

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Instructional Resources Webinar

February 22, 2013

11:00 am – 12:30 pm



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Welcome and Introduction

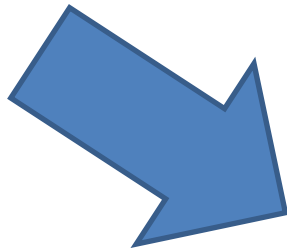


Logistics

Questions?
Comments?



USE THE CHAT BOX



Press “*6” to
mute or
unmute your
phone

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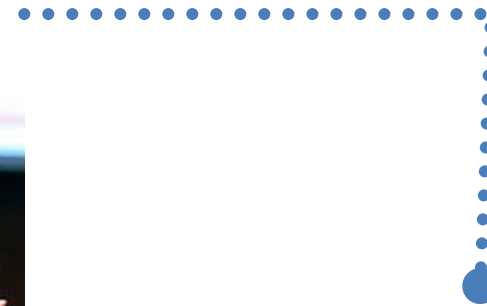
Supporting Change and Reform in Preservice Teaching in North Carolina



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Who's There?



Type your name
and affiliation into
chat box


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Agenda

- Resources for **EDU 221: Children with Exceptionalities**
- Questions and Discussion
- Resources for **EDU 145: Child Development II**
- Questions & Discussion

Resources for EDU 221: Children with Exceptionalities



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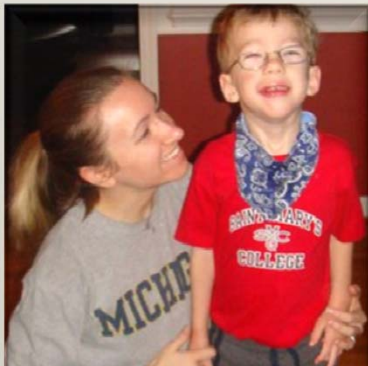
Shift in Conceptualizing this Course

- 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

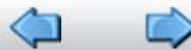


Module 7: Tiered Instruction (Social emotional development & Academic learning)

CONNECT



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News & Features

Introducing the [ECTA Center](#)

10th Annual National Training Institute on Effective Practices

WA Systems Improvement Project

2013 National EC Inclusion Institute

Interactive Content

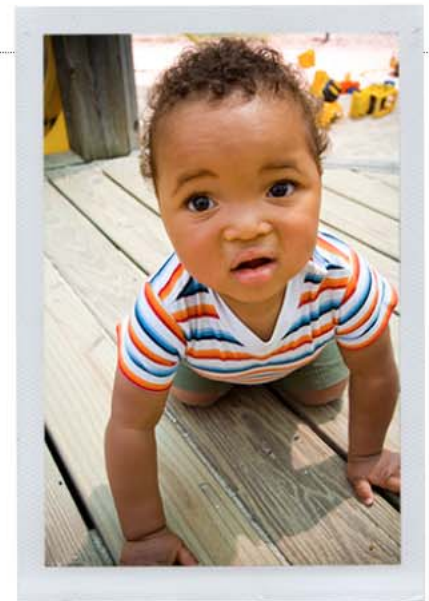
Developing High-Quality, Functional IFSP Outcomes and IEP Goals

...news archive

WA Systems Improvement Project

The [WA Early Support for Infants and Toddlers Program](#) contracted with [FPG Child Development Institute](#) 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](#) (added July 20, 2012)
- [An Interactive Guide to Implementing and Sustaining an Effective Service Delivery Approach: Stages and Steps](#) (added July 20, 2012)
 - See also: [Non-state specific version](#)
- [Bibliography of the Research Supporting Key Principles for Providing Early Intervention Services in Natural Environments](#) (added July 20, 2012)



ECTA Center

Complete List of Topical Pages

see the rest of our [Site Map](#)

- [Abuse/neglect/foster care](#)
- [APR/SPP - Section 619](#)
- [APR/SPP- Part C](#)
- [Assistive Technology](#)
- [Autism](#)
- [Brain Development](#)
- [Bureau of Indian Education](#)
- [CAPTA](#)
- [Challenging behavior](#)
- [Child find](#)
- [Child Outcomes](#)
- [Complaint resolution](#)
- [CSPD](#)
- [Developmental delay](#)
- [Disaster Response](#)
- [Diversity and Personnel](#)
- [Early Identification](#)
- [Early Learning Guidelines/Early Childhood Standards](#)
- [EC Initiatives](#)
- [Effectiveness/ Efficacy](#)
- [Eligibility- Part B](#)
- [Eligibility- Part C](#)
- [Evidence-Based Practice](#)
- [Families](#)
- [Family Outcomes](#)
- [Finance systems](#)
- [Funding sources](#)
- [General Supervision](#)
- [Home Visiting](#)
- [Homelessness](#)
- [IDEA](#)
- [IEP](#)
- [IFSP Process](#)
- [Inclusion](#)
- [Infant/Toddler Program](#)
- [Interagency coordination](#)
- [International EI](#)
- [Licensure](#)
- [Literacy](#)
- [LRE](#)
- [Mediation](#)
- [Mental Health](#)
- [Natural environments](#)
- [OSEP EC Projects](#)
- [OSEP Policy Letters](#)
- [Paraprofessional](#)
- [Part B Preschool Program](#)
- [Part C](#)
- [Personnel](#)
- [Procedural safeguards](#)
- [Program Standards](#)
- [Public awareness](#)
- [Readiness](#)
- [Recruitment/retention](#)
- [Response to Intervention](#)
- [Screening/assessment](#)
- [Section 619](#)
- [Service coordination](#)
- [Social-emotional development](#)
- [SPDG](#)
- [Standards-personnel](#)
- [Standards-program](#)
- [State Pre-K](#)
- [State TA systems](#)
- [Substance-exposed infants](#)
- [Transition from Part C](#)
- [Transition from Preschool](#)
- [Universal Design](#)



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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*

- Frontczak, K. L., Barr, D. M., Macy, M., & Carter, A. (2003). Research and resources related to activity-based intervention, embedded learning opportunities, and routines-based instruction: An annotated bibliography. *Topics in Early Childhood Special Education*, 23, 29-40.
- Research evidence on embedded instruction for early learning
<http://www.embeddedinstruction.net/node/18>
- Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. *Tots-n-Tech Research Brief* 4(1).
http://tnt.asu.edu/files/Adaptaqtions_Brief_final.pdf



ecac
exceptional children's
assistance center

Enter Search Term

Search

Select Language

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Empowering Families ★ Improving Lives



ABOUT US

PARENT TRAINING & INFO CENTER

NC PIRC

FAMILY TO FAMILY HEALTH CENTER

MORE PROGRAMS

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SPECIAL EDUCATION

IEPs and more! Get the information and support you need to successfully navigate the special education processes. **LEARN MORE.**

How Can We Help You?

- Special Education
- Working With Schools

News & Events



Make a Donation >>>

US Department of Education "We Must Provide Equal Opportunity in Sports to Students with Disabilities"

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LENDING LIBRARY

Home > Lending Library

 Print This Page

Parent Info Line:

 1-800-962-6817

Ask a question:
ecac@ecacmail.org

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.



Head Start
center for
inclusion



Head Start *center for* inclusion

We are funded by the Office of Head Start

15 Minute Inservices +

Modules +

Broadcast Calls +

Research Briefs +




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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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*National Dissemination Center
for Children with Disabilities*

The Basics of Early Intervention



QUICK LINKS MENU

[New to Disability?](#)

[Topics, A-Z](#)

[Publications](#)

[State Organizations](#)

[National Organizations](#)

[Ask NICHCY](#)

ESPECIALLY FOR...

[Families and Communities](#)

[Early Intervention Providers](#)

[Schools and Administrators](#)

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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.



Video Categories
(Click on a category below to view a list of videos.)

[Early Care and Education](#)

» [Early Intervention](#)

[Just Being Kids](#)

[Clips for Practicing Observation, Documentation and Assessment Skills](#)

[\(View Only Practice Clips in Spanish\)](#)

[General Interest](#)

[Using Technology for Authentic Assessment](#)

[Practices Here and There](#)

[iPads In Early Childhood](#)

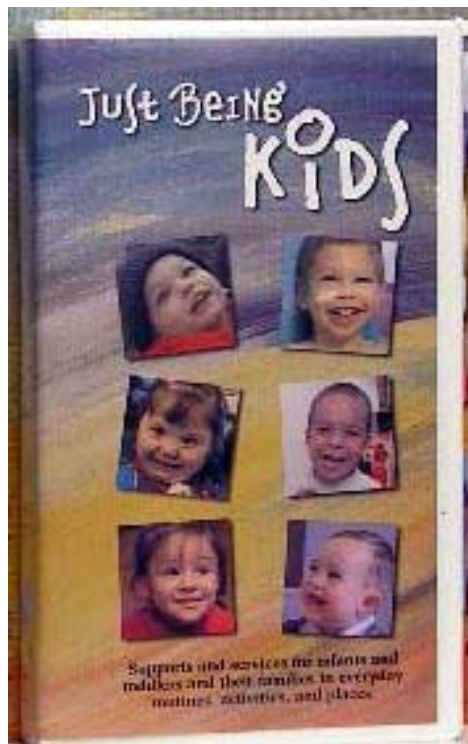

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[Evan's Story](#) (Runtime: 10:00)

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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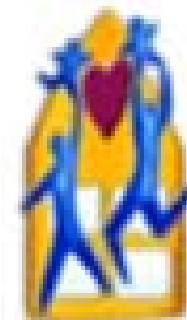


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SpecialQuest Multimedia Training Library

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**

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I Wanna Be and More



<http://youtu.be/4sk2RAVgRSs>


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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?



Center for Community Inclusion and Disability Studies



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.

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[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](#)

Just the Facts, Ma'am

Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC



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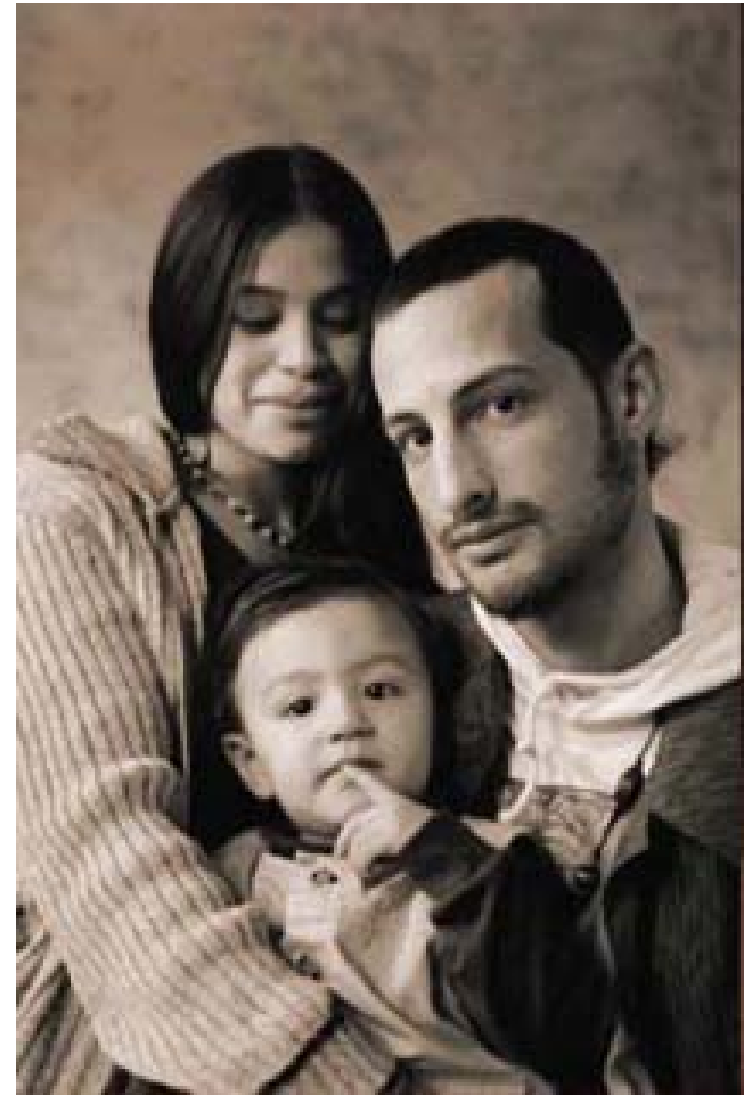
Family Centered Services

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.



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Just the Facts, Ma'am



Parallels In Time
A History of Developmental Disabilities

I. Ancient Era
1500 B.C. - 475 A.D.

II. The Middle Ages, Renaissance & Reformation
476 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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Read All About It

Impact

<http://ici.umn.edu/products/impact/221/>

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 Snuggly 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 me, but I had



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See for Yourself

Liam's Story: A Mother's Voice



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iep training module

We are funded by the Office of Head Start

Find It Online



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

Google™ Custom Search

The Early Childhood Technical Assistance Center

Improving Systems, Practices and Outcomes

[Part C](#) | [Section 619](#) | [Contacts](#) | [Topics](#) | [Events](#) | [Research & Reference](#) | [Publications](#) | [eNotes](#) | [For Families](#)

[EARLY IDENTIFICATION](#) | [Overview](#) | [Part C Eligibility](#) | [Part B Eligibility](#) | [Public Awareness](#) | [Diversity](#) | [Screening, Evaluation](#) | [By Disability](#) | [CAPTA](#)

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.

Table of Contents

- [Screening](#)
- [Evaluation and Assessment](#)
- [State Guidance](#)

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.

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NC Resources



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction :: Office of Early Learning (Pre-K – Grade 3)

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.


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NC Resources



The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families

July 2011

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.

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Questions?




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Resources for EDU 145: Child Development II




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Activities to Make EDU 145 Fun

Developmental Milestone Puzzle

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

Activities to Make EDU 144 Fun

Developmental Milestone Puzzle

	2-3 years	3-4 years	4-5 years	5+ years
Large Motor Skills				
Fine Motor Skills				
Language Skills				
Social Skills				

Activities to Make EDU 144 Fun

True-False Quiz: A great alternative to lecture

Answer each of the following questions about gross motor skills

Most two year olds can jump in place on the floor with both feet together.

True

False

Five year olds often master the art of skipping before they turn six.

True

False

Just the Facts, Ma'am

OFFICE OF EARLY LEARNING

Preparing children for school
success through high-quality
early education.



North Carolina Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success

<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>

Just the Facts, Ma'am

Use the domains of learning to organize observations of child development

Emotional Social Development	Health and Physical Development
Language Development and Communication	Approaches to Learning

Read All About It

The Effect of Poverty on Child Development and Educational Outcomes

PATRICE L. ENGLE^a AND MAUREEN M. BLACK^b

^aCalifornia Polytechnic State University, San Luis Obispo, California, USA

^bUniversity 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

Read All About It

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 mid-sized 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)



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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



Clips for Class

[Videos on language, learning, development, personality, emotion, health, learning, etc.](#)

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.



Find It Online

DLL 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.

Dual Language Learners and Early Childhood Development

Topics

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

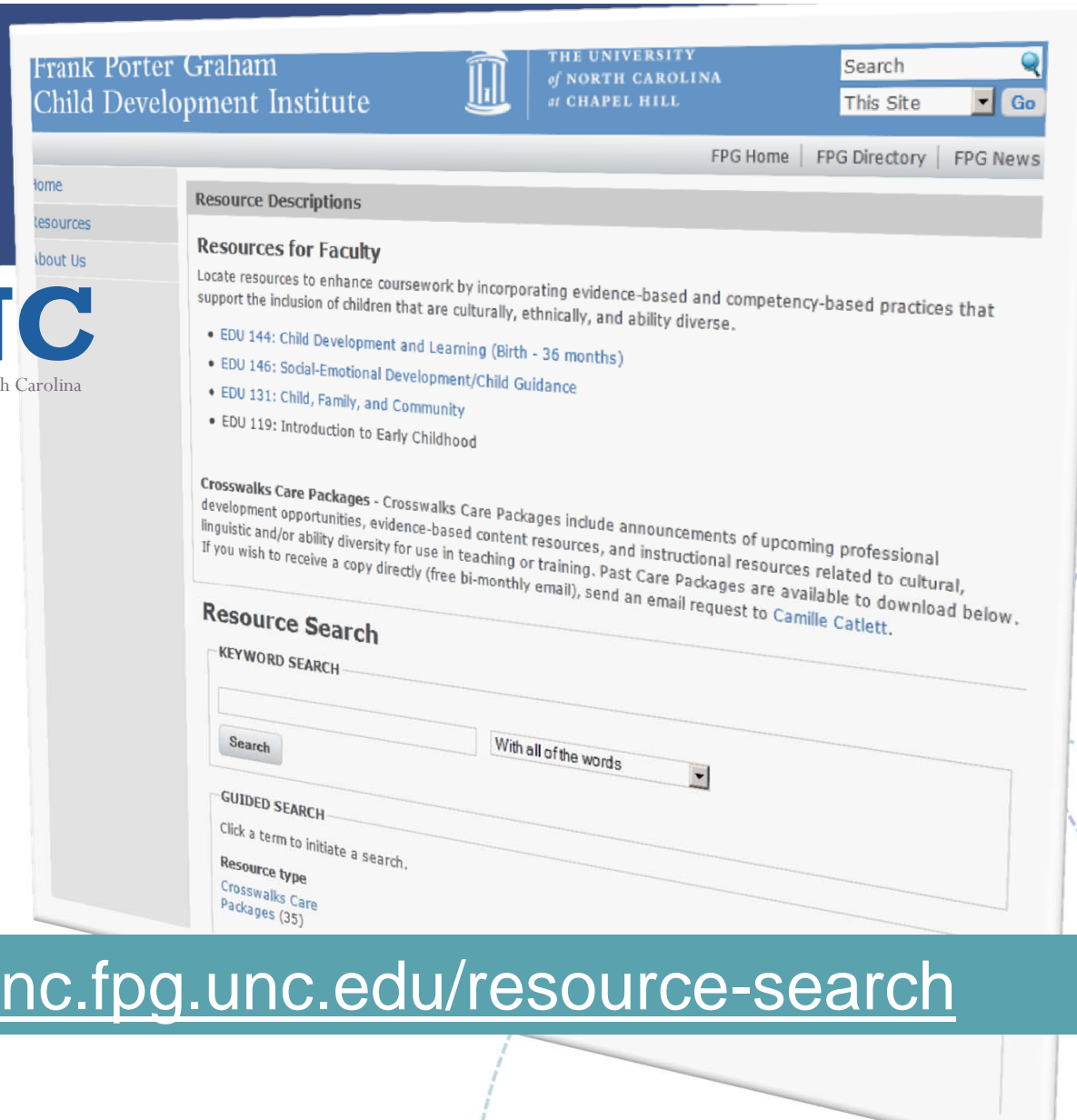
Title of Resource	Type of Resource	Notes
Rhyme Time  [PDF, 62.57KB]	Lesson	This lesson serves as an example of how teachers can observe, interpret, and record children's behaviors during music activity.
Name that Tune  [PDF, 46.20KB]	Lesson	The lesson is another example of how teachers can observe, interpret, and record children's behaviors during music activity.
Name That Tune--Handout  [PDF, 36.04KB]	Handout	This is a sample form for teachers to document assessment data.
A Head Start on Picturing America, Appendix C: Introduction to Art Station Activities & Tips [PDF, 456.27KB]	Guide	Teachers and family service workers can use these hands-on activities to engage parents and children with the Picturing America artworks.
A Head Start on Picturing America, Appendix D: Parent—Child Conversation Starters [PDF, 141.52KB]	Guide	Parents and teachers can use these suggestions to engage children in conversations about the Picturing America artworks.
Linguistically and Culturally Relevant Early Childhood Environments	Article	Teaching teams and other educators can use the guidance in this article to create a culturally inclusive classroom environment.
A Creative Adventure	Video	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.



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Landing Pads



<http://scriptnc.fpg.unc.edu/resource-search>



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Approved Course Description

EDU 144: Child Development and Learning (birth – 36 months)

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course is also available through the Virtual Learning Community (VLC).*

This Landing Pad provides resources that can be incorporated into EDU 144, Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse.

Child Development and Learning (birth – 36 months): EDU 144

Click on "More Resources" to find additional resources in each category.

Basics

Stayton, V.D., & Miller, P.S. (2009). Typical and atypical development. In P.J. Winton, J.A. McCollum, & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources*. Washington, DC: Zero to Three.

- *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.*

[More Resources](#)

Just the Facts Ma'am

(2005). DEC recommended practices: Child focused practices. In S. Sandall, M. L. Hemmeter, B. J. Smith, & M. E. McLean, *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education* (pgs. 71-106). Missoula, MT: DEC.

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

[More Resources](#)

Read All About It

Brain Development

<http://www.ces.ncsu.edu/depts/fcs/pdfs/FCS-481.pdf>

EDU 144 Landing Pad

North Carolina Resources

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Questions?




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One more resource to enjoy

“Where I Feel Like Me”

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


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