Instructional Resources Webinar
February 22, 2013
11:00 am – 12:30 pm
Welcome and Introduction
Logistics

Questions?
Comments?

USE THE CHAT BOX

Press "*6" to mute or unmute your phone

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina
Who’s There?

Type your name and affiliation into chat box
Agenda

- Resources for **EDU 221**: Children with Exceptionalities
- Questions and Discussion
- Resources for **EDU 145**: Child Development II
- Questions & Discussion
Shift in Conceptualizing this Course

- Emphasis on specific disabilities and syndromes

Emphasis on children with exceptionalities in relation to:
- Family-centered practices
- Connected sequences
- Evidence-based practices
- Cultural & linguistic diversity
CONNECT Modules

Module 1: Embedded Interventions

Module 2: Transition

Module 3: Communication for Collaboration

Module 4: Family-Professional Partnerships

Module 5: Assistive Technology Interventions

Module 6: Dialogic Reading

Module 7: Tiered Instruction (Social emotional development & Academic learning)
WA Systems Improvement Project

The [WA Early Support for Infants and Toddlers Program](http://www.wa.esitp.org) contracted with [FPG Child Development Institute](http://www.fpg.org) to develop several resources and have graciously agreed to share them with other states via the ECTA Center website.

- [Introduction to IDEA Part C: Three Interactive Modules](http://www.wa.esitp.org/modules/index.cfm) (added July 20, 2012)
- See also: [Non-state specific version](http://www.wa.esitp.org/stages/index.cfm)
- [Bibliography of the Research Supporting Key Principles for Providing Early Intervention Services in Natural Environments](http://www.wa.esitp.org/biblio/index.cfm) (added July 20, 2012)
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<td>Transition from Preschool</td>
<td>Universal Design</td>
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Evidence-Based Practice Landing Pads

National Professional Development Center on Inclusion
Helping states achieve an integrated professional development system that supports high quality inclusion

Embedded Instruction and Other Naturalistic Interventions

Embedded instruction and naturalistic intervention strategies address specific developmental or learning goals within the context of everyday activities, routines, and transitions at home, at school, or in the community.

Why Do It?
The evidence base

- Research evidence on embedded instruction for early learning
  
  http://www.embeddedinstruction.net/node/18
  
  http://tnt.asu.edu/files/Adaptations_Brief_final.pdf
Exceptional Children's Assistance Center (ECAC)

Supporting Change and Reform in Preservice Teaching in North Carolina

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Supporting Change and Reform in Preservice Teaching in North Carolina

US Department of Education "We Must Provide Equal Opportunity in Sports to Students with Disabilities"
Exceptional Children's Assistance Center (ECAC)

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina

LENDING LIBRARY

Home > Lending Library

Lending Library

ECAC’s Lending Libraries have thousands of titles, including books, videos (VHS & DVD), and audio recordings available to lend to North Carolina parents, families, educators and other professionals. Borrowing from our libraries is easy and free!

Once selected, your items will be sent to you via US Mail and we include a pre-paid and pre-addressed postage mailer for easy return to us.

Parent Info Line:
1-800-962-6817
Ask a question:
ecac@ecacmail.org
# National Center on Quality Teaching and Learning: Disabilities

**Topics**

**Program Planning**
- Accommodating All Children in the Early Childhood Classroom
- Interagency Agreement Checklist
- Confidentiality

**Services for Children with Disabilities**
- Intellectual Disabilities (Formerly Mental Retardation)
- Funding Hearing Aids for Children
- The Short-and-Sweet IEP Overview

**Staff Support and Supervision**
- Fifteen Minute Inclusion Inservice Overview
- Promoting Social and Emotional Competence: Training Modules
- Getting to Know Your New Role as A Disabilities Coordinator

**Working with Families**
- Supporting Parents during the IEP/IFSP Process
- Overview of Early Intervention Services
- Parent to Parent Support

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**SCRIPT-NC**
Supporting Change and Reform in Preservice Teaching in North Carolina

**UNC FPG Child Development Institute**
Results Matter Video Library

These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.
Evan’s Story (Runtime: 10:00)

This vignette illustrates how a speech-language pathologist worked with 18 month old Evan’s family at home and with the teacher at a child care center to work on feeding and communication goals.

View Video  |  Download Video

Nolan’s Story (Runtime: 6:10)

This vignette illustrates how a physical therapist worked with the family using low-tech adaptations and household items to make bath time a fun, social, and enriching experience for almost three year old Nolan and his entire family.

View Video  |  Download Video

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Supporting Change and Reforms in Preservice Teaching in North Carolina

UNC
FGP CHILD DEVELOPMENT INSTITUTE
SpecialQuest Multimedia Training Library
Early Childhood Inclusion Materials

I Wanna Be and More

Video Information

Playtime: 15-60 seconds each

Volume Title: Including Infants and Toddlers with Disabilities

Session: Adults with Disabilities: Creating a Long-Term Vision

DOWNLOAD
ENGLISH       SPANISH

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina
I Wanna Be and More

"a policeman."

http://youtu.be/4sk2RAVgRSs

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Supporting Change and Reform in Preservice Teaching in North Carolina

UNC
FPG Child Development Institute
How could you use a video like this?

• Discuss the knowledge, skill, and dispositions teachers need to help each child to achieve their goals?

• Discuss the professional partners who could help each child to achieve their goals (e.g., speech-language pathologists, physical therapists)?

• Discuss the likelihood of each child achieving his or her goals in segregated settings as opposed to inclusive settings?
Tipsheet categories are:

Foundations of Inclusive Early Care and Education

Social-Emotional Development

Program Planning and Administration

Click on a category to view a list of the topics covered. Select (click on) the Tipsheet titles to open an accessible PDF file. (Download Adobe Reader here.) Please be sure to check out the Virtual Tool Kit and Selected Resources links for each Tipsheet topic.
Inclusive Early Childhood Education (PDF)

- Virtual Tool Kit: Inclusive Early Childhood Education
- Selected Resources: Inclusive Early Childhood Education

Increase Access: Universal Design in Early Care & Education (PDF)

- Virtual Tool Kit: Increase Access: Universal Design in Early Care and Education
- Selected Resources: Increase Access: Universal Design in Early Care and Education

Assessment Basics: From Observation to Instruction (PDF)

- Virtual Tool Kit: Assessment Basics: From Observation to Instruction
- Selected Resources: Assessment Basics: From Observation to Instruction
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children born with disabilities and their families have come to be known as early childhood inclusion.

The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered. However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high-quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high-quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.
Family Centered Services

Guiding Principles and Practices for Delivery of Family Centered Services

**Principle 3** — Families are active participants in all aspects of decision making. They are the ultimate decision-makers in the amount, type of assistance, and the support they seek to use.

For example, providers:
- recognize families may need greater support and resources at certain times;
- plan interventions that actively involve families at a level of participation they choose;
- identify and use specific family strengths as a resource for actively meeting identified needs;
- support and encourage family decisions;
- use elements of partnership relations and coaching techniques in their work with families;
- function in a variety of roles.
Just the Facts, Ma’am

Parallels In Time
A History of Developmental Disabilities

I. Ancient Era 500 BC - 475 A.D.
II. The Middle Ages, Renaissance & Reformation 475 A.D. - 1500 A.D.
III. 17th and 18th Centuries
IV. The Rise of the Institutions 1800 - 1950
V. The Reawakening 1950 - 1980
VI. The Independent Living Movement 1970 - Present
VII. The Self-Advocacy Movement 1980 - Present

HELP

The OVERVIEW
The QUIZ SHOW
Home Page

People First Language (PFL)
is about respect and dignity, and it puts the person—not the condition—first. Like gender and ethnicity, disability is one of many characteristics of being human. PFL is not political correctness, but good manners! Would you want to be known by one trait, like your medical diagnosis?
Here are a few examples:

Say: People with Disabilities
Instead of: Handicapped/Disabled

Say: Cognitive Disability
Instead of: Mental Retardation

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A Long and Winding Road: One Family’s Journey Through the Educational System

by Susan Valiquette

Reuben was born in 1976, one year after IDEA was enacted – the law that says every child is due a free and appropriate education. Unfortunately for him, he was on the cutting edge of changes that really didn’t benefit him to the extent we would have wished, though it has had a lasting influence on generations that followed. While we can laugh at many of the experiences today, at the time it was very hard to accept that less than adequate opportunities were available.

When we brought him home from the hospital, the doctors told us to just love him and hope for the best. He was extremely fragile and not expected to live very long. I carried him in a Snuggie all day and rocked him to sleep each night. We did the best we could. When he was 7 months old, a young woman knocked on our door and said she was here to help. I had no idea who sent her or how she had found us, but I took her up on her offer.
See for Yourself

Liam’s Story: A Mother’s Voice
IEP Training Module Presentation (PDF’s)

- Download presentation
- Download presenter’s notes
- Certificate of Completion
- Spanish-translated IEP

Presentation Handouts (PDF’s)

- Handout #01: Participants PowerPoint Handouts
- Handout #02: Roles & Responsibilities
- Handout #3A: PLOP Activity
- Handout #3B: PLOP Activity
- Handout #3C: PLOP Activity

ECTA Center
The Early Childhood Technical Assistance Center
Improving Systems, Practices and Outcomes

Early Identification: Screening, Evaluation and Assessment

Screening, evaluation and assessment are distinct processes with different purposes under the provisions of Part C and Part B. Screening (including developmental and health screening) includes activities to identify children who may need further evaluation in order to determine the existence of a delay in development or a particular disability. Evaluation is used to determine the existence of a delay or disability, to identify the child’s strengths and needs in all areas of development. Assessment is used to determine the individual child’s present level of performance and early intervention or educational needs.

The Early Head Start National Resource Center developed a technical assistance paper (posted 2/18/11) that defines the concepts and discusses practices related to developmental assessment.
How to Make a Referral to the Exceptional Children Preschool Program

The Exceptional Children Preschool Program is responsible for conducting screenings and evaluations for 3, 4 and 5-year-old children who are not age eligible for kindergarten in North Carolina. This responsibility is mandated by the Individuals with Disabilities Education Act (IDEA) and is called CHILD FIND. Federal and state money is set aside for this purpose to assure that screenings and evaluations are free to all families.

If you are concerned about your child’s development and want to request a screening and/or evaluation, you will need to:

- Call the Exceptional Children Preschool Coordinator in your local school district to set up an appointment for a developmental screening or a referral.
The Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) was created in 1986 to **enhance the development** of infants and toddlers with disabilities, **minimize potential developmental delay**, and reduce educational costs to our society by minimizing the need for special education services as children with disabilities reach school age.¹ Part C provides early intervention (EI) services to infants and toddlers aged birth to three with developmental delays or a medical condition likely to lead to a developmental delay. Part C is not intended to be a stand-alone program. The intent is to **build interagency partnerships** among state agencies and programs in health, education, human services and developmental disabilities.
Questions?
## Activities to Make EDU 145 Fun

### Developmental Milestone Puzzle

<table>
<thead>
<tr>
<th></th>
<th>2-3 years</th>
<th>3-4 years</th>
<th>4-5 years</th>
<th>5+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large Motor Skills</strong></td>
<td>Jumps in place on floor with 2 feet together</td>
<td>Hops on one foot</td>
<td>Walks up and down stairs, alone alternating feet</td>
<td>Skips using alternate feet</td>
</tr>
<tr>
<td><strong>Fine Motor Skills</strong></td>
<td>Strings several large beads on a string</td>
<td>Builds a tower of nine small blocks</td>
<td>Copies a square using a crayon</td>
<td>Prints numerals “1” to “5”</td>
</tr>
<tr>
<td><strong>Language Skills</strong></td>
<td>Makes negative statements</td>
<td>Repeats at least one nursery rhyme. Can sing a song.</td>
<td>Tells the content of a story but may confuse facts</td>
<td>Few differences from adults language</td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>Plays house, imitating basic domestic activity</td>
<td>Joins in play with other children and begins to interact with them</td>
<td>Dramatic play is closer to reality, with attention paid to detail, time and space</td>
<td>Plays simple table games such as Candy Land</td>
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## Activities to Make EDU 144 Fun

### Developmental Milestone Puzzle

<table>
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<tr>
<td>Social Skills</td>
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Activities to Make EDU 144 Fun

True-False Quiz: A great alternative to lecture

<table>
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<tr>
<th>Answer each of the following questions about gross motor skills</th>
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<tbody>
<tr>
<td>Most two year olds can jump in place on the floor with both feet together.</td>
</tr>
<tr>
<td>□ True □ False</td>
</tr>
<tr>
<td>Five year olds often master the art of skipping before they turn six.</td>
</tr>
<tr>
<td>□ True □ False</td>
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http://www.earlylearning.nc.gov/Foundations/

North Carolina Standard Course of Study
http://www.earlylearning.nc.gov/Kindergarten2Grade3/scos.asp

Foundations-Common Core Alignment
http://www.earlylearning.nc.gov/Foundations/commonCoreAlignment.asp
Use the domains of learning to organize observations of child development

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<th>Emotional Social Development</th>
<th>Health and Physical Development</th>
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<tr>
<td>Language Development and Communication</td>
<td>Approaches to Learning</td>
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</table>
The Effect of Poverty on Child Development and Educational Outcomes

Patrice L. Engle* and Maureen M. Black

*California Polytechnic State University, San Luis Obispo, California, USA

University of Maryland Baltimore, Baltimore, Maryland, USA

Poverty affects a child's development and educational outcomes beginning in the earliest years of life, both directly and indirectly through mediated, moderated, and transactional processes. School readiness, or the child's ability to use and profit from school, has been recognized as playing a unique role in escape from poverty in the United States and increasingly in developing countries. It is a critical element but needs to be supported by many other components of a poverty-alleviation strategy, such as improved opportunity structures and empowerment of families. The paper reviews evidence from interventions to improve school readiness of children in poverty, both in the United States and in developing countries, and provides recommendations for future research and action.

Key words: poverty; child development; school readiness; educational outcomes; developing countries

When the Bough Breaks: The Effects of Homelessness on Young Children

February 2012

By Marci McCoy-Roth, Bonnie B. Mackintosh and David Murphey
Raising Boys and Girls: Differences in Physical Development

Addressing Achievement Gaps

Positioning Young Black Boys for Educational Success

America is failing its young Black boys. In metropolitan ghettos, rural villages and midsized townships across the country, schools have become holding tanks for populations of Black boys who have a statistically higher probability of walking the corridors of prison than the halls of college. Across America, the problem of Black male achievement seems intractable. We fail our Black sons more than any other racial or ethnic group.
Topics for Reflection and Discussion

How are you explicitly supporting your students to discover the impact that

• Homelessness
• A different home language
• Gender
• Ethnicity
• Ability differences

can have on development?
An effective teacher can have a stronger influence on student achievement than poverty, language background, class size, and minority status (the influence of an effective teacher)
Topics for Reflection and Discussion

How are you supporting your students to understand their roles in the development of young children who

• Are from low-income families?
• Learn at different rates and in different ways?
• Are dual language learners?
• Are boys of color?
See For Yourself

child development videos

Clips for Class

Results Matter Video Library

These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.

Videos on language, learning, development, personality, emotion, health, learning, etc.
Find It Online

Dual Language Learners and Early Childhood Development

Children who are Dual Language Learners acquire two or more languages simultaneously, as well as learn a second language while continuing to develop their first language. The term "dual language learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).

The OHS report will help you learn about dual language learners and their families.

Assessing DLLs
These strategies and resources help teaching staff appropriately observe, assess, and record learning development in children exposed to two languages. Visit frequently for new resources and updates.

Planning & Literacy Development
This section provides important resources and strategies to help teachers understand curriculum concepts and develop lesson plans that promote positive literacy experiences for DLL children.

Focus on Language Development
Teachers should support DLL children in learning environments that celebrate differences. This section helps teachers articulate the advantages of dual language development, and overcome challenges when serving DLL children.
Find It Online

- School Readiness Goals
- Core Strategies to Promote School Readiness

Select any domain area to find strategies and resources for each domain element.

The Head Start Child Development and Early Learning Framework
The Head Start Child Development and Early Learning Framework

Creative Arts Expression

Creative Arts Expression refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama. The creative arts engage children’s minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

- Strategies to Promote Children’s Expression Through Music
- Domain Element: Music
- Strategies to Promote Children’s Expression Through Creative Movement & Dance
- Domain Element: Creative Movement & Dance
- Strategies to Promote Children’s Expression Through Art
- Domain Element: Art
- Strategies to Promote Children’s Expression Through Drama
- Domain Element: Drama

- Domain Element: Music

<table>
<thead>
<tr>
<th>Title of Resource</th>
<th>Type of Resource</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyme Time [(PDF, 62.57KB)]</td>
<td>Lesson</td>
<td>This lesson serves as an example of how teachers can observe, interpret, and record children's behaviors during music activity.</td>
</tr>
<tr>
<td>Name that Tune [(PDF, 46.20KB)]</td>
<td>Lesson</td>
<td>The lesson is another example of how teachers can observe, interpret, and record children's behaviors during music activity.</td>
</tr>
<tr>
<td>Name That Tune—Handout [(PDF, 36.04KB)]</td>
<td>Handout</td>
<td>This is a sample form for teachers to document assessment data.</td>
</tr>
<tr>
<td>A Head Start on Picturing America, Appendix C: Introduction to Art Station Activities &amp; Tips [(PDF, 456.27KB)]</td>
<td>Guide</td>
<td>Teachers and family service workers can use these hands-on activities to engage parents and children with the Picturing America artworks.</td>
</tr>
<tr>
<td>A Head Start on Picturing America, Appendix D: Parent—Child Conversation Starters [(PDF, 141.52KB)]</td>
<td>Guide</td>
<td>Parents and teachers can use these suggestions to engage children in conversations about the Picturing America artworks.</td>
</tr>
<tr>
<td>Linguistically and Culturally Relevant Early Childhood Environments</td>
<td>Article</td>
<td>Teaching teams and other educators can use the guidance in this article to create a culturally inclusive classroom environment.</td>
</tr>
<tr>
<td>A Creative Adventure</td>
<td>Video</td>
<td>Teaching teams and parents can use this video to see techniques to support learning, as well as creative expression. The video demonstrates activities that allow children to use their imaginations and experience creative adventures.</td>
</tr>
</tbody>
</table>
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Supporting Change and Reform in Preservice Teaching in North Carolina

Landing Pads

http://scriptnc.fpg.unc.edu/resource-search
Child Development and Learning (birth – 36 months): EDU 144

Basics

Published by Zero to Three, this chapter provides information on typical and atypical development. Additional resources, activities, and assignments are available on the accompanying CD.

Just the Facts Ma'am

This chapter presents the DEC recommended practices on child-focused practices and gives useful examples for implementation.

Read All About It

Brain Development

Landing Pads may be found at: http://scriptnc.fpg.unc.edu/resource-search
Questions?
One more resource to enjoy

“Where I Feel Like Me”

http://www.youtube.com/watch?v=44E5ezgbzHg