Special Quest approach, materials, and resources are found at The Resource Bank http://www.specialquest.org/resources/browse.html The Web-Based Special Quest Multimedia Training Library http://ncoe.pointinspace.com/trainingmaterials/
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/ Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	The United Nations Children’s fund (UNICEF)Website at www.unicef.org
Description	This website offers information on children’s rights, their survival, development and protection, guided by the United Nations Convention on the Rights of the Child.
Application	Information from this website will add to course content on environmental factors influencing all children’s development.
Outcome	As a result of using this website, students will be able to support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p>On this website you will find</p> <p>Podcast #57: <i>Pau Gasol on Making Early Childhood a Priority</i> at http://www.unicef.org/education/bege_62303.html</p> <p>Podcast #52: <i>Education is Key to Peace and Social Development</i> at http://www.unicef.org/education/index_61633.html</p> <p>Article on <i>Child Friendly Schools</i> at http://www.unicef.org/education/index_focus_schools.html</p> <p><i>Child Friendly Schools</i> Manual at http://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in informed advocacy for children and the profession

RESOURCE MATRIX
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	UDL at a Glance http://www.youtube.com/watch?v=bDvKnY0g6e4
Description	This video offers an overview of Universal Learning Design.
Application	Information and resources from this website will enrich the course content on developmentally appropriate curriculum.
Outcome	Use of this video will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p><i>Thaysa</i> http://www.youtube.com/watch?v=1zWp2KkOr68 (video) This resource describes the curriculum used with an eight year child with autism. The school implements Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Universal Design for Learning (UDL).</p> <p><i>Dr. David Rose on Universal Design for Learning</i> (video) http://www.youtube.com/watch?v=yETe92mwoUE&playnext=1&list=PLB36ACE86A72283DF&feature=results_main This video is a presentation from the 2007 Federation for Children with Special Needs' Visions of Community conference. Dr. Rose is a cofounder of CAST, the website of Universal Design for Learning.</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
Introduction to Early Childhood Education

Websites and Other Electronic Media	
Citation	UDL: Principles and Practice http://www.youtube.com/watch?v=pGLTJw0GSxk
Description	National Center on UDL Director David Rose explains how UDL helps meet the most pressing issues facing educators today. Drawing on brain research and the latest learning sciences, Dr. Rose describes the three UDL principles and what they mean for classroom practice.
Application	Information and resources from this website will enrich the unit on developmentally appropriate curriculum within this course.
Outcome	Use of this video will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	Universal Design for Learning in Preschool http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool
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
Introduction to Early Childhood Education

Websites and Other Electronic Video	
Citation	Videojug. Family & Education. Child Development Basics http://www.videojug.com/interview/child-development-basics
Description	Dr. Scott Cohen from Cedar Sinai reviews information on developmental milestones and developmental delays.
Application	Use of this will help students understand the stages of development and developmental milestones.
Outcome	Information from this website will provide students with content on the etiology, characteristics, and educational implications of categories of disability under IDEA. [2.2]
Additional Information	Additional videos about developmental milestones are found at http://www.bing.com/videos/watch/video/baby-development/1r517ad75 http://www.bing.com/videos/search?q=video+child+development&qvvt=video+child+development&FORM=VDRE#x0y1511 http://curiosity.discovery.com/question/ppd-affect-infant-cognitive-development
CEC Paraeducator Standards/NAEYC Core Standards	Developmental Characteristics of Learners/ Promoting child development and learning: Knowing and understanding young children’s characteristics and needs