

# North Carolina Early Childhood Resource Collection

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### North Carolina Resources and Frameworks

#### North Carolina Early Learning and Development Progressions: Birth to Five

<https://earlylearningprogressions.fpg.unc.edu/>

*Learning progressions were developed for each identified goal in four developmental domains of Foundations to show the steps through which children develop skills from birth to five years. The website includes a guide to navigating the Progressions.*

#### North Carolina Foundations for Early Learning and Development

<https://www.dpi.nc.gov/documents/fbs/resources/development/foundations/download>

*This document provides age-appropriate goals and developmental indicators for each age level - infant, toddler, and preschooler in five domains: Approaches to Learning, Emotional Social Development, Health and Physical Development, Language Development and Communication, and Cognitive Development. "Unpacking Guides," with clarification of developmental indicators, ideas for instruction, and supports for formative assessment for preschoolers are available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/office-early-learning/preschool>*

#### North Carolina Infant-Toddler Program <https://www.ncdhhs.gov/itp-beearly>

*This website describes the North Carolina Infant-Toddler Program under the North Carolina Division of Public Health and includes resources for families and early intervention professionals. Information can also be found on Child Development Service Agencies, the NC Interagency Coordinating Council, and the Local Coordinating Councils throughout North Carolina.*

#### North Carolina Early Childhood Special Education Teacher

<https://www.ncicdp.org/early-childhood-special-education-teacher/>

*This website provides an overview of how teachers in North Carolina can use their inclusive BK Licensure to work with young children with exceptionalities. The website highlights qualifications and includes links to relevant standards and additional resources.*

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## National Frameworks

### Code of Ethical Conduct and Statement of Commitment (NAEYC)

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. **In English and Spanish.**

### DEC Recommended Practices <https://divisionearlychildhood.egnyte.com/dl/7urlPWct5U/>

DEC's Recommended Practices (2014) provide an overview of specific evidence-based practices to ensure optimal outcomes and inclusion for all young children who have or are at risk for developmental disabilities and their families. The Recommended Practices include practices focused on Leadership, Assessment, Environment, Family, Instruction, Interaction, Teaming & Collaboration, and Transition. Available in both English and Spanish. A robust set of practice improvement tools to support the use of these practices (checklists, practice guides for professionals, practice guides for families) is available in English and Spanish at <https://ectacenter.org/decrp/> **In English and Spanish.**

### Developmentally Appropriate Practice (DAP) Position Statement (NAEYC)

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement\\_0.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf)

NAEYC defines "developmentally appropriate practice" as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities. To be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child. **In English and Spanish.**

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

[https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/EarlyChildhoodInclusion\\_0.pdf](https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/EarlyChildhoodInclusion_0.pdf)

The position statement contains a definition of early childhood inclusion and provides recommendations for families and professionals for improving early childhood services and policies with regards to inclusion. **In English and Spanish.**

### Early Intervention/Early Childhood Special Education Practice-Based Standards (CEC/DEC)

<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

These practice-based standards developed by the Early Childhood Personnel Center describe the skills and competencies early interventionists and early childhood special educators should demonstrate to be effective and inclusive practitioners working with children birth through 8 years old and their families. The standards include Child Development and Learning, Partnering with Families, Collaboration and Teaming, Assessment Processes, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, and Professionalism and Ethical Practice.

### Myths and Facts Surrounding Assistive Technology Devices and Services

<https://sites.ed.gov/idea/idea-files/at-guidance/>

The Office of Educational Technology and the Office of Special Education Programs at the US Department of Education developed a guidance to dispel myths around the use of AT devices and services. The guidance aims to

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*ensure children with disabilities who need assistive technology (AT) devices and services can access and fully participate in their learning environments. Available in English and Spanish.*

### **Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs**

<https://sites.ed.gov/idea/files/policy-statement-on-inclusion-11-28-2023.pdf>

*This 2021 policy statement from the U.S. Departments of Education (ED) and Health and Human Services (HHS) builds upon our earlier 2015 policy statement with renewed commitment and urgency as children with disabilities continue to face significant barriers accessing and participating in inclusive early childhood programs. It highlights the foundation for inclusion, opportunities to improve inclusion, recommendations, and resources.*

### **Position Statement on Ethical Practice (DEC)** <https://www.decdocs.org/member-code-of-ethics>

*This DEC Code of Ethics describes the principles and practice guidelines supported by DEC's mission to "promote policies and advance evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or at risk for developmental delays and disabilities." It identifies key principles and provides support for practice dilemmas and conflict resolution. In English and Spanish.*

### **Professional Standards and Competencies for Early Childhood Educators (NAEYC)**

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

*This core body of knowledge, skills, values, and dispositions delineates what early childhood educators must demonstrate to effectively promote the development, learning, and well-being of each and every young child. Visit this site to read the NAEYC position statement in English and Spanish, view an executive summary, or access a side-by-side comparison between the 2010 Professional Preparation Standards and the new framework. In English and Spanish.*

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### Engaging and Communicating Effectively with Families

#### CONNECT Module 3: Communication for Collaboration

<https://www.connectmodules.dec-sped.org/connect-modules/learners/module-3/>

*This module describes effective communication practices for professionals and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions. **In English and Spanish.***

#### CONNECT Module 4: Family-Professional Partnerships

<https://www.connectmodules.dec-sped.org/connect-modules/learners/module-4/>

*This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions, activities, handouts, video and audio clips. **In English and Spanish.***

#### Culturally Responsive Practices to Collaborate with Families

<https://challengingbehavior.org/document/practitioner-brief-culturally-responsive-practices-to-collaborate-with-families/>

*This brief provides practical strategies for building relationships and collaborating with families from racially and ethnically diverse cultural backgrounds. It identifies common challenges and offers strategies for addressing them.*

#### DEC Recommended Practices: Family Practices <http://ectacenter.org/decrp/topic-family.asp>

*This website features evidence-based resources for supporting families, with emphasis on families of young children with or at risk for disabilities. Resources include checklists, practice guides for professionals, and practice guides for families. **In English and Spanish.***

#### Family Engagement: From the Early Years to the Early Grades

<https://oese.ed.gov/files/2020/07/policy-statement-on-family-engagement.pdf>

*This 2016 joint policy statement from the US Departments of Education and Health and Human Services reflects the shared position that strong family engagement is central to promoting children's healthy development, school readiness, and academic achievement in elementary school and beyond. The policy statement reviews the research base, legal requirements, and best practices that support effective family engagement in children's learning, development, and wellness. It also identifies effective family engagement practices, provides recommendations, and highlights resources.*

#### Family Routine Guide

[https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions\\_Family-Routine\\_Guide.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf)

*This guide can assist family members and caregivers in developing a plan to support young children who are using challenging behavior by offering strategies for the common routines and activities that occur each day. Challenging behavior, typically, communicates a need to escape or avoid a person or activity or communicates a desire to obtain someone or something. Once caregivers understand the purpose or meaning of the behavior, they can begin to select strategies to change the behavior. They can do this by selecting prevention strategies, teaching new skills, and changing the way they respond to eliminate or minimize challenging behaviors. The Family Routine Guide includes strategies for the common routines and activities that occur during the family's week.*

#### Funds of Knowledge <https://headstart.gov/video/funds-knowledge-video>

*Watch as Luis Moll describes the concept of Funds of Knowledge. Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. Learn how to gather and use the funds of knowledge for children and families in the classroom. A companion form, Exploring Cultural Concepts: Funds of Knowledge, offers a tool for learning about the funds of knowledge of each family.*

<https://headstart.gov/sites/default/files/pdf/spring2spring-funds-of-knowledge-eng.pdf?redirect=eclkc>

**Available in English and Spanish.**

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### Engaging and Communicating Effectively with Families

#### Partnering with Families Resources

<https://ecpcta.org/curriculum-module-2/standard-2-partnering-with-families/>

*This collection from the Early Childhood Personnel Center (ECPC) includes resources and supports based on the EI/ECSE Practice-Based Standard “Partnering with Families.” Specific resources include sample syllabi, guides, learning activities, case studies, and multimedia illustrations.*

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### Promoting Positive Outcomes for Young Children with Disabilities

#### **An Advocate's Guide to Transforming Special Education**

<https://reports.innovateschools.org/an-advocates-guide-to-transforming-special-education-home/>

*This guide provides support and information for parents and advocates to understand what educational opportunity is for students with disabilities. The useful examples, interviews, and profiles are intended to empower advocates to improve their education system to best meet the needs of students with disabilities.*

#### **Applying Evidence-Based Curriculum Resources**

<https://ecpcta.org/curriculum-module-2/standard-5-application-of-curriculum-frameworks/>

*This collection from the Early Childhood Personnel Center (ECPC) includes resources and supports based on the EI/ECSE Practice-Based Standard 5 "Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences." Specific resources include sample syllabi, guides, learning activities, case studies, and multimedia illustrations.*

#### **Autism-Focused Intervention Resources & Modules (AFIRM)** <https://afirm.fpg.unc.edu/afirm-modules>

*These online modules and resources developed by the National Professional Development Center on Autism Spectrum Disorder provide information and support to use evidence-based practices with children with autism of all ages and their families. The individual modules describe the age range for which each identified evidence-based practice has been effective.*

#### **Circle is for Everyone: Using UDL to Promote Inclusion During Circle Times**

<https://journals.sagepub.com/doi/10.1177/10962506211028576>

*The purpose of this article is to discuss ways early childhood providers can create active learning opportunities during circle time, ensuring that all young learners can participate. It provides excellent information and clear examples.*

#### **CONNECT Modules** <https://www.connectmodules.dec-sped.org/>

*Each CONNECT module features video clips that illustrate the components of inclusion, from embedded instruction to transitions within and across settings. The module topics are embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.*

#### **Content Nuggets Explore Key Ideas About Inclusion**

<https://www.eclre.org/good-to-know/understanding-inclusion/>

*Each "nugget" focuses on a different topic and includes bite-size videos with embedded resources and activities to help understand, promote, and advocate for inclusion. Each topic has a guide to support understanding and provide resources on the topic. Topic guides can be used as a companion tool for the learner and as a stand-alone tool to help facilitate discussions and extended learning opportunities. The topics are Inclusion is a Journey, Least Restrictive Environment, Commitment to Inclusive Practices (Law, Policy), Benefits of Inclusive Practices, Inclusive Settings, and Implementing and Advocating for Inclusion. There are additional inclusion resources at the site where the nuggets are posted.*

#### **Early Childhood Environments: Designing Effective Classrooms** <https://iris.peabody.vanderbilt.edu/module/env/>

*This module offers information on how to set up effective inclusive early childhood classroom environments for young children. It also provides details about the interrelated physical, social, and temporal components of those environments, as well as adaptations to help teachers meet children's needs.*

#### **A Guide to Adaptations** <https://stemie.fpg.unc.edu/resource/a-guide-to-adaptations/>

*This guide provides information on how adults can make adaptations to support the access and full participation of young children in STEM learning opportunities. The guide focuses on environment (e.g., room set-up, equipment, how an activity is done, length of time), materials (e.g., adaptations to toys, materials, assistive technology devices), and instruction (e.g., add information, reduce steps). **Available in English and Spanish.***

#### **A Guide to Teaching Practices** <https://stemie.fpg.unc.edu/resource/a-guide-to-teaching-practices/>

*This guide shares practices used by adults (e.g., family members, practitioners) or, in some instances, by other children to help facilitate children's participation in everyday routines, learning experiences, and activities. Using these strategies engages children in activities, maintains their interest, and provides opportunities for them to learn concepts and thinking skills that support STEM learning when using adaptations is not a sufficient support. **Available in English and Spanish.***



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### Individualizing Instruction [http://resourcesforearlylearning.org/educators\\_pd/](http://resourcesforearlylearning.org/educators_pd/)

*This video-based training explores how to individualize instruction for each child by assessing their interests, talents, needs, and abilities; demonstrating and scaffolding; and clearly communicating expectations. It is available in an online 45-minute self-paced version, or a facilitator led 1.5-2-hour training.*

### Responsive and Reciprocal Interaction, Intervention, and Instruction Resources

<https://ecpcta.org/curriculum-module-2/standard-6-using-responsive-and-reciprocal-interactions/>

*This collection from the Early Childhood Personnel Center (ECPC) includes resources and supports based on the EI/ECSE Practice-Based Standard 6 “Using Responsive and Reciprocal Interactions, Interventions, and Instruction.” Specific resources include sample syllabi, guides, learning activities, case studies, and multimedia illustrations.*

### Why Inclusion Video Series

*The three brief videos in this series offer evidence, insights, and opportunities related to high-quality inclusion of young children with disabilities. **Available in English, Spanish, and Vietnamese.***

- Part 1: Let’s Change Attitudes and Beliefs <https://www.youtube.com/watch?v=9cw6pkQadiw>
- Part 2: Key Characteristics of High-Quality Inclusive Education <https://www.youtube.com/watch?v=b7DywG0BgMk>
- Part 3: Social Outcomes in Inclusion <https://www.youtube.com/watch?v=NIJNb9Gt2qM>

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## Supporting Children Who Are Multilingual/Dual Language Learners

### Dual Language Learners <https://naeyc.org/resources/topics/dual-language-learners>

*This section of the NAEYC website features articles, blogs, and other resources to support young children who are learning a second language while continuing to develop their home language.*

### Dual Language Learners in Early Care and Education Settings [http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual\\_Language\\_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf](http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual_Language_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf)

*This compact article offers practice tips for language development, language mixing, supporting home language, and developing relationships, expressed in terms of what families and professionals can do.*

### Dual Language Learners with Disabilities: Supporting Young Children in the Classroom

<http://iris.peabody.vanderbilt.edu/module/dll/>

*This module offers an overview of young children who are DLLs. It highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessment, and identifies strategies for supporting them in inclusive preschool classrooms.*

### Gathering and Using Language Information That Families Share

<https://headstart.gov/publication/gathering-using-language-information-families-share> *This site can help adults to understand children's past experiences with language/s so they are able to build upon those experiences for curriculum planning, individualizing and supporting continued progress. Available in English and Spanish.*

### High Quality Infant and Toddler Care: Supporting Children's and Families' Languages and Cultures

<https://highqualityearlylearning.org/high-quality-infant-and-toddler-care-supporting-childrens-and-families-diverse-languages-and-cultures/>

*This set of resources includes a video and guiding questions to help facilitate discussion about the video.*

### Importance of Home Language Series

<https://headstart.gov/culture-language/article/importance-home-language-series> *This series of handouts is designed to provide early childhood professionals and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. Available in English and Spanish.*

### Specific Strategies to Support Dual Language Learners When Adults Do Not Speak Their Language

<https://headstart.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not-speak-their-language>

*While no educator can possibly speak all the languages children and families do, any educator can use effective practices to support children with home languages other than English. Each of these brief, formatted handouts offers evidence-based practices for supporting infants, toddlers, young children, and families. Available in English and Spanish.*

### Supporting Children Who Are Dual Language Learners (DLLs) with Disabilities or Suspected Delays

<https://tmcs.createandsend.com/t/ViewEmail/j/B7CA347AA863B17C2540EF23F30FEDED/>

*Children who are DLLs can benefit from a range of strategies and activities to support their development and learning. These strategies promote meaningful, relevant, and active participation in early learning experiences alongside their peers. They are particularly important for children who are DLLs with disabilities or suspected delays. In this issue, find resources you can use to support these children at home and in the classroom.*

### The Young Dual Language Learner: 20 Short Videos <https://www.youtube.com/teachatborg>

*The Teaching at the Beginning videos demonstrate how monolingual English-speaking teachers (and bilingual teachers) who work with young children who are dual language learners can be effective in advancing the early learning of those children.*

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### Implementing Evidence-Based Practices

#### **AFIRM Modules** <https://afirm.fpg.unc.edu/afirm-modules>

AFIRM Modules are designed to support the step-by-step process of planning for, using, and monitoring an evidence-based practice (EBP) with learners on the autism spectrum from birth to 22 years of age. Supplemental materials and handouts are available for download. An overview of the components of AFIRM (modules, resources, and learning opportunities) is available at

<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/documents/Components%20of%20the%20Autism%20Focused.pdf> AFIRM for Toddlers, a set of modules designed for families and professionals who work with toddlers, is available at <https://afirm.fpg.unc.edu/afirm-modules/afirm-for-toddlers>

#### **DEC Recommended Practices (DEC RPs)**

The DEC RPs are designed to bridge the gap between research and practice, offer guidance, and support those engaged in both preservice and ongoing professional development. The set of DEC RPs address eight topics: leadership, assessment, environment, family, instruction, interaction, teaming and collaboration, and transition.

- Documents and resources related to the DEC RPs (e.g., DEC RPs with embedded examples, DEC RP Glossaries, history of the DEC RPs) are available. <https://www.dec-spel.org/dec-recommended-practices>.
- A set of practice improvement tools for using the DEC RPs including performance checklists, practice guides for practitioners, and practice guides for families is available at <https://ectacenter.org/decrp/> in English and Spanish.

#### **Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children (NAEYC)** <https://www.naeyc.org/resources/position-statements/dap/contents>

NAEYC defines “developmentally appropriate practice” as methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. This position statement is a framework of principles and guidelines to support a teacher’s intentional decision making for practice. The principles serve as the evidence base for the guidelines for practice, and both are situated within three core considerations—commonality, individuality, and context. **Available in English and Spanish.**

#### **Evidence-based Practice (EBP) Empowers Early Childhood Professionals and Families**

[https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/FPG\\_Snapshot33\\_2006.pdf](https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/FPG_Snapshot33_2006.pdf)

This snapshot defines EBP as a decision-making process that integrates the best available research evidence with family and professional wisdom and values.

#### **Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder**

<http://autismpdc.fpg.unc.edu/evidence-based-practices>

While many interventions exist for autism spectrum disorder, scientific research has found only some of these interventions to be effective. This website is a source for information about evidence-based practices, including an overview, instructions for implementation, an implementation checklist, and, often, a video example.

#### **Evidence-Based Teaching Practices That Support Social Emotional Development**

These videos highlight evidence-based teaching practices that support young children’s social emotional development, as demonstrated by a high-fidelity Pyramid Model implementation site. A table of contents is provided at the beginning of each video so viewers can easily navigate to specific segments.

- Pyramid Model Practices: A Typical Day in a Preschool Classroom <https://vimeo.com/180313975>
- Pyramid Model Practices: A Typical Day in a Toddler Classroom <https://vimeo.com/180297918>

#### **A Guide to Teaching Practices** <https://stemie.fpg.unc.edu/resource/a-guide-to-teaching-practices/>

This guide shares practices used by adults (e.g., family members, practitioners) or, in some instances, by other children to help facilitate children’s participation in everyday routines, learning experiences, and activities. Using these strategies engages children in activities, maintains their interest, and provides opportunities for them to learn concepts and thinking skills that support STEM learning when using adaptations is not a sufficient support. **Available in English and Spanish.**

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### Indicators of High-Quality Inclusion <https://ectacenter.org/topics/inclusion/indicators.asp>

These four sets of indicators were designed by a group of national partners to respond to the evolving needs of the early childhood education system. The Inclusion Indicators can support implementation of inclusive practices at all system levels: state, community, local program, and environments where children receive care. They also help teams discuss barriers to inclusion and develop effective solutions. The Inclusion Indicators are written broadly enough to allow state, community, and local program teams to implement inclusion in various settings, and specifically enough to be a coaching tool once implementation plans are developed.

- State Indicators <https://ectacenter.org/topics/inclusion/indicators-state.asp>
- Community Indicators <https://ectacenter.org/topics/inclusion/indicators-community.asp>
- Local Program Indicators <https://ectacenter.org/topics/inclusion/indicators-local.asp>
- Early Care and Education Environment Indicators <https://ectacenter.org/topics/inclusion/indicators-ece.asp>

### Specialized and Targeted Curricula and Practices for Supporting Children with Disabilities

<https://nap.nationalacademies.org/download/27429>

This chapter (Chapter 6), from the National Academy of Sciences' 2024 publication *A New Vision for High-Quality Preschool Curriculum*, focuses on the various curricula that fill a gap in educational practices for serving preschool children with disabilities effectively. The chapter begins with a brief overview of special education, followed by a discussion of contextual factors related to race, discrimination, and disability and inclusionary practices. Next is a discussion of curricula designed for children with disabilities, including activity-based curricula, curricula with integrated assessment, curricular approaches for children with autism spectrum disorder, and curricular approaches for multilingual learners with disabilities.

### Universal Design for Learning (UDL) Basics from CAST

- **Universal Design for Learning at a Glance** <https://www.youtube.com/watch?v=bDvKnY0g6e4&t=46s> (English)  
<https://www.youtube.com/watch?v=KNbHew448yE> (Spanish)

This video shows how minimizing barriers and maximizing learning are at the heart of UDL. Though it doesn't specifically speak to infants and toddlers, the foundational concepts of UDL are, themselves, universal and apply to children of any age.

- **UDL Guidelines** <https://udlguidelines.cast.org/> (English)  
<https://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-0/udlg-graphicorganizer-v2-0-spanish.pdf> (Spanish)

These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

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### Observing and Documenting Children's Developmental Progress

#### Assessment Checklists <https://ectacenter.org/decrp/topic-assessment.asp>

Four checklists are currently available from the Early Childhood Technical Assistance (ECTA) website to support practitioners and families to learn about and incorporate the DEC recommended assessment practices. The checklists may be used to observe and rate assessment practices, plan for interactions that reflect recommended practices, or reflect on assessment practices with an eye toward improvement.

#### Assessment Processes Resources

<https://ecpcta.org/curriculum-module-2/standard-4-assessment-processes/>

This collection from the Early Childhood Personnel Center (ECPC) includes resources and supports based on the EI/ECSE Practice-Based Standard 4 "Assessment Processes." Specific resources include sample syllabi, guides, learning activities, case studies, and multimedia illustrations.

#### Assessment Practice Guides for Practitioners <https://ectacenter.org/decrp/topic-assessment.asp>

Each practice guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Five assessment Practice Guides for Practitioners are currently available (i.e., engaging in informed clinical reasoning, engaging families as assessment partners, authentic child assessment, building on child strengths, and identifying child strengths) in web and mobile device formats. **Available in English and Spanish.**

#### Authentic Assessment in Infant-Toddler Care Settings <https://ecpcprofessionaldevelopment.dec-sped.org/wp-content/uploads/Resources/Authentic-Assessment-Child-Care.pdf>

This policy brief describes what authentic assessment is, the role observation plays in authentic assessment, how information from observations is used to develop curriculum, outcomes from authentic assessment, and the need to include authentic assessment training in professional development activities for early childhood practitioners who work with infants and toddlers. **Available in English and Spanish.**

#### Clearing Your View: Staying Objective in Observation

<https://headstart.gov/video/clearing-your-view-staying-objective-observation> This clip explains the importance of objectivity in formal observation and demonstrates the difference between interpretation and objective observation. A companion information sheet is available at <https://headstart.gov/sites/default/files/pdf/no-search/clearing-your-view-staying-objective-infosheet.pdf?redirect=eclkc> **Available in English and Spanish.**

#### Ongoing Child Assessment to Support Learning <https://headstart.gov/professional-development/article/ongoing-child-assessment-support-learning?redirect=eclkc>

In this module, explore the ongoing child assessment process and its components: ongoing assessment cycle, observation and documentation, engaging families, and additional assessment considerations. It covers the basics of the assessment process, strategies to make the most of assessment to support learning, and some key considerations for planning and carrying out effective assessment, observation, and documentation. **Available in English and Spanish.**

#### Progress Monitoring for Preschool Teachers <https://ProgressMonitoringForPreschoolTeachers.org>

This is a research-backed and free-to-use online professional development module, designed for early childhood educators serving children with disabilities or developmental delays. The module provides guidance on efficient and effective strategies for designing data sheets, collecting data, analyzing those data, and using the data to inform classroom activities. The professionally curated videos convey information in a concise manner, making the module components an excellent resource for PD providers. The development of the module was supported through a grant from the Institute of Education Sciences (Grant No. R324B210002).

#### The World of Children <https://vimeo.com/464053347>

This video was developed by two community college faculty members to prepare their students to understand the difference between subjective and objective observation and documentation. In addition to basic content, the film provides multiple examples for learners to try out their skill, initially with preschoolers and then with infants.

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## Supporting the Language and Literacy Development of Each and Every Child

### Classroom Strategies <http://www.readingrockets.org/strategies/>

*This collection provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. In addition to video and print examples, the website contains a chart of strategies to improve skills according to the various areas of literacy development. The chart also indicates when the strategy should be used, before, during, and/or after reading.*

### CONNECT Module 6: Dialogic Reading Practices

<https://connectmodules.dec-sped.org/connect-modules/learners/module-6/>

*The module describes effective dialogic reading practices for use with young children in early care and education settings. Research syntheses, handouts, activities, and videos demonstrate the components of a decision-making process to help determine whether dialogic reading will be beneficial for enhancing the skills of young children in a particular context.*

**Available in English and Spanish.**

### Gathering and Using Language Information That Families Share

<https://headstart.gov/sites/default/files/pdf/gathering-using-language-information.pdf?redirect=eclkc>

*This helpful document offers suggestions for how practitioners can “put together the puzzle” of the languages of each child’s home and use this information for planning, individualizing, and supporting continued progress.*

### Integrating Language into Early Childhood Education

<https://ncela.ed.gov/files/briefs/TeachingPracticeBrief-EarlyChildhood-Cover-06292020.pdf>

*This teaching practice brief highlights effective instructional practices, examples, and practice shifts that are relevant and important for teachers of young children ages 3-7 who are identified as dual language learners or English learners. A companion podcast explores the four key practices presented in the brief: Embracing an assets orientation, promoting multilingual development, providing frequent interaction with complex texts, and teaching foundational literacy skills and is available at [https://soundcloud.com/ed\\_oela/integrating-language-into-early-childhood-education](https://soundcloud.com/ed_oela/integrating-language-into-early-childhood-education)*

### Language and Literacy Resources

<https://headstart.gov/school-readiness/effective-practice-guides/language-literacy?redirect=eclkc> This website offers teaching practices, ideas for individualizing, videos, and more in eight areas: attending and understanding, communicating and speaking, vocabulary, emergent literacy, phonological awareness, print and alphabet knowledge, comprehension and text structure, and writing. Specific strategies are offered for infants/toddlers and for preschoolers under each heading.

**Available in English and Spanish.**

### Language Development: From Listening to Speaking

<https://modules.ilabs.uw.edu/module/language-development-listening-speaking/>

*This 20-minute online module from the Institute for Learning & Brain Sciences (I-LABS) shares how children’s communication develops in the first year of life. Each module delivers content through narrated PowerPoint slides with embedded videos. A discussion guide and handout are also available for this module.*

### Language Development: Learning the Sounds of Language

<https://modules.ilabs.uw.edu/module/language-development/>

*This 20-minute online module from the Institute for Learning & Brain Sciences (I-LABS) shares how children’s communication develops in the first year of life. Each module delivers content through narrated PowerPoint slides with embedded videos. A discussion guide and handout are also available for this module.*

### More Than Baby Talk: 10 Ways to Promote the Language & Communication Skills of Infants & Toddlers

[http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk\\_WEB\\_2015.pdf](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk_WEB_2015.pdf)

*This brief guide describes ten practices that early childhood teachers can use to foster language and communication skills among infants and toddlers. The guidelines are based upon the latest research findings on optimal adult-child interactions for promoting strong language and communication skills among young children.*

## Supporting the Language and Literacy Development of Each and Every Child

### Partnering with Families for Early Language and Literacy: Research-based Strategies for Early Childhood Educators

<https://cete.osu.edu/wp-content/uploads/2021/07/Early-Literacy-Research-Brief-July-2021.pdf>

*This document was created for early childhood teachers who want to improve the way they partner with families for children's language and literacy development. It presents strategies drawn from research that offer opportunities for teachers to build stronger partnerships with families to support children's language and literacy development.*

### STEMIE Storybook Conversations <https://stemie.fpg.unc.edu/collection/storybook-conversations/>

*Visit this website to discover Storybook Conversations. Explore the ways in which the STEMIE resources can examine a children's book in terms of commonality, context, and individuality. Review the Bookmark with Prompts for this storybook. Consider the ways in which it both engages/supports family engagement and individualization for children with diverse capabilities. Also consider the ways in which this example connects language/literacy with STEM concepts.*

### Storytelling Skills Support Early Literacy for African American Children

<https://fpg.unc.edu/news/storytelling-skills-support-early-literacy-african-american-children>

*This report explains research on how oral narrative skills were a significant predictor of emergent literacy for African American kindergarteners. The authors highlight the importance of fostering oral narrative skills in young children and further exploring these links to better understand how to support the development of early reading skills.*

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## Supporting the Social and Emotional Development of Each and Every Child

### Evidence-Based Teaching Practices That Support Social Emotional Development

*These videos highlight evidence-based teaching practices that support young children's social emotional development, as demonstrated by a high-fidelity Pyramid Model implementation site. A table of contents is provided at the beginning of each video so viewers can easily navigate to specific segments.*

- Pyramid Model Practices: A Typical Day in a Preschool Classroom <https://vimeo.com/180313975>
- Pyramid Model Practices: A Typical Day in a Toddler Classroom <https://vimeo.com/180297918>

### Pyramid Model Modules

*These modules focus on promoting the social and emotional competence of young children and their caregivers. Topics include how to build relationships and create supportive environments, social-emotional teaching strategies, individualized intensive interventions, and leadership strategies. Materials include PowerPoints, handouts, videos, and a trainer's guide.*

- Parent Training Modules: Positive Solutions for Families  
<https://challengingbehavior.org/training/for-trainers/modules/>
- Promoting Social and Emotional Competence of Infants and Toddlers  
<https://challengingbehavior.org/training/for-trainers/modules/>
- Promoting Social and Emotional Competence in the Preschool Classroom  
<https://challengingbehavior.org/training/for-trainers/modules/>

### Teaching Social-Emotional Skills

<https://challengingbehavior.org/document/preschool-module-3-teaching-social-emotional-skills/>

*This module provides offers content and examples to support using practices for teaching friendship skills, emotional literacy, self-regulation, and problem-solving.*

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## Supporting the Cognitive Development of Each and Every Child

### Adaptations to Everyday Routines and Activities Make STEM Happen for Infants and Toddlers

<https://stemie.fpg.unc.edu/resource/stemie-pd-series-adaptations-to-everyday-routines-and-activities-make-stem-happen-for-infants-and-toddlers/> This set of archived webinar resources includes the session recording, a set of PowerPoint slides, and access to other related handouts and materials. The presenter, Pip Campbell, skillfully conveys that life is one big STEM experience for infants and toddlers, as every action yields one of more reactions from objects and individuals. She offers one insight after another about how to scaffold discovery, exploration, and experience using everyday objects and materials. Think of it as an engaging and enjoyable tutorial on infants/toddlers + inclusion + individualizing + adaptations/modifications.

### Differentiating Learning Opportunities in Early Math

<https://headstart.gov/video/differentiating-learning-opportunities-early-math?redirect=eclkc>

Learn how to apply the strategy of differentiation to support participation in early math activities. This suite describes how education staff can use ongoing child assessment to plan individualized math learning opportunities.

**Available in English and Spanish.**

### Following the Child's Lead <https://www.youtube.com/watch?v=phR8y8kxiSo>

Watch how a talented educator supports a preschool child's individual interests while also enforcing science, technology, engineering, and executive function.

### Infant/Toddler STEAM Series

<https://headstart.gov/school-readiness/teacher-time-series/infanttoddler-steam-series>

View the four episodes of this series to explore ways to support STEAM learning for infants and toddlers. STEAM stands for science, technology, engineering, art, and math. In each episode, find an overview of the STEM components and tips for using art to help children explore concepts and skills. Discover strategies and teaching practices to help infants and toddlers develop reasoning, creativity, problem solving, and language and communication skills. Each episode is unpacked using a video and viewer's guide. **Available in English and Spanish.**

### STEM Learning Trajectories <https://stemielearningtrajectories.fpg.unc.edu>

This website provides a set of learning trajectories and a treasure trove of activities and adaptations for cultivating young children's learning of early science, technology (computational thinking), and engineering. Learning trajectories help us understand how children learn and think about STEM topics and how to support children as they learn more. Research-based learning trajectories have 3 parts: a goal, a developmental progression, and teaching (i.e., how one can set up/adapt the environment, materials, and instruction to ensure all children can engage in STEM).

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## Supporting the Fine and Gross Motor Development of Each and Every Child

### Alternative Learning Positions: Supporting Children's Appropriate Motor Development

[https://www.communityplaythings.com/resources/articles/2022/Alternative-Learning-Positions?\\_cldee=GNuNG9CVQbnYZnS1bp8NATB1JrRkbFqbStY0AXx66Cnr-kVluxHnYXHGYWLWkPe&recipientid=contact-631422b4f49e4c42b12c25b7f2251881-75a04171bcf44c6795eb9bf139b7ec75&esid=92ad8e14-f1b4-ec11-983f-0022480c42a1](https://www.communityplaythings.com/resources/articles/2022/Alternative-Learning-Positions?_cldee=GNuNG9CVQbnYZnS1bp8NATB1JrRkbFqbStY0AXx66Cnr-kVluxHnYXHGYWLWkPe&recipientid=contact-631422b4f49e4c42b12c25b7f2251881-75a04171bcf44c6795eb9bf139b7ec75&esid=92ad8e14-f1b4-ec11-983f-0022480c42a1)  
While sitting in a chair can support effective performance of academic tasks such as handwriting, many educators now question whether it is really the optimal position for learning. This is a practical and informative article about inclusive seating in an early childhood setting that questions whether everyone needs to sit "crisscross applesauce."

### Benefits of Play, and Big Body Play in Particular

<https://naeyc.info/wp-content/uploads/2018/12/Big-Body-Play.pdf>

This chapter explains how play results in wonderful benefits across physical, social-emotional, and cognitive domains. It enhances problem solving skills, creativity, and the ability to take another's perspective; reduces misbehavior; enhances language skills; and improves cognitive performance and social-emotional capacities. The chapter also describes some of the benefits—both those unique to big body play (especially its rough and-tumble forms) and those overlapping with the more generally acceptable forms of play such as sociodramatic.

### Culture Help Shape When Babies Learn to Walk

<https://www.sciencenews.org/article/culture-helps-shape-when-babies-learn-walk>

This article explores evidence for the differing rates at which infants in different cultural contexts achieve motor milestones. Citing research in several very different cultural contexts, the author makes the case for the narrowness of Western models when considering motor milestones for children from other cultures.

### Perceptual, Motor, and Physical Development Resources

<https://headstart.gov/school-readiness/effective-practice-guides/perceptual-motor-physical-development> This website offers teaching practices, ideas for individualizing, videos, and more in four areas of this topic: Specific strategies are offered for infants/toddlers and for preschoolers under each heading.

### Practical Strategies for Developing Fine Motor Skills

<http://connectability.ca/2011/03/21/practical-strategies-for-developing-fine-motor-skills/>

This article has lots of great ideas for integrating fine motor development and fun into every day learning opportunities. Don't miss the fine motor development activity web at the end of the article. **Available in English and Spanish.**

### Rocking and Rolling: Learning to Move

<https://www.naeyc.org/resources/pubs/yc/nov2016/learning-to-move>

This article highlights new discoveries about how and why infants and toddlers develop motor skills and offers ideas for how to support that development.

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## Supporting Families to Understand Development in Areas Including Language/Literacy, Social/Emotional, Cognitive, and Fine/Gross Motor Skills

**Fostering Healthy Social and Emotional Development in Young Children: Tips for Early Childhood Teachers and Providers** <https://education.ohio.gov/getattachment/Topics/Early-Learning/Family-Learning-Tips-and-Tools/Social-Emotional-Development-in-Young-Children/feelings-teachers.pdf.aspx>

*The tips in the handout are organized by age (Infants, Toddlers, Preschoolers) and are intended to help parents and families support their children's social and emotional development – nurturing children's ability to develop healthy relationships, manage challenges and realize their full potential.*

**Parenting Tips for Language Development** <https://modules.ilabs.uw.edu/video-library/>

*In this 9-video series, take a peek at how babies go from babbling to telling complex stories. Hear I-LABS co-director Dr. Patricia Kuhl describe children's language skills at various ages, including what's going on in their brain, how caregivers can support language growth, and upcoming language milestones.*

**Parenting Videos** <http://resourcesforearlylearning.org/parents-ed/>

Each of the videos in this collection shows family members enjoying their babies, toddlers, and preschoolers while helping them to grow and learn in reading and writing, talking and listening, singing and dancing, playing and learning, and exploring and discovering. Watch to discover ways to support a child's development and learning style and find useful tips and great ideas to try at home. Along with the Additional resources and tips are also provided.

**Recommended Practice Guides for Families** <https://ectacenter.org/decrp/type-pgfamily.asp>

*Practice Guides are available in each of seven areas of recommended practice: assessment practices, environment practices, family practices, instruction practices, interaction practices, teaming and collaboration practices, and transition practices. Each Practice Guide features a recommended practice, describes for families how to implement the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Available in English and Spanish.*

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## Collaborating and Working Effectively with Early Childhood and Related Services Partners

### Collaboration and Teaming Resources

<https://ecpcta.org/curriculum-module-2/standard-4-assessment-processes/>

*This collection from the Early Childhood Personnel Center (ECPC) includes resources and supports based on the EI/ECSE Practice-Based Standard 3 “Collaboration and Teaming.” Specific resources include sample syllabi, guides, learning activities, case studies, and multimedia illustrations.*

### Practitioner Practice Guide 3.1: Team Members Helping One Another Learn and Grow

[http://ectacenter.org/~pdfs/decrp/PG\\_TC\\_TeamMembersHelpingOneAnother\\_prac\\_print\\_2017.pdf](http://ectacenter.org/~pdfs/decrp/PG_TC_TeamMembersHelpingOneAnother_prac_print_2017.pdf)

*Because practitioners serving young children with disabilities and their families often have to work in interdisciplinary and interagency teams, it is important that team members learn different perspectives and knowledge and develop better professional skills together. This practice guide helps practitioners learn to support each other’s learning and growth. This guide comes with a case scenario and a video demonstration.*

### Teaming and Collaboration Practice Guides for Practitioners <http://ectacenter.org/decrp/topic-interaction.asp>

*Each Practice Guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. **Available in English and Spanish.***

### When in Doubt, Reach Out: Teaming Strategies for Inclusive Early Childhood Settings

<https://www.naeyc.org/resources/pubs/yc/spring2021/teaming-strategies-early-childhood>

*This article will provide an overview of early intervention services in a variety of settings and offers foundational, research-supported practices for working with infants and toddlers who have a delay or disability. The authors emphasize strategies for fostering collaboration in inclusive early childhood settings using the example of a child with delays in the social-emotional and communication domains.*

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## Using Technology to Enhance the Development and Access to Natural Learning Opportunities for Each and Every Child

### CONNECT Module 5: Assistive Technology

<https://connectmodules.dec-sped.org/connect-modules/learners/module-5/>

*This module describes assistive technology interventions to promote children's access to and participation in inclusive settings. Evidence, activities, video examples, and other resources are provided. **In English and Spanish.***

### A Guide to Adaptations <https://stemie.fpg.unc.edu/resource/a-guide-to-adaptations/>

*This guide provides information on how adults can make adaptations to support the access and full participation of young children in STEM learning opportunities. The guide focuses on environment (e.g., room set-up, equipment, how an activity is done, length of time), materials (e.g., adaptations to toys, materials, assistive technology devices), and instruction (e.g., add information, reduce steps). **Available in English and Spanish.***

### Myths and Facts Surrounding Assistive Technology Devices and Services

<https://sites.ed.gov/idea/idea-files/at-guidance/>

*The Office of Educational Technology and the Office of Special Education Programs at the US Department of Education developed a guidance to dispel myths around the use of AT devices and services. The guidance aims to ensure children with disabilities who need assistive technology (AT) devices and services can access and fully participate in their learning environments. **Available in English and Spanish.***

### Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8 [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps\\_technology.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_technology.pdf)

*This statement provides general guidance to educators on developmentally appropriate practices with technology and interactive media. It is the role and responsibility of the educator to make informed, intentional, and appropriate choices about if, how, and when technology and media are used in early childhood classrooms for children from birth through age 8.*

### Using Assistive Technology Tools to Support Learning in the Inclusive Preschool Classroom

<https://files.eric.ed.gov/fulltext/EJ1231819.pdf>

*This article presents information about specific assistive technology devices and supports for communication, mobility, and independence. Examples focus on ways in which technology may be used to increase opportunities for accessing play and social interactions.*