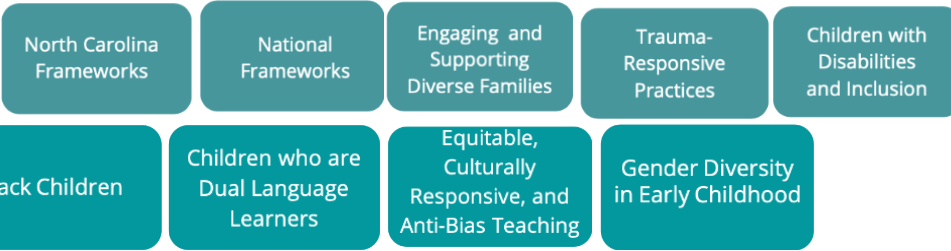


## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

Navigation tip: Click through the tabs at the top of the page to find resources related to each topic.



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Birth-5

K-3<sup>rd</sup>

Birth-8

### North Carolina Frameworks

**Birth-Kindergarten (B-K) Licensure** = Department of Public Instruction BK Licensure Structure  
<https://www.dpi.nc.gov/educators/educators-licensure/areas-licensure>

**Early Childhood Certification** = NC Department of Health and Human Services Division of Child Development and Early Education  
<https://nchildcare.ncdhhs.gov/Provider/Training-and-Professional-Development/Credential-Requirements>

**North Carolina Part C State Systemic Improvement Plan** (SSIP)  
[https://beearly.nc.gov/data/files/pdf/NC\\_SSIP\\_PhaseIII\\_year3.pdf](https://beearly.nc.gov/data/files/pdf/NC_SSIP_PhaseIII_year3.pdf)

**North Carolina Foundations for Early Learning and Development**  
<https://www.dpi.nc.gov/media/1057/download>

**North Carolina Infant-Toddler Program** <https://beearly.nc.gov/>  
*This website describes the North Carolina Infant-Toddler Program under the North Carolina Division of Public Health and includes resources for families and early intervention professionals. Information can also be found on Child Development Service Agencies, the NC Interagency Coordinating Council, and the Local Coordinating Councils throughout North Carolina.*

**North Carolina Preschool Exceptional Children (619) Program**  
[https://docs.google.com/document/d/1\\_aM3rIo5JYvrA95TLOd2sEtsTSq9zepNlktFs7doo9w/edit](https://docs.google.com/document/d/1_aM3rIo5JYvrA95TLOd2sEtsTSq9zepNlktFs7doo9w/edit)  
*This website describes the North Carolina IDEA Part B (619) Program, or the Preschool Exceptional Children Program. It includes an overview of the program, preschool enrollment, attendance, and discipline reporting, as well as resources related to early Social Emotional Learning. A list of preschool coordinators can also be found here.*

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 1

## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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### National Frameworks

#### Advancing Equity in Early Childhood Education

<https://www.naeyc.org/resources/position-statements/equity>

*The National Association for the Education of Young Children (NAEYC) position statement reminds us that “all children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.”*

#### Code of Ethical Conduct and Statement of Commitment

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

*NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education.*

#### Developmentally Appropriate Practice (DAP) Position Statement

<https://www.naeyc.org/resources/developmentally-appropriate-practice>

*NAEYC defines “developmentally appropriate practice” as methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities. Building on each child’s strengths—and taking care to not harm any aspect of each child’s physical, cognitive, social, or emotional wellbeing—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child.*

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 2

## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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### National Frameworks

#### Professional Standards and Competencies for Early Childhood Educators

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

*This core body of knowledge, skills, values, and dispositions reflects what early childhood educators must demonstrate to effectively promote the development, learning, and well-being of each and every young child. Visit this site to read the NAEYC position statement in English and Spanish, view an executive summary, or access a side-by-side comparison between the 2010 Professional Preparation Standards and the new framework.*

#### Early Intervention/Early Childhood Special Education Practice-Based Standards

<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

*These newly approved (2020) practice-based standards developed by the Early Childhood Personnel Center describe the skills and competencies early interventionists and early childhood special educators should demonstrate to be effective and inclusive practitioners working with children birth through 8 years old and their families. The standards include Child Development and Learning, Partnering with Families, Collaboration and Teaming, Assessment Processes, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, and Professionalism and Ethical Practice.*

#### Division for Early Childhood of the Council for Exceptional Children Recommended Practices

<https://divisionearlychildhood.egnyte.com/dl/7urLPWct5U/?>

*DEC's Recommended Practices (2014) provide an overview of specific evidence-based practices to ensure optimal outcomes and inclusion for all young children who have or are at risk for developmental disabilities and their families. The Recommended Practices include practices focused on Leadership, Assessment, Environment, Family, Instruction, Interaction, Teaming & Collaboration, and Transition. Available in both English and Spanish.*

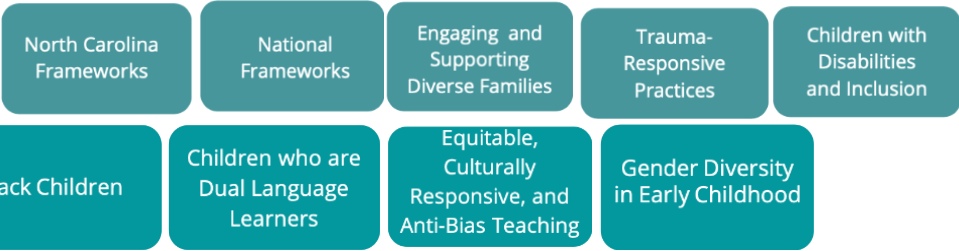
#### Division for Early Childhood of the Council for Exceptional Children Code of Ethics

<https://www.decdocs.org/member-code-of-ethics>

*This DEC Code of Ethics describes the principles and practice guidelines supported by DEC's mission to "promote policies and advance evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or at risk for developmental delays and disabilities." It identifies key principles and provides support for practice dilemmas and conflict resolution.*

## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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<b>Engaging and Supporting Diverse Families</b>
<p><b>CONNECT Module 3: Communication for Collaboration</b>  <a href="https://www.connectmodules.dec-sped.org/connect-modules/learners/module-3/">https://www.connectmodules.dec-sped.org/connect-modules/learners/module-3/</a>  <i>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.</i></p>
<p><b>CONNECT Module 4: Family-Professional Partnerships</b>  <a href="https://www.connectmodules.dec-sped.org/connect-modules/learners/module-4/">https://www.connectmodules.dec-sped.org/connect-modules/learners/module-4/</a>  <i>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.</i></p>
<p><b>Engaging Fathers</b>  <a href="https://eclkc.ohs.acf.hhs.gov/video/engaging-fathers">https://eclkc.ohs.acf.hhs.gov/video/engaging-fathers</a>  <i>Watch this video to learn about the strategies and practices one program uses to engage fathers and support positive child and family outcomes. Find examples of strong program leadership, a welcoming environment, and a commitment to family partnerships. A facilitator’s guide and a viewer’s guide are available at the same URL.</i></p>
<p><b>Partnering with Families</b>  <a href="https://ecpcta.org/curriculum-module/standard-2-partnering-with-families/">https://ecpcta.org/curriculum-module/standard-2-partnering-with-families/</a>  <i>This ECPC module is focused on resources and supports for creating successful partnerships with families based on the EI/ECSE Practice-Based Standard “Partnering with Families”. Specific resources include sample syllabi, PD guides, learning activities and multimedia illustrations.</i></p>

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 4

## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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### Engaging and Supporting Diverse Families

#### 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. An Executive Summary is available at*

<http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement-executive-summary.pdf>

#### Parent Engagement Practices Improve Outcomes for Preschool Children

[http://www.rwjf.org/content/dam/farm/reports/issue\\_briefs/2017/rwjf432769](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf432769)

*This January 2017 research brief describes research-based approaches to effectively engage families and children at risk for poor school readiness. The brief highlights findings from recent studies with preschool children (ages 3-5) and focuses on effective parent engagement models that improve school readiness outcomes in well-controlled studies. It finds that supporting parents' efforts to help their children develop during the preschool years improves a child's school readiness, reduces behavior problems, enhances social skills, and promotes academic success.*

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 5

## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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North Carolina Frameworks	National Frameworks	Engaging and Supporting Diverse Families	Trauma-Responsive Practices	Children with Disabilities and Inclusion
Individualizing and Embedding to Support Individual Children	Black Children	Children who are Dual Language Learners	Equitable, Culturally Responsive, and Anti-Bias Teaching	Gender Diversity in Early Childhood

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<b>Trauma-Responsive Practices</b>
<p><b>Adverse Childhood Experiences (ACEs)</b> <a href="https://www.cdc.gov/violenceprevention/aces/">https://www.cdc.gov/violenceprevention/aces/</a>  <i>This CDC site offers extensive information about preventing ACEs by assuring safe, stable, nurturing relationships and environments.</i></p>
<p><b>Breaking Through: Understanding Stress and Resilience in Young Children</b>  <a href="https://eclkc.ohs.acf.hhs.gov/video/breaking-through-understanding-stress-resilience-young-children">https://eclkc.ohs.acf.hhs.gov/video/breaking-through-understanding-stress-resilience-young-children</a>  <i>This video provides the perspectives of parents, Head Start staff, health care professionals, and others on the issues of adverse childhood events (ACEs), toxic stress, and resilience. A discussion guide and links to additional resources are available at <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-stress-and-resilience-in-young-children.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-stress-and-resilience-in-young-children.pdf</a></i></p>
<p><b>Creating Trauma-Sensitive Classrooms</b>  <a href="https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms">https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms</a>  <i>This article provides resources and guidance on trauma-sensitive practices for early childhood educators.</i></p>
<p><b>How Childhood Trauma Affects Health Across a Lifetime</b>  <a href="https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime">https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime</a>  <i>This September 2014 Ted Talk by Nadine Burke Harris explains ways that adversity experienced in early childhood can impact children throughout their lifetime.</i></p>
<p><b>How to Identify and Support Children Experiencing Stress</b>  <a href="http://usa.childcareaware.org/wp-content/uploads/2017/01/ChildStress_Whitepaper.pdf">http://usa.childcareaware.org/wp-content/uploads/2017/01/ChildStress_Whitepaper.pdf</a>  <i>This January 2017 resource highlights ways in which infants and toddlers may show caregivers that they are experiencing stress. The publication also offers effective strategies to reduce children’s stress levels.</i></p>
<p><b>Recognizing and Addressing Trauma in Infants, Young Children, and their Families</b>  <a href="https://www.ecmhc.org/tutorials/trauma/index.html">https://www.ecmhc.org/tutorials/trauma/index.html</a>  <i>The purpose and overall goal of this tutorial is to help professionals who work with young children to understand what is meant by trauma, recognize the developmental context of trauma in early childhood, and extend their own knowledge for intervention through consultation. The tutorial is designed to take 30-40 minutes and includes all audiovisual materials and handouts, as well as additional resources.</i></p>

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 6

## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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North Carolina Frameworks

National Frameworks

Engaging and Supporting Diverse Families

Trauma-Responsive Practices

Children with Disabilities and Inclusion

Individualizing and Embedding to Support Individual Children

Black Children

Children who are Dual Language Learners

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Gender Diversity in Early Childhood

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### Trauma-Responsive Practices

#### A Resource Collection on Trauma-Informed Care

<https://www.parentcenterhub.org/trauma-informed-care-resource-collection/>

The Center for Parent Information and Resources has compiled this collection of resources for caregivers to gain knowledge and effectively assist children impacted by trauma. The collections cover several areas, including basic information about adverse childhood experiences (ACEs), caring for specific populations affected by trauma (e.g., children with disabilities), building trauma-informed schools, and responding to disasters. One section is devoted to materials in Spanish and other languages.

#### A Trauma-Sensitive Approach to Education and Learning for Children Aged 0-8 Years

<https://www.complexcare.com.au/wp-content/themes/redpress/resources/Literature-Review-A-Trauma-Sensitive-Approach-for-0-8-Year-Olds.pdf>

This Australian review focuses on the impact of trauma and concepts from neurobiology. It is written for early childhood educators who encounter infants and children, from newborns to 8-year-olds, who have suffered the effects of significant trauma in their young lives. It aims to enhance existing knowledge of child development by focusing on attachment, neurobiology and the impact of trauma on learning.



## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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### Children with/ at Risk for Disabilities and Inclusion

#### **An Advocate's Guide to Transforming Special Education**

<https://reports.innovateschools.org/an-advocates-guide-to-transforming-special-education-home/>

*This guide provides support and information for parents and advocates to understand what educational opportunity is for students with disabilities. The useful examples, interviews, and profiles are intended to empower advocates improve their education system to best meet the needs of students with disabilities.*

#### **Early Childhood Personnel Center (ECPC) Curriculum Modules** <https://ecpcta.org/curriculum-module/>

*These modules are designed for faculty and professional development providers who desire to integrate EI/ECSE Practice Based Standards into existing courses, programs of study, and curricula for preservice early intervention providers and early childhood educators.*

#### **Autism-Focused Intervention Resources & Modules (AFIRM)**

<https://afirm.fpg.unc.edu/afirm-modules>

*These online modules and resources developed by the National Professional Development Center on Autism Spectrum Disorder provide information and support to use evidence-based practices with children with autism of all ages and their families. The individual modules describe the age range for which each identified evidence-based practice has been effective.*

#### **CONNECT Modules** <https://www.connectmodules.dec-sped.org/>

*Each CONNECT module features video clips that illustrate the components of inclusion, from embedded instruction to transitions within and across settings. The module topics are embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.*

#### **Division for Early Childhood (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.*

#### **Early Childhood Inclusion: A Joint Position Statement DEC and NAEYC**

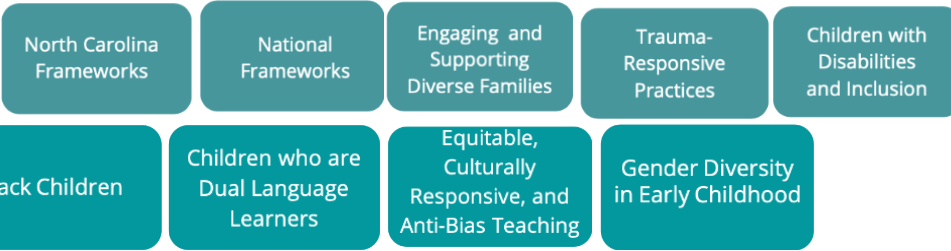
[https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/EarlyChildhoodInclusion\\_0.pdf](https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/EarlyChildhoodInclusion_0.pdf)

*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.*



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### Children with/ at Risk for Disabilities and Inclusion

#### Environments That Support High Quality Inclusion

<https://eclkc.ohs.acf.hhs.gov/video/environments-support-high-quality-inclusion>

*This webinar explores effective, research-based environmental modification practices. Participants will learn to make accommodations to support children birth to 5 with suspected or identified disabilities and hear about specific strategies for inclusive services, including changing classroom routines and environments to support individualization. The webinar also shares free resources to support in adjusting the environment to meet the needs of all children.*

#### 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. The video was produced by CONECT: The Center to Mobilize Early Childhood Knowledge.*

#### Head Start Center for Inclusion <https://headstartinclusion.org/>

*This website provides information, training materials, Tipsheets, and tools & supports to help practitioners embed inclusive practices into their programs.*

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 9

## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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### Individualizing and Embedding to Support Individual Children

#### CONNECT Module 1: Embedded Interventions

<https://www.connectmodules.dec-sped.org/connect-modules/learners/module-1/>

Through a series of five steps, this module describes how embedded interventions can be used to facilitate children's participation in inclusive settings. Information on research findings and related policies are provided as well as examples of embedded interventions.

#### Embedded Instruction for Early Learning

<https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/McLean%20Power%20point%20Inclusion%20Institute%202018%20.pdf>

These slides provide a brief but thorough overview of the components of embedded instruction. A vignette is used throughout to illustrate how each of the components might be used to systematically address one child's needs.

#### Embedded Learning Opportunities

<http://headstartinclusion.org/training-materials/extended-professional-development-packages/embedded-learning-opportunities/#elo>

This website features forms, formats, examples, and instruction on how to use embedded learning opportunities to support young children's individual goals.

#### Following the Child's Lead <https://www.youtube.com/watch?v=phR8y8kxiSo>

Watch how a talented educator supports a preschool child's individual interests while also enforcing science, technology, engineering, and executive function.

#### Individualizing Instruction [http://resourcesforearlylearning.org/educators\\_pd/](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 <https://headstartinclusion.org/training-materials/professional-development-packages/individualizing/>

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.

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 10

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### Individualizing and Embedding to Support Individual Children

**Using Responsive and Reciprocal Interactions, Interventions, and Instruction**

<https://ecpcta.org/curriculum-module/standard-6-using-responsive-and-reciprocal-interactions/>  
 This ECPC module is focused on support for implementation of “intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children’s learning and development across all developmental and content domains”. It includes sample syllabi, learning activities, and multimedia illustrations.

### Black Children

**Black Boys Matter: Cultivating Their Identity, Agency, and Voice**

<https://www.naeyc.org/resources/pubs/tyc/feb2019/black-boys-matter>

**Black Boys Matter: Strategies for a Culturally Responsive Classroom**

<https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom>  
 This pair of articles reveals the evidence-based practices through which educators can make their classrooms learning spaces that are welcoming and supportive for Black boys. Each offers insights about strengths-based approaches that can support each child to achieve their full potential.

**Delivering on the Promise of Effective Early Childhood Education for Black Children: Eliminating Exclusionary Discipline and Concentrating on Inclusion**

<https://www.nbcdi.org/sites/default/files/resource-files/Delivering%20on%20the%20Promise%20of%20Effective%20Early%20Childhood%20Education.pdf>  
 The authors of this resource have very skillfully woven solid evidence together with specific practices that can be used to prepare early childhood professionals to support the full participation of Black children and their families. Recommendations are organized thematically (e.g., culturally-responsive practice, high expectations of children, developmentally appropriate pedagogy with positive guidance) with specific examples provided for implementation at child/family, classroom, program, and system levels. The interpretation of Maslow’s hierarchy of needs vis-à-vis supporting Black children and families is just one of the thought-provoking features of this document.

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 11

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### Black Children

**Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?** <https://marylandfamiliesengage.org/wp-content/uploads/2019/07/Preschool-Implicit-Bias-Policy-Brief.pdf>

*This study sought to learn about the underlying causes behind the disproportionate expulsion of Black boys. The study revealed that most preschool teachers are guilty of unconscious racial bias when disciplining students. In analyzing 132 staff members of early childhood programs, most of whom were teachers, researchers found that most had "a tendency to more closely observe Black children and especially Black boys when challenging behaviors are expected." The team also found that Black teachers hold Black students to a higher standard of behaviors than white teachers do, and were more likely to punish them harshly.*

**School Suspensions Are an Adult Behavior** <https://www.youtube.com/watch?v=f8nkCRMZKV4>

*This August 2016 TED talk by Dr. Rosemarie Allen offers both personal and professional insights into the challenges of early childhood suspensions and expulsions of Black children. She speaks on identified behaviors exemplified by preschoolers being labeled destructive and disruptive. Dr. Allen identifies how adults perceive child behavior in comparison to their own behavior, and offers insights about the eager behavior of Black preschoolers. A reflection is provided on the preschool to prison pipeline, along with a call for action to become self-aware as adults in creating safe and equitable teaching environments for preschoolers, with particular attention to Black boys.*

**Storytelling Skills Support Early Literacy for African American Children** <https://fpg.unc.edu/news/storytelling-skills-support-early-literacy-african-american-children>

*This report explains a study conducted that found preschool oral narrative skills were a significant predictor of emergent literacy for African American kindergarteners. The authors highlight the importance of fostering oral narrative skills in young children and further exploring these links to better understand how to support the development of early reading skills.*

<sup>1</sup> Compiled by Camille Catlett, Jessica Amsbary, and Chih-Ing Lim for the SCRIPT-NC project (June 2021). Updated by Chih-Ing Lim & Matt Boone, March, 2023. 12

## Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family<sup>1</sup>

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<b>Children Who Are Dual Language Learners</b>
<p><b>Dual Language Learners in Early Care and Education Settings</b> <a href="http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual_Language_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf">http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual_Language_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf</a>  <i>This compact article offers practice tips for language development, language mixing, supporting home language, and developing relationships, expressed in terms of what families and professionals can do.</i></p>
<p><b>Dual Language Learners</b> <a href="https://naeyc.org/resources/topics/dual-language-learners">https://naeyc.org/resources/topics/dual-language-learners</a>  <i>This section of the NAEYC website features articles, blogs, and other resources to support young children who are learning a second language while continuing to develop their home language.</i></p>
<p><b>Gathering and Using Language Information That Families Share</b>  <a href="https://eclkc.ohs.acf.hhs.gov/publication/gathering-using-language-information-families-share">https://eclkc.ohs.acf.hhs.gov/publication/gathering-using-language-information-families-share</a>  <i>This site can help adults to understand children’s past experiences with language/s so they are able to build upon those experiences for curriculum planning, individualizing and supporting continued progress.</i></p>
<p><b>Guiding Principles for Dual Language Education</b>  <a href="https://www.cal.org/publications/guiding-principles-3/">https://www.cal.org/publications/guiding-principles-3/</a>  <i>This edition includes principles for seven strands: Program Structure, Curriculum, Instruction, Assessment and Accountability, Staff Quality and Professional Development, Family and Community, and Support and Resources. Each strand includes a review of relevant literature on research and best practices in dual language education and a series of guiding principles to support exemplary practice. NOTE: Click on the URL above and click on “Download the free digital version.” After providing your name and email address, you will receive the direct URL for the document.</i></p>
<p><b>Importance of Home Language Series</b>  <a href="https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series">https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series</a>  <i>This series of handouts is designed to provide early childhood professionals and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young children who are dual language learners should know.</i></p>

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### Children Who Are Dual Language Learners

#### Practical and Proven Strategies for Teaching Young Dual Language Learners

[https://www.earlychildhoodwebinars.com/wp-content/uploads/2016/01/Chapter-4\\_Practical-and-Proven-Strategies-for-Teaching-Young-Dual-Language-Learners.pdf](https://www.earlychildhoodwebinars.com/wp-content/uploads/2016/01/Chapter-4_Practical-and-Proven-Strategies-for-Teaching-Young-Dual-Language-Learners.pdf)

*This chapter covers the components of research-based best practices for young children who are DLLs, the specific instructional enhancements that promote oral language development based on the POLL approach, how to conduct observational assessments and use assessment data for instructional planning, and effective outreach activities for engaging families of young DLLs.*

#### Specific Strategies to Support Dual Language Learners When Adults Do Not Speak Their

**Language** <https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not>

*While no educator can possibly speak all the languages children and families do, any educator can use effective practices to support children with home languages other than English. Each of these 2-4 page, formatted handouts offers evidence-based practices for supporting infants, toddlers, young children, and families.*

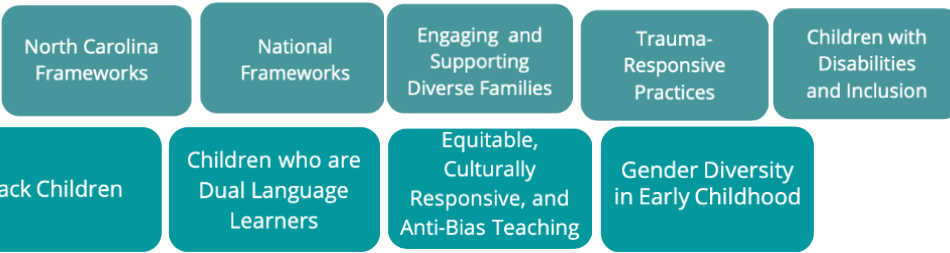
#### The Young Dual Language Learner: 20 Short Videos

<https://www.youtube.com/teachatborg>

*The Teaching at the Beginning videos demonstrate how monolingual English-speaking teachers (and bilingual teachers) who work with young children who are dual language learners can be effective in advancing the early learning of those children.*

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### Social-Emotional Development and Challenging Behavior

#### Backpack Connection <http://challengingbehavior.cbcs.usf.edu/Implementation/family.html#collapse2>

The Backpack Connection 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. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. 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. Topics range from How to Give Clear Directions to How to Help Your Child Stop Whining.

#### 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.

#### 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) [http://csefel.vanderbilt.edu/resources/training\\_infant.html](http://csefel.vanderbilt.edu/resources/training_infant.html)
- [Preschool training modules](http://csefel.vanderbilt.edu/resources/training_preschool.html) [http://csefel.vanderbilt.edu/resources/training\\_preschool.html](http://csefel.vanderbilt.edu/resources/training_preschool.html)

#### 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.

#### Family Routine Based Support Guides: Building Relationships with Infants

This guide was developed to assist family members and caregivers in building relationships with infants, toddlers and young children as well as in developing supportive plans. Look inside for both how to head off challenges and how to address them when they occur.

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### Social-Emotional Development and Challenging Behavior

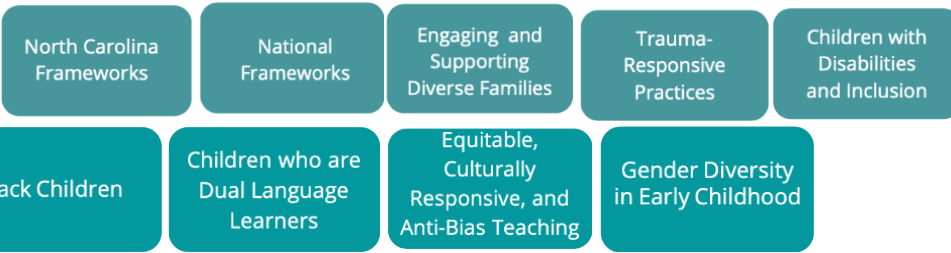
**National Center for Pyramid Model Innovations (NCPMI)** <http://challengingbehavior.cbcs.usf.edu/>  
*NCPMI has set out to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. The recently redesigned NCPMI website houses an abundance of Pyramid Model resources, all in one central location. This includes a searchable library for fact sheets, issue briefs, webinars, and more.*

**Social and Emotional Strategies for School-Age Children**  
<https://childcareta.acf.hhs.gov/resource/social-and-emotional-strategies-school-age-children>  
*This article provides information on meeting the social and emotional wellness needs of school-age children through different frameworks and strategies. Healthy relationships are essential for development and allow school-age children to thrive socially, emotionally, and academically. This article includes the Pyramid Model, Positive Behavioral Interventions and Supports, the Collaborative for Academic, Social and Emotional Learning Framework, and Positive Youth Development Principles implementation strategies.*

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### Equitable, Culturally Responsive, and Anti-Bias Teaching

#### Advancing Equity in Early Childhood Education <https://www.naeyc.org/our-work/initiatives/equity>

This NAEYC position statement defines equity as “the state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic. In practice, equity means all children and families receive necessary supports in a timely fashion so they can develop their full intellectual, social, and physical potential.” The website includes additional information and resources related to equity.

#### Culturally Responsive Teaching

[https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally\\_Responsive\\_Teaching\\_2019-03-28\\_130012.pdf](https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf)

This report describes culturally responsive teaching including research supporting and strategies to integrate culturally responsive teaching approaches. Eight culturally responsive teaching competencies are highlighted and described. A companion resource, *Culturally Responsive Teaching: A Reflection Guide*

[https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally\\_Responsive\\_Teaching\\_A\\_Reflection\\_Guide\\_2021.pdf](https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.pdf)),

is a tool to assist practitioners to reflect on their own teaching practices and supports practitioners to integrate culturally responsive approaches into their teaching.

#### Factors to Close Opportunity Gaps Among Children of Color

[http://earlylearningnetwork.unl.edu/2020/06/29/four-promising-factors-to-close-opportunity-gaps-among-children-of-color/?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](http://earlylearningnetwork.unl.edu/2020/06/29/four-promising-factors-to-close-opportunity-gaps-among-children-of-color/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

Since 2016, the ED-funded *Early Learning Network* teams across the country have been working to understand, explore, and identify factors programs and schools have the ability to change to narrow early learning gaps and help children maintain the preschool boost through early elementary school. Their work has identified four important factors and actions that may help eliminate or reduce early gaps based on race and income.

#### Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices

<https://www.naeyc.org/resources/pubs/yc/mar2016/moving-beyond-anti-bias-activities>

This article describes ways that early childhood educators can integrate anti-bias approaches in all classroom activities instead of planning separate anti-bias activities.

#### Implicit Bias: Peanut Butter, Jelly and Racism <https://www.youtube.com/watch?v=1JVN2qWSJF4>

Succinctly and effectively, this video explains implicit bias. The video shows how many people perceive peanut butter and jelly as “going together” without even thinking about it as an example of how implicit bias happens.

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### Equitable, Culturally Responsive, and Anti-Bias Teaching

#### Quality UPK Teaching in Diverse Settings

[https://highqualityearlylearning.files.wordpress.com/2020/11/report.quality-upk-teaching-in-diverse-setting.final\\_.pdf](https://highqualityearlylearning.files.wordpress.com/2020/11/report.quality-upk-teaching-in-diverse-setting.final_.pdf)

*This article describes how early childhood educators can and should adopt culturally responsive and anti-bias practices as part of their teaching approaches. Particularly as it relates to preschoolers' suspension and expulsion, the authors explain the importance of this approach.*

#### Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum

<https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias>

*This article describes tenets of anti-bias educational approaches and describes four goals that should be included in all lessons and curriculum.*

#### What Stories Do My Classroom and Its Materials Tell? Preparing Early Childhood Teachers to Engage in Equitable and Inclusive Teaching

<https://ceme.uncc.edu/sites/ceme.uncc.edu/files/media/Inclusion%20Article.pdf>

*This article helps teachers evaluate the materials in their early childhood setting and provides strategies for increasing inclusivity in classrooms by including materials that are representative of children and families from a variety of backgrounds.*

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### Gender Diversity in Early Childhood

#### Exploring Gender Identity in Early Childhood through Story Dictation and Dramatization

<https://silo.tips/download/voices-of-practitioners-9>

*This article highlights the central role of narrative in play and how it can be a rich venue to explore the ideas of difference and similarity, particularly relating to gender preferences and expression. The author shows how the children's stories reveal the influence of cultural stereotypes yet harbor the potential to move beyond rigid gender boundaries as well.*

#### Gender Identity and Expression in the Early Childhood Classroom: Influences on Development Within Sociocultural Context

<https://www.naeyc.org/resources/pubs/yc/jul2016/gender-identity>

*Read this article to learn more about how one educator answered questions like: How can I offer a curriculum that provides children with more opportunities for acting outside of traditional gender roles? How can I encourage and support children who wish to behave outside of traditional gender roles? and How can I foster increasingly flexible thinking about gender among 4- and 5-year-old children?*

#### Gender Inclusive Classrooms

<https://www.genderinclassrooms.com/>

*This website was created for teachers by teachers and provides gender inclusive curriculum, book suggestions, and support. Curriculum and reading guides, including for the early years, are available in addition to other resources. Gender Inclusive Classrooms also has an active Instagram account and is a recommended resource for teachers.*

#### Gender Justice in Early Childhood

<https://www.genderjusticeinearlychildhood.com/>

*The organization sponsoring this website seeks to support and educate about gender justice in early childhood through "community engaged scholarship, training, resource creation, and more." The website provides a resources and tools for early childhood educators (e.g., classroom audit tool, info sheets). One excellent product is Supporting Gender Diversity in Early Childhood Classrooms, which offers practical steps for adults who work with young children to build inclusive and intentional spaces where all children receive positive messages about their unique gender selves*

<https://www.genderjusticeinearlychildhood.com/our-books#:~:text=Supporting%20Gender%20Diversity%20in%20Early%20Childhood%20Classrooms%20A,care%20centers%2C%20family%20child%20care%20homes%20and%20preschools>

*(https://www.genderjusticeinearlychildhood.com/our-books#:~:text=Supporting%20Gender%20Diversity%20in%20Early%20Childhood%20Classrooms%20A,care%20centers%2C%20family%20child%20care%20homes%20and%20preschools).*

#### Welcoming Schools

<http://www.welcomingschools.org/>

*This highly organized and well-designed website offers excellent resources including one-pagers, hand-outs, reading lists, lesson plans, tips, trainings, and more for teachers, administrators, and school pro-grams looking for resources and support in improving their gender affirming practices.*

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### Gender Diversity in Early Childhood

#### Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools

<https://www.aclu.org/report/schools-transition>

*This 68-page guide produced by the American Civil Liberties Union, Gender Spectrum, the Human Rights Campaign, NEA, and NCLR provides guidance for school staff to assist them in supporting students. While it is focused on K-12 programs, many of the general concepts and policy suggestions are relevant for ECE programs as well.*

#### Why Does Gender Matter? Counteracting Stereotypes With Young Children

[https://www.eccnetwork.net/sites/default/files/media/file/Why\\_Does\\_Gender\\_Matter\\_Counteracting\\_Stereotypes\\_With\\_Young\\_Children\\_Olaiya\\_E\\_Aina\\_and\\_Petronella\\_A\\_Cameron.pdf](https://www.eccnetwork.net/sites/default/files/media/file/Why_Does_Gender_Matter_Counteracting_Stereotypes_With_Young_Children_Olaiya_E_Aina_and_Petronella_A_Cameron.pdf)

*This article explores how young children's experiences with gender biases affect their development and opportunities for leading successful lives and what can teachers do to counteract these stereotypes.*

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