

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Instructional Resources Webinar

November 30, 2012

11:00 am – 12:30 pm



UNC

FPG CHILD DEVELOPMENT INSTITUTE



Welcome and Introduction

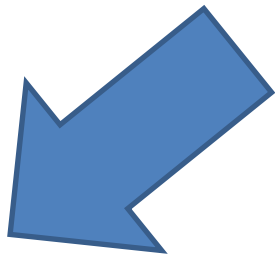


Logistics

Questions?
Comments?

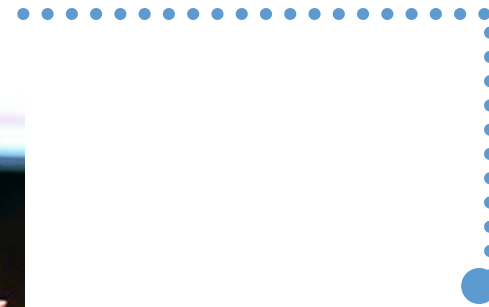


USE THE CHAT BOX



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

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images



Peek ahead at image results with new related search previews. [Learn more.](#)

Google

early childhood education



Early
childhood
education



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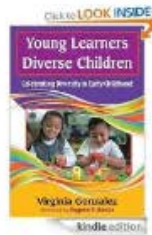
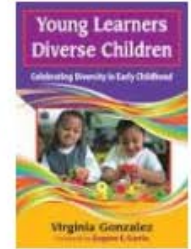
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young children diversity



Building on Language Ability with Young Children



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young children disability



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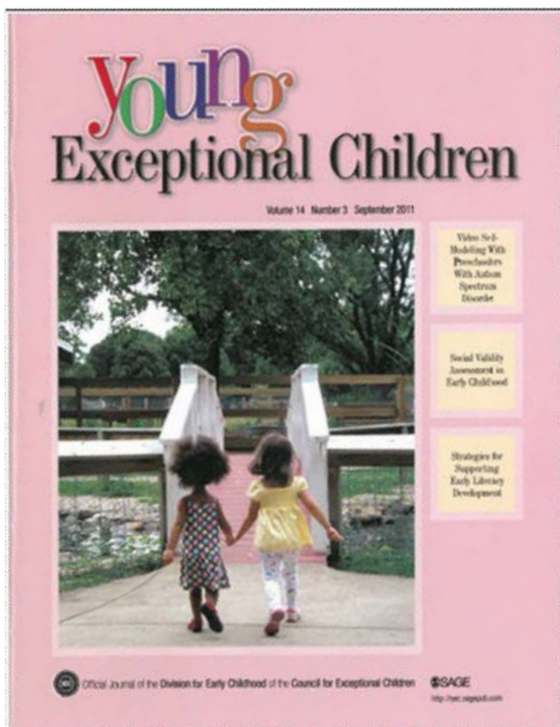
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Resources within Reason



[http://www.dec-sped.org/Journals/Young Exceptional Children/Resources Within Reason](http://www.dec-sped.org/Journals/Young%20Exceptional%20Children/Resources%20Within%20Reason)

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<http://yec.sagepub.com>
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YOUNG EXCEPTIONAL CHILDREN

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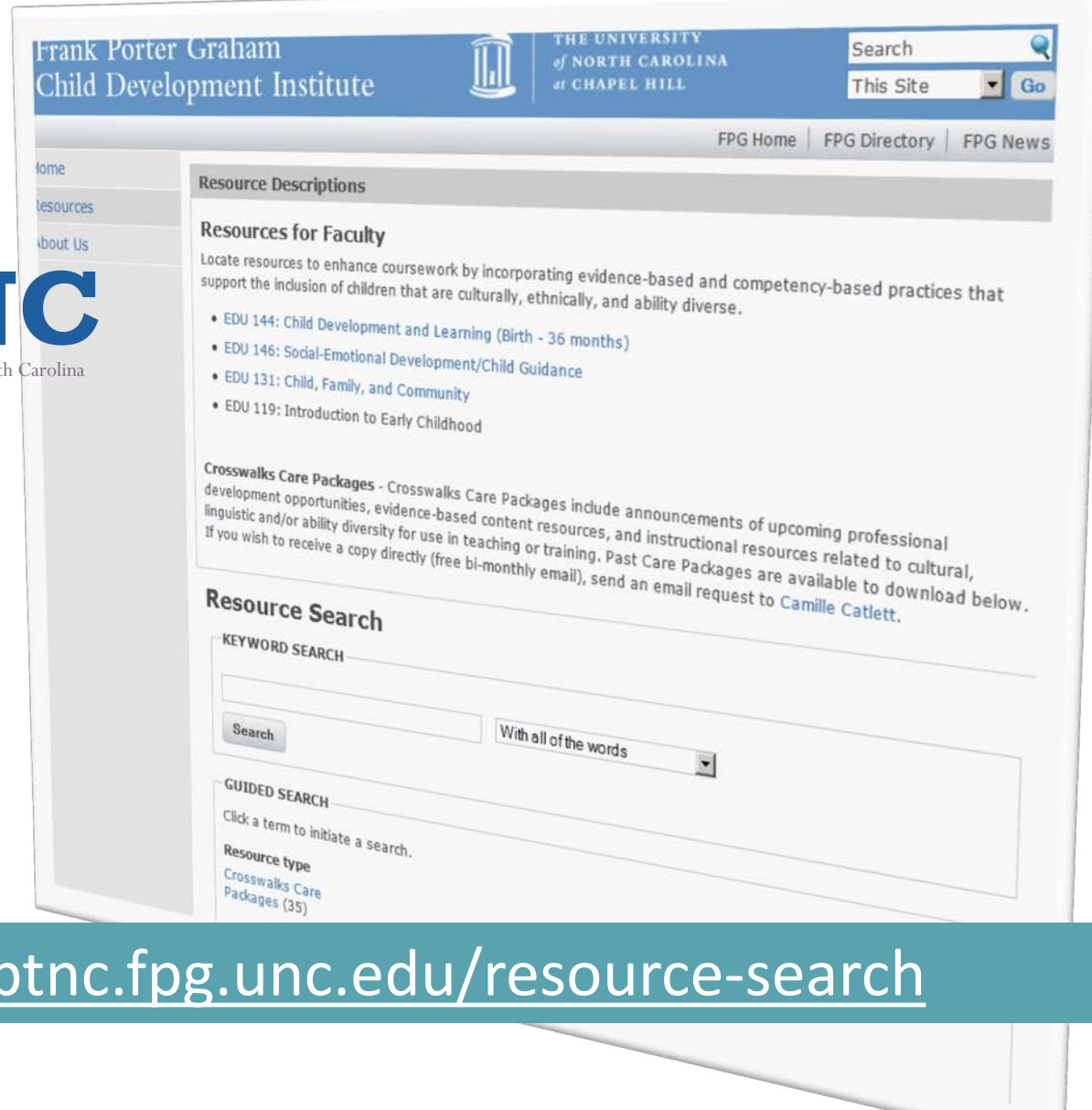
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Landing Pads



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



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Approved Course Description

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

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

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

North Carolina Resources

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

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

Basics

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

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

[More Resources](#)

Just the Facts Ma'am

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

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

[More Resources](#)

Read All About It

Brain Development

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

EDU 144 Landing Pad



Resources for EDU 119: Introduction to Early Childhood Education



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

Common Observation Strategies¹

Knowledge of common strategies as well as the skills to employ these strategies will ensure that goals of observation are met. It is important to recognize that observation is far more than looking at a child; rather, effective observation is comprised of numerous strategies that have varied uses and applications within the environment. The table below summarizes common observation strategies, their potential use, and suggestions for how to incorporate these into the early childhood environment.

Common Observation Strategies and their Usage

Observation Strategy	Description	Potential Use	Suggestions for Incorporation
Running Records	Detailed narrative accounts of events as they occur. Running records record everything observed in a factual manner	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	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
Anecdotal Notes	Detailed narrative accounts that describe a particular event	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.	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.
Brief Notes	Quick written records that provide a reminder of events observed	Brief notes can be compiled on a daily or weekly basis to present a cumulative picture of children's development	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.
Checklist	Form used to indicate whether a particular behavior or developmental milestone is present or absent.	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	Strategic observation organized around particular content items. Checklists can be completed in real-time by asking a child to complete certain tasks, or— more

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



NAEYC standards

- Developmentally appropriate practices

DEC standards

- DEC recommended practices

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



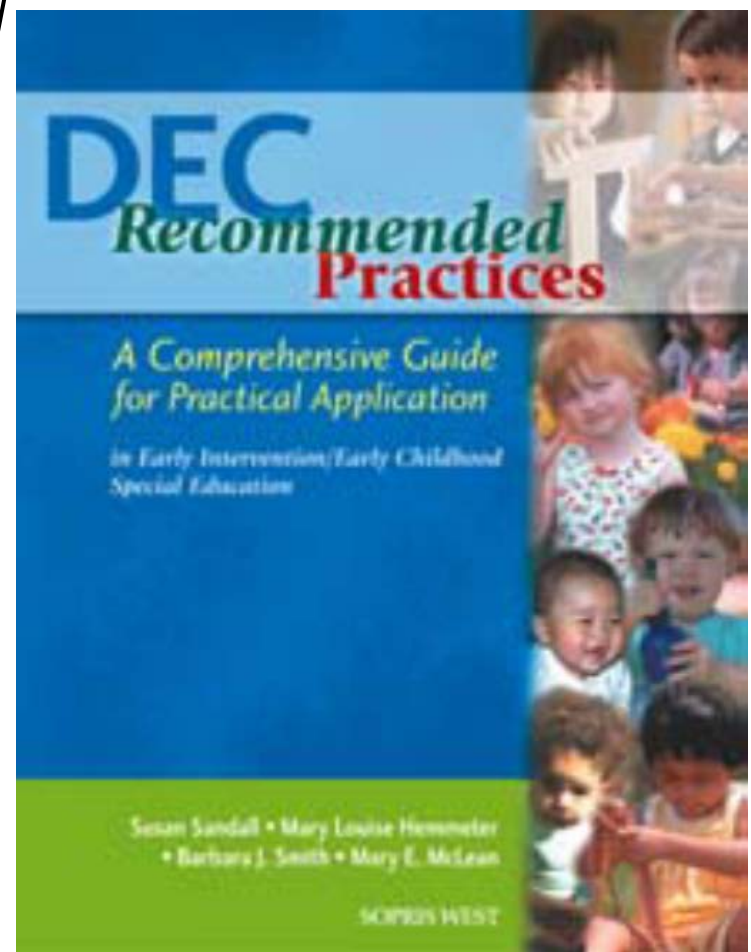
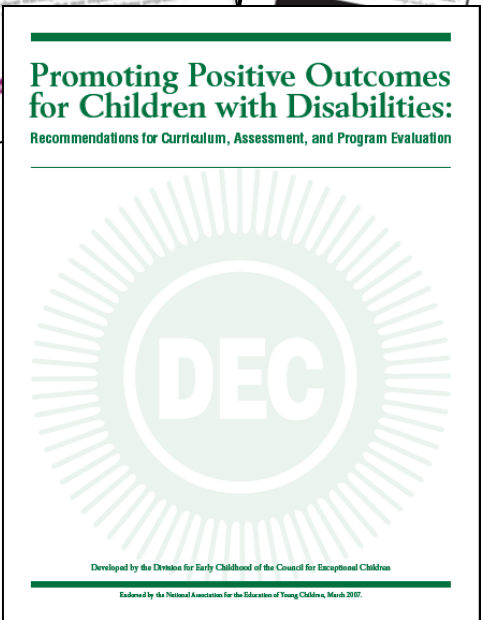
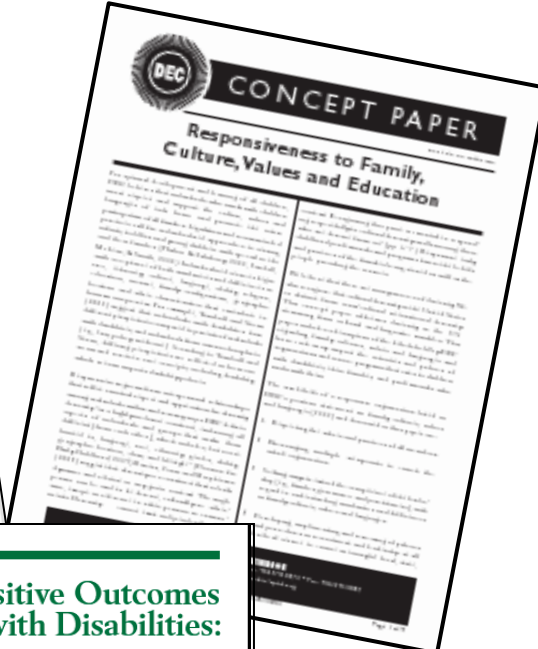
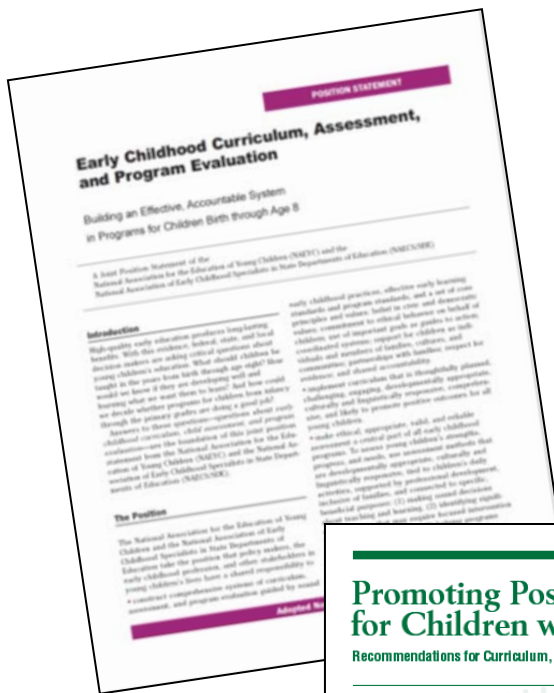
[http://npdci.fpg.unc.edu/resources/articles/Early Childhood Inclusion](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

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See for Yourself



About DEC

- The Division for Early Childhood
- Who We Are
 - Executive Board
 - Editors
 - Staff
 - Bylaws
- Vote Now!
- For Our Members
- President's Blog
- Professional Opportunities for DEC Members
- DEC Career Center
- What's New
- Special Interest Groups
 - Research
 - Professional Development
 - Early Intervention
 - Students
 - Leadership
- Personnel Standards for Early Intervention and Early Childhood Special Education
- Discussion Forums
- Subdivisions
- DEC Strategic Plan
- Awards
 - Rose Engel Award
 - Mary McEvoy Award
 - J David Sexton Award
 - Kathleen W. McCartan Award
 - Merle B. Kames Award
- Collaboration
- Position Statements and

Tools You Can Use

November 28, 2012

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](#)
[Workbook: Improving Practices for Young Children with Special Needs and Their Families](#)
[Toolkit: Interactive Tools to Improve Practices for Young Children with Special Needs and Their Families](#)
[DVD: Selected Strategies for Teaching Young Children with Special Needs](#)

Other resources to check out:

[Recommended Practices -The Basics](#) This 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

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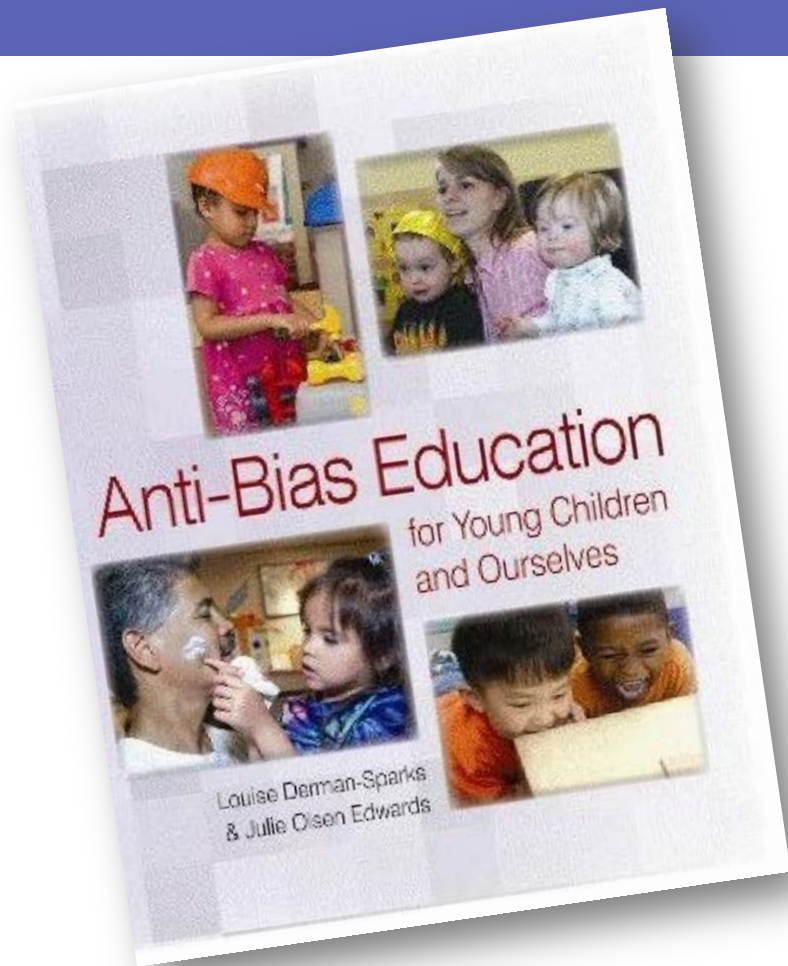
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Read All About It



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...



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



Questions?



Resources for EDU 131: Child, Family & Community



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


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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)



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)

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.

How satisfied are you with the way that you...	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
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"/>
Advocates 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"/>
Keeps you informed about the good things your child does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to you when you need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treats your child 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"/>
Keeps you informed when there is bad news to report.	<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

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You are here: [Home](#) → [CONNECT Module Discussions](#) → [CONNECT Module 4](#)

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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 spent 20 minutes of coaxing, pleading, reasoning, begging for the CONNECT team to develop a family module! It's here now and it's so 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 directly linked to the NAEYC accreditation standards and best practices. The activities in the Family-Professional Partnerships 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>

Communication

- Handout
 - One-way communication activity
- Find it online
 - Asking the right questions in right ways



Source: <http://www.positive-parenting-skills.net/>

- CONNECT Module 3

CONNECT Module 3: Communication for Collaboration



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 how to make work better at lunch time, but you haven't tried them yet." (reflecting content) "Jose's mother told you that the new medicine you have to take has some side effects." "Now that we've had a chance to talk and understand that trying to implement all these ideas we talked about at once is stressful and frustrating (reflecting feelings)." "With the way you're getting frustrated, I hope you can find a way to..."
Encouraging and affirming	Acknowledging the speaker through simple verbalizations encourages the speaker to continue. Commenting about the strengths and accomplishments shows...	"Please go ahead." "You have all these ideas, incorporating them is a big task, making sure that Amanda..."

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		Check Yes or No to indicate whether this occurs.
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.	<input type="checkbox"/> YES <input type="checkbox"/> NO
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.		
Make notes about examples of attending and active listening you observed:		

Source: CONNECT Module 3

See for Yourself/ Thompson Family Circles



Thompson Family Circles



All About Relationships!

http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticesHereAndThere.htm#top

Questions?



Landing Pads can be found at:
<http://scriptnc.fpg.unc.edu/resource-search>



Thank You