Resources to Support the Indicators of High Quality Inclusion
with additional resources to support professional learning and development providers

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[1] Created by Camille Catlett and Laurie Dinnebeil. Resources highlighted in yellow are also available in Spanish. This collection was designed to support learning about and using the **Early Care and Education Environment Indicators and Elements of High-Quality Inclusion.** It is current as of October 29, 2022.

Promotion and Affirmation of Individual Differences

Print	**We Are Different, We Are the Same** http://bkc-od-media.vmhost.psu.edu/documents/Activities1506.pdf *This document offers five different activities that can be used to explore similarities and differences in a fun, thoughtful, and informative way. Children's books that could also be used to explore these topics are listed (e.g., The Sneeches by Dr. Seuss), along with additional resources for educators.*
Audiovisual Sources	**Children See Difference Differently** https://vimeo.com/288590683 *Sometimes differences that may be obvious to adults are not obvious to children. This delightful video reminds us of this fact in a light-hearted way. This can be an interesting video to show to children to see what differences they notice. "What's similar? What's different?" can also be a fun activity to do live with children.* **Exploring Similarities** https://sesamestreetincommunities.org/topics/autism/?activity=exploring-similarities *This brief video and activity from Sesame Street provides a thoughtful introduction to helping young children process that although everyone is different, we all share important feelings. At this website, the video shows what some children with autism like to do, then text below the video provides prompts for discussing similarities and differences.* **Starting Small: Teaching Tolerance in Preschool and the Early Grades** https://www.tolerance.org/classroom-resources/film-kits/starting-small (kit) http://www.tolerance.org/sites/default/files/kits/Teachers_Study_Guide.pdf (download Teacher's Guide) *The vision of community that the early childhood classroom provides can color children's expectations about equity, cooperation and citizenship for a life-time. This free training kit profiles seven classrooms in which teachers are helping children practice fairness, respect, and tolerance. The kit includes a 58-minute DVD and a Teacher's Guide, a 114-page set of additional information about each classroom as well as resources, activities, and reflections.*
Online Sources	**Celebrating Children's Identities to Advance Equity and Inclusion** https://tmsc.createsend.com/t/ViewEmail/j/DC5D7446478324D22540EF23F30FEDED/C67FD2F38AC4859C/?tx=0&previewAll=1&print=1&source=PrintPreview&context=BE1559E32AC7F640D744A813E2B67A32 *Children and families with multiple identities may experience increased discrimination and bias. Biases such as racism and ableism (i.e., discrimination against people with disabilities) can lead to prejudice and unfair treatment of children and families who have these intersecting identities. They can also impact who has — and importantly, who does not have — equitable access to high-quality, inclusive early learning experiences. This set of resources offers ways to read about, look at, and try out practices that promote and affirm individual differences.* **Creating Schools Where All Students Thrive: An Advocate's Guide to Transforming Special Education** https://reports.innovateschools.org/wp-content/uploads/2018/05/An-Advocates-Guide-to-Transforming-Special-Education.pdf *This resource delineates practices through which schools, leaders, educators, and families can embrace neuro-diversity and view learning differences as strengths. The guiding premise for this work is "Here's your general education student who has some special needs; not here is a special education student." This PDF provides chapters in user-friendly format to address the following concepts: Believe in Me, Include Me, Find Me, Catch Me, Meet Me, Know Me, Involve Me and My Family, and Stick with Me. Each chapter is evidence-based and designed to help advocates gain an understanding of the key practices.* **Q&A: Noticing Differences** https://www.zerotothree.org/resources/4087-q-a-noticing-differences *This column shares ideas about how families and educators can explain differences to promote understanding.* **Free Resources About Similarities and Differences** https://scriptnc.fpg.unc.edu/natural-resources-free-resources-about-similarities-and-differences *Supporting each young child's full and equitable participation requires early childhood professionals to build the capacity for children to recognize and talk about differences in ways that are honest and accurate, but also thoughtful and kind. Here are some resources for supporting those capabilities.* **Sense of Identity and Belonging: Teaching Practices for Infants, Toddlers, and Preschoolers** https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/sense-identity-belonging-know https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/sense-identity-belonging-do *These websites offer resources and strategies for promoting a positive sense of identity and belonging for educators who work in a variety of early childhood settings.*

Online	**Using Choice and Preference to Promote Improved Behavior** http://csefel.vanderbilt.edu/briefs/wwb15.pdf *This research brief unpacks why it is important to offer children choices and the difference using this practice can make. Companion resources are at* http://csefel.vanderbilt.edu/briefs/handout15.pdf *and* http://csefel.vanderbilt.edu/kits/wwbtk15.pdf **Using Stories to Nurture Identity** https://www.zerotothree.org/resources/2788-using-stories-to-nurture-identity *This article offers tips and tools for using children's books to nurture positive self-identity.*
PD Resources	**Celebrating Children's Identities to Advance Equity and Inclusion** https://tmsc.createsend.com/t/ViewEmail/j/DC5D7446478324D22540EF23F30FEDED/C67FD2F38AC4859C/?tx=0&previewAll=1&print=1&source=PrintPreview&context=BE1559E32AC7F640D744A813E2B67A32 *This set of resources offers a diverse set of tools (readings, videos, websites) that may be used as part of coaching and professional learning to promote and affirm individual differences.* **Pyramid Model Equity Coaching Guide** https://challengingbehavior.cbcs.usf.edu/docs/Equity-Coaching-Guide.pdf *The Guide was designed to provide the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The tool provides a set of questions that can be used to identify areas of potential concern related to equitable practices in the classroom, along with examples of what equitable practices might look like.*

2. Family Partnerships

<table>
<tr>
<td rowspan="5">Print Sources</td>
<td>
<p>Family Engagement: From the Early Years to the Early Grades
http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf
This 2016 joint policy statement from the US Departments of Education and Health and Human Services reflects the shared position that strong family engagement is central to promoting children's healthy development, school readiness, and academic achievement in elementary school and beyond. The policy statement reviews the research base, legal requirements, and best practices that support effective family engagement in children's learning, development, and wellness. It also identifies effective family engagement practices, provides recommendations, and highlights resources.</p>

<p>Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents
https://helpmegrownational.org/wp-content/uploads/2017/04/FE-ChildrenWithDisabilities.pdf
This annotated bibliography describes resources that can help families and educators to facilitate comfortable and supportive partnerships in the interest of successful outcomes for children with disabilities. The research reports, articles, and examples of best practices and practical tools included in this guide suggest methods of developing positive and productive collaboration between schools and families so they can work together to ensure better services for students.</p>

<p>Family Routine-Based Support Guides
These guides were developed to assist family members and caregivers in developing plans to support and build relationships with young children who are using challenging behavior. It uses daily routines to promote understanding of what children may be communicating through the challenging behavior, provide strategies that can help a child participate in a routine without having challenging behavior, and offer ideas on how to respond in ways to keep the behavior from happening.</p>

Building Relationships with Infants
http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_relationships-infants.pdf
Early Elementary
http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_early-elementary.pdf

<p>How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story
http://ici.umn.edu/products/impact/221/9.html
This one-page article shares the perspectives of the family of a young child who is typically developing regarding the benefits they see accruing from their son's participation in inclusive early childhood programs.</p>

<p>Partnering with Families of Children with Special Needs https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/familiesofchildrenwithspecialneeds0909.pdf
Intended for educators, this article provides readers with an understanding of the experience and processes that families go through upon learning their child has a disability, as well as basic information about IFSP and IEP services. It also explains several strategies for working with families with children with disabilities.</p>
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<tr>
<td rowspan="4">Audiovisual</td>
<td>
<p>Brandon's Story: A Mother's Voice https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be
This video highlights one family's journey from the earliest days of receiving a diagnosis, through early intervention, and into productive young adult life.</p>

<p>Bri, Her Family, and Early Intervention https://www.youtube.com/playlist?list=PL9DC2069DAD870262
Produced by the Illinois EI Training Program, this series of video clips show the process of a family going through the development of the Individualized Family Service Plan (IFSP).</p>

<p>Family Engagement https://www.youtube.com/watch?v=1zILvq4YpyM
Watch teacher Jessica Solano describe the benefits for all parties to the effective strategies she uses to engage the families whose children she supports.</p>

<p>Funds of Knowledge https://eclkc.ohs.acf.hhs.gov/video/funds-knowledge-video
Watch as Luis Moll describes the concept of Funds of Knowledge. Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. Learn how to gather and use the funds of knowledge for children and families in the classroom. A companion form, Exploring Cultural Concepts: Funds of Knowledge, offers a tool for learning about the funds of knowledge of each family.
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/spring2spring-funds-of-knowledge-eng.pdf</p>
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Audiovisual	**Through a Mother's Eyes: A Year of Preschool during the Pandemic** https://ectacenter.org/topics/disaster/preschoolpandemic-episode16.asp *Through insightful and heartfelt observations and images, Elizabeth Sharp shares how she has supported her five sons' education during the pandemic, focusing on her four-year old twins who have Individualized Education Programs as they move between remote learning, hybrid, and in-person preschool.* **An Unexpected Gift: Family Engagement and Coaching in Virtual Preschool and Beyond** https://ectacenter.org/topics/disaster/preschoolpandemic-episode15.asp *Preschool teacher Rebecca Vitelli describes how increased family engagement and coaching have become silver linings during the pandemic. Additional insights are shared by Maryann Koziol, Rebecca's instructional coach, Katrina Daniels, the school principal, and Phally, a parent of a child in Rebecca's class. (11 min.)*
Online Sources	**CONNECT Module 3: Communication for Collaboration** https://www.connectmodules.dec-sped.org/connect-modules/learners/module-3/ *This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions. In English and Spanish.* **CONNECT Module 4: Family-Professional Partnerships** https://www.connectmodules.dec-sped.org/connect-modules/learners/module-4/ *This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions, activities, handouts, video and audio clips. In English and Spanish.* **DEC Recommended Practices: Family Practices** http://ectacenter.org/decrp/topic-family.asp *This website features checklists of evidence-based practices for supporting families, with emphasis on families of young children with or at risk for disabilities.* **Five Rs for Promoting Positive Family Engagement** https://www.naeyc.org/resources/pubs/tyc/winter2022/fiver-rs-family *Developing positive partnerships with the families of the children you teach is one of your most important tasks as a teacher. It can also be among the scariest or the most challenging tasks! The author offers five Rs—respect, responsiveness and reassurance, relationship, reciprocity, and reflection—to help you build trust and promote positive family engagement in your preschool classroom.* **Positive Solutions for Families: Family Routine Guide** https://challengingbehavior.org/docs/Positive-Solutions_Family-Routine_Guide.pdf *The Guide gives suggestions for prevent, teach, and response strategies, organized by the function of the challenging behavior, within common family activities and routines. The guide is part of the Positive Solutions for Families workshop series on the NCPMI website.* **Recommended Practice Module 5: Families** https://rpm.fpg.unc.edu/module-5-family *This free, online module offers content related to families of children with or at risk for disabilities. Objectives target what family-centered practices are, how to build the capacity of families, and strategies for building trusting partnerships with families. The module introduces and illustrates the recommended practices using narrated slide presentations, videos, activities, readings, and simulations. A companion Learning Guide provides additional resources for faculty and professional development providers to use in addressing the content of the module.*
PD	**DEC Recommended Practices: Family Practices** http://ectacenter.org/decrp/topic-family.asp *This website features checklists of evidence-based practices for supporting families, with emphasis on families of young children with or at risk for disabilities.* **Relationship-based Competencies to Support Family Engagement** https://eclkc.ohs.acf.hhs.gov/family-engagement/relationship-based-competencies-support-family-engagement/teachers-child-care-providers *This suite of resources offers evidence-based practice resources for supporting family engagement.*

3. Social Emotional Learning and Development

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<td rowspan="8">Print Sources</td>
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Culturally Appropriate Positive Guidance With Young Children
https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance
This thoughtful article illustrates how young children benefit when teachers and families establish healthy partnerships and define common goals for children, even when that may require bridging cultural differences.

Culturally Responsive Strategies to Support Young Children with Challenging Behavior
https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies
This article describes five culturally responsive core strategies to promote positive teacher relationships with young children in preschool and minimize challenging behavior: learn about children and families, develop and teach expectations, take the child's perspective, teach and model empathy, and use group times to discuss conflict.

Developing Young Children's Self-Regulation Through Everyday Experiences
https://www.hawaii.edu/childrenscenter/wp-content/uploads/2014/01/Self-Regulation_Florez_OnlineJuly2011.pdf
This 2011 article by Ida Rose Florez explains what self-regulation is and how it develops in young children. It also describes ways in which scaffolding can be provided in a deliberate manner to help develop self-regulation in children. These include modeling, using hints and cues, and gradually withdrawing adult support.

Family Routine Guide
https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf
This guide can assist family members and caregivers in developing a plan to support young children who are using challenging behavior. It includes practices for selecting prevention strategies, teaching new skills, and changing the way they respond to eliminate or minimize the challenging behavior.

Position Statement on Challenging Behavior and Young Children **https://tinyurl.com/y8omad5d**
This position statement readdresses the significance of healthy social-emotional competence of all children and provides guidance to practitioners, teachers, and families in preventing and effectively responding to challenging behaviors. DEC's position includes culturally sustaining, family-focused practices, as well as a commitment to inclusion, professional development, and using approaches that eliminate suspension and expulsion.

Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior
http://csefel.vanderbilt.edu/briefs/wwb10.html
This evidence-based brief from the Center on Social and Emotional Foundations for Early Learning (CSEFEL) explains what positive behavior support is and how it works. Short examples and vignettes are also presented.

Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children **http://challengingbehavior.cbcs.usf.edu/docs/TeachingPyramid_yc_article_7_2003.pdf**
This article provides a basic overview of the theory and practice of this approach to supporting social-emotional development. It highlights practices that support any child as well as interventions that might support children with more intensive, individualized needs.

==**What Works Briefs** **http://csefel.vanderbilt.edu/resources/what_works.html**==
Each short document in this series from CSEFEL offers a summary of evidence, followed by practical strategies and additional resources. Topics addressed range from Using Environmental Strategies to Promoting Positive Interactions to Helping Children Learn to Manage Their Own Behavior. Briefs are in English and Spanish.

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Evidence-Based Teaching Practices That Support Social Emotional Development
These videos highlight evidence-based teaching practices that support young children's social emotional development, as demonstrated by a high-fidelity Pyramid Model implementation site. A table of contents is provided at the beginning of each video so viewers can easily navigate to specific segments.

- Pyramid Model Practices: A Typical Day in a Preschool Classroom **https://vimeo.com/180313975**
- Pyramid Model Practices: A Typical Day in a Toddler Classroom **https://vimeo.com/180297918**

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Audiovisual

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<tr><td rowspan="1">Audiovisual Sources</td><td>

Just Breathe
https://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions-1b4f91dac5ad#.4mfw5o2ry
In the 4-minute long video, boys and girls describe how their emotions affect them and how they physically feel. The film goes on to show how helpful breathing and mindfulness are in keeping kids emotionally healthy.

Moving Right Along: Planning Transitions to Prevent Challenging Behavior
https://eclkc.ohs.acf.hhs.gov/video/planning-transitions-prevent-challenging-behavior
This multimedia set of resources was based on the article in the May 2008 issue of Young Children, "Moving Right Along…Planning Transitions to Prevent Challenging Behavior." It includes a recording, slides, and other resources.

Practical Strategies http://csefel.vanderbilt.edu/resources/practical_%20strategies.html
This video presents practical strategies for teaching social emotional skills, which is the third layer in the teaching pyramid. These include taking turns, helping each other, sharing and so on, with video applications in the classroom.

Understanding Emotions https://modules.ilabs.uw.edu/module/understanding-emotions/
This 20-minute online module from the Institute for Learning & Brain Sciences (I-LABS) shares how children build emotional understanding and self-regulation skills. Each module delivers content through narrated PowerPoint slides with embedded videos. A discussion guide and handout are also available for this module.

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<tr><td rowspan="1">Online Sources</td><td>

Backpack Connection https://challengingbehavior.org/implementation/family-engagement/ (scroll down)
This series was created to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

Book Nooks http://csefel.vanderbilt.edu/resources/strategies.html#booknook
These easy-to-use guides were created especially for teachers/caregivers and parents to provide hands-on ways to embed social emotional skill building activities into everyday routines. Each book nook is comprised of ideas and activities designed around popular children's books. Examples of suggested activities include using rhymes to talk about being friends, making emotion masks to help children identify and talk about different feelings, playing games around what to do with hands instead of hitting and fun music and movement activities to express emotions.

Classroom Visuals and Supports
https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports
Visit this website to find an array visual supports teachers can use to increase a child's understanding and engagement in the classroom. The visual supports include daily schedule pictures, problem-solving cues, classroom jobs, behavior expectations, and more. These can be downloaded and printed for use in the classroom or at home.

Promoting Social and Emotional Competence in the Preschool Classroom
https://challengingbehavior.org/training/for-trainers/modules/
These modules provide the types and content of training that would be most useful in addressing the social-emotional needs of young children. These modules have been used nationally to provide training on Pyramid Model practices within various settings. Each module package includes a presentation script, slides, videos, activity descriptions, and handouts. Each module includes handouts, videos, PowerPoints, trainer guides, and more.

The Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children
https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/research.html
This website provides an overview of Pyramid Model organization, tiers, and research, as well as connections to additional resources. Additional resources on key components of teaching social and emotional skills – friendship skills, emotional literacy, self-regulation and anger management, and problem solving – are readily available by using the search feature at the National Center for Pyramid Model Innovations website:
https://challengingbehavior.cbcs.usf.edu/resources/

School Suspensions Are an Adult Behavior
https://www.youtube.com/watch?v=f8nkcRMZKV4
This TED talk by Dr. Rosemarie Allen offers both personal and professional insights into the challenges of early childhood suspensions and expulsions for young children of color.

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CSEFEL Training Modules
These modules focus on promoting the social and emotional competence of young children. Topics include how to build relationships and create supportive environments, social-emotional teaching strategies, individualized intensive interventions, and leadership strategies. Materials include PowerPoints, handouts, videos, and a trainer's guide.
- *Infant training modules* **http://csefel.vanderbilt.edu/resources/training_infant.html**
- *Preschool training modules* **http://csefel.vanderbilt.edu/resources/training_preschool.html**

Early Childhood Behavior Management: Developing and Teaching Rules
https://iris.peabody.vanderbilt.edu/module/ecbm/
This module, a DEC-recommended resource, includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed.

Inventory of Practices for Promoting Children's Social and Emotional Competencies
http://csefel.vanderbilt.edu/modules-archive/inventory-of-practices.html
The Inventory is designed to be used by coaches/consultants, individuals, and/or teams to identify training needs and plan a course of action to address those needs related to four general areas: (a) building positive relationships, (b) classroom preventive practices, (c) social and emotional teaching strategies, and (d) individualized and intensive interventions. The Inventory encourages individual self-reflection, opportunities for teaming between classroom teachers, mentor coaches, supervisors, site directors, and other administrators, and promotes effective practices for direct service staff.

Pyramid Model Equity Coaching Guide
https://challengingbehavior.cbcs.usf.edu/docs/Equity-Coaching-Guide.pdf
The Guide was designed to provide the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The tool provides a set of questions that can be used to identify areas of potential concern related to equitable practices in the classroom, along with examples of what equitable practices might look like.

The Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children
https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/research.html
A great starting point for learning about social emotional competence is the Pyramid Model. This website provides an overview of Pyramid Model organization, tiers, and research, as well as connections to additional resources. Additional resources on key components of teaching social and emotional skills – friendship skills, emotional literacy, self-regulation and anger management, and problem solving – are readily available by using the search feature at the National Center for Pyramid Model Innovations website: **https://challengingbehavior.cbcs.usf.edu/resources/**

Pyramid Model Practices Implementation Checklist
https://challengingbehavior.org/document/pyramid-model-practices-implementation-checklist/
The Checklist is a tool designed to be used by practitioners to identify training and/or classroom implementation needs in seven areas: Responsive Relationships; Predictable Daily Schedules; Creating Effective Classroom Routines; Teaching Behavior Expectations across Classroom Routines; Teaching Social and Emotional Skills; Systematic Instructional Strategies; and Function-Based Assessment and Intervention Planning. The checklist encourages individual self-reflection and discussion between classroom teachers and practitioner coaches.

4. Meaningful Interactions with Peers

Print Sources	**Two Mathematical Heads Are Better Than One: The Benefit of Peer-Based Learning in Preschool** **https://www.naeyc.org/resources/pubs/yc/fall2022/peer-based-math-learning** *In this article, the authors provide a brief literature review on the significance of partner work for young children's linguistic and academic development. They include the strategies they used to scaffold children's mathematical understanding, and they present descriptions of three themes that emerged from an analysis of their observational data related to how children expressed their mathematical understanding: drawings; physical movement; and representation through concrete materials. Although the work of the authors focused on children in dual language classrooms, they conclude the article by offering implications for early childhood teachers in a variety of settings.*
Audiovisual Sources	**Friendship, Inclusion and Learning** **https://www.cde.state.co.us/sites/default/files/video/resultsmatter/FriendshipInclusionAndLearning.mp4** *This story is about a beautiful friendship that blossomed between two young girls in a preschool classroom. The children's parents and teacher describe how the friendship helped both girls learn social and academic skills.* **Inclusion Basics: Membership https://headstartinclusion.org/training-materials/professional-development-packages/inclusion-basics-membership/** *This set of video, presentation, and print resources highlight effective approaches to supporting membership in an early childhood setting for children with and without disabilities.* **Playing Together: Inclusive Social Interactions** **https://cultivatelearning.uw.edu/circle-time-magazine/season-3/episode-4/** *This evidence-based set of resources explores options for facilitating social interactions in inclusive settings, teaching friendship skills, and creating caring environments.*

Online Sources	**Adult's Role in Supporting Peer Relationships** **https://eclkc.ohs.acf.hhs.gov/video/adults-role-supporting-peer-relationships** *In this webinar, presenters address four main questions around peer relationships: Why are friendships important? Why are friends hard to find? How can adults facilitate the development of friendships between young children? How can adults help children navigate their own search for friends?* **Examples of Peer Support** **https://connectmodules.dec-sped.org/wp-content/uploads/2018/11/CONNECT-Handout-1-2.pdf** *This resource illustrates ways in which peers may be encouraged to invite another child to join an activity, help a child to complete a task, show a child a new skills, and respond appropriately.* **The Importance of Early Interactions** **https://modules.ilabs.uw.edu/module/importance-early-interactions/** *This 20-minute online module from the Institute for Learning & Brain Sciences (I-LABS) shares the importance of social interactions in a young child's life. Each module delivers content through narrated PowerPoint slides with embedded videos. A discussion guide and handout are also available for this module.* **Interaction with Children with Disabilities** **https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/interaction** *Effective interactional practices are engaging, sensitive, and responsive to children's developmental, cultural, and linguistic backgrounds. This is especially important for children at risk for or diagnosed with disabilities. Resources at this site are organized based on their level of impact for learning, and are only a sampling of the resources available on these practices. Available in English and Spanish.* **Interaction Checklists** **http://ectacenter.org/decrp/topic-interaction.asp** *These Recommended Practice checklists focus on the evidence-based components of interactions among peers and with adults. For example, the **Child-Child Interaction Checklist** includes practices that can be used to encourage and support peer exchanges to promote positive interactions and play. In English and Spanish.* **Interaction Practice Guides for Practitioners** **http://ectacenter.org/decrp/topic-interaction.asp** *Each Practice Guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Seven Interaction Practice Guides for Practitioners are currently available in English and Spanish.* **Supporting Peer Interactions** **http://hsicc.cmail19.com/t/j-e-odkjdlk-druyhhjhy-r/** *This collection of resources starts with about a Head Start student named Jake, followed by examples of the resources and strategies that Jake's teachers and other team members use to support his successful peer interactions.*
PD	**Interaction Checklists** **http://ectacenter.org/decrp/topic-interaction.asp** (see above) **Interaction Practice Guides for Practitioners** **http://ectacenter.org/decrp/topic-interaction.asp** (see above)

5. Curriculum

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<td rowspan="2">Print Sources</td>
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Classroom Routine Support Guides
These guides were developed to assist teachers and caregivers in problem-solving a plan to support young children who are having challenging behavior. Organized around the routines/activities that would typically occur in an early childhood setting, the guide is designed to help early childhood professionals understand the purpose or meaning of the behavior, and to support them to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses to eliminate or minimize the challenging behavior, examples for which are provided in the guides.

- **Routine-Based Support Guide**
  http://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_RoutineBasedSupportGuide.pdf
- **Early Elementary K-2nd Grade**
  http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_class_early_elementary.pdf

Integrating Principles of Universal Design into the Early Childhood Curriculum
https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Dimensions_Vol41_1_Dinnebeil-1_0.pdf
The authors offer examples and recommendations for how teachers of young children can support each young learner in diverse early learning settings by using Universal Design for Learning.

Practice Guide: Preparing Young Children for School
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/TO4_PRACTICE_GUIDE_Preparing-for-School_07222022_v6.pdf
Research has identified specific practices that can better prepare children ages 3-5 to benefit from school in kindergarten and beyond. A panel of experts compiled this research into a guide for preschool teachers and parents that outlines evidence-based recommendations and includes guidance, potential obstacles to implementation, and tools and resources.

Using a Universal Design for Learning Framework to Enhance Engagement in the Early Childhood Classroom https://files.eric.ed.gov/fulltext/EJ1185417.pdf
This article provides a brief overview of evidence-based UDL practices, with a specific focus on the use of engagement strategies for young children.

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CARA's Kit Online http://www.eita-pa.org/inclusion/
This sequence of three self-paced tutorials provide a brief and effective introduction to CARA's Kit and how it may be used to help educators, students, and others learn about ways in which to adapt daily routines to support toddlers and preschoolers who may experience challenges to their full participation. Part 1 provides an introduction to CARA's Kit, Part 2 provides an overview of the process for using CARA's Kit, and Part 3 offers additional examples of adaptations that support inclusion.

Curriculum Modifications: An Introduction
https://eclkc.ohs.acf.hhs.gov/video/curriculum-modifications-introduction
This 15-minute in-service suite offers an overview of eight types of curriculum modifications for children of varying abilities. Teachers can apply these simple changes to classroom activities to increase a child's engagement..

Curriculum Modifications for Infants and Toddlers
https://headstartinclusion.org/training-materials/professional-development-packages/curriculum-modifications-for-infants-and-toddlers/?cid=effa8b839d9e4b78b4d443be9a405f95
Explore curriculum modifications for infants and toddlers that can be used in a variety of home and program settings. This training module includes slides, learning activities, tools for educators, and helpful resources.

A Guide to Adaptations
https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20Adaptations%20508v2.pdf
Adaptations ensure that young children with disabilities can fully participate and engage in STEM (science, technology, engineering, and math) learning opportunities and experiences. This document defines and describes an evidence-based inclusion framework and provides examples of adaptations that can use that ensure young children with disabilities can participate fully in STEM learning experiences.

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Universal Design for Learning: A Checklist for Early Childhood Environments
https://www.ctdinstitute.org/sites/default/files/file_attachments/UDL-Checklist-EC.pdf
Principles of UDL are fundamental to creating an early childhood environment that is responsive to individual learners of diverse cultures, abilities, languages, and life experiences. Use this checklist to discover ways in which the physical environment, social environment, and temporal environment may be used to support a degree of customization to all children, regardless of their individual abilities or learning preferences.

Tools for PD Providers

Environment Checklists http://ectacenter.org/decrp/topic-environment.asp
Five checklists are available to support practitioners and families to learn about and incorporate recommended environmental practices. Checklists are available in English and Spanish.
- *Natural Environments Learning Opportunities Checklist includes the types of environmental arrangement and adult (parent or practitioner) practices that can be used to engage children in everyday activities to encourage and sustain child learning while engaged in the activities.*
- *Environment Arrangements Checklist includes practices for encouraging child physical activity using environmental arrangements and active child play opportunities as part of everyday learning.*
- *Child Physical Activity Checklist includes practices for encouraging child physical activity and active child play opportunities as part of everyday learning.*
- *Environmental Adaptations Checklist includes procedures for determining the types of environmental adaptations (physical, social, temporal, etc.) that can be used to promote child participation in learning activities to enhance child competence.*
- *Assistive Technology Checklist includes procedures for identifying and using assistive technology (AT) to promote child participation in learning activities to enhance child competence.*

Each checklist is downloadable for use as a self-assessment tool or to plan for effective ways to use environmental practices.

Environment Practice Guides for Practitioners http://ectacenter.org/decrp/topic-environment.asp
Each practice guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Practice Guides for Practitioners are available in web and mobile device formats. Practice guides are available in English and Spanish.

Interaction Checklists http://ectacenter.org/decrp/topic-interaction.asp
Four checklists are available to support educators and families to learn about and incorporate recommended interaction practices. Each is available in English and Spanish.
- *Adult-Child Interaction Checklist includes practices that can be used to engage a child in adult-child interactions to promote and support a child.*
- *Child Social-Communication Checklist includes practices for encouraging child physical activity using environmental arrangements and active child play opportunities as part of everyday learning.*
- *Child Social-Emotional Competence Checklist includes a number of practices that can be used to both engage a child in social play and to respond positively to a child's social-emotional behavior and responses.*
- *Child-Child Interactions Checklist includes practices that can be used to promote positive interactions and play by responding contingently to a child's behavior.*

Each checklist is downloadable for use as a self-assessment tool or to plan for effective ways to use interaction practices.

Interaction Practice Guides for Practitioners http://ectacenter.org/decrp/topic-interaction.asp
Each Practice Guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Seven Interaction Practice Guides for Practitioners are currently available in English and Spanish.

Resources to Support Inclusive Environments and Interactions
https://scriptnc.fpg.unc.edu/script-nc-webinar-environments-and-interactions-foster-inclusion
These annotated collections of free evidence, print, audiovisual, and online resources offer evidence and practices supporting the design and implementation of inclusive early childhood environments and interactions.

6. Instruction

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Activity Simplification https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/activity-simplification
Watch this suite to discover strategies for simplifying activities to increase participation of children who need more support or challenge. Links to supporting materials are provided, including tips, tools, and resources.

Embedded Learning Opportunity Videos http://depts.washington.edu/hscenter/elo#elo
Each video shows the use of evidence-based practices for embedding goals for a specific child in the general curriculum. Additional resources (e.g., handouts, checklists) related to the practices are also included at the site.

Individualizing Instruction http://resourcesforearlylearning.org/educators_pd/
This video-based training explores how to individualize instruction for each child by assessing their interests, talents, needs, and abilities; demonstrating and scaffolding; and clearly communicating expectations. It is available in an online 45-minute self-paced version or a facilitator led 1.5-2 hour training.

Individualizing Videos http://depts.washington.edu/hscenter/individualizing/videos
This set of short videos demonstrates the process that two teachers went through when planning for specific children who need more individualized instruction on some of their learning objectives. These vignettes will show clips of their planning meeting as well as what it looks like in the classroom when these plans are implemented.

Integrating Therapy into the Classroom
https://www.med.unc.edu/ahs/ocsci/nc-school-based-ot/files/2018/06/IntegratingTherapy.pdf
This short publication packs in a great deal of relevant information: evidence for the benefits of integrated therapy plus discipline-specific insights from an occupational therapist, speech language-pathologist, physical therapist, and special educator. Suggestions for how to talk with family members about integrated therapy are also provided.

Routine in a Program: Reading at Circle Time
https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/
This downloadable clip from CONNECT Module 1 provides a great illustration of how one child's articulation goals can be effectively embedded in a small group storybook activity, with great results for all the children.

Scaffolding Children's Learning https://eclkc.ohs.acf.hhs.gov/video/scaffolding-childrens-learning
This suite of resources illustrates ways to help children when they struggle to learn a concept or complete an activity.

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<tr><td rowspan="2">Online</td><td>

Alternative Learning Positions: Supporting Children's Appropriate Motor Development
https://www.communityplaythings.com/resources/articles/2022/Alternative-Learning-Positions?_cldee=GNuNG9CVQbnYZnS1bp8NATB1lJrRkbFqbStY0AXx66Cnr-kVluxHnYXHGyWLWkPe&recipientid=contact-631422b4f49e4c42b12c25b7f2251881-75a04171bcf44c6795eb9bf139b7ec75&esid=92ad8e14-f1b4-ec11-983f-0022480c42a1
While sitting in a chair can support effective performance of academic tasks such as handwriting, many educators now question whether it is really the optimal position for learning. Enjoy what this article has to say on the topic, including their view of "crisscross applesauce."

Child Activity Matrix https://connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECHandout-1.12-Blank-child-activity-matrix.pdf
This tool can be helpful in identifying opportunities to address goals for specific children within daily activities.

<mark>**CONNECT Module 1: Embedded Instruction**</mark>
https://connectmodules.dec-sped.org/connect-modules/learners/module-1/
Through handouts, content, videos, and activities, this module highlights evidence-based practices for integrating and addressing the goals of individual learners within the general early childhood program.

Differentiating Learning Opportunities in Early Math
https://eclkc.ohs.acf.hhs.gov/video/differentiating-learning-opportunities-early-math

Learn how to apply the strategy of differentiation to support participation in early math activities. This suite describes how education staff can use ongoing child assessment to plan individualized math learning opportunities.

Examples of Environmental Modifications https://connectmodules.dec-sped.org/wp-content/uploads/2018/11/CONNECT-Handout-1-1.pdf
This handout shows examples of environmental modifications from changing the setup of a room to using special equipment.

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6. Instruction

Tools for PD Providers

Environment Checklists http://ectacenter.org/decrp/topic-environment.asp

Five checklists are available to support practitioners and families to learn about and incorporate recommended environmental practices. Checklists are available in English and Spanish.

- *Natural Environments Learning Opportunities Checklist includes the types of environmental arrangement and adult (parent or practitioner) practices that can be used to engage children in everyday activities to encourage and sustain child learning while engaged in the activities.*
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Each checklist is downloadable for use as a self-assessment tool or to plan for effective ways to use environmental practices.

Environment Practice Guides for Practitioners http://ectacenter.org/decrp/topic-environment.asp

Each practice guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Practice Guides for Practitioners are available in web and mobile device formats. Practice guides are available in English and Spanish.

A Guide to Teaching Practices

https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20Teaching%20Practices%203-14-2022.pdf

This document defines and describes evidence-based teaching strategies and provides examples of each strategy that adults may use to ensure young children, especially those with disabilities, can participate more fully in learning experiences. The strategies are prompting, scaffolding, modeling, descriptive talking, wait time, and reinforcement.

Instruction Checklists http://ectacenter.org/decrp/topic-instruction.asp

These Recommended Practice checklists focus on the evidence-based components of interactions among peers and with adults. For example, the Embedded Instructional Practices Checklist includes practices that can be used to address specific child targets within ongoing routines. In English and Spanish.

Instruction Practice Guides for Practitioners http://ectacenter.org/decrp/topic-interaction.asp

Each Practice Guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Four Instruction Practice Guides for Practitioners are currently available in English and Spanish.

7. Collaborative Teaming

Print	**They're Our Children: Teaming and Collaboration Between Head Start and 619 Programs to Support Children with Disabilities in Head Start** https://divisionearlychildhood.egnyte.com/dl/Sz6yvyIezq?cid=69614e7594533f22e08b84fa319eb646 *This article describes examples of ways Early Head Start programs and early intervention team members can work together to promote high-quality inclusion.* **When in Doubt, Reach Out: Teaming Strategies for Inclusive Early Childhood Settings** https://www.naeyc.org/resources/pubs/yc/spring2021/teaming-strategies-early-childhood *This article will provide an overview of early intervention services in a variety of settings and offers foundational, research-supported practices for working with infants and toddlers who have a delay or disability. The authors emphasize strategies for fostering collaboration in inclusive early childhood settings using the example of a child with delays in the social-emotional and communication domains.*
Audiovisual	**Collaboration With Families and Other Partners: Essential Features of High-Quality Inclusion** https://eclkc.ohs.acf.hhs.gov/video/collaboration-families-other-partners-essential-features-high-quality-inclusion *This archived webinar is part of a series of four webinars jointly presented by staff from the Office of Special Education Programs (OSEP) and the Office of Head Start (OHS). This webinar provides information on federal laws and policies and resources related to building partnerships that ensure high-quality inclusion for children with disabilities. Strategies to collaborate with state and community partners to build stronger infrastructure supports are also discussed. Included as part of this resource is an analysis of IDEA requirements related to family engagement.* ==CONNECT Module 3: Communication for Collaboration== https://www.connectmodules.dec-sped.org/connect-modules/learners/module-3/ *This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions. In English and ==Spanish.==* **Recommended Practices Module 4: Teaming & Collaboration** https://rpm.fpg.unc.edu/module-4-teaming *This module is part of a series of seven interactive modules focused on the DEC Recommended Practices. Each module is designed around the Plan, Do, Study, Act framework. The module introduces the components of teaming and collaboration through short interactive self-paced lessons with video demonstrations of practices and quizzes, activities, and a short scenario-based simulation exercise. There are also learning guides in the instructor area to support faculty and professional development providers to extend the learning.* **SpecialQuest Multimedia Training Library: Collaboration and Teaming** https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/collaboration-teaming *This resource is part of a series of modules for professional development providers to support practitioners to implement high-quality inclusion. This module includes six sessions with activities, videos, and handouts to support practitioners in learning effective team building and collaboration strategies. A presenter's guide and training notes are also included. All the materials within the module are downloadable.*
Online	**Collaboration and Teaming** https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/collaboration-teaming This site includes a comprehensive set of strategies, activities, videos, and other resources that illustrate the components of high-quality collaboration and teaming. **Collaboration to Learn and Grow Checklist** http://ectacenter.org/~pdfs/decrp/TC-3_Collaboration_Learn_Grow_2018.pdf *This checklist provides nine indicators of a team's function in helping members share knowledge and expertise with one another, which can be used not only as an evaluation tool but also as a practice improvement plan.*

Online	**Practitioner Practice Guide 3.1: Team Members Helping One Another Learn and Grow** http://ectacenter.org/~pdfs/decrp/PG_TC_TeamMembersHelpingOneAnother_prac_print_2017.pdf *Because practitioners serving young children with disabilities and their families often have to work in interdisciplinary and interagency teams, it is important that team members learn different perspectives and knowledge and develop better professional skills together. This practice guide helps practitioners learn to support each other's learning and growth. This guide comes with a case scenario and a video demonstration.*
Tools for PD Providers	**Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems (QRIS): Identifying Promising Features** https://www.childtrends.org/wp-content/uploads/2014/09/2011-47CoachingEarlyCareEducation.pdf *Did you know that coaching has been documented as a critical factor in overall quality improvement in early childhood settings? If you'd like to read more what research tells us about the components of effective early childhood coaching, this would be a good resource to explore.* **PIECES: Performance Indicators for Itinerant Early Childhood Education Specialists** https://www.utoledo.edu/education/grants/direct/pi.html *The purpose of PIECES is to provide a method of self-assessment for itinerant ECSE teachers. Supervisors also might be interested in using this document to support the performance and professional development of itinerant ECSE teachers they supervise.* **Promoting Inclusion: Teaming and Collaboration** https://tmsc.createsend.com/t/ViewEmail/j/77BFFB1753F75EFF2540EF23F30FEDED/C67FD2F38AC4859C/?tx=0&previewAll=1&print=1&source=PrintPreview&context=BE1559E32AC7F640D744A813E2B67A32 *This collection includes articles, videos, and activities for learning about and promoting effective teaming and collaboration to support inclusion.* **RACI (Responsible, Accountable, Consulted, Informed) Training Course** https://racichart.org/raci-training-course/ *This free course provides an overview of the importance of understanding roles and responsibilities, the RACI roles, and how to consider applying them.* **Team Roles: 9 Types to Create a Balanced Team** https://asana.com/resources/team-roles *Visitors to this website will learn about Dr. Meredith Belbin's nine team roles and learn how balancing a team can support team productivity.* **Teaming and Collaboration Checklists** http://ectacenter.org/decrp/topic-instruction.asp *These Recommended Practice checklists focus on the evidence-based components of teaming and collaboration. For example, the* Families are Full Team Members Checklist *includes steps and actions teams can take to ensure that families are included as full team members and are valued as experts who are considered vital to effective team functioning. In English and Spanish.* **Teaming and Collaboration Practice Guides for Practitioners** http://ectacenter.org/decrp/topic-interaction.asp *Each Practice Guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Three Teaming and Collaboration Practice Guides for Practitioners are currently available in English and Spanish.*

8. Assessment

Print Sources	**Appropriate and Meaningful Assessment in Family-Centered Programs** **https://cms.azed.gov/home/GetDocumentFile?id=59e6256d3217e1076c0f5680** *This 2013 article discusses elements that make up continuous assessment, including ways teachers can collect, document, organize, and maintain information; the importance of reflecting on this information in collaboration with colleagues and families; and how to use this information for setting goals and planning for individual children and groups.* **Authentic Assessment in Infant-Toddler Care Settings** **http://muskie.usm.maine.edu/Publications/CYF/Authentic-Assessment-Child-Care.pdf** *This policy brief describes what authentic assessment is, the role observation plays in authentic assessment, how information from observations is used to develop curriculum, outcomes from authentic assessment, and the need to include authentic assessment training in professional development activities for early childhood practitioners who work with infants and toddlers.*
Audiovisual	**Using Checklists https://eclkc.ohs.acf.hhs.gov/video/using-checklists** *In this archived webinar, learn simple ways teachers can develop and use checklists to collect data on child progress. Additional resources, including tips, tools, and sample checklists are available at this site for teachers and supervisors to use in documenting progress on specific skills like expressive language.* **Using Child Assessment Data to Achieve Positive Outcomes https://youtu.be/PtR24V8z9_w** *Administrators and teachers illustrate how they use authentic child assessment data to 1) inform classroom level instruction, 2) support teachers, and 3) meet the needs of individual children and their families.* **Using Data to Inform Teaching https://eclkc.ohs.acf.hhs.gov/video/using-data-inform-teaching** *This archived webinar illustrates how to use assessment data to inform and adjust teaching practices. Supplemental resources include a set of PowerPoints, presenter notes, and learning activities for applying the content to scenarios in early writing, expressive language, persistence, and direction-following.*
Online	**Assessment and Progress Monitoring in Early Childhood** **https://eclkc.ohs.acf.hhs.gov/video/assessment-progress-monitoring-early-childhood** *In this webinar, learn how staff can monitor individual children and classrooms or programs to ensure that children are making adequate progress toward school readiness. Listen as presenters discuss the benefits and liabilities of two different types of approaches to monitoring progress: observational curriculum approaches and direct general outcomes approaches. Additional resources are also available at this site.* **Assessment Checklists https://ectacenter.org/decrp/topic-assessment.asp** *Four checklists are currently available from the Early Childhood Technical Assistance (ECTA) website to support practitioners and families to learn about and incorporate the DEC recommended assessment practices. The checklists may be used to observe and rate assessment practices, plan for interactions that reflect recommended practices, or reflect on assessment practices with an eye toward improvement.* **Assessment Practice Guides for Practitioners https://ectacenter.org/decrp/topic-assessment.asp** *Each practice guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Five assessment Practice Guides for Practitioners are currently available (i.e., engaging in informed clinical reasoning, engaging families as assessment partners, authentic child assessment, building on child strengths, and identifying child strengths) in web and mobile device formats.* **Assessment Practice Guides for Families https://ectacenter.org/decrp/topic-assessment.asp** *Each Practice Guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Five Assessment Practice Guides for Families are now available in web and mobile device formats, and in English and Spanish.* **Using Data to Inform Teaching https://eclkc.ohs.acf.hhs.gov/video/using-data-inform-teaching** *Learn how to use assessment data to inform and adjust your teaching practices with this inservice suite. In addition to the video presentation and presenter notes, there are four learning activities for applying the content.*

Tools for PD Providers

Assessment Checklists https://ectacenter.org/decrp/topic-assessment.asp

Four checklists are currently available from the Early Childhood Technical Assistance (ECTA) website to support practitioners and families to learn about and incorporate the DEC recommended assessment practices. The checklists may be used to observe and rate assessment practices, plan for interactions that reflect recommended practices, or reflect on assessment practices with an eye toward improvement.

Assessment Practice Guides for Practitioners https://ectacenter.org/decrp/topic-assessment.asp

Each practice guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Five assessment Practice Guides for Practitioners are currently available (i.e., engaging in informed clinical reasoning, engaging families as assessment partners, authentic child assessment, building on child strengths, and identifying child strengths) in web and mobile device formats.

9. Culturally Responsive and Identity Affirming Practices

Print Sources	**Culturally Responsive Strategies to Support Young Children With Challenging Behavior** https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies *This article describes five culturally responsive core strategies to promote positive teacher relationships with young children in preschool and minimize challenging behavior: learn about children and families, develop and teach expectations, take the child's perspective, teach and model empathy, and use group times to discuss conflict. As African American boys experience a much higher rate of suspensions and expulsions from preschool settings than do other children (Gilliam 2005), these relationship-building techniques are particularly relevant for teachers as they reflect on their own practices and biases—especially toward African American boys—in early childhood classrooms.* **Culturally Responsive Teaching** https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf *This document starts by defining culturally responsive teaching (CRT) and delineating the benefits to children and families that accrue from teachers who are prepared to implement CRT. Teacher competencies are spelled out and followed by an analysis of ways in which professional teaching standards are being used to build early childhood educators who are prepared to use culturally responsive teaching practices. Culturally Responsive Teaching: A Reflection Guide is a companion resource to support reflection and discussion.* **Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Process** http://bottemabeutel.com/wp-content/uploads/2014/01/Zhang-Bennett-IEP-CLD-familes.pdf *This article briefly reviews literature regarding the involvement and participation of culturally and linguistically diverse (CLD) families in the special education process. Barriers to family participation and strategies for facilitating family participation are summarized, and important issues for supporting successful collaboration are highlighted.* **Quality UPK Teaching in Diverse Settings** https://highqualityearlylearning.files.wordpress.com/2020/11/report.quality-upk-teaching-in-diverse-setting.final_.pdf *The first part of this rich article shares the research findings behind the examples in the second part. Each principle for equitable practice is supported with both ideas and photos.*
Audiovisual	**Diversity: Contrasting Perspectives** http://www.learningseed.com/catalog/diversity-contrasting-perspectives *This video introduces diverse perspectives on aspects of caregiving that impact health, safety, nutrition, and development in home and early childhood settings. It discusses cultural differences in practices ranging from feeding to toilet teaching.* **Funds of Knowledge** https://eclkc.ohs.acf.hhs.gov/video/funds-knowledge-video *Watch as Luis Moll describes the concept of Funds of Knowledge. Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. Learn how to gather and use the funds of knowledge for children and families in the classroom. This approach will help staff ensure culturally relevant programming. A companion form, Exploring Cultural Concepts: Funds of Knowledge, offers a tool for learning about the funds of knowledge of each family. A companion handout is available at* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/spring2spring-funds-of-knowledge-eng.pdf
Online	**Multicultural Principles for Early Childhood Leaders** https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders *This resource provides recent research and perspectives on key multicultural principles and offers guidance to staff on how to implement these principles in their programs. Information is divided into 10 chapters and each chapter presents one multicultural principle, the research and guidance to support that principle, and questions and/or discussion activities. Anyone may download the individual chapters, or the entire resource, in English or Spanish to use for their professional learning activities, or for personal professional development.* **Teaching for Change: Building Social Justice Starting in the Classroom** http://www.teachingforchange.org/ *This extensive website resources related to equity and social justice. Go to the section on Anti-Bias Education Articles (http://www.teachingforchange.org/anti-bias-education-articles) to discover over free down-loadable articles on anti-bias early childhood education presented in the categories of curriculum, identity development, language development, and parent/family resources. Most examples are available in English and Spanish. Other sections offer materials for teachers and practices for supporting young children who are dual language learners.*

Tools for PD	**Culturally Responsive Teaching: A Reflection Guide** https://www.newamerica.org/education-policy/policy-papers/culturally-responsive-teaching-competencies/#:~:text=Culturally%20responsive%20educators%20routinely%20reflect%20on%20their%20own,how%20these%20factors%20influence%20their%20beliefs%20and%20actions. *This resource is intended to support the reflective practice and ongoing learning of culturally responsive teachers. It can help teachers assess their personal strengths and develop a plan to sharpen their practice. Additionally, this guide can and should be used by those who support teachers. Teacher preparation faculty, mentors, coaches, and administrators can use this resource to assess how well they model and support the development of culturally responsive teaching practices.*

Inclusion Resources

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<td rowspan="4">Evidence Sources</td>
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Early Childhood Inclusion: A Joint Position Statement DEC and NAEYC
https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/EarlyChildhoodInclusion_0.pdf
The position statement contains a definition of early childhood inclusion and provides recommendations for families and professionals for improving early childhood services and policies with regards to inclusion.

Making Sound LRE Decisions https://ectacenter.org/topics/iep/iep-placement.asp
This guidance lists important actions in the Individualized Education Program (IEP) development process along with guiding principles and practices that should inform placement decisions for preschool-aged children with disabilities. It is organized by important actions within the IEP process and includes reference to the corresponding IDEA rules and regulations to each action. Within each action, a guiding principle is listed followed by additional guidance and resources. Most of the principles in this document are from ECTA Center's Key Principles and Key Practices Underlying the IEP Process. Ideally, states and local programs will adapt this document by adding their own strategies, resources, and guidance to support sound placement decisions.

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs
https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
This September 2015 policy statement was developed to set a vision and provide recommendations to States, local educational agencies, schools, and public and private early childhood programs, from the U.S. Departments of Education and Health and Human Services, for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs. The document provides a concise summary of the status of, challenges to, and opportunities for inclusion.

Preschool LRE Reference Points & Discussion Prompts https://ectacenter.org/topics/iep/iep-reference.asp
This summary of the Least Restrictive Environment (LRE) provisions of the IDEA as applicable to preschool aged children with disabilities is intended to be used as both a quick reference guide and training tool. Topics under the five sections outline reference points and discussion prompts. Reference points are drawn from several sources such as IDEA regulations and Federal Register comments. Discussion points are intended to help state and local teams support the inclusion of young children with disabilities by appropriately applying LRE provisions and placement decisions for individual children. The five sections are: the IDEA mandate, LRE requirements, regular early childhood programs, funding IDEA preschool services, and accountability.

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<td rowspan="3">Print Sources</td>
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The ABCs of Diversity and Inclusion: Developing an Inclusive Environment for Diverse Families in Early Childhood Education
https://www.zerotothree.org/resource/the-abcs-of-diversity-and-inclusion-developing-an-inclusive-environment-for-diverse-families-in-early-childhood-education/
This article gives specific, concrete suggestions about how to build and maintain a welcoming, representative, and inclusive environment for diverse families in schools.

Creating Schools Where All Students Thrive: An Advocate's Guide to Transforming Special Education
https://reports.innovateschools.org/wp-content/uploads/2018/05/An-Advocates-Guide-to-Transforming-Special-Education.pdf
This resource delineates practices through which schools, leaders, educators, and families can embrace neurodiversity and view learning differences as strengths. Don't miss the list on page 8 of Seven Ways Teachers Can Change Their Expectations for All Students, Including Students with Special Needs.

Early Childhood Inclusion: Challenges and Strategies from the 2014 Preschool Inclusion Survey
https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Early%20Childhood%20Inclusion_Challenges%20and%20Strategies.pdf
The 2014 Preschool Inclusion Survey, results of which are summarized in this document, affirmed that: 1) children with disabilities can be effectively educated in inclusive programs that use specialized instruction; 2) Inclusion benefits all children, both with and without disabilities; 3) families of all children generally have positive views of inclusion; 4) inclusion is not more expensive than separate instruction; and 5) children with disabilities do not need to be "ready" for enrollment in inclusive programs.

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Inclusion (continued)

Print Sources

Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder
http://autismpdc.fpg.unc.edu/evidence-based-practices
While many interventions exist for autism spectrum disorder, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). This website is a source for information about evidence-based practices, including an overview, instructions for implementation, an implementation checklist, and, often, a video example.

Fact Sheet of Research on Preschool Inclusion
http://ectacenter.org/~pdfs/topics/inclusion/research/Research_Supporting_Preschool_Inclusion_R.pdf
This 6-page handout presents 11 evidence-based facts that support inclusive practices in the preschool.

Inclusion of Young Children with Disabilities: A Critical Quality Indicator for Early Childhood Education
https://childcareta.acf.hhs.gov/sites/default/files/public/22_09_09_inclusion_of_young_children_with_disabilities_brief_final_508_compliant_1.pdf
This brief by Jani Kozlowski explores the importance of inclusion for young children with disabilities and the relationship between inclusion and quality in early childhood education. It includes a summary of evidence supporting the importance of quality inclusion, effective practices, and a list of related resources.

Promoting Inclusion in Infant and Toddler Settings
https://www.naeyc.org/resources/pubs/yc/winter2021/inclusion-infant-toddler
Rebecca Parlakian's article summarizes benefits of quality inclusion along with guidance for planning and implementing opportunities for the access, full participation, and support of each and every child.

Research Synthesis Points on Quality Inclusive Practices http://npdci.fpg.unc.edu/sites/
npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf
This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high quality early childhood inclusion as described in the joint position statement.

Audiovisual Sources

Early Childhood Behavior Management: Developing and Teaching Rules
https://iris.peabody.vanderbilt.edu/module/ecbm/
This module, a DEC-recommended resource, includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed.

Early Childhood Environments: Designing Effective Classrooms
https://iris.peabody.vanderbilt.edu/module/env/
This module, a DEC-recommended resource, offers information on how to set up effective inclusive early childhood classroom environments for young children. It also provides details about the interrelated physical, social, and temporal components of those environments, as well as adaptations to help teachers meet children's needs.

Early Childhood Behavior Management: Developing and Teaching Rules
https://iris.peabody.vanderbilt.edu/module/ecbm/
This module, a DEC-recommended resource, includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed.

Foundations of Inclusion Birth to Five
https://connectmodules.dec-sped.org/connect-modules/learners/module-1/introduction/
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.

Head Start Center for Inclusion
https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/head-start-center-inclusion
The Head Start Center for Inclusion seeks to support efforts at inclusion for children with disabilities. Materials and resources include useful classroom visuals and supports, videos and modules.

Inclusive Classroom Profile (ICP)
https://www.youtube.com/watch?v=2eZh4vaqcG0
The ICP is an evidence-based tools that focuses on the quality of provisions and daily practices that support the developmental needs of children with disabilities in center-based preschool classrooms. The ICP assesses twelve key practices, ranging from adaptations of space, materials, and equipment to transitions between activities. This webinar provides an overview of the tool, which is available to purchase at **Paul Brookes Publishing***.*

Introduction to Early Childhood Special Education and Inclusion Course Enhancements
https://www.youtube.com/watch?v=8asIP76XiRc
This archived webinar from the Early On Center for Higher Education explored changes made to a special education course through the collaboration of a higher education grant. The goal was to move the course from a traditional approach to understanding children with disabilities to a more inclusive approach for preparing future educators to work with children with differing abilities. This included conversations regarding the lab component both before COVID and the transition to virtual labs during COVID.

Key Characteristics of High Quality Inclusive Education **https://www.youtube.com/watch?v=b7DywG0BgMk**
In this video, you will learn what are the key characteristics of high-quality inclusive education. This video is based on Dr. Phil Strain's keynotes, A brief overview of 40 years of inclusion research at the 2019 OSEP Leadership Conference. Closed captioning available in English and Spanish.

Let's Change Attitudes and Beliefs about Inclusion
https://www.youtube.com/watch?v=9cw6pkQadiw
In this video, you will learn what does the literature tell us about high-quality inclusion. This video is based on Dr. Phil Strain's keynotes, A brief overview of 40 years of inclusion research at the 2019 OSEP Leadership Conference. Closed captioning is available in English, Spanish, and Korean.

Routine in a Program: Reading at Circle Time
https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/
This downloadable clip from CONNECT Module 1 provides a great illustration of how one child's articulation goals can be effectively embedded in a small group storybook activity, with great results for all the children.

Inclusion (continued)

Audiovisual Sources

Shelley Moore: Transforming Inclusive Education
https://www.youtube.com/watch?v=RYtUlU8MjlY&feature=youtu.be
What does bowling have to do with quality inclusion? Watch this three minute video to find out and gain a new way of thinking about how to support each and every young child.

Social Outcomes in Inclusion https://www.youtube.com/watch?v=NlJNb9Gt2qM
In this video, you will learn what are the social outcomes of high-quality inclusive education. This video is based on Dr. Phil Strain's keynotes, A brief overview of 40 years of inclusion research at the 2019 OSEP Leadership Conference. Closed captioning available in English and Spanish.

We Can Do This, Right Where We Are https://cycsuite.org/m/190
This module is a first step in building the confidence and competence of early care and education professionals to welcome all children into your settings. Evidence-based strategies and approaches that create success in inclusive early care and education are presented, demonstrating that practical supports can be used with intention.

Why Inclusion Video Series
- *Part 1: Let's Change Attitudes and Beliefs* **https://www.youtube.com/watch?v=9cw6pkQadiw** (closed captioning available in English, Spanish, and Korean)
- *Part 2: Key Characteristics of High Quality Inclusive Education*
  https://www.youtube.com/watch?v=b7DywG0BgMk (in English and Spanish)
- *Part 3: Social Outcomes in Inclusion* **https://www.youtube.com/watch?v=NlJNb9Gt2qM** (in English and Spanish)
- Parts 1-3 (with closed captioning in Vietnamese and Vietnamese Sign Language)
  https://stemie.fpg.unc.edu/video-series-why-inclusion-vietnamese

Online Sources

CONNECT: Foundations of Inclusion
https://connectmodules.dec-sped.org/product/connect-foundations-of-inclusion/
This free online course is intended to introduce learners to the basics of inclusion and the rights and supports for children and teachers in early childhood education. Topics covered include defining inclusion and describing four recent research findings related to inclusion, understanding the legislation related to inclusion, and identifying actions teachers can take.

Content Nuggets Explore Key Ideas About Inclusion
https://www.eclre.org/good-to-know/understanding-inclusion/
Early CHOICES and the Early Intervention Training Program at University of Illinois recently launched a new series called Understanding Inclusion. Each "nugget" includes bite-size videos with embedded resources and activities to help understand, promote, and advocate for inclusion for children birth to age 5. Content was developed with families to ensure that they would be useful to families, practitioners, service coordinators, educators, and administrators in early intervention and early childhood. Each topic has a guide to support understanding and provide resources on the topic. Topic guides can be used as a companion tool for the learner and as a stand-alone tool to help facilitate discussions and extended learning opportunities. The topics are: Inclusion is a Journey, Least Restrictive Environment, Commitment to Inclusive Practices (Law, Policy), Benefits of Inclusive Practices, Inclusive Settings, and Implementing and Advocating for Inclusion. There are additional inclusion resources at the site where the nuggets are posted.

Early Care and Education Environment (ECEE) Indicators of High-Quality Inclusion
https://ectacenter.org/~pdfs/topics/inclusion/ece_indicators_of_high_quality_inclusion.pdf
The ECEE Indicators detail the key elements that are necessary for implementing high-quality inclusive practices in early childhood settings. They are designed to assist personnel in providing effective supports and services to young children with disabilities. They are intended to enhance high-quality inclusive practices implemented by early care and education personnel.

Inclusion (continued)

Online	**Guides to Including Young Children with Disabilities in STEM Learning Opportunities** *The STEM Innovation for Inclusion in Early Education Center (STEMIE) recently released two guides on including young children with disabilities in STEM learning opportunities.* • **A Guide to Adaptations** https://stemie.fpg.unc.edu/guide-adaptations?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term= *This guide provides information on how adults can make adaptations to support the access and full participation of young children in STEM learning opportunities. The guide focuses on environment (e.g., room set-up, equipment, how an activity is done, length of time), materials (e.g., adaptations to toys, materials, assistive technology devices), and instruction (e.g., add information, reduce steps).* • **A Guide to Teaching Practices** https://stemie.fpg.unc.edu/guide-teaching-practices?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term= *This guide shares practices used by adults (e.g., family members, practitioners) or, in some instances, by other children to help facilitate children's participation in everyday routines, learning experiences, and activities. Using these strategies engages children in activities, maintains their interest, and provides opportunities for them to learn concepts and thinking skills that support STEM learning when using adaptations is not a sufficient support.* **Indicators of High-Quality Inclusion** https://ectacenter.org/topics/inclusion/indicators.asp *A national initiative with partners across early care and education is working to develop indicators that address inclusive policies and practices at the state, local program leadership and early care and education environments level. The indicators will support state and local program leaders to examine and implement strategies that strengthen their capacity to provide high quality inclusive options in their communities. The goal of the initiative is to improve and increase inclusive opportunities for young children with disabilities and their families, through system and practice refinements. Draft indicators are available at state, community, local program, and early care and education environment levels.* **Inclusion of Young Children with Disabilities: A Critical Quality Indicator for Early Childhood Education** https://childcareta.acf.hhs.gov/resource/inclusion-young-children-disabilities-critical-quality-indicator-early-childhood-0 *This brief explores the importance of inclusion for young children with disabilities and the relationship between inclusion and quality in early childhood education. The brief includes a table with state examples of inclusion-related indicators in Quality Rating and Improvement Systems, and a list of related resources.* ==Practice Improvement Tools: Using the DEC Recommended Practices== http://ectacenter.org/decrp/ *This website features free checklists, practice guides, family practices guides and more free resources related to planning and implementing services that align with and reflect the DEC Recommended Practices. Resources are available in English and ==Spanish.==* **STEMIE Storybook Conversations** https://stemie.fpg.unc.edu/resources?f%5B0%5D=field_resources_for_families%3A100 *Visit this website to discover Storybook Conversations, like The Grouchy Ladybug. Explore the ways in which the STEMIE resources can examine a children's book in terms of commonality, context, and individuality. Review the Bookmark with Prompts for this storybook. Consider the ways in which it both engages/supports family engagement and individualization for children with diverse capabilities. Also consider the ways in which this example connects language/literacy with STEM concepts. Imagine creating similar bookmarks for new children's books that connect with the language, culture, race, or identity of a family.*