



Resources for
Growing
Professionals Who
Can Individualize

Tracey Bennett
Camille Carlett

From All to Each and Every

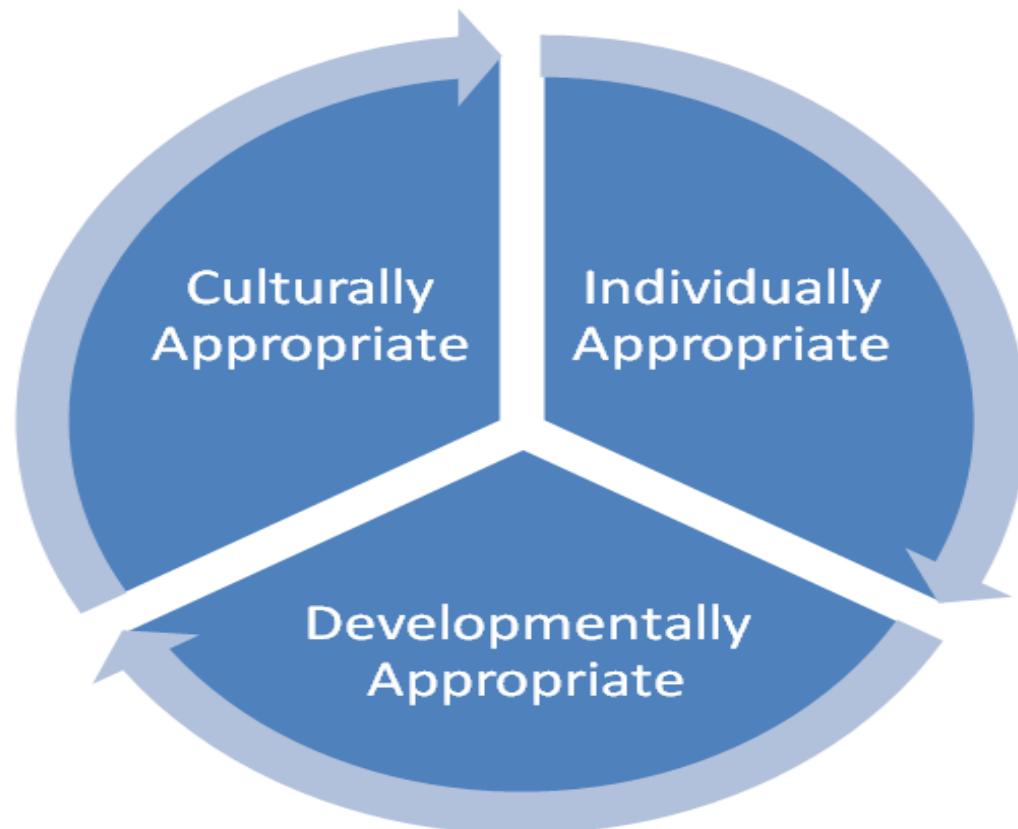
Diversity, inclusion and inequity

Every sector of the early childhood education community, including professional preparation programs, faces new challenges. Among them is the increased *diversity* of children and families in early childhood programs, from infant/toddler child care through the primary grades. That increased diversity is seen in the greater numbers of children from culturally and linguistically diverse communities, as well as in the growing numbers of children with disabilities, children whose development indicates advanced or gifted needs, and other special learning needs who are served in early childhood programs. A related challenge is the need to grow a more diverse teaching workforce and a more diverse leadership for the profession as a whole.

NAEYC. (2010). *Standards for initial and advanced early childhood professional preparation programs*, p. 13



From All to Each and Every





April 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)

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.² The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.³ However, because inclusion takes many different forms and implementation is influenced by a

wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.



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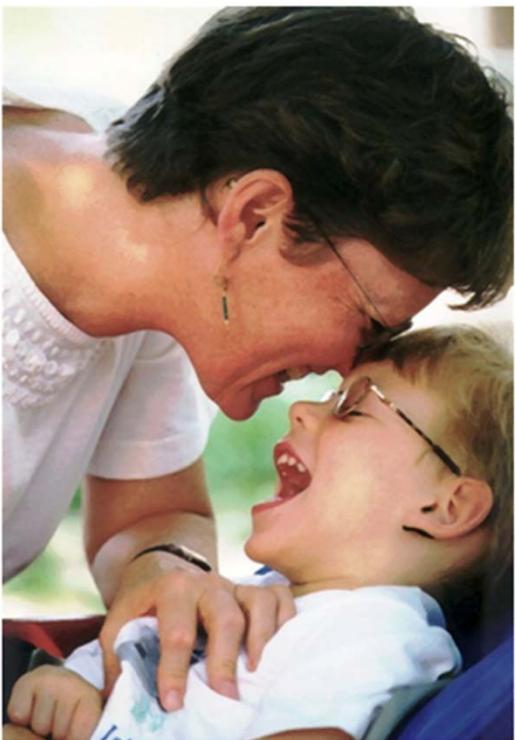
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Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.



One terrific resource



Increasing numbers of young children with diagnosed disabilities and unique learning needs are enrolled in early childhood programs. Individualizing learning opportunities is one widely accepted practice for successful inclusion.

Individualizing Instruction in Preschool Classrooms

Mary B. Boat, Laurie A. Dinnebeil, and Youlmi Bae

In 2003, 34% of young children with disabilities received special education services in community-based early childhood programs such as child care centers, Head Start classrooms, and nursery schools (U.S. Department of Education, 2005). These services are provided by early childhood special educators.

However, these special education professionals usually spend just a few hours each week with the children. If early childhood inclusion is to be a successful educational approach, it is imperative that ALL early childhood teachers understand and are able to provide individualized instruction to young children with special needs. This article describes teaching techniques that preschool teachers can use to support the learning needs of all children with whom they work, including young children with disabilities and special needs.

The term *instruction* refers to the methods used to teach a curriculum (Bredekamp & Rosegrant, 1992). In early childhood education, instruction encompasses many different types of learning experiences ranging from non-directive to directive (Wolery, 2005; Wolery & Wilbers, 1994).

Just as children's learning falls along a continuum from passive to active, so does the process of instruction. Instruction may be as basic as modeling how to put on a coat, or it can be as complex as helping children learn to read. The degree to which teacher direction or guidance is used depends on the objective of the experience and the children's individual needs. Thus, for teaching to be *instruction*, it must be intentional. The result of appropriately individualized instruction is meaningful learning for all young children.

What is instruction?

Instruction refers to intentional teaching methods. When is something teachers do or say considered to be *instruction*? When a teacher draws a young child in to a conversation about a picture or experience, is that teacher providing *instruction*? Perhaps it is, if the teacher is creating an opportunity for the child to express herself verbally or practice turn-taking skills. Teaching is instructive if it is done intentionally to provide support or opportunities for children's learning.

Teachers who are aware of children's learning needs continuously look for ways to support their learning.

How to Individualize Instruction

The process of individualizing instruction consists of four primary steps (Pretti-Frontczak & Bricker, 2004):

- Get to know each child's interests, needs, and abilities
- Create opportunities for learning that build on children's interests

Mary B. Boat, Ph.D., is Associate Professor and Program Coordinator, Early Childhood Education, University of Cincinnati, Ohio. She has worked directly and conducted research with young children with, or at risk for, disabilities.

Laurie A. Dinnebeil, Ph.D., is the Judith Daso Herb Chair in Inclusive Early Childhood Education at the University of Cincinnati. She is a former preschool special education teacher and has worked extensively in the fields of early intervention and early childhood special education.

Youlmi Bae, M.Ed., is a doctoral student and research assistant in Early Childhood Special Education at the University of Toledo, Ohio. She was an early childhood teacher in Korea and has worked with preschool Korean American children in a Korean Academy in Toledo.

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Model respectful individualizing through the words and images you use

People first language

Cognitive or intellectual disability
instead of **mentally retarded**

Individual with autism
instead of **autistic person**



Use “family” or “parents and family” instead of parents

More inclusive of all caregivers and configurations





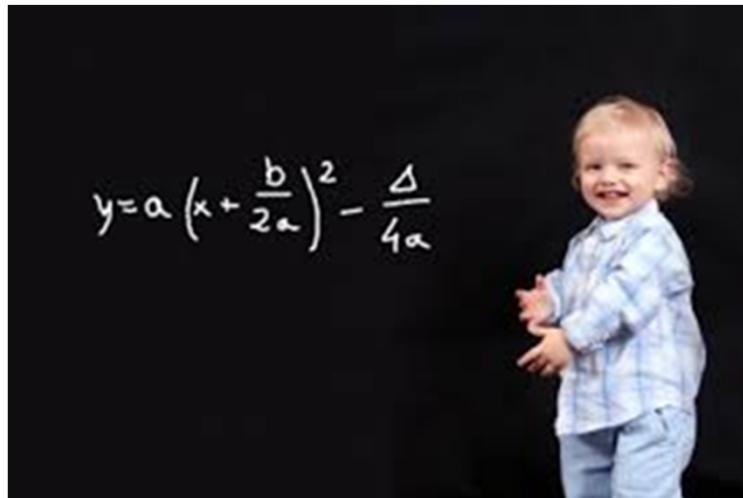
Use tools and strategies that are asset-based

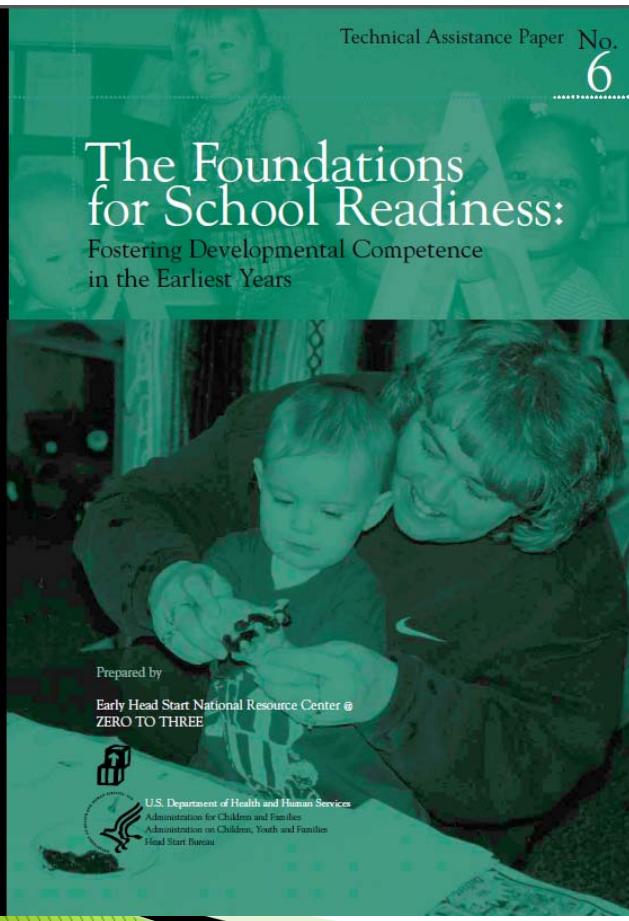


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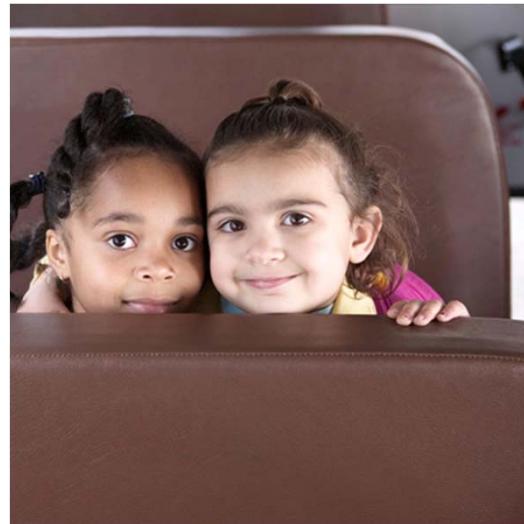
National Black Child Development Institute

What would it be like to focus on the **potential** of each child instead of factors that *might* place that child at risk?





PLAY EXPERIENCES	SKILL AREAS	WHAT CHILDREN MAY BE LEARNING	
Playing pat-a-cake	Language	Cognitive Imitation	Social-Emotional I feel understood when you respond to my gestures. We have fun together. I like to imitate you.
Manipulating and mouthing books; being read to	Literacy	Vocabulary, memory	I like being close when we read together. It feels good to snuggle with you and hear my favorite story.
Group play at the water table with different-sized containers	Science	Concepts of weight and volume	I learn how to take turns and share.
Building with blocks	Math	Counting, sorting, and classification skills	I feel so proud when you clap for me as I build my block tower.





When children do not see themselves represented in their classroom, it can harm their self-concept and sense of belonging. In addition, children who are not represented may not be as readily accepted by their peers.

Create environments that reflect the children in them

Books

Pictures

Environmental
labels

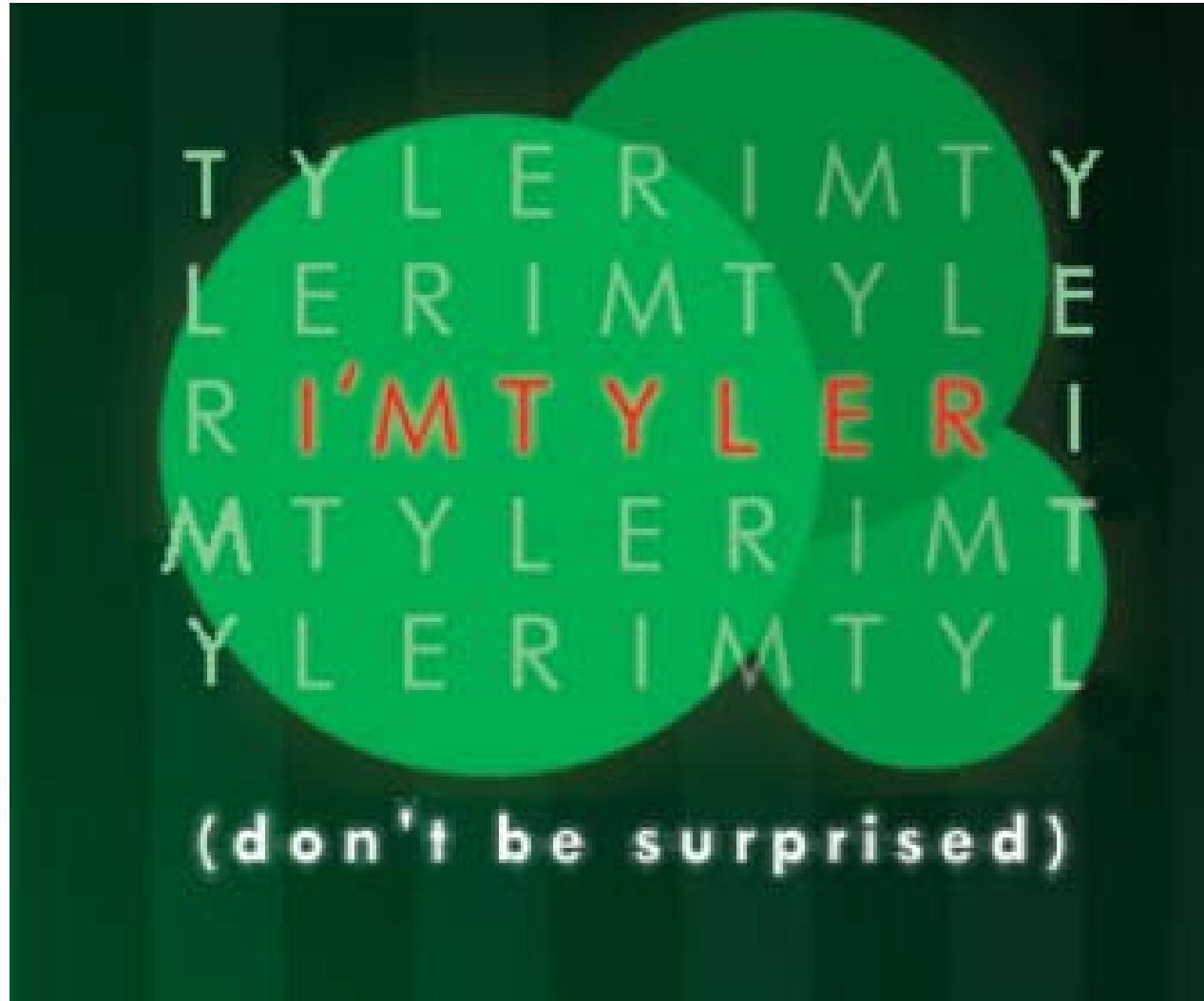
Utensils

Dolls

Music

Games





TYLERIMTY
LERIMTYLE
RIMTYLERI
MTYLERIMT
YLERIMTYL

(don't be surprised)



- ▶ Important similarities among all children
- ▶ Differences between children growing up with one language (monolinguals) and dual language learners (DLLs)
- ▶ Diversity among children who are DLLs

SAME DIFFERENT AND DIVERSE



Understanding Children Who Are Dual Language Learners (DLLs)

Important Similarities Among ALL Children



ALL Children Have	What the Research Says
A natural capacity for learning and communication	Infants and toddlers who are learning one language, and those who are simultaneously learning more than one language, achieve developmental language milestones at the same time, e.g., babbling, first words, first word combinations (Paradis, Genesee & Crago, 2011).
A biological capacity for language/s	Children are born with the ability to learn language/s. They can process and store individual sounds from different languages and remember the rules of grammar in each language (Byers-Heinlein, Burns & Werker, 2010).
Ability to process multiple language/s	Children who are exposed to two languages prenatally are able to process both, and recognize that the two languages are separate (Byers-Heinlein, Burns & Werker, 2010).
Need for environments that support their culture and language/s	<p>Children's environments can be additive or subtractive.</p> <ul style="list-style-type: none"> “Additive” environments support children to develop one or more languages, and within one or more cultures. “Subtractive” environments give children the message that diversity is not valued (Genesee, Paradis & Crago, 2004).
A need for teachers to <ul style="list-style-type: none"> Fully understand where they are 	<p>The Head Start Program Performance Standards are based on a comprehensive approach to education that:</p> <ul style="list-style-type: none"> Supports all areas of children's development. Engages families as partners in their child's education so they can

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Key Differences Between DLLs and Monolingual Children



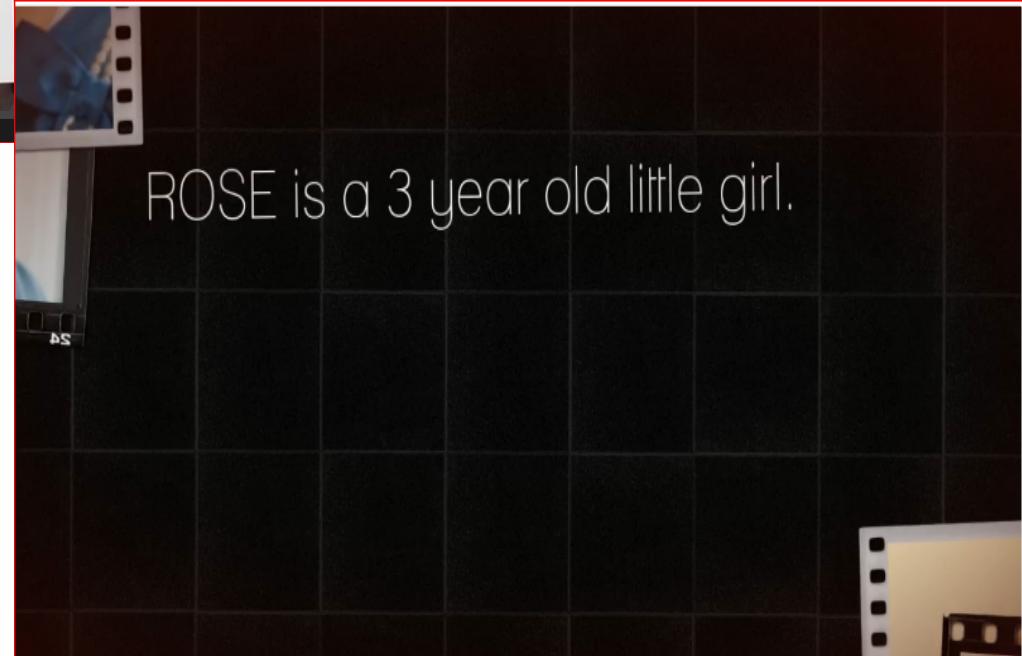
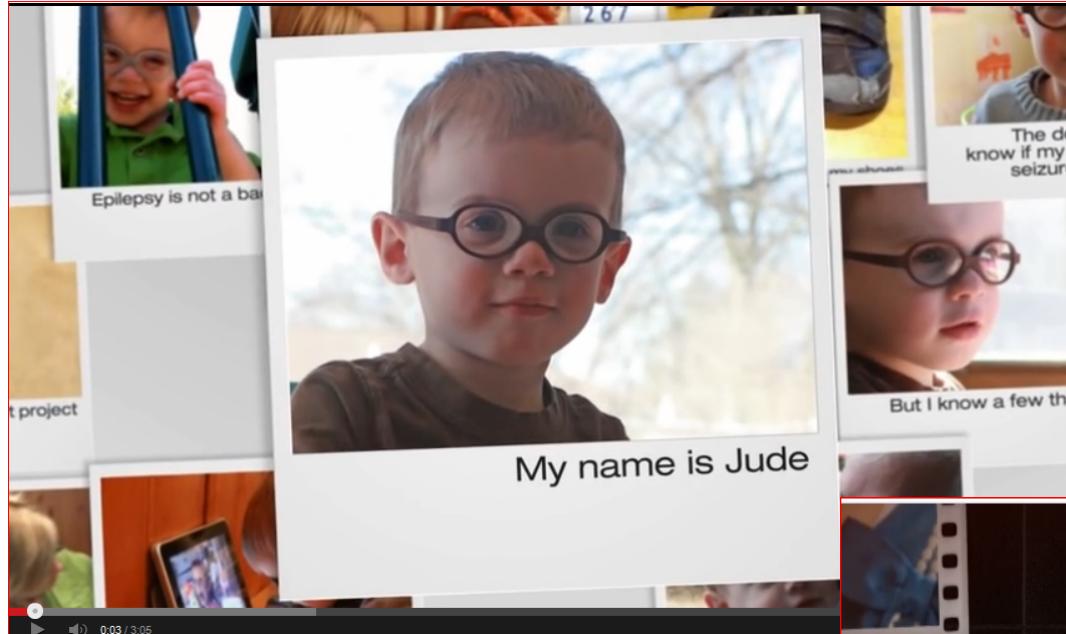
Key Differences	What the Research Says
Different developmental pathways	Children who are DLLs may initially learn a concept, e.g., big and little, in one of their languages and not know the words for the concept in the other one yet. On the other hand, they may have different amounts of exposure to their two languages at different times; for example, there may be big spurts in one language when Grandma comes to visit and a sharp decrease in progress when she leaves.
Opportunities to code switch (language mix)	Dual Language Learners are able to switch between two languages. Code switching is a typical feature of dual language development and provides children with rich communication because they can use both languages.

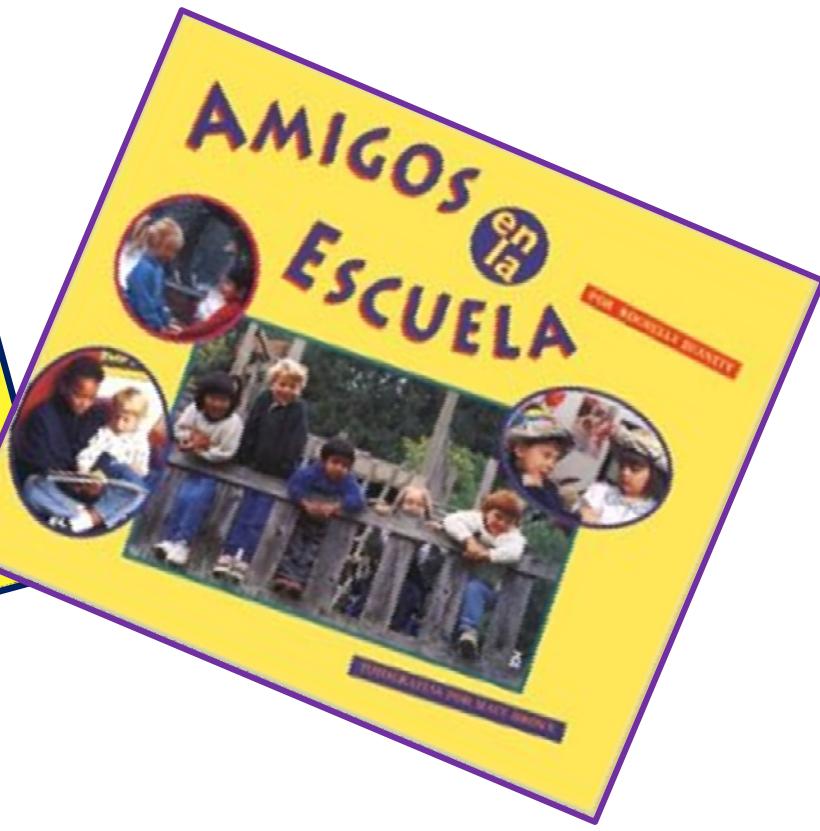
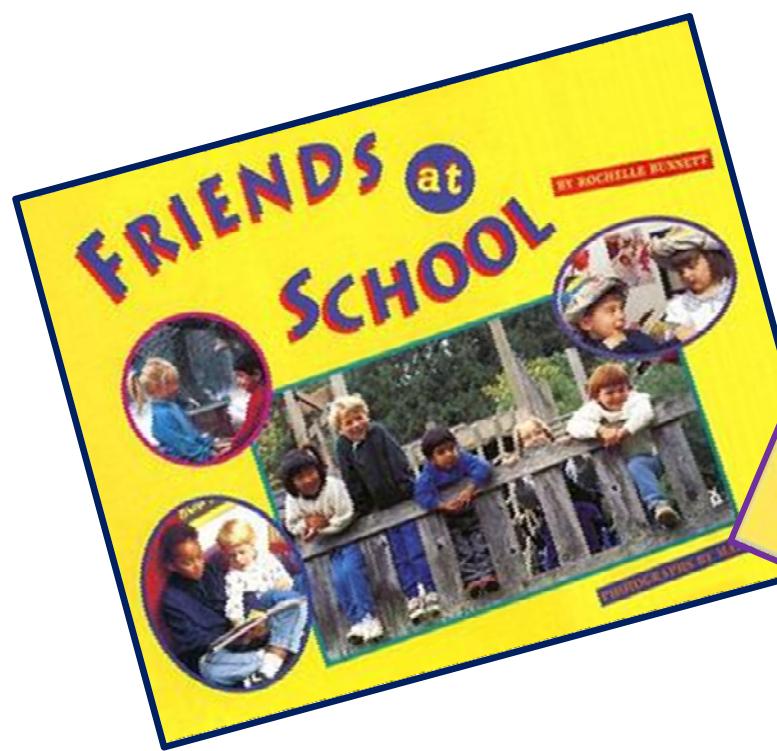
DLLs Are a Highly Diverse Group



Children Have Different	For Example...	Why This Matters...
Languages	Children and their families may speak languages and dialects from around the world.	Every language has unique rules for grammar (syntax), etc., which those who speak the language must learn and use. If a family is one of a few speakers of their language in their community, the children have less exposure and opportunity to practice their home language.
Cultures	Children from the same language background may not share the same cultures even if they come from the same country.	Different cultures often have different expectations about how to communicate with one another and with whom, conversational rules, body language, etc.

Videos to assess how students are able to individualize using children's assets





Keep It Real

Use extensions

- ▶ How might you change the activity to support a child who has not had prior “school readiness” experiences?
- ▶ What additional evidence-based practices would you want to draw upon to support the dual language learners in this classroom?
- ▶ How might you prepare to scaffold the activity to challenge a child who is talented or gifted? Or to support a child who is not readily able to grasp the key concept?





**Evidence-
Based
Practices
That
Support
Each
Child**

Universal Design for Learning

UDL means the removal of physical and structural barriers (UD) and the provision of multiple and varied formats for instruction and learning (UDL).



Three Key Concepts of UDL

Multiple means of representation

Multiple means of engagement

Multiple means of expression



UDL: Multiple Means of Representation

kinesthetic

VISUAL

auditory



apple





UDL: Multiple Means of Engagement

Attention

curiosity

MOTIVATION

Interests

preferences



UDL: Multiple Means of Expression

speaking

SIGNING

gestures

POINTING

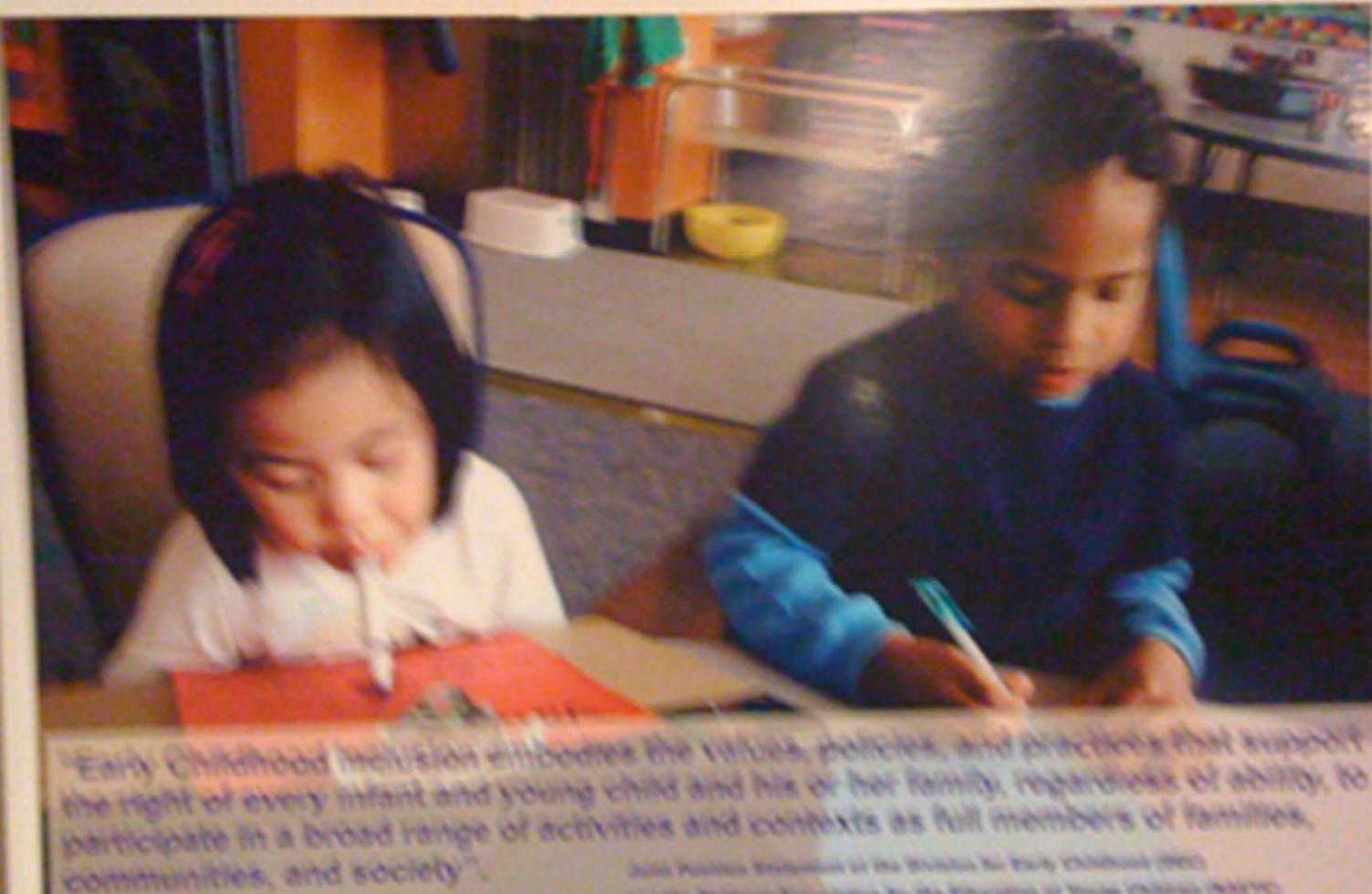
drawing

assistive technology

SINGING

Typing/texting





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Joint Position Statement of the Division for Early Childhood (DEC)
and the National Association for the Education of Young Children (NAEYC)

Read About It



The Universal Design of Early Education Moving Forward for All Children

Michael Conn-Powers,
Alice Frazeur Cross,
Elizabeth Krider Traub,
and Lois Hutter-Pishgahli



Michael Conn-Powers, PhD, is director of the Early Childhood Center, Indiana Institute on Disability and Community, at Indiana University in Bloomington. He has worked on local and state projects to support the creation of early care and education programs that work for all children and their families.

Alice Frazeur Cross, EdD, is a research associate in the Early Childhood Center. She has been a teacher, program coordinator, and center director in small and large early childhood settings, a teacher educator, and a participant in system development projects.

Elizabeth Krider Traub, MS, is a research associate in the Early Childhood Center and focuses her research, writing, and training efforts on infants, toddlers, and their families, exploring the challenges of welcoming and including them in community programs.

Lois Hutter-Pishgahli, MS, is a research associate in the Early Childhood Center and is involved in writing, research, and the development of numerous materials related to supporting inclusive environments for young children.

Cluster illustrations throughout by
Sandi Collins.

Reaching all children

Specially designed programs, including Head Start, early childhood special education, Title III programs for English-language learners, and Title I compensatory education, identify successful strategies for educating children who may struggle to learn because of health or other medical needs, emotional or behavioral problems, and/or disabilities. Children facing language barriers or growing up in poverty may have additional learning challenges. But the goal for educators is to design early education programs that meet the needs of all learners within a common setting and begin to move away from specialized programs. Moreover, as educators we need to accomplish this goal while also focusing on standards and program accountability.

Beyond the Journal • Young Children on the Web • September 2006

moving forward

A French television commercial shows typically abled people trying to function and participate in a world designed for people with disabilities. Speaking persons approach receptionists, who respond only in sign language; walkers slip down wet inclines navigated by people in wheelchairs; a sighted individual looks for books in a library but finds them all printed in Braille. Graphic images communicate a strong message: the world is harder when it is not conceived with your abilities in mind.



This commercial reflects a French utility company's commitment to recognizing the diverse needs of its employees and customers—"May the world be made for you. Access for everyone" (EDF Group 2005). Images like this spur thoughtful reflection. How well have we conceived early education programs to support and respond to all young children? Do they welcome and include every child? Do all families have opportunities physically accessible to each child? Do all families have opportunities to be involved in their children's education? Is every child engaged and learning? Answering yes to these questions has become more challenging as the population of children in the United States has become increasingly diverse (West, Denton, & Germino-Hausken 2000).

See for Yourself



Assistive Technology (AT)

Assistive technology (AT)

interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment.

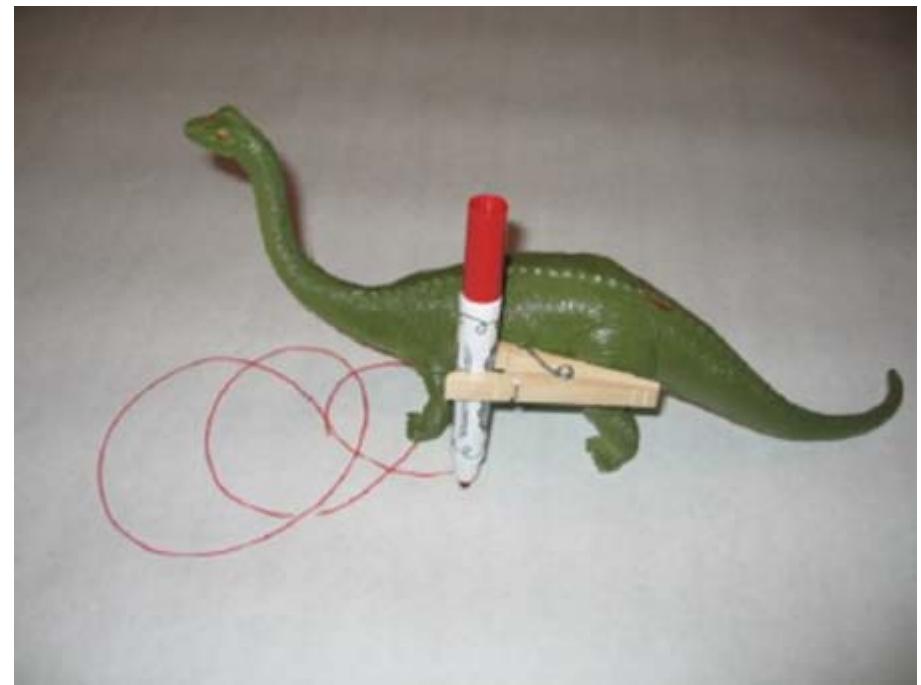
Source: CONNECT Module 5: Assistive Technology



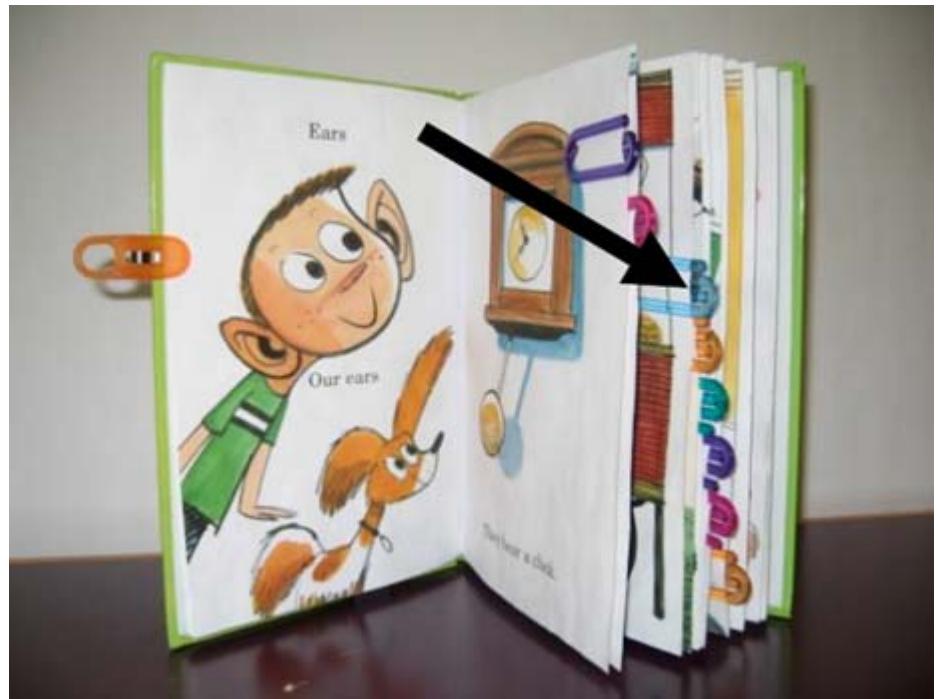
Reserve your seat by 12:00 noon on June 11th, 2012

Call 1-800-555-1234

AT to Support Access to Writing



AT to Support Access to Literacy



AT to Support Access to Literacy

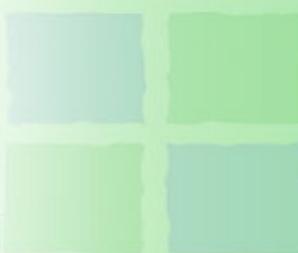


**Everyone supports embedded learning.
They just don't know it yet.**





Embedded Instruction For Early Learning



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Welcome to the Embedded Instruction Website

The Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices is a Goal 2 research project funded by the Institute of Education Sciences of the United States Department of Education. The project is housed at the University of Florida with collaborating partners located at Vanderbilt University, the University of Washington, and the University of Wisconsin-Milwaukee. The project focuses on the development and evaluation of professional development interventions focused on embedded instruction practices. Several approaches will be compared to determine which hold the most promise for helping teachers implement embedded instruction practices with young children with disabilities.



Principal Investigators

- Dr. Patricia Snyder, [University of Florida](#)
- Dr. Mary Louise Hemmeter, [Vanderbilt University](#)
- Dr. Susan Sandall, [University of Washington](#)
- Dr. Mary McLean, [University of Wisconsin-Milwaukee](#)

CARA'S KIT

Creating Adaptations
for Routines
and Activities



CARA's Kit

Creating Adaptations for
Routines and Activities –
adaptations to increase
children's engagement
and participation in
classroom activities
and routines.



ADAPTATION NOTES

■ What is currently happening?

■ What would you like to see happen?

■ How can we change the environment?

■ How can we change the activity?

■ How can we change the materials?

■ How can we change the requirements or instructions?

■ How can we provide assistance?

■ After you have made the changes, what is currently happening?



Family Engagement Helps Children to Succeed

- Higher preschool performance and promotion to next grade**
- More positive engagement with peers, adults, and learning**
- Buffers negative impact of poverty on academic and behavioral outcomes**

(Harvard Family Research Project, 2006; Izzo, Weissberg, Kasprow, & Fendrich, 1999; Mantzicopoulos, 2003; McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004)

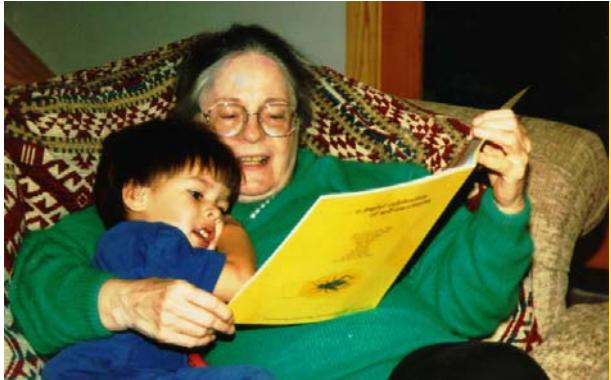
Videos

**Your Tax \$\$
At Work**

**Not Just For
Head Start**

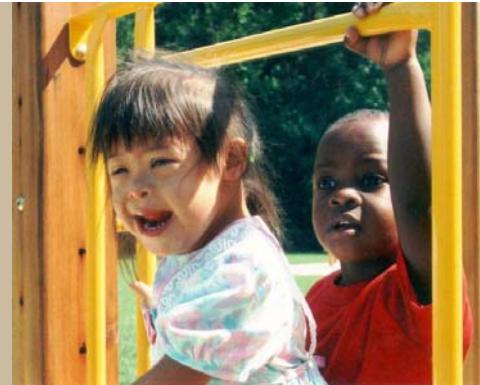
**Course
Resources**



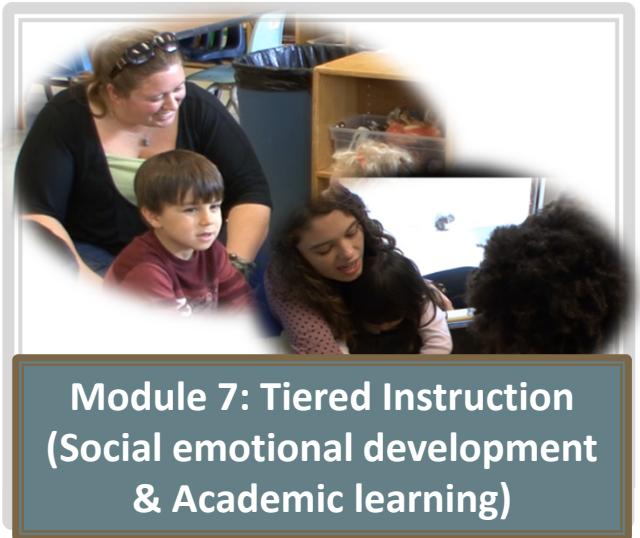
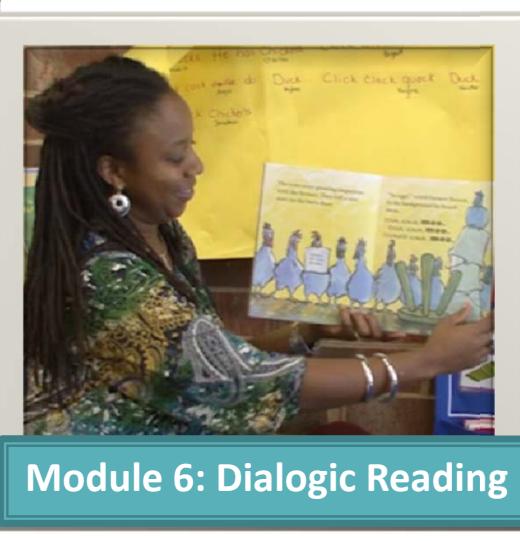
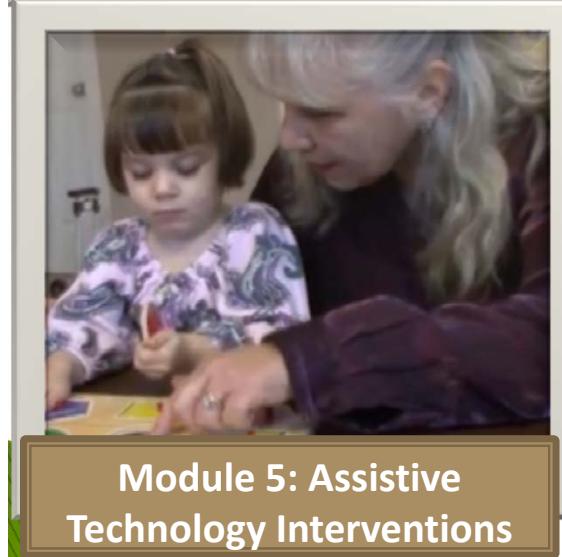
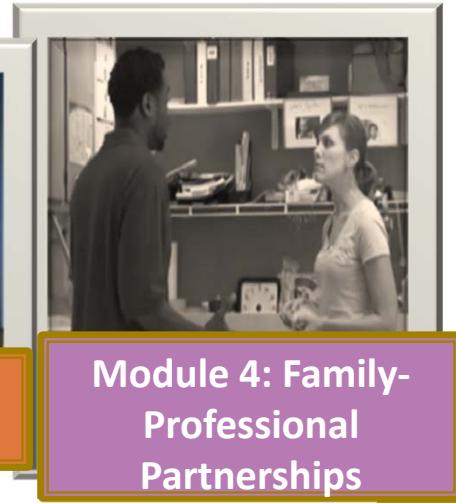
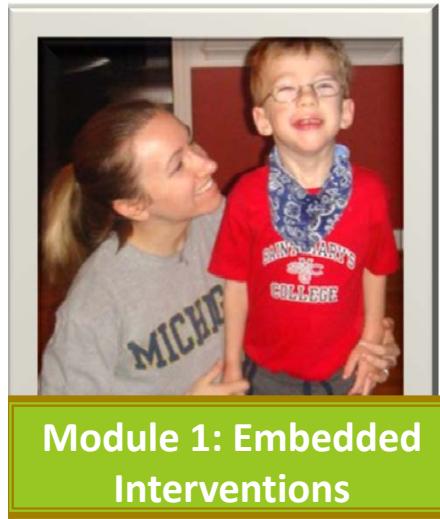


CONNECT

The Center to Mobilize Early Childhood Knowledge



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





<http://www.earlyliteracylearning.org>

L

General
Practice Guides
Especially for
Parents





Center on the
Social and Emotional
Foundations for Early Learning



<http://csefel.vanderbilt.edu/>

- **Research syntheses**
- **Training modules**
- **Practical strategies**
- ***What Works* briefs**
- **Videos**
- **Family tools**
- **Decision making guides**



Center on the Social and Emotional Foundations for Early Learning



Resources: Family Tools

Click here to go to the **Parent Training Modules**



*Teaching Your Child To: Identify and
Express Emotions*
(4 pages) [PDF](#)



*Teaching Your Child To: Cooperate with
Requests*
(4 pages) [PDF](#)



Make the Most of Playtime
(6 pages) [PDF](#)



Responding to Your Child's Bite
(4 pages) [PDF](#)



Teaching Your Child About Feelings
(5 pages) [PDF](#)



*Understanding Your Child's Behavior: Reading
Your Child's Cues from Birth to Age 2*
(5 pages) [PDF](#)

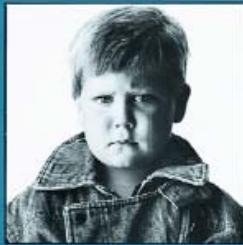


*Teaching Your Child to Become
Independent with Daily Routines*
(5 pages) [PDF](#)

Book Nook

Using Books to Support Social Emotional Development

On Monday When It Rained



On Monday When It Rained

By Cherryl Kachenmeister
Houghton Mifflin Company, 1989

On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely). (Ages 3-8)

<http://csefel.vanderbilt.edu/resources/strategies.html#booknook>

National Professional Development Center on Inclusion

Frank Porter Graham
Child Development Institute



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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NPDCI

The National Professional Development Center on Inclusion (NPDCI) is working with states to ensure that early childhood teachers are prepared to educate and care for young children with disabilities in settings with their typically developing peers.

By bringing together the leaders within a state who provide professional development related to inclusion to groups as diverse as child care providers, Head Start teachers, pre-kindergarten teachers, preschool disability specialists, higher education students, and family members.

Inclusive Classroom Profile

Latest News

[NPDCI: Resources for Families](#)

Posted 10/31/2011

Inclusion



April 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)

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.² The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.³ However, because inclusion takes many different forms and implementation is influenced by a

wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.



Division for Early Childhood of the
Council for Exceptional Children
27 Fort Missoula Road | Missoula, MT 59804
Phone 406.543.0872 | Fax 406.543.0887
Email dec@dec-sped.org | Web www.dec-sped.org



National Association for the Education of Young Children
1509 16th Street NW | Washington, DC 20036-1426
Phone 202.232.8777 Toll-Free 800.424.2460 | Fax 202.328.1846
Email naeyc@naeyc.org | Web www.naeyc.org

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

Free video on inclusion

Foundations of Inclusion Birth to Five

tags: [Module 1: Embedded Interventions](#) [Module 5: Assistive Technology Interventions](#) [inclusion](#) [Video](#)

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 CONNECT: The Center to Mobilize Early Childhood Knowledge (running time: 12 min. 53 sec.). *Updated 7/2013*



The image shows a video player interface. At the top, there is a thumbnail image of a woman in a blue shirt and a young boy in a white shirt, both smiling. Below the thumbnail is a large play button. The main title of the video is "Defining Features of Inclusion". Below the title, there are three buttons with the words "Access", "Participation", and "S". At the bottom of the video player, there is a control bar with a play button, volume icon, and a timestamp "0:00 / 12:53".

Defining Features of Inclusion

Access Participation S

0:00 / 12:53

YouTube



TECHNICAL ASSISTANCE
CENTER ON SOCIAL
EMOTIONAL INTERVENTION
for young children (TACSEI)

TACSEI Resources

Backpack Connection Series

The Backpack Connection Series was created by TACSEI 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. This series was developed in collaboration with [Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion](#) and [Bal Swan Children's Center](#) in Broomfield, Colorado.

Addressing Behavior



[How to Help Your Child Stop Biting](#)

It is very common for a child to bite others at some point during their early years. When children do not have the skills or vocabulary to express their feelings, they might engage in a behavior, such as biting, as a way to let you know how they feel.

Trouble downloading? Read this document [online](#).

Resources



Heartland Equity and Inclusion Project

Faculty Family Paraprofessionals

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)

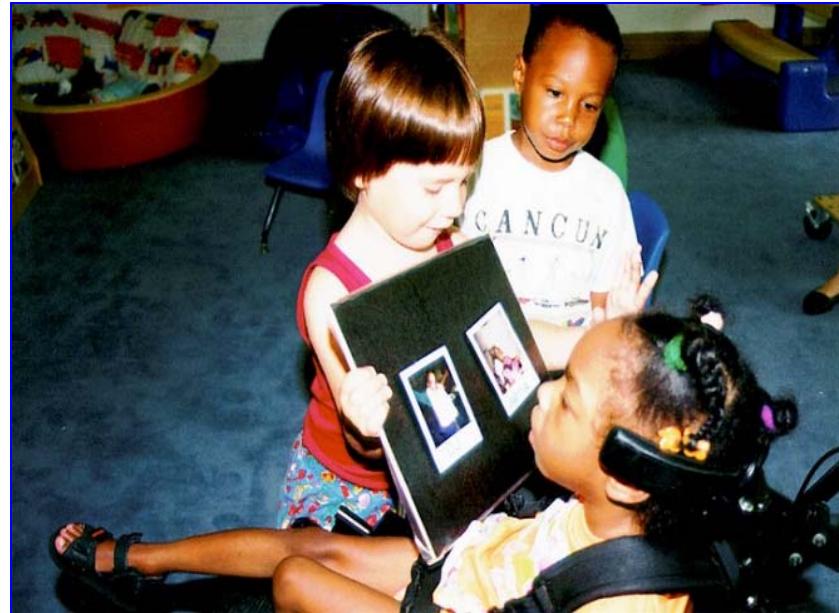
CHLD 209: Child, Family and Community

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.

Community College Activity Maps



Kirkwood Community College
Early Childhood Education

- Following discussion of specialized diets or presentation by parent, students create a snack for a child with one of the following diets: vegetarian, kosher, halal, specific food allergies. Students may need to do some research on appropriate foods. This assignment can address both medically necessary diets and diets based on culture.



Early Childhood Program – ECE 133 Child Health Safety and Nutrition Curriculum Map: Cultural, Linguistic and Ability Diversity (CLAD)

Course	CLAD TOPIC	Media	Guest Speaker	Kit/Materials	Instructional Approach	In- Class Assignment
ECE 133 Health, Safety & Nutrition	INCLUSION Adaptations for children with chronic illness, dietary differences, allergies, etc	<ul style="list-style-type: none"> Video: Child Care and Children with Special Needs Video One, Available from NAEYC, Tape one, clip of child with asthma (end of video) Video: Breathing Freely: Controlling Asthma Triggers from Head Start Video: Embracing Our Future: Matthew's Story (dental health in Early Head Start) from Head Start Video: Strategies for Including Children with Disabilities in Classroom Activities, Sensory Activity from Head Start Video: Preventing Childhood Obesity, from Child Care Information Exchange <p>Links to video on page 3</p>	<ul style="list-style-type: none"> Parent of child with specialized diet and/or dietitian Iowa KidSight –free vision screening Lori Short, University of Iowa Children's Hospital http://webeye.ophth.uiowa.edu/iowakidsight/ 	<ul style="list-style-type: none"> Melbourne, S.A. (2007) CARA's Kit: Creating Adaptations for Routines and Activities CARA's Kit ECE 133 Lesson Children's books on health, nutrition and safety topics Handouts on Person First Language from website: <i>Disability is Natural</i> Let's Move: America's move to raise a healthier generation of Kids. www.letsmove.gov <p>Book Kit located in ERC Closet Links to Handouts on page 3</p>	<ul style="list-style-type: none"> Review the definition of CLAD and importance of using Person First Language (Introduced in ECE 103). Review the steps for creating adaptations using CARA's Kit. Students work on adaptation CARA's Kit lesson for ECE 133. For additional practice provide health, safety and nutrition dilemmas for students to consider. Ask parent or dietitian to discuss dietary considerations for vegetarians, kosher diet, allergies, etc Case Studies from Marotz (current edition) for class discussions on culture. See cases on: <ul style="list-style-type: none"> Vision and hearing disabilities Seizure disorders Food allergies 	<ul style="list-style-type: none"> Following discussion of specialized diets or presentation by parent, students create a snack for a child with one of the following diets: vegetarian, kosher, halal, specific food allergies. Students may need to do some research on appropriate foods. This assignment can address both medically necessary diets and diets based on culture. Book assignment – Review children's health safety and nutrition books. Students work in small groups to plan learning experiences related to the book topics which include: dental health, illness, mental health, personal health care, safety, physical activity, special needs, and nutrition. Ask students to include one suggestion for a family-school connection Students research <i>Let's Move</i> website for topics of special interest (movement activities for people with disabilities, food allergies, family activities, etc.) Report their findings to the class

Page | 1



This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.



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>



Supporting Change and Reform in Preservice Teaching in North Carolina



UNC
FPG CHILD DEVELOPMENT INSTITUTE



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

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 Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [[here](#)] to download the landing pad resources as a document.

» [North Carolina Resources](#)

» [Child Development and Learning \(birth – 36 months\): EDU 144](#)

» [Basics](#)

» [Just the Facts Ma'am](#)

» [Read All About It](#)

» [See for Yourself](#)

» [...and more!](#)

Course Landing Pad

U.S. Department of Health & Human Services Administration for Children & Families

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HEAD START
An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

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Designation Renewal: Funding Opportunity Announcements Released
Find Head Start and Early Head Start Funding Opportunity Announcements

April 24, 2012
Consumer Product Safety Commission (CPSC) New Crib Standards (ACF-IM-HS-12-03)

April 19, 2012
Head Start Funding Opportunities Now Available

March 29, 2012
SF-428 Tangible Personal Property Report
SF-429 Real Property Status Report (ACF-IM-HS-12-02)

March 28, 2012
Designation Renewal System Frequently Asked Questions

Newest Resources


Latest Dental Home Initiative (DHI) Update
Learn about the fluoride varnish initiative of the Indian Health Service Head Start Program, read the findings of a new report on dental therapists, and more.


Ejemplos de metas de preparación escolar para niños de preescolar [PDF 311KB]
Se ofrecen ejemplos de metas de preparación escolar que los programas pueden considerar conforme establezcan sus propias metas.


Early Head Start Tip Sheet #47: National Children's Mental Health Awareness Day
Learn about National Children's Mental Health Awareness Day and get information on how your program may participate.

For Parents

Quality Teaching and Learning

Cultural and Linguistic Responsiveness

Early Childhood Learning and Knowledge Center



National Center on Cultural and Linguistic Responsiveness

ECLKC Home > Training & Technical Assistance > Cultural and Linguistic Responsiveness

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Dual Language Learners
and Their Families

Head Start
Bilingual Glossary

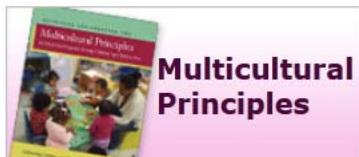
NCCLR Resources



Nationally,
30 percent of Head Start
children are dual language
learners

< || >

1 2 3 4 5 6



Multicultural
Principles



Professional
Development



Resources
by Role



Refugee
Families



Program
Preparedness
Checklist



NCCLR
Events



For more information, contact us at: ncclr@bankstreet.edu, 1-888-246-1975 or ncclrinfo@edc.org,
1-855-494-0331.



National Center on

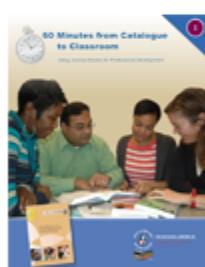
Cultural and Linguistic Responsiveness

[ECLKC Home](#) > [Training & Technical Assistance](#) > [Cultural and Linguistic Responsiveness](#) > [National Center on Cultural and Linguistic Responsiveness](#)

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60 Minutes from Catalogue to Classroom (C2C): Using Journal Articles for Professional Development Module 1

This series of professional development training modules highlights individual journal articles featured in the Head Start Cultural and Linguistic Responsiveness Resource Catalogues (Volumes 1-3). Head Start program directors, education managers, trainers, and others may use this content to encourage discussion with staff on culture, dual language learning, and best practices.



60 Minutes from Catalogue to Classroom (C2C) [PDF, 1.75MB] is a series of professional development training modules that highlight journal articles focused on culture, dual language learning, and best practices.

Modules are designed to be customized to a 60- or 90-minute training format. Each module includes hands-on learning activities and connections to existing Head Start resources. Content encourages discussion but is not considered an exhaustive review of the topic. The C2C series may be used by program managers for professional development of staff and for teacher discussion groups.

[Top](#) ▲

60 Minutes from Catalogue to Classroom (C2C): Using Journal Articles for Professional Development Module 1.
HHS/ACF/OHS/NCCLR. 2013. English. [PDF, 1.75MB]

Last Updated: November 8, 2013

Required Viewers:



<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf>

Strategies for Supporting All Dual Language Learners





National Center on

Parent, Family, and Community Engagement

Assistance

Parent, Family, and Community Engagement (PFCE) Framework



The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. It is a research-based approach that shows how a program can work together across systems and service areas to promote parent and family engagement and children's learning development.

- [Parent, Family, and Community Engagement Framework English \[PDF, 1.06MB\]](#) and [Spanish \[PDF, 1.6MB\]](#)
- [Family Engagement as Parent Involvement 2.0](#)
- [Parent, Family, and Community Engagement Resource Catalog \[PDF, 2.31MB\]](#)
- [Frequently Asked Questions: PFCE Framework](#)
- [Parent, Family, and Community Engagement Certificate \[PDF, 56KB\]](#)
- [PFCE Framework Webinar Series](#)



ECLKC

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National Center on Quality Teaching and Learning

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Effective Practice

Transition to Kindergarten

Teacher Development

Supporting School Readiness *for all Children*



For more information, contact us at: ncqtl@uw.edu or [877-731-0764](tel:877-731-0764)

National Center for Quality Teaching and Learning



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Effective Practice

Transition to Kindergarten

Teacher Development

15 Minute In-Services

These 15-minute in-service suites were designed as a resource for professional development in busy, active early childhood centers and programs. The in-service suites are organized around one topic or big idea and address effective teaching and assessment practices that map onto the NCQTL HOUSE Framework.

Each in-service consists of a short video supplemented with handouts. A [trainer version](#) is available for use by Early Childhood Education Specialists and other training and technical assistance providers and includes a PowerPoint presentation, learning activities and other training materials.

The in-service suites can be used in a variety of ways to meet the needs of varied audiences. Staff can view the shorter version directly on the website. The [trainer version](#) can be used as part of a workshop presented alone, or combined with other in-services.

Engaging Interactions and Environments



Zoning: Staffing to Maximize Learning



Teacher-to-Teacher Talk



Engaging Children in Conversations



Thick and Thin Conversations



Asking Questions



Expansions



Expansions

Thick and Thin Conversations

Asking Questions

Engaging Children in Conversations



Collecting
and using
work samples



Expansions



Engaging
Children in
Conversations



Fostering
Children's
Thinking
Skills



Zoning:
Staffing to
Maximize
Learning



Asking
questions

Engaging Children in *Conversations*

This in-service introduces basic strategies to engage children in conversations as an effective teaching practice to support meaningful interactions in the learning environment.



[Download the video](#) [MP4, 36MB]

[Download the transcript](#) [PDF, 54KB]

Supporting Materials

[Tips for Teachers](#) [PDF, 1MB]

[Tools for Teachers](#) [PDF, 353KB]

[Tools for Supervisors](#) [PDF, 134KB]

[Helpful Resources](#) [PDF, 263KB]

To view these materials without Internet access, download the Engaging Children in Conversation 15-minute in-service [ZIP, 151MB]. Please ensure that your computer meets the minimum system requirements before downloading.

Are you a trainer? See [Trainer version](#).



FRONT PORCH SERIES: BROADCAST CALLS

Join NCQTL the fourth Monday of each month from 1 - 1:45 p.m. ET for a facilitated broadcast call on research and implications for practical application. Guest presenters include well known researchers and other leaders. We will be taking a short break for the months of June and July, and will return Monday, August, 25th at 1-1:45pm EDT (10-10:45am PDT). In the meantime, please enjoy our archive of Front Porch Series Broadcast Calls below.

Next Broadcast Call



**Moving Right Along: Planning Transitions
to Prevent Challenging Behavior**



Monday, May 19, 2014 | 1 - 1:45 p.m. ET

Dr. Kathleen Artman Meeker, University of Washington

Dr. Kiersten Kinder, Susan Gray School of Peabody College

Head Start *center for* inclusion

We are funded by the Office of Head Start

about us

for teachers and
classroom staff

for disabilities
coordinators

for supervisors
and coaches

for trainers

for family
service
providers

for families

classroom
visuals &
supports

videos

modules

also on this site

Our overarching goal is to increase the competence, confidence, and effectiveness of personnel in Head Start programs to include children with disabilities. Look here for training materials, tools for teachers and coordinators, as well as other resources.

Inservice
15-minute!



What's New!

[Visual Supports: "How To" Directions](#)

Click to see the latest addition to Visual Supports. Learn how to make and how to use the cornucopia of visual aids HSCI has available

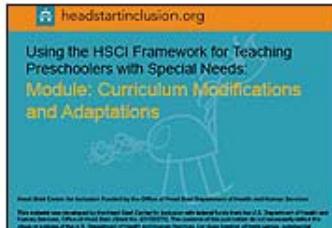
[Spanish Embedded Learning Opportunities](#)

ELO module additions include Spanish-translated Supervisors Guide, Tips for Teachers, and more.

[Spanish Curriculum Modifications](#)

HSCI expands its Spanish content with Curriculum Modifications & Adaptations.

[View all news items »](#)



Adaptations



Embedded Learning Opportunities (Videos)

- » [Watch A-B-C Everyday Activities](#)
- » [Watch Illustration of A-B-C's](#)
- » [Watch Mia's Everyday Learning Opportunities](#)

- » [Watch What Instructional Procedures Do You See](#)
- » [Watch So Many Ways to Learn](#)

Curriculum Modifications and Adaptations

- » [Download presentation \(PDF\)](#)
- » [Download presenter's notes \(PDF\)](#)
- » [Certificate of Completion \(PDF\)](#)
- » [Spanish-translated Curriculum Modifications and Adaptations](#)

classroom visuals & support (word docs)

directions	classroom jobs	emotional regulation
activities	classroom expectations	food
block building ideas	classroom toys & games	friendship kit
build social skills	daily schedule	general behavior
circle time	dragon brain	learning centers
classroom art materials	emotions	paper dolls to teach feelings
materials	meal talk	transitions
preschool songs	problem solving	



TEACHER TIME

Webinars for Head Start Preschool Teachers

The National Center on Quality Teacher and Learning (NCQTL) is pleased to present Teacher Time, the monthly webinar series for Head Start teachers. Each session focuses on the daily joys and challenges of teaching in a preschool classroom.

Each session includes:

- Teaching strategies and supporting research
- A creative classroom activity or video examples
- Resiliency and wellness tips for teachers

Join us for the next Teacher Time:

Teachers' Choice! Digging Deeper into Challenging Behaviors, Part 1
Monday, June 9, 2014 at 3pm EDT

Join NCQTL for our first live rebroadcast of Digging Deeper into Challenging Behaviors, Part 1. Dr. Gail Joseph will help us to think deeply about what children are trying to tell us through their challenging behaviors. On July 14, at 3 p.m. EDT we'll show Part 2 and you'll learn about responding to the behavior.



Video Collection ■

The MAP Video Collection was created in response to the need for easy access to videos that promote inclusion and support the needs of children with disabilities and/or special needs and their families. Most of the videos were gathered from other areas of the MAP website, but some are unique to this page. If you have videos that you would like to recommend for inclusion here, please let us know at map@wested.org.

Think Inclusive ■ □

- **Video Playlist** ■ □

Includes a variety of videos that demonstrate elements of inclusion in the classroom and in the community.

- **5 Videos That Will Change Your Mind About Inclusive Education** ■ □



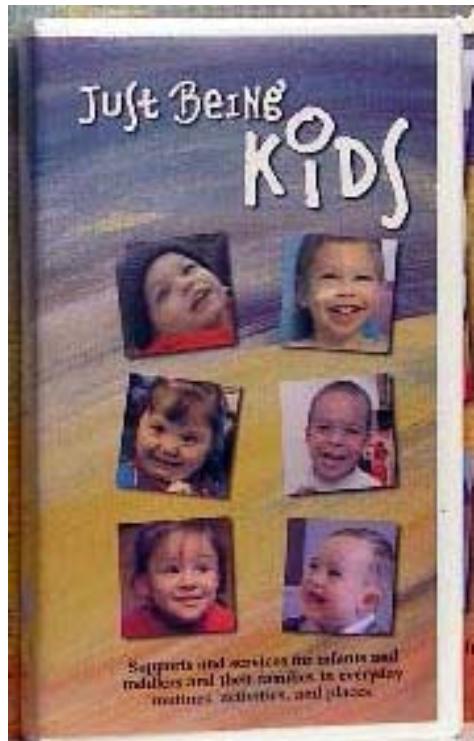
<http://cainclusion.org/camap/videos.html>

Results Matter Video Library

These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.



[http://www.cde.state.co.us/results
matter/rmvideoseries](http://www.cde.state.co.us/results/matter/rmvideoseries)



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

This vignette illustrates how a speech-language pathologist worked with 18 month old Evan's family at home and with the teacher at a child care center to work on feeding and communication goals.

[View Video](#) | [Download Video](#)



[Nolan's Story](#) (Runtime: 6:10)

This vignette illustrates how a physical therapist worked with the family using low-tech adaptations and household items to make bath time a fun, social, and enriching experience for almost three year old Nolan and his entire family.

[View Video](#) | [Download Video](#)



PROFESSIONAL DEVELOPMENT PROGRAM

ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY

State University of New York

Child Development

	<p><u>How Infants Learn & Should Be Taught</u> This video discusses what infants need in order to be successful learners. It also describes what providers can do to make sure they are providing infants with every opportunity to be successful. Childcare providers working with infants describe how they do some of the things discussed in the video.</p>		<p><u>How Toddlers Learn & Should Be Taught</u> This video discusses what toddlers need in order to be successful learners. It also describes what providers can do to make sure they are providing toddlers with every opportunity to be successful. Childcare providers working with toddlers describe how they do some of the things discussed in the video.</p>
	<p><u>How Preschoolers Learn & Should Be Taught</u> This video discusses what preschoolers need in order to be successful learners. It also describes what providers can do to make sure they are providing preschoolers with every opportunity to be successful. Childcare providers working with preschoolers describe how they do some of the things described in the video.</p>		<p><u>How School-agers Learn & Should Be Taught</u> This video discusses what school-agers need in order to be successful learners. It also describes what providers can do to make sure they are providing school-agers with every opportunity to be successful. Childcare providers working with school-agers describe how they do some of the things described in the video.</p>
	<p><u>Timeline of Cognitive Development</u> This video is a timeline of children's typical cognitive development from birth to age 5.</p>		<p><u>Piaget</u> This video describes the four main stages of Piaget's theory of cognitive development- sensorimotor, pre-operational, concrete operational, formal operational.</p>
	<p><u>Social-Emotional Development throughout the Developmental Stages</u> This video describes social and emotional skills children possess as infants, toddlers and preschoolers.</p>		<p><u>Empathy</u> This video defines empathy and describes three forms of empathy: proximal, altruistic and self-corrective. It also describes how each age group develops empathy and gives suggestions for ways to promote empathy in young children.</p>
	<p><u>Empowering Children through Guidance</u> In this video professor of psychology Dr. Pamela Schuetze discusses how caregivers should act as a guide for young children experiencing a problem.</p>		<p><u>Conflict Resolution Skills</u> In this video professor of psychology Dr. Pamela Schuetze describes the skills children need in order to be able to resolve conflicts.</p>
	<p><u>Giving Choices</u> In this video, professor of psychology Dr. Pamela Schuetze identifies some things we need to consider when offering children choices.</p>		<p><u>Two Positive Choices</u> During this video clip, Christine Conboy demonstrates the steps you can follow when delivering two positive choices to children.</p>
	<p><u>Independent Feeding Skills</u> This video describes the different independent feeding skills children have at different ages from 8 months to 4 years old.</p>		<p><u>Independent Dressing and Toileting Skills</u> This video describes the different independent dressing and toileting skills children have at different ages from 15 months to 4 years old.</p>
	<p><u>Learning Conflict Resolution Skills</u> In this video professor of psychology Dr. Pamela Schuetze explains how caregivers can help children learn conflict resolution skills.</p>		



Cause to Pause



- ▶ What ideas are you taking away?
- ▶ What resources or strategies will you use?

Parting Thoughts



