

Resources to Promote Building Relationships and Supporting Engagement of **Children** Virtually

Topic	Examples	Possible Activity/Assignment
Building Relationships/ Supporting Engagement	<p>“Animals Near Me” Virtual Lesson https://mediahub.ku.edu/media/t/1_enrtgawc <i>In this video, Ms. Marie engages in virtual activity with a small group of children about the animals they can find in their community. In this lesson, you will see how the teacher builds community and relationships by using the children's names often, incorporating pictures of the children, and allowing opportunities for the children to share their own experiences. The teacher also includes multiple opportunities for play and active learning by incorporating child choice, movement, and pretend play.</i></p> <p>Episode 2: Teaching Through the Screen, Not On It https://youtu.be/AGsMjv3YMdo <i>In this video, early childhood special educator Rebecca Vitelli illustrates elements for her virtual class-room: relationships and connections; hands-on, playful activities; and being safe, kind, and helpful. This is an idea-filled 15-minute tutorial on playful, engaging teaching that is focused on active learning without relying on tech tools.</i></p> <p>Five Tips to Make the Most of Video Chats https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats <i>This infographic 5 tips to help children build relationships, communicate, and learn on screen.</i></p> <p>Four Teachers Share Their Experiences Teaching This Spring https://www.naeyc.org/resources/pubs/tyc/aug2020/feature-teachers <i>Read about how these early childhood educators have shown resilience, patience, and empathy as they have also faced uncertainty. They have called upon their experiences as educators as they work to offer engaging, playful learning opportunities and maintain relationships while physically away from school.</i></p>	<p>What Did You Notice? Without sharing the description to the left, ask participants to watch the clip, and then discuss the strategies Ms. Marie used to engage the children. See if they pick up on the intentional use of the children’s names, etc. Then, introduce the Naturalistic Instructional Practices Checklist (a compilation of evidence-based practices for supporting child learning within everyday activities). Ask participants to identify the naturalistic practices they saw in the video.</p> <p>Preparation for an Application. This would be a great video for students to watch before they began an assignment that required them to design an activity for young children (e.g., design a science activity for a small group of preschool children, one of whom is a dual language learner whose home language is Spanish). The three underpinnings in the video (build relationships, playful learning, be safe/kind/helpful) could be components of the assignment (and components of the rubric for assessing the assignment).</p> <p>Details, please? Using the 5 tips, ask students to create an interactive session with a toddler that supports learning a specific skill. The assignment could include create-ing an infographic to share with families and/or actually pairing up with another student to video how they might actually deliver the session.</p> <p>How would you do that virtually? Nadia Jaboneta shares six ideas for how she has valued relationships virtually (e.g., time for snuggles). Ask students to select one of the ideas and describe some specific examples of how they might implement that strategy virtually.</p>

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Supporting Children in Virtual Preschool	<p>Episode 1: Overview: Early Childhood Education in Extraordinary Times https://youtu.be/uEnVy8E04Is <i>Series producer Larry Edelman describes the Preschool During the Pandemic project and provides coming attractions of upcoming episodes. (5 min.)</i></p>	<p>Reflection: The new NAEYC position on developmentally appropriate practice (DAP) stresses the importance of creating a caring, equitable community of learners. Ask students, drawing from evidence-based sources like the DAP position statement, to identify components of a “caring, equitable community of learners” and to share how they would create such a community virtually.</p>

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Supporting Children in Virtual Preschool	<p>Episode 6: Bringing a Virtual Classroom to Life https://youtu.be/I27rIV8t7BI Pre-K teacher Michelle Rodriguez shows how she keeps her remote classroom hands-on and play-based and two parents share their children's experiences.</p> <p>Play, Child Development, and Relationships: A Preschool Teacher in China Shares Her Virtual Teaching Experience https://www.naeyc.org/resources/pubs/tyc/apr2020/play-child-development-and-relationships In this web article, a preschool teacher focuses on ways she has supported learning and development across domains as part of online learning for her preschool class. Specific attention is paid to approaches that encourage social-emotional development and support home languages.</p> <p>Preschool During the Pandemic: Early Childhood Education https://ectacenter.org/topics/disaster/preschoolpandemic.asp This series of 11 videos shares the experiences of practitioners and families from across the country, illustrating how the fields of early education and early childhood special education are successfully supporting preschoolers and their families virtually.</p>	<p>What's in the Bin? Ms. Rodriguez shares the strategy of providing each family with a bin of resources to support online instruction. Ask participants to discuss the things she might have included in a bin of essentials.</p> <p>What Else? Ms. Silverman shares examples of what's in each bin. Ask students what else would you include? Why? Ask students to read this brief article and discuss other ways to support social-emotional wellness and development. Ask students to identify the sources for their ideas so those may be compiled into a resource collection for everyone to use.</p> <p>The 11 videos in this series are described individually in this handout, with accompanying ideas for activities and assignments. Look for entries that start with the word Episode and you'll be able to find them all.</p>
Supporting Individual Learners	<p>Episode 3: Reflections on Inclusion in Remote Preschool https://youtu.be/FWH0SzKIZ2s Early childhood special educators Brittany Behenna Griffith and Tara Hughes share strategies they use to include all children in their virtual classrooms. (11 min.)</p> <p>Episode 5: Alia Goes Back to Preschool https://youtu.be/rvZixFj2l-A Alia's mother Phally describes the challenges and joys of supporting her daughter with autism to participate fully in remote and in-class preschool. (12 min.)</p> <p>Episode 7: My Virtual Preschool Classroom https://youtu.be/jAFgANiV_CI Early childhood special educator Shawna Cook shows how she created a virtual inclusive classroom to engage her preschoolers and their families. Listen to her describing how she adapts activities to individualize learning.</p>	<p>Do You See the RPs? Ask students to watch this video, then identify ways in which the practices demonstrated reflect alignment with the DEC Recommended Practices (RPs) for instruction and/or interaction using the performance checklists.</p> <p>What Does DAP Say? The language of NAEYC's new DAP position is explicit in its expectations. Ask students to read DAP: Engaging in Reciprocal Partnerships with Families. Then ask them to watch this video and discuss which recommended educator behaviors (A-G) are being used by the educators/program, based on the family remarks.</p> <p>The 3 Lenses of DAP: The latest NAEYC position on Developmentally Appropriate Practice (DAP, 2020) identifies three interwoven core considerations that should inform their decisions about children: commonality, individuality, and context. After watching this video and reviewing the brief section from DAP, discuss the following with participants: Which of the three considerations was apparent from Ms. Cook's description of her virtual inclusive classroom? Which were not? If any components were not mentioned, what might Ms. Cook do to bring that lens/those lenses into her planning?</p>

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Supporting Individual Learners	<p>Social Story: My School Changes After COVID-19 https://www.drdaycare.com/social-story-my-school-changed-after-covid-19/ <i>Social stories are a proven tool for teaching children, especially those with disabilities, new skills and expectations. This set of online resources includes a social story to help children understand and process the changes in school. Many thanks to Rebecca Compton for sharing this example.</i></p> <p>Virtual Lesson with Dual Language Learners https://mediahub.ku.edu/media/t/1_fiosfdz3 <i>In this video, Ms. Marie engages in a virtual learning activity with two young children who are dual language learners. In order to individualize the lesson and support the children's specific needs, the teacher and family of the children brainstormed together before the lesson. The boys' family shared their favorite song, Old MacDonald, and their love of dinosaurs! With the family's help, the teacher learned how to say the sounds the animals in the lesson make in the boy's home language, Japanese, and used these sounds in the lesson. In order to give the children multiple opportunities to respond, the teacher also provided the family with printouts of the animals before the lesson. Additionally, a member of the boys' family was nearby throughout the lesson and repeated many of the phrases and questions the teacher shared in their home language.</i></p> <p>Episode 12: Engaging Preschoolers with Green Screens https://youtu.be/evVyFrG2ylg <i>Speech-language pathologist Rabia Foreman describes how she uses green screens to help engage 3-year-olds in remote learning. Watch until the end to learn about two new (to me) open source image and video image sources.</i></p> <p>How Green Screens Bring Learning to Life https://www.edutopia.org/article/how-green-screens-bring-learning-life <i>This site shares examples of how to use a green screen effectively to engage early elementary students, including ideas for using student-created backgrounds. In addition to building creativity, the author's examples highlight ways to incorporate the interests of children in the learning process.</i></p>	<p>Social Stories: Incorporate content on the importance of social stories in supporting young children, especially those with disabilities, to understand changes and new routines. Use examples from CSEFEL or NCPMI to introduce the concept, then ask students to create a social story of their</p> <p>How Many Ways? Without sharing the background information, ask participants to watch the video and identify ways in which Ms. Marie supports engagement for these young dual language learners. Then, share the Embedded Instructional Practices Checklist and discuss the importance of this set of evidence-based practices for promoting targeted learning within home, family, and community routines. Ask participants to watch the video again with the checklist in front of them, then discuss which of the practice characteristics they saw demonstrated.</p> <p>Now It's Your Turn: A common assignment requires students to design an activity for a small group of children that builds from their interests and teaches a developmentally appropriate concept. Share either of these videos with students to give them an overview of green screens. NOTE: one has preschool examples, the other has early elementary examples. Provide the basic information (e.g., age of the children, interests of the children, etc.), then ask students to design an activity for those children using a green screen. If actually accessing the materials to make and use a green screen would be challenging, ask students to describe the materials and how they would use a green screen to deliver the content.</p>

Resources to Promote Building Relationships and Supporting Engagement of **Families** Virtually

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Building Relationships/ Supporting Engagement	Episode 8: Noah and Pop-Pop Go to Preschool https://youtu.be/ryjotngWmDo <i>Mother and grandfather to Noah, Sarah and Randy describe their family's approach to supporting Noah in attending virtual preschool.</i>	Backwards Brainstorming: Sarah and Randy share examples of how they are supporting Noah's engagement in preschool learning. Watch the video and ask students discuss all the ways in which Noah's teacher has worked to maintain those connections.
	Episode 11: Rising to the Occasion https://youtu.be/kko2z2qcCGI <i>The teacher of an inclusive preschool class and a family member discuss how remote learning is building relationships and positive social emotional development.</i>	Getting Started Together: Ask students to create the script for an initial conversation with a family that would lead to setting up a successful virtual relationship and routine for supporting their child. The final product would be an introduction, followed by a set of prompts and open-ended questions that address things like daily routines, transitions, roles/responsibilities, and supports for the family.
	Family Support in Virtual Learning https://drive.google.com/file/d/165gLHbW5NYGlgyPp0OLxfsIsDknsvNR/view?ts=603339e6 <i>In this 8-minute video, K-3 teacher Tamara Smith-Moore shares insights she has gained from teaching virtually. She shares ideas about what has worked and what hasn't, the capabilities needed by college students, and more in a question-and-answer format.</i>	Appreciation for Family Diversity: One point Tamara makes in this video is the importance of fully understanding how unique each family is. After watching the video, ask students to discuss different strategies they might use to support a family with different characteristics (e.g., no family member available during the day when children are learning virtually, single parent supporting several children).
	Learning at Home: What Preschool Children's Parents Do and What They Want to Learn from Their Children's Teachers https://journals.sagepub.com/doi/abs/10.1177/1476718X20971321 <i>Research revealed the areas in which families are less confident and the kinds of support they would like from teachers.</i>	Use a persona or other vignette of a family and child: Ask students to develop their approach to engaging and supporting the family as partners in their child's learning. The approach should include how the student would learn about the family's preferences and priorities and the evidence sources that support the approach.
	Making the Most of Parent-Teacher Conferences During Distance Learning https://www.edutopia.org/article/making-most-parent-teacher-conferences-during-distance-learning <i>This online article offers six areas for consideration in planning for a family-educator conference, with samples and prompts.</i>	Practice: Ask students, using the DAP guidance on engaging in reciprocal partnerships with families , the tips in this article, and other evidence sources, to plan a family-educator conference. Consider using a persona to provide insights about the family and the age, interests, and learning considerations for the child.
	Promoting Social-Emotional Skills During Virtual Learning https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/10/02135735/Virtual-Learning.pdf <i>Promoting social skills in young children can help prevent challenging behavior and support the development of relationships with peers and adults. Both of these factors have been linked to academic success beyond childhood and into young adulthood. These infographics share multiple ways in which to support families of young children who may be doing this work.</i>	Practice: Ask students to interview a family member whose child is learning virtually. Pose the questions on the first infographic under Supporting Families (e.g., find out what form of communication works best for that family member). Add other questions that might be relevant based on the interaction. Based on what they learn, ask students to develop a plan for how they would build a relationship with that family. Consider connecting students with a family whose child has unique learning considerations (e.g., delay or disability, dual language learner).

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Building Relationships/ Supporting Engagement	<p>Pyramid Model Practices for Virtual Learning Checklist https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Virtual-Learning-Checklist.pdf?cid=8de1813030db3435344629aaeb3fbc43 <i>This checklist provides a mechanism for integrating responsive relationships with families, social-emotional teaching, and other key principles for supporting each child into a virtual context. The checklist may be used to both prepare students to understand the evidence-base for equitable virtual learning and to apply that evidence base to activities and assignments.</i></p> <p>Using the Family Partnerships Process to Support Virtual Learning in the Home https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/vlgr-family-partnership-process.pdf <i>Head Start's 6-phase Family Partnership Process is based on a relationship-based approach that values different perspectives and contributions, offers options, and honors all types of family progress. This new document explores ways to effectively implement the process to support virtual learning. This document and its source document The Family Partnership Process: Engag-ing and Goal-Setting with Families are available in English and Spanish.</i></p> <p>Zoom Circles and Google Hangouts for Parents: Teachers as Essential Conduits to Relationship-Building https://www.naeyc.org/resources/blog/teachers-essential-conduits-relationship-building <i>This blog shares ideas for how to build connections through online groups for families.</i></p>	<p>Practice: Introduce students to this evidence-based checklist, then discuss why it's important and how it might be used effectively by an early childhood educator. Then, incorporate the list into activities or assignments that require students to design interactions or activities with children and families. Encourage them to use the checklist in their planning, and incorporate use of the checklist in the rubrics for the assignments.</p> <p>Ready Made: This resource is ready made for use in professional development. It opens with a scenario of the Alvarez family and progresses through a series of reflection questions that could be used by students or participants to reflect on effective next steps. The Family Partnership Process: Engaging and Goal-Setting with Families provides additional information and examples about the stages through which the relationship with the Alvarez family unfolds.</p> <p>What else? Iheoma Iruka offers suggestions for how to build connections among family members. Divide students into online groups or virtual chat rooms to brainstorm strategies for supporting families like these: families with home languages other than English, families without internet access, families who say they don't have time to connect, etc.</p>
Equity and Diversity	<p>Episode 4: Equity and Family Support https://youtu.be/9218c1oMotg <i>Katrina Daniels, a school principal, describes the expansive way that her school assures equity and family support during the pandemic. (6 min.)</i></p>	<p>Virtual home visit Pair students up to design a set of questions that reflect equitable and culturally-responsive practices, including the source(s) for those questions. Students can then practice together, each taking one of the roles (teacher/family member). The final product could be a video of the interview.</p>

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Authentic Assessment	<p>Episode 13: Authentic Learning in Remote Preschool: Home Learning Materials and Authentic Assessment https://youtu.be/6d918ZSPyNM <i>In this first part of Episode 13, early childhood special educators Brittany Behenna Griffith and Tara Hughes illustrate how they provide families with engaging asynchronous learning activities and materials and how the families share rich documentation of their children participating in the activities on Seesaw (their classroom platform) to enable authentic assessment. (17 min.)</i></p> <p>Episode 13: Authentic Learning in Remote Preschool: Authentic Learning in Remote Preschool https://youtu.be/x6o9GdJ3zqs <i>In this second half of Episode 13, early childhood special educators Tara Hughes and Brittany Behenna Griffith illustrate how they use authentic assessment documentation that families share on Seesaw to help inform and differentiate instruction. (10 min.)</i></p>	<p>Engaging families as assessment partners and using authentic child assessment approaches are key components of the DEC Recommended Practices for Assessment. All resources below in bold are available in English and Spanish at https://ectacenter.org/decrp/topic-assessment.asp</p> <ul style="list-style-type: none"> Ask students to read the Practice Guide on Engaging Families as Assessment Partners, then introduce the Engaging Families as Partners in Their Child's Assessment Checklist. Ask students to watch the first Episode 13 video, then discuss the checklist practices they observed in the video. ALTERNATIVE: Follow the same sequence as above with the Authentic Child Assessment Practice Guide and Authentic Child Assessment Practices Checklist. Share the Family Practice Guide on Partnering with Your Child's Assessment Team Members with students and discuss the benefits of family engagement in the assessment process. After watching both parts of Episode 13, ask students to reflect on the ways in which the family was successfully engaged in the assessment process and what benefits accrued from that partnership.