

Resources to Support Knowledge Acquisition & Application¹

Infants/Toddlers

Preschool

Birth-5

K-3rd

Birth-8

Local Resources	
State Frameworks	e.g., early learning standards/guidelines
National Early Childhood Frameworks	<p style="text-align: center;">Division for Early Childhood (DEC)</p> <p>DEC Recommended Practices https://www.dec-sped.org/dec-recommended-practices</p> <p><i>The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them. While the benefits to children with or at risk for disabilities are clear, these evidence-based practices also support the other young children in any setting. The topics around which Recommended Practices have been gathered are assessment, environment, family, instruction, interaction, teaming/collaboration, and transition.</i></p> <p>Practice Improvement Tools: Using the DEC Recommended Practices https://ectacenter.org/decrp/</p> <p><i>The Practice Improvement Tools were developed to support implementation of the evidence-based practices. They are based on the DEC Recommended Practices. Tools and resources are organized around the eight topics of the DEC Recommended Practices and are designed to guide educators, practitioners, administrators, and families in supporting young children who have, or are at-risk for, developmental delays or disabilities across a variety of early childhood settings. They include performance checklists, practice guides, and professional development guidance materials.</i></p> <p style="text-align: center;">National Association for the Education of Young Children (NAEYC)</p> <p>Advancing Equity in Early Childhood Education</p> <p><i>The NAEYC position statement equity reminds us that “all children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.”</i></p> <p>https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf</p>

¹ Compiled by Camille Catlett. Current as of 2-10-2021.

<p>National Early Childhood Frameworks</p>	<p>Code of Ethical Conduct and Statement of Commitment <i>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.</i> https://www.naeyc.org/resources/position-statements/ethical-conduct</p> <p>Developmentally Appropriate Practice (DAP) position statement <i>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. Building on each child’s strengths—and taking care to not harm any aspect of each child’s physical, cognitive, social, or emotional wellbeing—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child.</i> https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf</p> <p>Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC <i>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.</i> Source: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_EC_updatedKS.pdf</p> <p>Professional Standards and Competencies for Early Childhood Educators <i>This core body of knowledge, skills, values, and dispositions reflects 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.</i> https://www.naeyc.org/resources/position-statements/professional-standards-competencies</p>
<p>Engaging and Supporting Diverse Families</p>	<p>CONNECT Module 3: Communication for Collaboration https://www.connectmodules.dec-sped.org/connect-modules/learners/module-3/ <i>This module describes effective communication practices for professional 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.</i></p> <p>CONNECT Module 4: Family-Professional Partnerships https://www.connectmodules.dec-sped.org/connect-modules/learners/module-4/ <i>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.</i></p> <p>Engaging Fathers https://eclkc.ohs.acf.hhs.gov/video/engaging-fathers <i>Watch this video to learn about the strategies and practices one program uses to engage fathers and support positive child and family outcomes. Find examples of strong program leadership, a welcoming environment, and a commitment to family partnerships. A facilitator’s guide and a viewer’s guide are available at the same URL.</i></p>

<p>Engaging and Supporting Diverse Families</p>	<p>Family Engagement: From the Early Years to the Early Grades http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf <i>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. An Executive Summary is available at</i> http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement-executive-summary.pdf</p> <p>Having Their Say: Parents Describe Why and How They are Engaged in Their Children's Education http://www.adi.org/journal/ss03/Mapp%2035-64.pdf <i>Karen Mapp's article describes the findings from a study that identified factors that contributed to successful educational partnerships between schools and families. The paper concludes with implications for practice and further research.</i></p> <p>Parent Engagement Practices Improve Outcomes for Preschool Children http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf432769 <i>This January 2017 research brief describes research-based approaches to effectively engage families and children at risk for poor school readiness. The brief highlights findings from recent studies with preschool children (ages 3-5) and focuses on effective parent engagement models that improve school readiness outcomes in well-controlled studies. It finds that supporting parents' efforts to help their children develop during the preschool years improves a child's school readiness, reduces behavior problems, enhances social skills, and promotes academic success.</i></p>
<p>Supporting Children Who Have Experienced Trauma</p>	<p>Breaking Through: Understanding Stress and Resilience in Young Children https://eclkc.ohs.acf.hhs.gov/video/breaking-through-understanding-stress-resilience-young-children <i>This video provides the perspectives of parents, Head Start staff, health care professionals, and others on the issues of adverse childhood events (ACEs), toxic stress, and resilience. A discussion guide and links to additional resources are available at</i> https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-stress-and-resilience-in-young-children.pdf</p> <p>Creating Trauma-Sensitive Classrooms https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms <i>This article provides resources and guidance on trauma-sensitive practices for educators working with young children.</i></p> <p>How to Identify and Support Children Experiencing Stress http://usa.childcareaware.org/wp-content/uploads/2017/01/ChildStress_Whitepaper.pdf <i>This January 2017 resource highlights ways in which infants and toddlers may show caregivers that they are experiencing stress. The publication also offers effective strategies to reduce children's stress levels.</i></p> <p>How to Implement Trauma-informed Care to Build Resilience to Childhood Trauma https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma <i>This research brief from Child Trends summarizes current practices for implementing trauma-informed care to support children who have been exposed to trauma. The authors outline the ways in which a broad range of programs (including afterschool programs, schools, early care and education providers, medical providers, and social services) can incorporate trauma-informed care into their services and help children build resilience against past and future traumatic experiences.</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Trauma</p>	<p>Recognizing and Addressing Trauma in Infants, Young Children, and their Families https://www.ecmhc.org/tutorials/trauma/index.html <i>The purpose and overall goal of this tutorial is to help professionals who work with young children to understand what is meant by trauma, recognize the developmental context of trauma in early childhood, and extend their own knowledge for intervention through consultation. The tutorial is designed to take 30-40 minutes and includes all audiovisual materials and handouts, as well as additional resources.</i></p> <p>A Trauma-Sensitive Approach to Education and Learning for Children Aged 0-8 Years https://www.whealth.com.au/documents/work/trauma/LiteratureReview.pdf <i>This Australian review focuses on the impact of trauma and concepts from neurobiology. It is written for early childhood educators who encounter infants and children, from newborns to 8-year-olds, who have suffered the effects of significant trauma in their young lives. It aims to enhance existing knowledge of child development by focusing on attachment, neurobiology and the impact of trauma on learning.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Children with/ at Risk for Disabilities</p>	<p>CONNECT Modules https://www.connectmodules.dec-sped.org/ <i>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.</i></p> <p>Early Childhood Inclusion: A Joint Position Statement DEC and NAEYC http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion <i>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.</i></p> <p>Environments That Support High Quality Inclusion https://eclkc.ohs.acf.hhs.gov/video/environments-support-high-quality-inclusion <i>This webinar explores effective, research-based environmental modification practices. Participants will learn to make accommodations to support children birth to 5 with suspected or identified disabilities and hear about specific strategies for inclusive services, including changing classroom routines and environments to support individualization. The webinar will also share free resources to support in adjusting the environment to meet the needs of all children.</i></p> <p>Head Start Center for Inclusion https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/head-start-center-inclusion <i>The Head Start Center for Inclusion seeks to support efforts at inclusion for children with disabilities. Materials and resources include useful classroom visuals and supports, videos and modules.</i></p> <p>The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families https://ectacenter.org/~pdfs/pubs/importanceofearlyintervention.pdf <i>Prepared by the Early Childhood Technical Assistance Center, this document provides a brief explanation for the importance of early intervention in young children with disabilities and their families.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dual Language</p>	<p>Dual Language Learners https://naeyc.org/resources/topics/dual-language-learners <i>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.</i></p> <p>Gathering and Using Language Information That Families Share https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-info-families-share.pdf <i>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.</i></p>

<p>Children Who Are Dual Language Learners</p>	<p>Importance of Home Language Series https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series <i>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. These easy-to-read resources highlight important information that every adult living or working with young children who are dual language learners should know.</i></p> <p>Specific Strategies to Support Dual Language Learners When Adults Do Not Speak Their Language https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not <i>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 2-4 page, formatted handouts offers evidence-based practices for supporting infants, toddlers, young children, and families.</i></p> <p>Teaching Young Dual Language Learners: A New Look at Planning the Environment https://pdg.grads360.org/#communities/pdc/documents/13314 <i>In this January 2017 webinar, Karen Nemeth, engages classroom teachers, program administrators, policymakers, and teacher preparation program faculty in building their understanding about planning and implementing high quality learning environments for dual language learners. Participants examine what's on their bookshelves, in their displays, and throughout the room to support dual language learners and, using the new US DOE/DHHS DLL Toolkit, discuss how to plan and choose materials for a culturally and linguistically responsive environment and how to use those materials effectively.</i></p> <p>The Young Dual Language Learner: 20 Short Videos https://www.youtube.com/teachatborg <i>These 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.</i></p>
<p>Black Children</p>	<p>Delivering on the Promise of Effective Early Childhood Education for Black Children: Eliminating Exclusionary Discipline and Concentrating on Inclusion https://www.nbcdi.org/sites/default/files/resource-files/Delivering%20on%20the%20Promise%20of%20Effective%20Early%20Childhood%20Education.pdf <i>The authors of this resource have very skillfully woven solid evidence together with specific practices that can be used to prepare early childhood professionals to support the full participation of Black children and their families. Recommendations are organized thematically (e.g., culturally-responsive practice, high expectations of children, developmentally appropriate pedagogy with positive guidance) with specific examples provided for implementation at child/family, classroom, program, and system levels. The interpretation of Maslow's hierarchy of needs vis-à-vis supporting Black children and families is just one of the thought-provoking features of this document.</i></p> <p>Factors to Close Opportunity Gaps Among Children of Color http://earlylearningnetwork.unl.edu/2020/06/29/four-promising-factors-to-close-opportunity-gaps-among-children-of-color/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term= <i>Since 2016, the ED-funded Early Learning Network teams across the country have been working to understand, explore, and identify factors programs and schools have the ability to change to narrow early learning gaps and help children maintain the preschool boost through early elementary school. Their work has identified four important factors and actions that may help eliminate or reduce early gaps based on race and income.</i></p> <p>Black Boys Matter: Cultivating Their Identity, Agency, and Voice https://www.naeyc.org/resources/pubs/tyc/feb2019/black-boys-matter Black Boys Matter: Strategies for a Culturally Responsive Classroom https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom <i>This pair of articles reveals the evidence-based practices through which educators can make their classrooms learning spaces that are welcoming and supportive for Black boys. Each offers insights about strengths-based approaches that can support each child to achieve their full potential.</i></p>

Addressing the African American Achievement Gap: Three Leading Educators Issue a Call to Action

<https://www.naeyc.org/resources/pubs/yc/may2018/achievement-gap>

The achievement gap is a problem not only for African American students and their families and communities; it affects the well-being of the entire country. But because social science research has focused primarily on group deficits rather than factors that have stymied progress, it has provided few clues as to how to construct support systems, even where there is a genuine wish to do so. This article reviews the root causes of the achievement gap, then offers insights about educator preparation and priorities that would yield differently prepared teachers, as well as differently successful children.

Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?

https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf

Black children make up only 19% of preschool enrollment, but comprise 47% of preschoolers suspended one or more times. Black boys are three times as likely as Black girls to be suspended one or more times. This study sought to learn about the underlying causes behind the disproportionate expulsion of Black boys. The study revealed that most preschool teachers are guilty of unconscious racial bias when disciplining students. In analyzing 132 staff members of early childhood programs, most of whom were teachers, researchers found that most had "a tendency to more closely observe Black children and especially Black boys when challenging behaviors are expected." The team also found that Black teachers hold Black students to a higher standard of behaviors than white teachers do, and were more likely to punish them harshly.

School Suspensions Are an Adult Behavior <https://www.youtube.com/watch?v=f8nkcRMZKV4>

This August 2016 TED talk by Dr. Rosemarie Allen offers both personal and professional insights into the challenges of early childhood suspensions and expulsions of Black children. She speaks on identified behaviors exemplified by preschoolers being labeled destructive and disruptive. Dr. Allen identifies how adults perceive child behavior in comparison to their own behaviors, and offers insights about the eager behavior of Black preschoolers. A reflection is provided on the preschool to prison pipeline, along with a call for action to become self-aware as adults in creating safe and equitable teaching environments for preschoolers, with particular attention to Black boys.

Storytelling Skills Support Early Literacy for African American Children

<http://fpg.unc.edu/node/7889>

This research brief summarizes the results of a study that shows that the oral storytelling skills of African American preschoolers affects reading skills in elementary school differently for boys and girls. Prior research suggests that historical and cultural factors foster strong storytelling skills among African American children, which has implications for their development as readers.

Supporting the School Readiness and Success of Young African American Boys Project: Reflections on a Culturally Responsive Strength-Based Approach

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/young-african-american-boys-project-guide.pdf>

This resource was developed to help Head Start programs that serve children, birth to five, and other early education programs promote culturally responsive, strength-based learning environments for young African American boys. It promotes reflection and consideration of new ideas that may be useful to families, professionals, and administrators supporting young children in any setting.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Individualizing to Support Each Child</p>	<p>Following the Child’s Lead https://www.youtube.com/watch?v=phR8y8kxiSo <i>Watch how a talented educator support a preschool child’s individual interests while also enforcing science, technology, engineering, and executive function.</i></p> <p>Individualizing Videos http://depts.washington.edu/hscenter/individualizing/videos <i>This set of short videos demonstrates the process that two teachers went through when planning for specific children who need more individualized instruction on some of their learning objectives. These vignettes will show clips of their planning meeting as well as what it looks like in the classroom when these plans are implemented.</i></p> <p>The Power of Relationships https://www.youtube.com/watch?v=ZAckTCm7fno <i>This 2-minute video is a great illustration of individualizing, building fine motor skills, and doing it all within the context of relationships.</i></p> <p>Revisiting: Using What You Know About Each Child to Individualize Instruction https://www.youtube.com/watch?v=0xfxx-YsfMY&e=ANyPxKq1ffVy9C9cD_4ly00jNlxru53GpRrT6lGnuJm-YbBPxF3SjeUshH8cRzzWVkBvYp7mVpwnkISzYols3kveleo-Pf09sA <i>This webinar covers a range of examples of how to teach intentionally in ways that individualize, including illustrations for dual language learners and gifted learners. Presenter Breeyn Mack illustrates how the observation, documentation, and assessment information that teachers gather using Teaching Strategies GOLD® can be used to promote each child’s development and learning in ways that acknowledges strengths, needs, and interests.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social-Emotional Development</p>	<p>Backpack Connection http://challengingbehavior.cbcs.usf.edu/Implementation/family.html#collapse2 <i>The Backpack Connection Series was created 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. Topics range from How to Give Clear Directions to How to Help Your Child Stop Whining.</i></p> <p>Book Nooks http://csefel.vanderbilt.edu/resources/strategies.html#booknook <i>These easy-to-use guides were created especially for teachers/caregivers and parents to provide hands-on ways to embed social emotional skill building activities into everyday routines. Each book nook is comprised of ideas and activities designed around popular children’s books. Examples of suggested activities include using rhymes to talk about being friends, making emotion masks to help children identify and talk about different feelings, playing games around what to do with hands instead of hitting and fun music and movement activities to express emotions.</i></p> <p>CSEFEL Training Modules <i>These modules focus on promoting the social and emotional competence of young children. 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.</i></p> <ul style="list-style-type: none"> • Infant training modules http://csefel.vanderbilt.edu/resources/training_infant.html • Preschool training modules http://csefel.vanderbilt.edu/resources/training_preschool.html <p>Culturally Responsive Strategies to Support Young Children with Challenging Behavior https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies <i>This article describes five culturally responsive core strategies to promote positive teacher relationships with young children in preschool and minimize challenging behavior: learn about children and families, develop and teach expectations, take the child’s perspective, teach and model empathy, and use group times to discuss conflict.</i></p> <p>National Center for Pyramid Model Innovations (NCPMI) http://challengingbehavior.cbcs.usf.edu/ <i>NCPMI has set out to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. The recently redesigned NCPMI website houses an abundance of Pyramid Model resources, all in one central location. This includes a searchable library for fact sheets, issue briefs, webinars, and more.</i></p>