Instructional Resources Webinar
November 30, 2012
11:00 am – 12:30 pm
Welcome and Introduction
Logistics

Questions?
Comments?

USE THE CHAT BOX

Press "*6" to mute your phone
Who’s There?

Type your name and affiliation into chat box
Agenda

- A Few General Resources
- Resources for EDU 119: Introduction to Early Childhood Education
- Resources for EDU 131: Child, Family, and Community
- Questions & Discussion
Resources within Reason

Resources for Supporting Young Children in the Child Welfare System

Larry L. Dinwiddie, PhD
Caroline Gaffney, MA

For teachers working with young children in the child welfare system, caseworkers are often faced with complex and challenging situations. This article provides guidance on how to support young children and their families in the child welfare system.

Resources for Supporting Young Children in the Child Welfare System

Evidence-Based Practice in Child Welfare: the Context of Cultural Competence

In June 2007, the University of Minnesota conducted a study to determine the evidence-based practice of child welfare workers. This study explored the relationship between evidence-based practice and cultural competence.

Child Welfare Information Gateway

Perhaps the most comprehensive resource guide for professionals working in the child welfare system, the Child Welfare Information Gateway is a service of the Children’s Bureau within the Administration for Children and Families at the U.S. Department of Health and Human Services. This website provides information on a range of topics related to child welfare, including child maltreatment, family preservation, and other issues.

Building Resilience: The Power to Cope with Adversity

This 2010 article offers guidance on how to build resilience in children and youth. It provides tips on how to help children cope with various challenges.

http://www.dec-sped.org/Journals/Young_Exceptional_Children/Resources_Within_Reason

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Landing Pads

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

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

Basics


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

Just the Facts Ma’am


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

North Carolina Resources

Read All About It

Brain Development


More Resources
Resources for EDU 119: Introduction to Early Childhood Education

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A Day Without Child Care

http://www.youtube.com/watch?v=BGpEXKgU20A
How to observe

Idea: Use short clips from *Positive Beginnings: Supporting Young Children with Challenging Behavior* to help students try out different observation strategies.

<table>
<thead>
<tr>
<th>Observation Strategy</th>
<th>Description</th>
<th>Potential Use</th>
<th>Suggestions for Incorporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running Records</td>
<td>Detailed narrative accounts of events as they occur. Running records record everything observed in a factual manner</td>
<td>Running records can serve as a tool for documenting children’s behavior for later reflection, where the information provided is processed and analyzed within the larger context</td>
<td>Running records require time to observe, as well as attention to the periods of time you are most interested in observing within. Comfortable chairs, notepads, and writing instruments are effective tools.</td>
</tr>
<tr>
<td>Anecdotal Notes</td>
<td>Detailed narrative accounts that describe a particular event</td>
<td>Anecdotal notes can present information in a story format, which are recorded after an event has concluded. Anecdotal notes, over time, can provide stories of a child’s development and interactions with the environment.</td>
<td>Anecdotal notes require material considerations similar to running records. However, the transcription of events can be done at a convenient time, and does not require real-time notations.</td>
</tr>
<tr>
<td>Brief Notes</td>
<td>Quick written records that provide a reminder of events observed</td>
<td>Brief notes can be compiled on a daily or weekly basis to present a cumulative picture of children’s development</td>
<td>Placement of post-it notes throughout the room with easy-to-access writing instruments. Notes are collected on a daily basis and placed in a child’s folder.</td>
</tr>
<tr>
<td>Checklist</td>
<td>Form used to indicate whether a particular behavior or developmental milestone is present or absent.</td>
<td>Checklists can provide a quick assessment of children’s development, and serve as an indication for where further observation or more formal assessment measures should be collected.</td>
<td>Strategic observation organized around particular content items. Checklists can be completed in real-time by asking a child to complete certain tasks, or— more</td>
</tr>
</tbody>
</table>

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1 Heartland Equity and Inclusion Project (HEIP)  www.heartland.edu/heip  Heartland Community College
Major Theorists/Thinkers

See for yourself

- Child development theorists
- Erik Erikson’s Stages of Development
- Piaget’s Stages of Development

Find it online

- Early Childhood Development: Psychologist and Developmental Theorists
Important Approaches

- Developmentally Appropriate Practice
- DEC Recommended Practices
- Anti-bias education
Developmentally Appropriate Practice

Culturally Appropriate

Individually Appropriate

Developmentally Appropriate
NAEYC standards

- Developmentally appropriate practices

DEC standards

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

http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion
See for Yourself

Tools You Can Use

Introduction to Recommended Practices—a Training Package

This package provides the tools you need to introduce Recommended Practices to students and practitioners. The PowerPoint includes an introduction to the Division for Early Childhood; the background and importance of the DEC Recommended Practices; strategies to use and apply the practices in a variety of settings; and an overview of the DEC Recommended Practices products. There are trainer notes within the PowerPoint that give discussion points, ideas for activities, and more background information for the trainer.

We would love to hear from you! Please complete a brief survey after you have used these materials to let us know who is using these materials and help us gather ideas for new resources to post. Click here to give us your feedback.

- Introduction to DEC's Recommended Practices (PowerPoint)
- Guiding Principles Activity (Word document or PDF file)
- Robin Goes To Preschool Activity (Word document or PDF file)
- Overview of Recommended Practices 2-Page Handout (Word Document)

Don't Forget these Recommended Practices Products:

- Comprehensive Guide for Practical Application
- Workbooks: Improving Practices for Young Children with Special Needs and Their Families
- Toolkit: Interacting Tools to Improve Practices for Young Children with Special Needs and Their Families
- DCCQ: Selected Strategies for Teaching Young Children with Special Needs

Other resources to check out:

- Recommended Practices - The Basics: A short PowerPoint presentation includes a history of Recommended Practices, highlights all seven strands, and gives examples of the practices. It is a basic overview and can be used as a first introduction to the practices.
- Administrator Essentials Checklist: This checklist is appropriate for use by individuals who have responsibility for administering and/or supervising early childhood programs. It includes Recommended Practices from the Policies, Procedures, and Systems Change strand.
- Parent Checklist: This checklist is designed to be used by parents to help evaluation programs for their young child(ren) with special needs. It highlights some of the most salient practices across all the strands.

Recommended Practices Workbook Excerpt: Inclusion Practices

DEC Recommended Practices: Tools You Can Use
Anti-Bias Education for Young Children and Ourselves

- Louise Derman-Sparks & Julie Olsen Edwards
- NAEYC Item #: 254
Compare/Contrast

- Steffano activity
- Read all about it
  - Klein/Different approaches to teaching
- See for yourself
  - Strickland/When DAP meets GAP
Environments

- See for yourself
  - Kindergarten (3-part video)
  - Ritchie & Crawford/Environments for children three to eight

- Find it online
  - Linguistically and Culturally Relevant Early Childhood Environments
Play

- Read all about it
  - Lifter et al/Overview of play

- See for yourself
  - Education Services/A creative adventure

- Find it online
  - The importance of play in promoting child health…

Source: Scientific American
Becoming a Professional

- See for yourself
  - What Careers are Available in Special Education, Early Intervention, and the Related Services?

- North Carolina Resources
  - Busting the Myths for the Early Care and Education Workforce
  - My Profession

http://www.flickr.com/photos/barrettelementary/3267302/
Questions?
Resources for EDU 131: Child, Family & Community

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What’s a Family?

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
Family-Professional Collaboration

Read all about it

- Blue-Banning et al/Constructive guidelines
- Cheatham & Santos/Collaborating with families …
- Parker/We were a hard to reach family

See for yourself

- Bri IFSP Video
- Finley’s parent teacher conference
See for Yourself

http://www.youtube.com/watch?v=XZcphqS_Xkg
Family-Professional Collaboration

Find it online

- Family engagement and children with disabilities
- National Center on Parent, Family, and Community Engagement
- Taking a closer look: A guide to online resources for family involvement

• CONNECT Module 4
CONNECT Module 4: Family Professional Partnerships

Dilemma Videos (Videos 4.1 & 4.2)

Teacher’s viewpoint (China)

Family’s viewpoint (Aaron)
Demonstration Video (Video 4.5)

http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-4

Source: CONNECT Module 4
Evaluation Tools (Handouts 4.7 & 4.8)

BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE
(PROFESSIONAL VERSION)

How satisfied are you with the way that you...
1. Help _______ gain skills or information to get what his/her child needs.  
2. Have the skills to help _______’s child succeed.  
3. Provide services that meet the individual needs of _______’s child.  
4. Speak up for _______’s child’s best interests when working with other service providers.  
5. Let _______ know about the good things your child does.  
6. Are available when _______ needs you.  
7. Treat _______’s child with dignity.  
8. Build on _______’s child’s strengths.

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.

- Helps you gain skills or information to get what your child needs.
- Provides the skills to help your child succeed.
- Helps you meet the individual needs of your child.
- Speaks up for your child’s best interests when working with other service providers.
- Lets you know about the good things your child does.
- Is available when you need them.
- Treats your child with dignity.
- Builds on your child’s strengths.

Source: CONNECT Module 4
Community college faculty shares how she used Module 4
Communication

- Handout
  - One-way communication activity

- Find it online
  - Asking the right questions in right ways

- CONNECT Module 3

Source: http://www.positive-parenting-skills.net/
CONNECT Module 3: Communication for Collaboration

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UNC FPG CHILD DEVELOPMENT INSTITUTE
Observation tools (Handouts 3.1 & 3.2)

Communication Strategies

Communication Strategies Checklist

Communication Strategies to Build Collaboration

<table>
<thead>
<tr>
<th>Communication Practice</th>
<th>Function</th>
<th>Some Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting content and feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging and affirming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attending and Active Listening

Body language
- Using posture, eye contact, gestures and other non-verbal movements to show openness, interest and concern.

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.

Encouraging and affirming
- Acknowledging the speaker through simple verbalizations encourages the speaker to continue.

Source: CONNECT Module 3
See for Yourself/
Thompson Family Circles

http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PacticesHereAndThere.htm#top
Questions?
Landing Pads can be found at:
http://scriptnc.fpg.unc.edu/resource-search

Thank You