Why the Shift?

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  http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion
- NAEYC. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, DC: Author. **http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf**
- NAEYC. (2009). *Standards for early childhood professional preparation*. Washington, DC: Author.
  http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf
- NAEYC. (2010). *Standards for initial & advanced early childhood professional preparation programs*. Washington, DC: Author.
  http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf

Two Terrific Resources

Boat, M. B. , Dinnebeil, L. A., & Bae, Y. (2010). Individualizing instruction in preschool classrooms. *Dimensions of Early Childhood, 38*(1), 3-13. **http://www.eec.state.ma.us/2013/20131007-individualizing-instruction.pdf**

Derman-Sparks, L,. & Olsen Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC.

Five Key Concepts to Keep in Mind

1. Use words and images thoughtfully

2. Use tools and strategies that are asset-based
Being Black Is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child
    http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf
The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years
    http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/eclkc_bookstore/pdfs/ta6%5B1%5D.pdf
Highlighting the Positive Development of Minority Children
    http://www.srcd.org/sites/default/files/documents/washington/spr_brief_minority_children_2013_10_11.pdf
I'm Tyler **http://imtyler.org/**
My Name is Jude **http://www.youtube.com/watch?v=99JKYiMbLcQ&feature=youtu.be**
Rose's IEP **http://studio.stupeflix.com/v/M8FHT7JW6u/?autoplay=1**
Same, Different, and Diverse: Understanding Children Who Are Dual Language Learners
    http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/same-different-diverse.pdf

3. Keep it real   Bunnett, R. (1995). *Friends at school*. New York: Star Bright Books.
4. Use extensions
5. Maintain the emphasis on quality Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue*. Alexandria, VA: Head Start Information & Publication Center.   **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Creative%20Arts/ACreativeAdvent.htm**

Five Evidence Based Practices that Support Each Child

1. Universal Design for Learning	Building Inclusive Childcare Universal Design for Learning **http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm** Conn-Powers, M., Cross, A.F., Traub, E.K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. *Beyond the Journal: Young Children on the Web*. **http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf** Dinnebeil, L. A., Boat, M. B., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum. *Dimensions of Early Childhood, 41*(1), 3-13 **http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf** Supporting Early Literacy Through Universal Design & Assistive Technology **http://depts.washington.edu/hscenter/family-literacy-2** Universal by Design: Inclusive Approaches that Support Each Preschool Child **http://dec.membershipsoftware.org/files/EHornhandoutsvermont14.pdf**
2. Assistive Technology	AT for infants/toddlers **http://www.scoe.net/seeds/resources/at/atInfants.html** AT for preschool **http://www.scoe.net/seeds/resources/at/atPreschool.html** Assistive technology for infants, toddlers, and young children **http://www.nectac.org/topics/atech/atech.asp** CONNECT Module 5: Assistive Technology **http://community.fpg.unc.edu/connect-modules/learners/module-5** Mulligan,S. (2003). Assistive technology: Supporting the participation of children with disabilities. *Beyond the Journal: Young Children on the Web.* **http://journal.naeyc.org/btj/200311/assistivetechnology.pdf**
3. Embedded Learning	CONNECT Module 1: Embedded Interventions **http://community.fpg.unc.edu/connect-modules/learners/module-1** Embedded Instruction: Doing What Comes Naturally **http://dec.membershipsoftware.org/files/REVISED%20EI%20Handout%20Packet.pdf** Embedded Instruction for Early Learning **http://www.embeddedinstruction.net/** Embedded Learning Opportunities (videos, PowerPoints) **http://depts.washington.edu/hscenter/elo** Just Being Kids: Supports & Services for Infants and Toddlers and Their Families in Everyday Routines, Activities & Places **http://www.cde.state.co.us/resultsmatter/rmvideoseries_justbeingkids** Research evidence on embedded instruction for early learning **http://www.embeddedinstruction.net/node/18**
4. Scaffolding	Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). *CARA's kit for toddlers: Creating adaptations for routines and activities*. Baltimore: Brookes. Center for Early Literacy Practice Guides with Adaptations **http://www.earlyliteracylearning.org/pg_tier2.php** Leong, D. J., & Bodrova, E. (2012). Assessing and scaffolding make-believe play. *Young Children, 67*(1), 28-34. **http://www.naeyc.org/files/yc/file/201201/Leong_Make_Believe_Play_Jan2012.pdf** Milbourne, S.A., & Campbell, P.H. (2007). *CARA's kit: Creating adaptations for routines and activities*. Missoula, MT: DEC. **http://store.dec-sped.org/ShopCartUser/index/?showcategoryid=712**
5. Family Engagement	CONNECT Module 4: Family-Professional Partnerships **http://community.fpg.unc.edu/connect-modules/learners/module-4** Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature **http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf** The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills **http://www.mdrc.org/publication/impact-family-involvement-education-children-ages-3-8** National Center on Parent, Family and Community Engagement **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family**

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This handout may be downloaded at http://fpg.unc.edu/presentations/all-each-and-every-resources-growing-professionals-who-can-individualize

Four Kinds of Resources to Support Individualizing

1. Your Tax $$ at Work Learning	CONNECT Modules **http://community.fpg.unc.edu/connect-modules** Center on Early Literacy Learning **http://www.earlyliteracylearning.org/** Center on the Social and Emotional Foundations of Early Learning **http://csefel.vanderbilt.edu/** National Professional Development Center on Inclusion **http://npdci.fpg.unc.edu/** • DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).* Chapel Hill: The University of North Carolina, FPG Child Development Institute. **http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion** • Foundations of Inclusion Birth to Five **http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five** Technical Assistance Center on Social Emotional Development for Young Children **http://www.challengingbehavior.org/**
e Res	Heartland Equity and Inclusion Project **http://www.hcc.cc.il.us/heip/** Kirkwood Community College **http://www.kirkwood.edu/site/index.php?p=33656** SCRIPT-NC **http://scriptnc.fpg.unc.edu/resource-search**
3. Not Just for Head Start	Early Childhood Learning and Knowledge Center **http://eclkc.ohs.acf.hhs.gov/hslc** National Center on Cultural and Linguistic Responsiveness **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic** • 60 minutes from catalog to classroom **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/60MinutesfromC.htm** • The Importance of Home Language series **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html** • Strategies for Supporting All Dual Language Learners **https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf** National Center on Parent, Family and Community Engagement **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family** National Center on Quality Teaching and Learning **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities** • 15 Minute In-Services (expansions, asking questions, engaging children in conversations) **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/ISS-library_T.html** • Front Porch series **https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/fp/fpSeries.html** • Head Start Center on Inclusion **http://depts.washington.edu/hscenter/** • Teacher Time webinars **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/teacher-time-webinars.html**
4. Videos	California Map to Inclusion and Belonging – Video Collection **http://cainclusion.org/camap/videos.html** Results Matter video library **http://www.cde.state.co.us/resultsmatter/rmvideoseries** University of Northern Iowa Empowering Preschool Quality o **http://www.uni.edu/coe/regentsctr/epq/search** (to view clips online) o **http://www.uni.edu/coe/regentsctr/epq/dvd-order-form** (to order free DVDs) Video Library **http://www.ecetp.pdp.albany.edu/videolibrary.shtm**

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?

CARA's Kit©   Creating Adaptations for Routines and Activities