ACCEPT project

CONNECT Modules are online resources for faculty and instructors to use in teaching about evidence-based practices. Each CONNECT Module focuses on a specific research-based practice listed in Matrix I below. Although, it is recommended that faculty and instructors guide scholars as they work through an entire module, ACCEPT Project collaborating faculty members were not always able to do that due to time constraints and commitment to specific course objectives. We have created matrices reflecting our work with the CONNECT Modules to guide users of this valuable resource. Matrix I identifies the modules we recommend for infusion within selected early childhood courses; individual course matrices identify the separate activities, audios, handouts, and videos that may enrich previously developed objectives within early childhood core course syllabi.

CONNECT EARLY CHILDHOOD COURSE PLANNING MATRIX I

Content Module	Description	Core Early Childhood Courses with Related Content
1. Embedded Interventions	The dilemma for Module 1 involves deciding on evidence-based practices to promote communication and social development of a child who is three years old.	Introduction to Early Childhood Education Child Development I and II Creative Activities
2. Transition Practices	The dilemma for Module 2 involves deciding on evidence-based practices for a child with medical issues transitioning from early intervention to preschool.	Child, Family, and Community Health, Safety, and Nutrition Infants, Toddlers, and Twos
3. Communication for Collaboration	The dilemma for Module 3 involves deciding on evidence-based practices to promote collaboration among professionals and families.	Introduction to Early Childhood Education Language and Literacy Experiences Capstone Practicum
4. Family-Professional Partnership	The dilemma for Module 4 involves deciding on evidence-based practices to build trusting family partnerships to guide young children's behavior.	Child, Family, and Community Child Guidance Social-Emotional Development
5. Assistive Technology Interventions (ATI)	The dilemma for Module 5 involves deciding on assistive technology interventions effective in promoting the motor and language development of a young child.	Child Development I and II Creative Activities Early Childhood Administration
6. Dialogic Reading Practices	Focuses on the purpose, use and potential benefits of dialogic reading practices when working with children.	Language and Literacy Experiences with Lab Capstone Practicum
7. Tiered Instruction	Focuses on how tiered instruction can be used to enhance learning and development in young children enrolled in early childhood programs and centers.	Introduction to Early Childhood Education Child Development II Child Guidance Social Emotional Development Exploration Activities with Lab Curriculum Planning

EDU 119 Introduction to Early Childhood Education

Activity/Audio	Handout	Video
Activity 1.6a: Identify Embedded Interventions During a Small Group Activity In this activity, scholars view a video clip and identify the embedded interventions they see being used in combination to support a child's participation. Activity 7.10a: Components of a Rich Learning Environment In this activity, scholars view a series of pictures to identify components of a rich learning environment. Activity 7.12a: Small Group Instruction In this activity, scholars view a video clip of small group instruction and think about the rationale for using this instructional format. Activity 7.13a: Embedding Learning into Everyday Activities In this activity, scholars identify an embedded learning activity a teacher uses with a smaller group of children during centers.	Handout 1.4: Policy Advisory – The Law on Inclusive Education In this handout, scholars will view a summary of the laws related to inclusion. Handout 1.10: Assessment Worksheet This handout can be used to assess the overall performance of a child at home or in a program, throughout the routines, transitions and activities of the day and help families and practitioners identify learning goals. Handout 1.12: Child Activity Matrix This handout can be used to plan how embedded interventions will be implemented at home or in a program. Family and practitioners can document details such as times, activities, adults involved, and descriptions of the embedded interventions and post the form as a daily reminder. Handout 7.3: Creating a Rich Learning Environment In this handout, scholars will view examples of rich literacy and mathematic early learning environments.	Intro. to Module 1: Foundations of Inclusion Birth to Five This short video provides an overview of inclusion legal and policy foundations and inclusion research, as well as a definition, the desired results and defining features of inclusion in early childhood. (12 min., 53 sec.) Video 1.16: Routine in a Program – Reading at Circle Time A teacher combines several embedded interventions into circle time to support Jacob's learning and participation. (1 min., 24 sec.) Video 7.16: Rolling a Ball Rhyming Activity A teacher works with a small group of children to reinforce the concept of words that rhyme using a rolling ball game. (1 min., 20 sec.) Video 7.17: Letters on the Alphabet Tree A teacher uses an embedded learning activity during center time with a small group of children to help them learn to identify letters. (52 sec.)

Activity/Audio	Handout	Video
Activity 2.4a: Describe a Home Visit In this activity, scholars watch a video clip of a home visit and review handouts with examples of information to share. Activity 2.7a: Describe a Welcoming Environment In this activity, scholars watch a video of a child visiting his new classroom for the first time then describe how the teacher created a welcoming environment. Audio 1.2: Christine's Perspective (Luke's Mother) The mother of Luke, a three year old boy with developmental delays, shares her perspective a few months later after he has enrolled in a childcare program. (2 min., 32 sec.) Audio 2.1: Mary Jo Paladino Ms. Paladino is the mother of six children so she has had the joy of experiencing many transitions. She has worked in early intervention since 1989. (2 min., 17 sec.)	Handout 2.4: Home Visit Planning Form – Sample This handout is a home visit planning form completed by a teacher, Diane preparing for a home visit with a mother and her infant, soon to be joining Diane's nursery. Handout 2.5: Follow-Up Home Visit Sheet This handout is a sample of written information to provide to a family during a home visit prior to a child entering the new program. Handout 4.1: Partnership Oriented Practices: Examples and Applications This handout is a tool scholars can use when working with families. It provides definitions of partnership-oriented practices as well as examples and applications for each phase of establishing trust (beginning, middle and firm ground). Handout 4.2: Partnership-Oriented Practices: Observation Checklist This handout is for scholars to use to check off examples of partnership-oriented practices observed in the video clips.	Video 2.3: Highlights of a Home Visit This video shows a home visit by a receiving teacher before the child starts preschool to build rapport, gather information and share information. (3 min., 3 sec.) Video 2.4: Highlights of a Classroom Visit A teacher welcomes a new student into her classroom by showing him and his mother around the classroom. (2 min., 7 sec.) Video 4.5: Libby & Kim - Beginning Ground Conversation Libby, a teacher in a child care center, and Kim, a parent of a 4-year-old girl (Ella), have a conversation about working together and learning from one another. (2 min., 35 sec.) Video 4.6: Libby & Kim - Middle Ground Conversation (5 min., 2 sec.) Video 4.7: Libby & Kim - Firm Ground Conversation (5 min., 23 sec.) Video 4.8: Maggie & Latesha - Beginning Ground Conversation (2 min., 35 sec.) Video 4.9: Maggie & Latesha - Middle Ground Conversation (5 min., 23 sec.) Video 4.10: Maggie & Latesha - Firm Ground Conversation (5 min., 2 sec.) Used in combination with Handout 4.2

Activity/Audio	Handout	Video
Activity 1.1a: Describe the Dilemma Scholars watch two video clips that present a dilemma about a child's participation in an inclusive setting. Activity 1.2a: Turn the Dilemma into an Answerable Question Scholars use a tool called PICO to turn a dilemma about a child's participation into an answerable question. Activity 1.3a: Describe Environmental Modifications Scholars watch video clips and review a handout with examples of environmental modifications. Audio 1.3: Maggie's Perspective (Program Administrator) The administrator of a childcare program in which Luke, a three year old boy with developmental delays, has recently enrolled, shares her perspective. This video could also be used in EC Administration. (2 min., 10 sec.) Audio 1.4: Kathy's Perspective (Speech Therapist) A speech therapist in a childcare program shares her perspective on serving Luke, a three year old boy with developmental delays. (2 min., 3 sec.)	Handout 1.1: Examples of Environmental Modifications In this handout, scholars will view photo examples of environmental modifications. Handout 1.3: Research Summary on Embedded Interventions In this handout, scholars will view a summary of research studies on embedded interventions. The summary includes how embedded interventions were defined and implemented, the characteristics of the children in the studies, and if the practice was determined to be effective. Handout 1.5: Parents Speak Out - Views on Embedded Interventions Family leaders from across the nation share their experiences with embedded interventions. Handout 1.6: Parents Speak Out - Partnering with Families on Embedded Interventions In a conversation with Christine, a mother of a child with developmental delays, family leaders from across the nation provide their views on embedded interventions and building partnerships.	Video 1.1: The Teacher's Viewpoint Jackie, a teacher in a community-based childcare program shares a dilemma about including Luke, a 3 year old boy with developmental delays in her program. (1 min., 50 sec.) Video 1.2: The Family's Viewpoint Christine, the mother of Luke, a 3 year old boy with developmental delays shares her view on a dilemma to include her son in a childcare program. (2 min., 20 sec.) Video 1.7: Routine in a Program – Building with Blocks A speech therapist works with a toddler in a child care facility. The therapist models appropriate communication orally, using signs, and using a picture board. She encourages a response by withholding toys and requiring him to ask for them. (1 min., 8 sec.) Video 1.8: Routine in the Community – Going to the Store Here Luke makes requests for different foods, and tells his dad when he is ready to go home. (1 min., 7 sec.)

EDU 145 Child Development II

Activity/Audio	Handout	Video
[Activity 1.10a: Know your rRghts](#) In this activity, scholars listen to Jackie, a teacher interviewing Rud Turnbull, one of the nation's leading disability policy experts. [Activity 7.3a: Apply the Research to Practice](#) In this activity, scholars apply information from a research summary on tiered instruction to a specific context. [Activity 7:14a: Individualized Scaffolding Strategies](#) In this activity, scholars view video clips and identify strategies and supports teachers use to scaffold children's learning. [Audio 5.1: Patsy Pierce](#) Dr. Pierce has worked as a speech-language pathologist for over 20 years specializing in children with severe, complex communication needs. Listen as Dr. Pierce explains three important things to consider when working with children with disabilities who use assistive technology. (1 min., 18 sec.) [Audio 5.2: Robin Wisner](#) Robin discusses some key things teachers should keep in mind when working with children who use assistive technology devices. (1 min., 33 sec.)	[Handout 1.9: Program Assessment Worksheet](#) Scholars view a completed assessment worksheet for a child in a program setting. This worksheet can be used to assess the overall performance of a child throughout the routines, transitions and activities of the day and help practitioners identify learning goals. [Handout 1.14: Observation Form](#) Scholars view an observation form that a practitioner created to collect time sampling data to assist in the evaluation of embedded interventions for a child. The practitioner is evaluating the progress the child has made towards a goal by observing and recording the number of times the child has met an objective in a given time period. [Handout 7.1: Research Summary on Response to Intervention](#) This handout is a report summarizing the findings from studies done on Response to Intervention with young children [Handout 7.4: Policy Advisory - Tiered Instruction](#) This handout is a summary of the policies associated with tiered instruction.	[Video 1.9: Routine in a Program – Block Play](#) Austin's occupational therapist has created a picture template to simplify building a block structure. Austin is able to place the blocks directly on the visual aid and build a garage for his car with minimal assistance from an adult. (1 min., 49 sec.) [Video 1.11: Routine in a Program – Singing a Song](#) Jack watches and imitates a classmate making motions during a song. He has the opportunity to play a game with a friend and to work on motor skills throughout the song. Watch how the teacher encourages and facilitates the interaction between these peers. (1 min., 21 sec.) [Video 7.18: Washing Clothes](#) A teacher uses a series of pictures to help scaffold a child's learning during an activity in the dramatic play area. (1 min., 54 sec.) [Video 7.19: Peer Supports in Bingo](#) A teacher is playing a game of Bingo with some children and encourages the children to help one another. (45 sec.).

Activity/Audio	Handout	Video
Activity 7.4a: Identify Ways to Build Positive Relationships In this activity, scholars view a video clip of a child with disabilities. Activity 7.6a: Setting Classroom Rules In this activity, learners think about the classroom rules in a pre-K or early childhood classroom. Activity 7.7a: Teaching Emotional Literacy Skills In this activity, learners identify different types of emotions and generate ideas for how to foster emotional literacy in the classroom. Activity 7.9a: Describe an Example of an Incentive System Scholars identify the elements of an incentive system used with a young child. Audio 3.3: Barbara Hanft Barbara Hanft shares advice on communication. She explains the difference between talking and communicating, the importance of listening and responding with your eyes and ears, and developing empathy. (2 min., 38 sec.)	Handout 5.1: Research Summary on Assistive Technology Interventions This handout summarizes a research synthesis of studies on assistive technology. The link between use of assistive technology and social gains is noted here. Handout 5.2: Examples of Assistive Technology Equipment This handout is for learners to view examples of different types of assistive technology equipment such as self-help devices, toys and switches and augmentative communication. Handout 5.6: Sophie's Assistive Technology Plan In this handout, learners will view a completed planning tool for a child. Goals, ideas for using assistive technology, and teaching strategies are documented. We placed this in Child Guidance as the ability for a child to communicate is so important to guiding their behavior. Handout 7.2: Emotional Literacy Skills: Identifying and Understanding Emotions This handout is shows different types of emotions for learners to identify.	Video 5.4: Perl Using a Switch and Stander An adult uses two adaptations, a switch device and a box to support a preschool aged child to participate in a game with another child. (3 min., 20 sec.) Video 7.7: Christopher's Story This video clip is of a child with disabilities and describes how others build positive relationships with him and each other. (1 min., 55 sec.) Video 7.10: Reviewing Classroom Rules A teacher reviews the classroom rules with the children during whole group time. (2 min., 27 sec.) Video 7.11: How is Froggy Feeling? A teacher reads a book to a group of children to review different types of emotions to enhance their emotional literacy skills. (2 min., 32 sec.) Video 7.14: Using an Incentive System with Sammy A teacher uses an incentive system with a child who needs some additional behavior support. (1 min., 59 sec.)

Activity/Audio	Handout	Video
We believe that children with disabilities must experience creative activities, not just observe them occurring in their environments. We are including resources on the use of Assistive Technology (AT) in this course as it greatly increases the ability of those with disabilities to take part in creative activities. Although the activities shown and described are not necessarily creative, these resources will give scholars an idea of the level of engagement children with disabilities can reach with the use of AT.	Handout 5.3: Examples of Assistive Technology Adaptations This handout is for learners to see examples of assistive technology adaptations of existing toys, learning materials, or other everyday items.	Video 5.1: The Family Childcare Provider's Viewpoint Ms. Mary, a family child care provider, shares a dilemma about her concerns of using communication boards with Sophie, a 2-year-old girl in her program. (1 min., 51 sec.)
Activity 5.1a: Describe the Dilemma Scholars watch video clips that present a dilemma about a child's use of assistive technology in an inclusive setting.	Handout 5.4: The Law Concerning Assistive Technology This handout is a summary of the laws related to assistive technology, specifically policies within the Head Start Program Performance Standards and the Individuals with Disabilities Education Act (IDEA).	Video 5.2: The Family's Viewpoint Holly, Sophie's mother, shares her dilemma about sending Sophie to a family child care provider who does not have experience working with children who use assistive technology. (2 min., 15 sec.)
Activity 5.2a: Turn the Dilemma into an Answerable Question Scholars use a tool called PICO to turn a dilemma about how to use assistive technology to help a child with delays into an answerable question around assistive technology interventions.	Handout 5.7: AT Implementation and Evaluation Checklist This handout is a tool learners can use to implement and evaluate the effectiveness of an assistive technology implementation.	Video 5.7: Communicating at Breakfast An adult uses a child's communication board to show him how to ask for more cereal at breakfast. (46 sec.)
Activity 5.6a: Describe Strategies to Help Children Use Assistive Technology Scholars view two videos and describe what the adult does to show the child how to use assistive technology in each video.		Video 5.8: Morning Sign-In with Ethan and Amanda A teacher works with a child during morning sign-in as he uses voice output buttons to communicate what letters would like to write. (2 min., 25 sec.)

Activity/Audio	Handout	Video
Activity 2.1a: Describe the Dilemma In this activity, scholars watch two video clips that present a dilemma about a child and family's transition. Activity 2.2a: Turn the Dilemma into an Answerable Question In this activity, scholars will use a tool called PICO to turn a dilemma about a child and family's transition into an answerable question. Activity 2.6a: Develop an Individual Phase-In Transition Days Plan In this activity after providing a scenario, scholars will be asked to develop an individual phase-in transition days plan that would meet the child's needs. Activity 2.8a: Apply the Research to Practice In this activity, scholars apply information from a research summary to a specific context. Audio 2.6: Melanie A.'s Perspective (Receiving Teacher) A preschool teacher shares her perspective on a transition of child with disabilities into her classroom. (1 min., 11 sec.)	Handout 2.6: Observation Guide for Initial Class Visit Scholars can use this tool to identify specific ways in which a new classroom can be modified to support the child's engagement. Handout 2.7: Phase-In Transition Days Plan Scholars may us this tool to plan the gradual transition of a child into a new setting. Handout 2.8: Research Summary on Transition Practices in Early Childhood In this handout, scholars will view a summary of research studies on transition practices in early childhood. The summary includes factors that were found to be associated with positive transition outcomes. Handout 2.12: Transition Activities Worksheet This handout can be used to plan how transition related activities will be implemented both prior to the child's start date in the new program (preparation) and after the start date (adjustment). Handout 3.4: Research Summary on Communication Practices for Collaboration This handout is a summary of research studies on communication practices between health care providers and parents	Video 1.5: Routine in a Program – Enjoying Mealtime Jalisa, a toddler with multiple disabilities has joined a newly inclusive child care setting. A practitioner helps Jalisa get into her special chair. (1 min., 42 sec.) Video 1.20: Routine in a Program – Eating Lunch Luke uses a communication device to comment and make requests at mealtime. His teacher encourages and praises him. (2 min., 2 sec.) Video 2.1: The Teacher's Viewpoint Melanie A., a teacher in a community-based childcare program shares a dilemma about the transition of Tamiya, a two year old girl turning three with developmental delays, joining her classroom. (1 min., 55 sec.) Video 2.2: The Family's Viewpoint Rosemary, the mother of Tamiya, a two year old girl turning three with developmental delays shares her view on the upcoming transition of her daughter into a childcare program. (2 min., 27 sec.)

Activity/Audio	Handout	Video
Activity 7.1a: Describe the Dilemma In this activity, scholars describe the dilemma after watching video clips that presents a dilemma about the use of tiered instruction. For this course complete the activity for social emotional skills only **Activity 7:18a: Review the Components of Tiered Instruction** In this activity, scholars review and describe the two main components of tiered instruction. **Audio 1.5: Jackie's Perspective (Luke's Teacher)** A teacher in a childcare program shares her perspective a few months after Luke, a three-year old boy with developmental delays, has joined her. (1 min., 53 sec.) **Audio 4.7: China's Perspective (Little Aaron's Teacher)** A teacher talks about her relationship with one of her student's parents. (54 sec.) **Audio 7.2: Emily's Perspective (Social Emotional Development)** A pre-k teacher shares her perspective on using a tiered approach in her classroom to address social emotional development (39 sec.)	**Handout 1.2: Examples of Peer Support** In this handout, scholars will view photo examples of peer support embedded interventions. **Handout 3.5: Policy Advisory, The Law Affecting Communication Among Professionals** This handout is a summary of the laws related to communication among professionals, specifically policies within the Individuals with Disabilities Education Act (IDEA) and the Head Start Program Performance Standards. **Handout 4.6: Conversation Guide for Partnership Assessment** This handout is a conversation guide a teacher can use with a mentor to discuss and reflect on the extent to which partnership-oriented practices were implemented with a parent. **Handout 4.7: Family-Professional Partnership Scale (Family Version)** This handout was developed by the Beach Center and is for a parent or family to use to report the extent to which they are satisfied with the partnership being developed with a professional.	http://community.fpg.unc.edu/connect-modules/learners/module-7/step-3/b-definition Scholars read the text and watch the video of Dr. Virginia Buysse. **Video 1.10: Routine in a Program – Water Play** With prompting from the teacher, Ava takes Luke's hand and leads him through the sprinkler. (1 min., 13 sec.) **Video 1.21: Routine in the Community – Penguin Project** This performance is part of the Penguin Project that matches peer mentors with children with disabilities through community-based theater productions. (2 min., 16 sec.) **Video 5.6: Using an Adapted Tricycle** An adult adapts a tricycle helping a child ride bikes with other children. (3 min., 18 sec.) **Video 7.1: The Teacher's Viewpoint- Social Emotional Development** Emily, a pre-K teacher, shares a dilemma about whether to use tiered instruction to promote children's social emotional development and address challenging behaviors. (1 min., 9 sec.)

Activity/Audio	Handout	Video
Activity 2.3a: Review Tamiya's Transition Profile In this activity, scholars will review a sample transition plan and identify the critical components of the plan and how it can support child and family adjustment. **Activity 2.5a: Identify Physical Supports for Tamiya** In this activity, scholars view photos of Tamiya's new classroom and identify the specific physical supports available and areas of need for additional supports to support her adjustment. **Audio 2.5: Rosemary's Perspective** The mother of Tamiya, a two year old girl turning three with developmental delays, shares her goals and concerns on her daughter's transition into a preschool classroom. (1 min., 7 sec.) **Audio 3.2: Vera Stroup-Rentier** Vera Stroup-Rentier has worked in the field of early intervention as a teacher, family service coordinator, and program coordinator, as well as in the field of early childhood as a classroom teacher and center director. She shares advice on communication and stresses the importance of having an open mind. (48 sec.)	**Handout 2.2: Child Transition Profile - Sample** This handout is a child transition profile completed by the sending practitioner and mother of Tamiya, the child of focus in the dilemma for Module 2: Transition. (See EDU 153: Health, Safety, and Nutrition) **Handout 2.3: Home Visit Planning Form** This handout is a planning tool that prompts scholars to plan for a home visit and the conversation they would like to have with a family about an upcoming transition. **Handout 2.9: Policy Advisory: The Law Governing Transition of Young Children** In this handout, scholars view a summary of the laws related to the transition of young children specifically the Individuals with Disabilities Education Act or IDEA requirements for the Part C to Part B transition and the Head Start Program Performance Standards. **Handout 2.10: Transition Plan** In this handout, scholars will view a sample transition plan that was included in the IFSP of a child turning three moving from early intervention (Part C) to a preschool classroom (Part B).	**Video 1.3: Routine at Home – Playing Peek-a-Boo** A mother takes a normal everyday routine like changing a diaper and turns it into a learning opportunity by adding a game of peek-a-boo. (1 min., 21 sec.) **Video 1.18: Using Video for REALLY Watching** A therapist shows the use of video as an effective strategy for communication between families and practitioners. The therapist video tapes a mother playing with her infant embedding motor skill challenges into their routine. (1 min., 53 sec.) **Foundations of Transition for Young Children** This video provides an overview of the desirable outcomes of transition, research identifying effective transition practices, as well as the legal requirements of early childhood transition. (8 min., 19 sec.) **Video 4.4: Starting a Relationship** Clara, a practitioner, makes an initial home visit with a mother and describes how to begin a family-professional partnership. Even though the child in this video is preschool-age, the information is still relevant to this course. (: 2 min., 37 sec.)

Activity/Audio	Handout	Video
Although these resources are not restricted to information about math and science exploration, the information provided can be applied to both content areas. Activity 7:15a: Consider Experience-Based Knowledge Scholars watch and listen to video and audio clips with administrators and a researcher, and identify important considerations about tiered instruction (or RTI). Activity 7:16a: Consider the Unique Contexts Scholars listen to or read Emily's and/or Michelle's perspectives and consider the unique context of the dilemma from each teachers' perspective. Audio 7.1: Doré LaForett Doré LaForett, an Investigator at FPG Child Development Institute, talks about how RTI is used with dual language learners in early childhood settings. (1 min., 59 sec.) Audio 7.3: Michelle's Perspective (Academic Learning) A child care teacher shares her perspective on using a tiered approach in her classroom to address academic learning. (52 sec.)	Dialogic Reading Practices may be used while reading fiction and nonfiction books so these practices apply to exploration activities in math and science. Handout 6.5: Dialogic Reading Observation Form This handout is for learners to use to check off examples of dialogic reading practices observed in video clips or in everyday life. Handout 6.6: Dialogic Reading Observation Form—Answer Key This handout provides answers to which scholars can compare their responses, based on the examples of dialogic reading practices observed in the video clips. Handout 7.5: Foundational and Targeted Practices Within Tiered Instruction This handout provides a template to identify and review foundational and targeted practices within tiered instruction.	Video 7.2: The Teacher's Viewpoint-Academic Learning Michelle, a child care teacher, shares a dilemma about whether to use tiered instruction to improve children's academic learning in language and literacy. (1 min., 39 sec.) Video 7.6: Tiered Instruction Framework A framework for tiered instruction that can be used in early childhood settings is discussed. (1 min., 57 sec.) Video 7.20: Lydia Carlis Dr. Lydia Carlis, the Director of Education at Apple Tree Institute, talks about the importance of RTI in early childhood programs. (2 min.) Video 7.21: Jim Lesko Dr. Jim Lesko, the Director of Early Development and Learning Resources for the Delaware Department of Education, discusses the differences between RTI in early childhood and K-12 settings. (1 min., 50 sec.)

Activity/Audio	Handout	Video
Activity 1.7a: Identify Embedded Interventions during a Large Group Activity In this activity, scholars view a video clip and identify the embedded interventions they see being used in combination to support a child's participation. **Activity 3.1a: Describe the Dilemma** Scholars watch two video clips that present a dilemma concerning a teacher and therapist working together to provide services for a young child with disabilities. **Activity 3.2a: Turn the Dilemma into an Answerable Question** In this activity, scholars use a tool called PICO to help guide the search for evidence on communication.	**Handout 1.13 – Home Child Activity Matrix with Assessment Notes** In this handout, scholars will view a completed child activity matrix for a child at home with additional notes the family made for assessment purposes **Handout 1.7: Luke's Individualized Education Program (IEP)** In this handout, scholars will view a sample of a child's IEP. Goals, short term objectives and embedded interventions are documented. **Handout 2.11: Tamiya's Individualized Education Program (IEP)** In this handout, scholars will view a sample of a child's initial IEP created prior to her transition into a preschool classroom. Goals, short term objectives and considerations for her transition are documented. **Handout 5.5: Assistive Technology Planning Tool** This handout is a planning tool scholars can use to consider which type of assistive technology could help a child for a given learning goal or activity.	**Video 1.17: Routine in a Program – Playing Red Light Green Light** Jack, a preschooler, plays a game of red light green light with his classmates. (1 min., 36 sec.) **Video 3.1: The Teacher's Viewpoint** A teacher in a childcare program shares a dilemma about collaborating with a speech therapist to address the learning goals the learning goals of David, a 4-year-old boy in her class. (1 min., 50 sec.) **Video 3.2: The Therapist's Viewpoint** A speech therapist shares her view on collaborating with a teacher in a childcare program to address the goals of a 4-year-old boy with language delays. (1 min., 9 sec.) **Video 7.4: Formative Assessment (Social Emotional Development)** A teacher conducts a formative assessment by observing and recording information about children in her classroom during center time. (1 min., 06 sec.). **Video 7.5: Formative Assessment (Academic Learning)** A teacher conducts a formative assessment with a child on her knowledge of parts of words. (1 min., 19 sec.)

Activity/Audio	Handout	Video
Activity 4.9a: Consider the Policy on Family-Professional Partnerships In this activity, scholars read a policy advisory on the law of family-professional partnerships and then answer questions about these policies. Activity 4.10a: Consider Experience-Based Knowledge In this activity, scholars listen to clips of phone interviews of family and professional leaders in early childhood (see below), and identify important considerations about family-professional partnerships. Audio 4.2: Janice Fialka (1 min., 56 sec.) Audio 4.3: Samtra Devard (1 min., 53 sec.) Audio 4.4: Subarna Dharia (1 min., 19 sec.) Audio 4.5: Rosalia Fajardo (3 min., 1 sec.) Audio 4.6: Salvador Moran (1 min., 3 sec.)	Handout 4.4: Research Summary on Family-Centered Helpgiving Practices This handout summarizes a research synthesis of studies on family-centered helpgiving practices. Handout 4.5: Policy Advisory: The Law Governing Family-Professional Partnerships This handout is a summary of the laws related to family-professional partnerships, specifically policies within the Head Start Program Performance Standards and the Individuals with Disabilities Education Act (IDEA). Handout 4.8: Family-Professional Partnership Scale (Professional Version) This handout was developed by the Beach Center and is for a teacher or professional to use to report the extent to which they are satisfied with the partnership being developed with a parent or family.	Video 4.3: Description of Family-Professional Partnership Framework Dr. Ann Turnbull describes the family-professional partnership framework to illustrate partnership-oriented practices. (3 min., 19 sec.) Video 5.3: Dr. Philippa Campbell – Defining Assistive Technology Dr. Philippa Campbell describes how assistive technology is defined and used in the context of working with young children with disabilities. (2 min., 05 sec.)

EDU 280/280a Language and Literacy Experiences with Lab

Activity/Audio	Handout	Video
Activity 6.1a: Describe the Dilemma In this activity, scholars watch a video clip that presents a dilemma about a teacher who wants to maximize the benefits of storybook reading for the children in her class. **Activity 6.2a: Turn the Dilemma into an Answerable Question** Scholars use a tool called PICO to turn a dilemma about how to incorporate dialogic reading practices during storybook reading. **Audio 6.1: Pam Zornick** Pam Zornick, a pre-K teacher, talks about how student teachers can shape classroom practices, including a story of how one student teacher changed the way an assistant teacher read to the children. (1 min., 42 sec.) **Audio 6.2: Samtra Devard** Samtra, the mother of three children, including one who has a disability, talks about why it is important for teachers to know and use research-based literacy practices with young children with disabilities. (1 min. 31 sec.) **Audio 6.3: Cristina Gillanders** Dr. Gillanders, is an investigator who studies Latino emergent literacy and bilingualism. (1 min., 52 sec.)	**Handout 6.1: Research Summary on Dialogic Reading** This handout is a report summarizing the findings from studies done on dialogic reading with young children. **Handout 6.2: Book Selection for Dialogic Reading** This handout is for scholars to learn about guidelines to use when selecting books for young children. **Handout 6.3: CROWD Strategy Planning Sheet** In this handout, scholars will view a planning sheet that can be used to prepare CROWD prompts for a book. **Handout 6.4: PEER Sequence and CROWD Prompts** In this handout, scholars will learn about the PEER sequence and CROWD Prompts and how they are used in dialogic reading.	**Video 6.1: The Teacher's Viewpoint** Tenisha, a pre-K teacher, shares a dilemma about wanting to maximize the benefits of storybook reading for the children in her class. (1 min., 19 sec.) **Video 6.2: Dr. Christopher Lonigan: Research on Dialogic Reading** Dr. Christopher Lonigan, a professor of psychology at Florida State University, talks about research on dialogic reading. (2 min., 1 sec.) **Video 6.3: Dr. Christopher Lonigan: Defining Dialogic Reading** Dr. Christopher Lonigan, a professor of psychology at Florida State University, talks about dialogic reading and how it is different from other shared reading approaches. (1 min., 37 sec.) **Video 6.4: Dr.Christopher Lonigan: Using CROWD Prompts** Dr. Christopher Lonigan, a professor of psychology at Florida State University, talks about how you can use the CROWD prompts depending on the developmental needs of the children. (4 min., 37 sec.)

Activity/Audio	Handout	Video
Activity 3.3a: Identify Examples of Attending and Active Listening In this activity, scholars watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. scholars use an observation checklist to note communication strategies used in the clip. Activity 3.4a: Identify Examples of Seeking and Verifying Information In this activity, scholars watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. scholars use an observation checklist to note communication strategies used in the clip. Activity 3.5a: Identify Examples of Joining and Supporting In this activity, scholars watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. scholars use an observation checklist to note communication strategies used in the clip.	Handout 3.1: Communication Strategies to Build Collaboration This handout provides a comprehensive list of effective communication strategies to help you build collaborative relationships. Handout 3.2: Communication Strategies Observation Checklist This handout is designed to be used to observe and identify basic communication strategies. Handout 3.3: Communication Strategies Observation Checklist – Answer Key This handout is a completed checklist identifying the communication strategies used in a three-part video demonstrating attending and active listening, seeking and verifying information, and joining and supporting.	Video 3.3: Conversation with Examples of Attending and Active Listening Andi, a Head Start teacher, and LeeMarie, a speech therapist, have a conversation about collaborating to address the learning goals of a 4-year-old child in Andi's classroom. (2 min., 38 sec.) Video 3.4: Conversation with Examples of Seeking and Verifying Information Andi, a Head Start teacher, and LeeMarie, a speech therapist, have a conversation about collaborating to address the learning goals of a 4-year-old child in Andi's classroom. This is part two of a three-part conversation highlighting examples of seeking and verifying communication strategies. (2 min., 39 sec.) Video 3.5: Conversation with Examples of Joining and Supporting Andi, a Head Start teacher, and LeeMarie, a speech therapist, have a conversation about collaborating to address the learning goals of a 4-year-old child in Andi's classroom. (3 min., 13 sec.)