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Supporting Change and Reform in Preservice Teaching in North Carolina



Family, Child, and Community

March 18, 2014

2:00 pm – 3:00 pm EST

<http://scriptnc.fpg.unc.edu>



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Welcome and Introduction

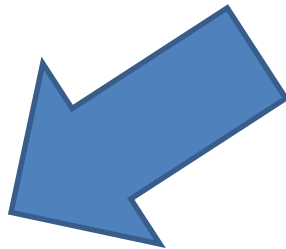


Logistics

Questions?
Comments?



USE THE CHAT BOX



Press “*6” to
mute or
unmute your
phone

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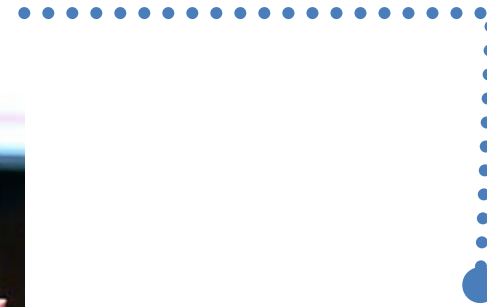
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Who's There?



Type your name
and affiliation into
chat box


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Landing Pads

Resource Descriptions

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

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

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Child, Family, & Community: EDU 131

Approved Course Description

Child, Family, and Community covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.



This Landing Pad provides resources that can be incorporated into courses focusing on Child, Family, and Community, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [[here](#)] to download the landing pad resources as a document.

Child, Family, and Community Landing Pad

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Handouts

- Just the Facts, Ma'am 
- Read All About It 
- See For Yourself 
- Find It Online 

Child, Family, & Community Landing Pad

Just the Facts, Ma'am

DEC/National Association for the Education of Young Children (NAEYC). (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Encouraging Meaningful Parent/Educator Collaboration: A Recent Review of Literature <http://www.directionservice.org/cadre/pdf/EncouragingMeaningfulCollaborationJULY2011.pdf>

Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature <http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>

Family Support Services Promote School Readiness <http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/family-support-services-promote-school-readiness>

Family-Provider Relationships: A Multidisciplinary Review of High Quality Practices and Associations with Family, Child, and Provider Outcomes http://www.acf.hhs.gov/programs/opre/cc/childcare_technical/reports/family_provider_multi.pdf

Fostering Parent and Professional Collaboration: Research Brief <https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf>

Harvard Family Research Project: Family Involvement <http://www.hfrp.org/family-involvement>

Hedeem, T., Moses, P., & Peter, M. (2011). *Encouraging meaningful parent/educator collaboration: A recent review of literature*. Eugene, OR: Center for Appropriate Dispute Resolution in Special Education (CADRE) <http://www.directionservice.org/cadre/pdf/EncouragingMeaningfulCollaborationJULY2011.pdf>

The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills <http://www.mdrc.org/publication/impact-family-involvement-education-children-ages-3-8>

Preschool-to-Kindergarten Transition Patterns for African American Boys http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG_Snapshot71_2013.pdf



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Context for this Course

- Characteristics of diverse families
- Strategies and techniques that include and empower all families as partners in promoting comprehensive child development
- Recognizing families as the first and most important teacher and decision makers for their child
- Designing strategies for building respectful, reciprocal community partnerships that include early childhood agencies
- Current trends and issues involving child advocacy
- Community resources that are available for diverse families, programs, and schools

General Considerations: Vocabulary

“Family/families” or “parent and family” instead of parents



Person first language (child with a disability instead of disabled child)



General considerations: Images



Delineate the skills you want to build



The teacher's communication with families is limited to that which is required by the program.

The teacher contacts families to discuss problems or report children's progress.

The teacher develops dialogues with families to discuss children's progress and to request help in support of children's learning and development.

The teacher and families collaborate to share information and support student learning in the program and at home.



Characteristics of diverse families

Pick 5 words activity

- Pass out 3 x 5 or 4 x 6 cards to each student
- Ask each student to write down the 5 words that define family for them. The words can be 5 separate descriptors or a 5 word phrase.
- Ask each student to read their words.
- Discuss differences and similarities among descriptors. Use this to underscore the characteristics of diverse families.
- Option: Create a wordle (<http://www.wordle.net>) with the descriptors.

Example of a wordle



Source: VGCC Faculty's Beliefs about Young Children


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Read All
About It

Today's Families: Who Are We and Why Does It Matter?

Reflecting on Families (page 50)

Just Google It: Search the web or Google Images for “typical American family” and see what comes up. Your family?

What Does the Ad Say? What family structures, belongings, and values do the families portrayed in TV advertisements promote?

“We are a bilingual, bicultural family. We’ve lived in the United States and México. Our children went to preschool in México. They’ve always spoken English, but did not use it academically until we came here.” — Ellen

“I’m 73, and my husband is 71, and we’ve been parenting our grandchildren. My daughter is an addict. . . . After a long period of treatment and recovery, she’s doing well, but her youngest remains with us and only spends weekends with her mom. We’re fortunate to have our family close. We feel grateful to be able to help.” — Sherry

“The rest of my family is in Kansas. And even in Kansas, the surprising thing about my family is not that we’re lesbian, but that we’re vegetarian!” — Leah

“I am from two families.” — Lauren, elementary student

“There are so many ways to describe our family. We never know what’s going to be on the front burner.” — Lisa


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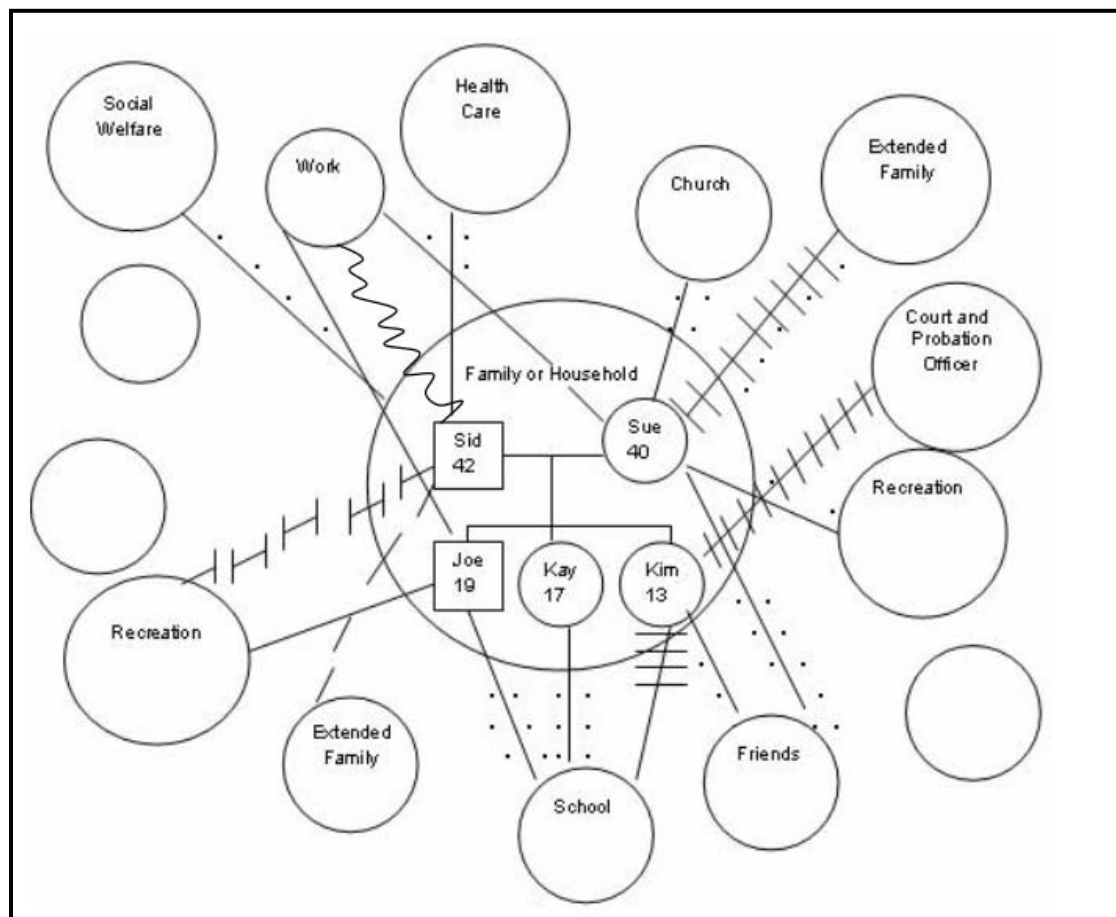


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Family Eco-map

(a visual depiction of a family's connections to the external world)



Relationship Key

Strong —————

Stressful ~~~~~

Tenuous - - - - -

Broken/ended - - - / - - - / - - - / - - -

Eco-map activity:
http://www.utahfallconference.org/docs/Buie.Jerry_Ecomap.Activity.pdf

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Family Eco-map

(a visual depiction of a family's connections to the external world)

Eco-map Assignment

1. Develop an eco-map for your family.
2. Partner with another student.
Compare your eco-maps. Identify five areas in which your families are the same and five areas in which your families differ.
3. Discuss the similarities to discover if your families were the same or just similar.
4. Discuss the differences.




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Mixed race family

See for
Yourself



http://www.youtube.com/watch?v=XZcphqS_Xkg


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CONNECT Module 3: Communication for Collaboration




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Observation tools (Handouts 3.1 & 3.2)

Communication Strategies to Build Collaboration

Attending and Active Listening		
Communication Practice	Function	Some Examples
Body language	Physical posture is relaxed to show openness, interest, and empathy.	Leaning slightly toward the speaker while sitting, hands relaxed in lap. Respecting preferences for personal space and eye contact. Nodding your head in agreement.
Reflecting content and feelings	Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	"I understand that you've been talking to Kathy about some ideas you have for might work better at lunch time, but hasn't tried them yet." (reflecting) "Jose's mother told you that the some new medicine with Jr have some side effects." "Now that we've had understand that trying ideas we talked stressful and fr feelings) "With the getting hope ne
Encouraging and affirming	Acknowledging the speaker through simple verbalizations encourages the speaker to continue. Commenting about the strengths and accomplishments shows	"Please y "You have all o incorporating tube to making sure that Aman

Communication Strategies Observation Checklist

This checklist is designed to be used to observe and identify basic communication practices. For each item, check each time you observe a practice in the box provided. Make notes in the space provided about examples you observed within each of the 3 broad categories.

Attending and Active Listening	
Body language Using posture, eye contact, gestures and other non-verbal movements to show openness, interest and concern.	For the following items, make a check in the box <u>each time</u> you observe an example.
Reflecting content and feelings Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	Check Yes or No to indicate whether this occurs. <input type="checkbox"/> YES <input type="checkbox"/> NO
Encouraging and affirming Acknowledging the speaker through simple verbalizations encourages the speaker to continue.	
Make notes about examples of attending and active listening you observed:	

Source: CONNECT Module 3

CONNECT Module 4: Family Professional Partnerships

Find It
Online

Dilemma Videos (Videos 4.1 & 4.2)




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Evaluation Tools (Handouts 4.7 & 4.8)

Handout 4.8

BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE (PROFESSIONAL VERSION)

This survey is about the extent of your satisfaction with your partnership-oriented practices with the families with whom you work. The purpose is to guide you in reflecting on your partnership-oriented practices as the basis for self-improvement. Please read each item by filling in the blank with a name of the parent on whom you will focus in the completion of this survey.

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
How satisfied are you with the way that you... 1. Help _____ gain skills or information to get what his/her child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have the skills to help _____'s child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide services that meet the individual needs of _____'s child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speak up for _____'s child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Let _____ know about the good things your child does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are available when _____ needs you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Treat _____'s child with dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Build on _____'s child's strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Handout 4.7

FAMILY-PROFESSIONAL PARTNERSHIP

Please use a check mark to indicate your level of satisfaction with each of the items below. We will use this information to improve our practices in developing a trusting partnership with you.

How satisfied are you that your child's teacher...

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
Helps you gain skills or information to get what your child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the skills to help your child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides services that meet the individual needs of your child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks up for your child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows about the good things your child does when you need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works with you with dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes your child's strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps you informed about your child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to you when there is bad news to get.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: CONNECT Module 4

CONNECT Module 4: Family Professional Partnerships

CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

Search Site Search

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You are here: Home → CONNECT Module Discussions → CONNECT Module 4

enlarge text + reduce text -

CONNECT Module 4

by Nancy Grausam



Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards

Nancy Grausam from the Pennsylvania College of Technology discusses how she is currently using Module 4 and shares about the relevance and usefulness of the module for her and her learners.

During CONNECT's February Webinar presentation, I shared ways that Module 1: Embedded Interventions was infused in within our NAEYC-accredited Early Childhood Education Associate Degree Program. What I did not share was my feedback from CONNECT's Module 1 pilot study interview. The interviewer probably heard only about 5 minutes about Module 1 and then 15 to 20 minutes of coaxing, pleading, reasoning, begging for the CONNECT team to develop a family module! It's here now and it's to be really easy to integrate and use. Be sure to check out the activity guides on the instructor dashboards* (available in the community), as those really helped me facilitate the use of the module.

Module 4 focuses on practices related to building trusting family-professional partnerships when working with families of young children. Understanding all families, engaging in respectful relationships and involving them in their children's learning are concepts that are directly linked to the NAEYC accreditation standards and best practices. The activities in the Family-Professional Partnerships module also provide some of our "learning opportunities" to support the NAEYC accreditation key assessments*.

This module beautifully illustrates "reframing" a fundamental principle to understanding characteristics of children and families. Whether it is the dilemma videos* depicting the teacher's and the parent's views on the same issue in Step 1 or the experience-based knowledge*

Community college faculty shares how she used Module 4

<http://community.fpg.unc.edu/discussions/connect-modules-using-module-4>

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National Center on Parent, Family, and Community Engagement

- Family engagement and school readiness
- Father involvement
- Communicating with families
- Many resources in English and Spanish

Find It
Online




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Parent, family and engagement simulation

See for Yourself

Welcome to the Parent, Family, and Community Engagement Simulation

What you do and say matters! Explore and practice every day strategies to develop a positive, goal-directed relationship with a family in a virtual Head Start Center. These relationships are key to our work together with families, including the journey toward school readiness.

[Read Instructions](#)

[Begin Simulation](#)



Last Reviewed: November 2012

Last Updated: September 13, 2013

Skills addressed:

- Accurate reflection of observations
- Active listening
- Encourage sharing
- Support family competence

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Favorite video?

Do you have a terrific video that you use in your Child Family & Community Course? If yes, please type the name in the chat box.




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To see an example of how to enter a relationship with a family, consider Video 4.5 from CONNECT Module 4



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Online


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To show what effective collaboration looks like,
consider using segments of *Just Being Kids*

See for
Yourself




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To show what effective meetings look like, consider resources like Finley's Parent Teacher Conference



See for Yourself

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Open house activity

Why
wouldn't
they
come?




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Your program has . . .

- Children who speak three different languages at home
 - 20% of the children qualify for free or reduced meals
 - Several children are in foster care; several live with grandparents
-

Moms and Dads

HOLD THE DATE

for

2013 Open House Orientation

“Lunch and Learning”

12 - 2 Next Wednesday

Come support your child!

PLEASE: Bring enrolled children only.

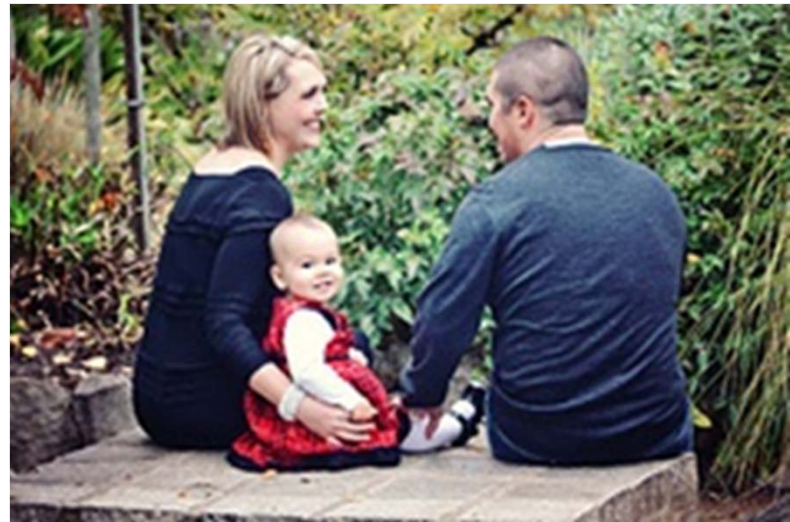
Families as partners

Do you have an assignment like this?

Article Summary- Conduct a search of journal articles related to family structure today and/or experiences of parenting. Read and summarize four of the articles that you found. Include the following points in your summary for each article:

- title, author, and publication date
- main points of the article
- your reaction to the article

Let's look at some options. . . .



Option 1: Forced choices

Select _____ articles from column A and _____ from column B

Column A	Column B
<ul style="list-style-type: none">• <i>Young Children</i>• (Child Care) <i>EXCHANGE</i>• <i>Early Childhood Research Quarterly</i>• <i>Early Childhood Research and Practice</i> (online)• <i>ZERO TO THREE</i>	<ul style="list-style-type: none">• <i>Young Exceptional Children</i>• <i>Exceptional Parent</i>• <i>Journal of Early Intervention</i>• <i>Infants and Young Children</i>

Option 2: Beyond the abstract



1. Ask students to read two articles that present different family perspectives. For example, Parker (2012) and Mullis (2002).
2. Based on what they read, ask them to identify each family's concerns, priorities, and resources.
3. Ask each student to think about what else they might like to ask each family in order to be well prepared to support their child.
4. Pair students up to compare their responses.

Article	Concerns	Priorities	Resources
Parker (2012)			
Mullis (2002)			

Option 3: Effective practices

Instead of asking students to summarize articles, ask them to

1. Identify two or more evidence-based practices that were mentioned in the article
2. Describe how those practices might be effective in a setting with which students are familiar



Los Niños Aprenden en Casa

Valuing and Connecting Home Cultural Knowledge with an Early Childhood Program

Mari Riojas-Cortez, Belinda Bustos Flores, and Ellen Riojas Clark



The colorful sign on the cafeteria door welcomes families to the Week of the Young Child. The smell of coffee and *pan dulce*, or sweet bread, wafts throughout the urban elementary school. Mothers and fathers arrive with their preschoolers in tow

Mari Riojas-Cortez, Ph.D., is an assistant professor of early childhood education at the University of Texas—San Antonio. Her research interests include language and literacy development of bilingual children and the role of play in public school.

Belinda Bustos Flores, Ph.D., is an assistant professor at the University of Texas—San Antonio. Her doctoral studies focused on curriculum and instruction with specializations in multilingual studies and educational psychology.

Ellen Riojas Clark, Ph.D., is an associate professor in the Division of Bicultural/Bilingual Studies at the University of Texas—San Antonio. Her dissertation focus was curriculum and instruction.

The Parent Institute was funded by a University of Texas—San Antonio (UTSA) Faculty Research Grant.

Beyond the Journal. This article also appears on NAEYC's Website, www.naeyc.org. To find it, click on *Young Children*.

and kiss them goodbye as their teachers take them to class. The adults get their snack, speaking quietly to other parents as they find a seat, and then turn their attention to the front. A five-day early childhood parent institute is beginning.

Why relationships are important

Working with families can be a rewarding experience for early childhood education teachers. To help children develop a healthy attitude toward school, relationships must be fostered between home and school. Bermúdez and Márquez (1996) indicate that a collaborative home-school relationship must be established early to make an educational impact. Inviting parents to participate in their child's education recognizes the "significance of the rapid learning that occurs before a child formally enters school" (Hurt 2000, 89).

Teachers as well as administrators need to take the time to build and

When a community's language and culture are valued, families are likely to take a more active role in their children's education.

nurture relationships with children's families. "Reciprocal relationships between teachers and families require mutual respect, cooperation, shared responsibility, and negotiation of conflicts toward achievement of shared goals" is an NAEYC guideline for practice (Bredenkamp & Copple 1997, 22).

When a community's language and culture are valued, families are likely to take a more active role in their children's education. The creation of a richer and more productive learning environment, diverse instructional strategies, and a more profound awareness of the role families, culture, and language play in education offers the rationale for linking home and school (Clark et al. 2002).

Our school

The elementary school sits in a south central Texas city, surrounded by one of the oldest public housing projects in the city. Most of the children enrolled are Mexican American (98.7 percent), and the majority is classified as economically disadvantaged (92 percent). English and Spanish languages and American and Mexican cultures are evident in the daily interactions and activities in the halls, classrooms, cafeteria, and surrounding community (Flores 2000).

In approximately five years the school has transformed itself from

Effective meetings with families

Do you have an assignment like this?

Parent-Teacher Conference Plan: Develop an outline for an effective and productive parent teacher conference.

Consider the following

- Will all students have seen a family conference before?
- Have you provided an overview or checklist of things to consider before, during, and after the conference?
- Have you provided an explicit rubric for your students so they know to consider home language and other variables?
- What else?

Effective guidance

Do you have an assignment like this?

Parent Involvement Policy- Develop a policy that addresses parent involvement in an early childhood program. The policy should include the program's philosophy regarding parental participation, as well as strategies that the program employs to promote active involvement of parents. Opportunities for involvement should be addressed, including parent visits, volunteerism, and advisory roles of parents.

Consider the following

- Will all students have seen a family involvement policy before?
- Have you discussed ways in which family engagement can benefit achievement for young children?
- Have you provided an explicit rubric for your students so they know to consider home language and other variables?
- What else?

We believe that . . .

Learning about and respecting differences among people are promoted when children have many opportunities to play and interact with classmates of different racial and cultural backgrounds and varying abilities.

**Sample
language from
an early
childhood
program's
*Family
Handbook***



Community resources

Do you have an assignment that requires students to identify different resources for families in your community?



Does the assignment support your students in learning about

- Accessing interpreters and translators?
- Sources of respite care for families who have a child with a disability?
- Community resources to support families who are homeless?
- Community-based recreation programs to support active, outdoor play?

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Community resources

Do you have an assignment like this?

Students will identify a family who has a child or children in the birth – 8 age range. They will observe the family and interview 1-2 adult family members to gather information about family goals, values, and priorities for the learning and development of their child. As a result of the interview students will research and identify resources within the family's community to support the family.




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What about something like this?

- Require students to interview a family that is different than their own in terms of culture, language, socio-economics, etc.
- Incorporate questions that might provide insights to the cultural dimensions of the family's story.
- Instead of presuming what the family might need, require students to work with the family to identify something they would like to know. It may be a question about a service (*"Can you get the food stamps folks to return my call?"*), a skill (*"My child really likes to draw. What are some effective ways to build on that talent?"*), or a challenge (*"How can I get my child to play outside instead of sitting at the computer?"*). The benefit to making this shift is that it focuses the student's creativity and evidence-based resources on what the family wants instead of what the student thinks the family needs. They may be completely different things.

Learn From Talented Colleagues



Heartland Equity and Inclusion Project

Faculty Family Paraprofessionals

Find It
Online



HEIP Home
HCC Home
Contact Us

[Home](#) > HEIP

Heartland Equity and Inclusion Project (HEIP)

What is the Heartland Equity and Inclusion Project?

The Heartland Equity and Inclusion Project (HEIP) is a four-year project funded by the Office of Special Education Programs of the U.S. Department of Education. HEIP is designed to ensure paraprofessionals have the knowledge, skills and dispositions required to support the diverse development and learning needs of young children and their families in high-quality, inclusive classroom communities. The project addresses a significant issue in the fields of early childhood and early childhood special education today: The lack of blended community college paraprofessional programs that prepare students to support the development and learning of each and every child.

What are the goals of the HEIP Project?

The goals of the HEIP Project at Heartland include:

- Redesigning seven core courses in Heartland's early childhood education curriculum to create a fully blended curriculum that prepares practitioners to support the development and learning of children who are culturally, linguistically and ability-diverse.
- Providing training and ongoing support to Heartland and Illinois early childhood faculty to ensure they have the knowledge, skills and dispositions needed to prepare professionals to support the development and learning of each and every child.
- Expanding the capacity of community-based childcare to provide high-quality, inclusive programming for practicum student placement.

What are the core courses?

The seven core courses represent the efforts of early childhood general, special, and bilingual two- and four-year faculty throughout the state of Illinois. The courses represent current evidence-based practices and research and are designed to prepare practitioners at the community college level with the knowledge, skills, and dispositions they need to support each and every child within thriving classroom communities. The core courses provide a strong educational foundation, as courses are based on the Illinois Professional Teaching Standards, NAEYC Standards for Professional Preparation, the DEC Professional Preparation Standards, and are cross-walked to the Gateways to Opportunity benchmarks.

Use of the core courses ensures:

- Continuity of course offerings and quality across the community college system
- Ease of participation with Gateways Credential system
- Practitioners have knowledge, skills and dispositions needed to support each and every child and their family, inclusive of diversity in culture, language and ability

The core courses are:

- [Introduction to Early Childhood Education](#) **(PDF format, 121KB, 6 pages)
- [Child Growth and Development](#) **(PDF format, 107KB, 3 pages)
- [Early Childhood Curriculum Development](#) **(PDF format, 151KB, 6 pages)
- [Observation and Assessment of the Young Child](#) **(PDF format, 116KB, 4 pages)
- [Child Development Practicum I](#) **(PDF format, 212KB, 7 pages)
- [Health, Safety, and Nutrition for the Young Child](#) **(PDF format, 136KB, 5 pages)
- [Child, Family, and Community](#) **(PDF format, 121KB, 5 pages)



CHLD 209: Child, Family and Community

This course focuses on the diverse needs of the child within the context of family, school and community. The course will examine the interplay of diverse cultures, lifestyles, abilities, language and communication with the role of the early childhood environment supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources.

[CHLD 209 Syllabus**](#) (PDF format, 163 KB, 4 pages)

Activities

- [Abuse and Neglect**](#) (PDF format, 130 KB, 2 pages)
- [Community Resources**](#) (PDF format, 129 KB, 2 pages)
- [CONNECT Module 4 Family Professional Partnership**](#) (PDF format, 171 KB, 2 pages)
- [Family Involvement Plan**](#) (PDF format, 129 KB, 2 pages)
- [Family Night**](#) (PDF format, 147 KB, 2 pages)
- [Family Profile**](#) (PDF format, 127 KB, 2 pages)
- [IRIS Module: Collaborating With Families**](#) (PDF format, 168 KB, 2 pages)
- [IRIS Module: Cultural and Linguistic Differences**](#) (PDF format, 160 KB, 2 pages)
- [Service Learning Project**](#) (PDF format, 144 KB, 2 pages)

Handouts

Various resources used within the course or assigned activities.

- [Family Involvement Plan Form**](#) (PDF format, 101 KB, 1 page)
- [Family Profile Form**](#) (PDF format, 101 KB, 1 page)
- [Family Story Analysis Form**](#) (PDF format, 86 KB, 1 page)
- [Field Experience Verification Form**](#) (PDF format, 78 KB, 1 page)

[Content Questions**](#) (PDF format, 144 KB, 5 pages)

Compilation of questions pertaining to textbook and additional course readings. Questions are arranged sequentially by textbook chapter.

[Discussion Questions**](#) (PDF format, 160 KB, 5 pages)

Potential topics for discussion in an online discussion board or during classroom instruction.

[Readings and Resources**](#) (PDF format, 153 KB, 2 pages)

Current, evidence-based resources aligned with OSEP-mandated objectives based on knowledge, skills, and dispositions early childhood practitioners need to acquire to support the learning and development of children and families within inclusive settings.

**Note: You must download and install [Adobe® Acrobat® Reader™](#) in order to view and print PDF documents.



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Supporting Change and Reform in Preservice Teaching in North Carolina

Landing Pads

Resource Descriptions

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

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

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Questions?




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UNC

FPG CHILD DEVELOPMENT INSTITUTE

Upcoming Webinar

Co-sponsored by  and



April 16, 2:00 pm – 3:00 pm EST

Topic: Child Development (birth to 8)



Register and check out the topics/dates for our 2014 webinar series:
<http://scriptnc.fpg.unc.edu/2014-script-nc-webinar-series>

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BONUS: Rose's IEP Meeting




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