**Extending Your Reach: Resources and Practices to Support**

**High Quality Early Childhood Professional Development**

*A Master Class to Support Early Care and Education Leaders as Critical Change Agents*

|  |  |
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| Camille Catlett **camille.catlett@unc.edu** | **This handout is available to download at**[**http://fpg.unc.edu/presentations/dvaeyc2016**](http://fpg.unc.edu/presentations/dvaeyc2016) |

**Professional Development Definition**

National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

[**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI\_ProfessionalDevelopmentInEC\_03-04-08\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf)

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| --- |
| **Developmentally Appropriate Practice** |

NAEYC. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. [**https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf**](https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf)

**What is known about child development and learning**—referring to knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children’s learning and development

**What is known about the social and cultural contexts in which children live**— referring to the values, expectations, and behavioral and linguistic conventions that shape children’s lives at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family

**What is known about each child as an individual**—referring to what practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation

**Pennsylvania’s Early Learning Standards: Developmentally Appropriate**

* Pennsylvania Learning Standards for Early Childhood: Infant-Toddler [**https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20Infants%20Toddlers.pdf**](https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20Infants%20Toddlers.pdf)
* Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten

[**https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20PreKindergarten.pdf**](https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20PreKindergarten.pdf)

* Pennsylvania Learning Standards for Early Childhood: Kindergarten

[**https://www.pakeys.org/uploadedContent/Docs/PD/Standards/Kindergarten%202010.pdf**](https://www.pakeys.org/uploadedContent/Docs/PD/Standards/Kindergarten%202010.pdf)

* Pennsylvania Learning Standards for Early Childhood: First Grade [**https://www.pakeys.org/uploadedcontent/docs/pd/standards/1st%20Grade%202008.pdf**](https://www.pakeys.org/uploadedcontent/docs/pd/standards/1st%20Grade%202008.pdf)
* Pennsylvania Learning Standards for Early Childhood: Second Grade

[**http://www.pakeys.org/uploadedContent/Docs/PD/Standards/2nd%20Grade%20Final.pdf**](http://www.pakeys.org/uploadedContent/Docs/PD/Standards/2nd%20Grade%20Final.pdf)

A Creative Adventure [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Creative%20Arts/ACreativeAdvent.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Creative%20Arts/ACreativeAdvent.htm)

**Resources to Support Contextually Appropriate Practices**

Resource List: Vermont Young DLL Resource Toolkit

[**http://fpg.unc.edu/resources/resources-support-full-participation-young-dual-language-learners-dlls-and-their-families**](http://fpg.unc.edu/resources/resources-support-full-participation-young-dual-language-learners-dlls-and-their-families)

Cultural Diversity Resources [**http://fpg.unc.edu/presentations/recipes-success**](http://fpg.unc.edu/presentations/recipes-success)

Linguistic Diversity Resources [**http://fpg.unc.edu/presentations/recipes-success**](http://fpg.unc.edu/presentations/recipes-success)

[Colorín Colorado!](http://www.colorincolorado.org/) [**http://www.colorincolorado.org/**](http://www.colorincolorado.org/)

Diversity: Contrasting Perspectives [**http://www.learningseed.com/catalog/diversity-contrasting-perspectives**](http://www.learningseed.com/catalog/diversity-contrasting-perspectives)

National Center on Cultural and Linguistic Responsiveness

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic)

* Code Switching: Why it Matters and How to Respond
	+ [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/code-switching.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/code-switching.pdf)(English)
	+ <http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/aprendizaje/ncclr-esp/docs/code-switching-spanish.pdf> (Spanish)
* The Importance of Home Language series

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html)

* 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**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/same-different-diverse.pdf)

* Strategies for Supporting All Dual Language Learners

[**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf)

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education [**http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF**](http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF)

What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families [**http://www.naeyc.org/files/tyc/file/WhatECENeedToKnow.pdf**](http://www.naeyc.org/files/tyc/file/WhatECENeedToKnow.pdf)

*Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators*

Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=716**](http://landlockedfilms.com/?page_id=716)

*Full Circle: Language and Literacy at School*

Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=721**](http://landlockedfilms.com/?page_id=721)

*Language and Culture: Respecting Family Choices*

Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=743**](http://landlockedfilms.com/?page_id=743)

*One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language*. (2nd ed.) Order from Brookes Publishing [**http://www.brookespublishing.com/**](http://www.brookespublishing.com/)

# *Soyul and Teacher Yvette: Adventures in Preschool Second Language Acquisition*

# Order from Redleaf Press [**http://www.redleafpress.org/**](http://www.redleafpress.org/)

**Featured Film:** What kind of Asian are you? [**https://www.youtube.com/watch?v=AvSDV1ppuh8**](https://www.youtube.com/watch?v=AvSDV1ppuh8)

**Resources to Support Individually Appropriate Practices**

Resource List: Fabulous and Free: Resources to Support High Quality Inclusion

[**http://fpg.unc.edu/presentations/dec-pd-sig-webinar**](http://fpg.unc.edu/presentations/dec-pd-sig-webinar)

**Person First Language**

People First Language by Kathy Snow [**https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1**](https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1)

**Know the Facts**

Fact Sheet of Research on Preschool Inclusion[**http://www.pyramidplus.org/sites/default/files/images/Inclusion%20Fact%20Sheet%202014.pdf**](http://www.pyramidplus.org/sites/default/files/images/Inclusion%20Fact%20Sheet%202014.pdf)

Research Synthesis Points on Early Childhood Inclusion

[**http://npdci.fpg.unc.edu/sites/npdci.­fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009_0.pdf)

**Joint Position Statement**

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: UNC, FPG Child Development Institute. [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](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**](http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five)

**Joint Policy Statement**

US Department of Health and Human Services/US Department of Education. (2015, September). *Policy statement on inclusion of children with disabilities in early childhood programs.*

[**http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html**](http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html)

**DEC Recommended Practices**

* DEC Recommended Practices in Early Intervention/Early Childhood Special Education

[**http://dec.membershipsoftware.org/files/DEC\_RPs\_%205-1-14.pdf**](http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf)(position statement)

* DEC Recommended Practices (2014) [**http://www.dec-sped.org/rpvideos**](http://www.dec-sped.org/rpvideos)(video)
* Recognizing and Performing the DEC Recommended Practices[**http://ectacenter.org/decrp/**](http://ectacenter.org/decrp/)

EXAMPLE: **Interaction Resources** [**http://ectacenter.org/decrp/topic-interaction.asp**](http://ectacenter.org/decrp/topic-interaction.asp)

Performance Checklists [**http://ectacenter.org/decrp/type-checklists.asp**](http://ectacenter.org/decrp/type-checklists.asp)

**→Interaction Checklists** [**http://ectacenter.org/decrp/type-checklists.asp**](http://ectacenter.org/decrp/type-checklists.asp)

 **→Adult-Child Interaction Checklist**

[**http://ectacenter.org/~pdfs/decrp/INT-1\_Adult-Child\_Interaction.pdf**](http://ectacenter.org/~pdfs/decrp/INT-1_Adult-Child_Interaction.pdf)

Illustrations [**http://ectacenter.org/decrp/type-illustrations.asp**](http://ectacenter.org/decrp/type-illustrations.asp)

Practice Guides for Practitioners [**http://ectacenter.org/decrp/type-pgpractitioner.asp**](http://ectacenter.org/decrp/type-pgpractitioner.asp)

**→Interaction Practice Guide for Practitioners: Peer Interaction** [**http://ectacenter.org/~pdfs/decrp/ECTAprac\_PeerInteraction\_PRACT\_print.pdf**](http://ectacenter.org/~pdfs/decrp/ECTAprac_PeerInteraction_PRACT_print.pdf)

Practice Guides for Families [**http://ectacenter.org/decrp/type-pgfamily.asp**](http://ectacenter.org/decrp/type-pgfamily.asp)

**→Interaction Practice Guide for Practitioners: Peer Interaction** [**http://ectacenter.org/~pdfs/decrp/ECTAprac\_PeerInteraction\_PARENT\_print.pdf**](http://ectacenter.org/~pdfs/decrp/ECTAprac_PeerInteraction_PARENT_print.pdf)

**Evidence-Based Practices that Support Individual Learners and Inclusion**

National Professional Development Center on Inclusion. (2011). *Research synthesis points on practices that support inclusion*. Chapel Hill: UNC, FPG Child Development Institute, Author.

[**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)

EXAMPLE: **Evidence-based Practice Landing Pads**

[**http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads**](http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads)

* Assistive Technology Landing Pad [**http://npdci.fpg.unc.edu/assistive-technology**](http://npdci.fpg.unc.edu/assistive-technology)
* Embedded Instruction and Other Naturalistic Interventions Landing Pad

[**http://npdci.fpg.unc.edu/embedded-instruction-and-other-naturalistic-interventions**](http://npdci.fpg.unc.edu/embedded-instruction-and-other-naturalistic-interventions)

* Family-Professional Collaboration Landing Pad [**http://npdci.fpg.unc.edu/family-professional-collaboration**](http://npdci.fpg.unc.edu/family-professional-collaboration)
* Scaffolding Strategies Landing Pad [**http://npdci.fpg.unc.edu/scaffolding-strategies**](http://npdci.fpg.unc.edu/scaffolding-strategies)
* Tiered Models of Instruction/Intervention Landing Pad

[**http://npdci.fpg.unc.edu/tiered-models-instruction-intervention**](http://npdci.fpg.unc.edu/tiered-models-instruction-intervention)

* Universal Design for Learning Landing Pad

[**http://npdci.fpg.unc.edu/universal-design-ud-universal-design-learning-udl**](http://npdci.fpg.unc.edu/universal-design-ud-universal-design-learning-udl)

**Featured Film:** Students with learning disabilities give their teachers advice [**https://www.youtube.com/watch?v=kYS3TzhSm4Y**](https://www.youtube.com/watch?v=kYS3TzhSm4Y)

**Basic Tools to Support Individualizing/Intentional Teaching**

* Use extensions (e.g., Bunnett, R. (2006). *Friends at school*. Cambridge, MA: Star Bright Books)
* Know where to find the evidence and the examples
* Have ready examples and illustrations for students/learners

**Sources**

**Resources, Activities and Assignments**

* SCRIPT-NC [**http://scriptnc.fpg.unc.edu/resource-search**](http://scriptnc.fpg.unc.edu/resource-search)

**Free internet sources for images**

* [**http://www.Flickr.com**](http://www.Flickr.com)
* [**http://www.pixabay.com**](http://www.pixabay.com)
* [**http://www.unsplash.com**](http://www.unsplash.com)
* Wikimedia Commons [**https://commons.wikimedia.org/wiki/Main\_Page**](https://commons.wikimedia.org/wiki/Main_Page)
* NY Public Library Domain Collections [**http://www.nypl.org/research/collections/digital-collections/public-domain**](http://www.nypl.org/research/collections/digital-collections/public-domain)

Do an internet search for free photo sites, and you will find many, many more!

**Free sources for videos**

* CONNECT Modules [**http://community.fpg.unc.edu/connect-modules/**](http://community.fpg.unc.edu/connect-modules/)
* Illustrations of DEC Recommended Practices [**http://ectacenter.org/decrp/type-illustrations.asp**](http://ectacenter.org/decrp/type-illustrations.asp)
* Desired Results Access Project Video Library [**http://www.draccess.org/videolibrary/**](http://www.draccess.org/videolibrary/)
* Results Matter Video Library [**http://www.cde.state.co.us/resultsmatter/rmvideoseries**](http://www.cde.state.co.us/resultsmatter/rmvideoseries)
	+ Catalog [**http://www.cde.state.co.us/resultsmatter/rmvideolibrarycatalog**](http://www.cde.state.co.us/resultsmatter/rmvideolibrarycatalog)

Language and Literacy Development

**SCRIPT-NC Resources:** [**http://scriptnc.fpg.unc.edu/language-and-literacy**](http://scriptnc.fpg.unc.edu/language-and-literacy)

**Resource List:** [**http://scriptnc.fpg.unc.edu/resources/language-literacy-handout**](http://scriptnc.fpg.unc.edu/resources/language-literacy-handout)

**Adapting Literacy Learning Practices for Young Children with Disabilities** (PowerPoint presentation)

[**http://www.earlyliteracylearning.org/ppts/OSEP\_National\_EC\_Conf\_Dec\_08.pps**](http://www.earlyliteracylearning.org/ppts/OSEP_National_EC_Conf_Dec_08.pps)

*Developed by the CELL, this presentation provides suggestions for literacy activities for young children with disabilities that educators and parents can use.*

**Center for Early Literacy Learning (CELL)** [**http://www.earlyliteracylearning.org/**](http://www.earlyliteracylearning.org/)

*The goal of the Center for Early Literacy Learning (*CELL*) is to promote the adoption and use of evidence-based early literacy learning practices. The website has downloadable practice manuals, including manuals that address adaptations for children of diverse abilities, video clips, family resources, and other materials.*

**The Early Catastrophe: The 30 Million Word Gap by Age 3**

[**https://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf**](https://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf)

*This article presents the findings from a longitudinal study, which sought to understand what aspects of a child’s early experience could account for the differences in rates of vocabulary growth among 4-year-olds. The study concluded by highlighting the importance of the early years’ experience in all aspects of the child’s development.*

**Early Language Development and Language Learning Difficulties** [**http://pedsinreview.aappublications.org/content/26/8/274.full**](http://pedsinreview.aappublications.org/content/26/8/274.full)

*This article presents an overview of the stages of early language development, the risk factors for reading difficulties, as well as the identification and prevention of reading difficulties. A short quiz is provided at the end.*

**Effective Approaches to Motivate and Engage Reluctant Boys in Literacy**

[**http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01107/full**](http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01107/full)

*Based on a review of 23 studies, this article examines the reasons for a lack of motivation in literacy in elementary-aged boys and provides suggestions for teachers to engage boys in literacy in their classrooms.*

**Gestures and Signs** [**http://ectacenter.org/~pdfs/decrp/PG\_Int\_GesturesandSigns\_print.pdf**](http://ectacenter.org/~pdfs/decrp/PG_Int_GesturesandSigns_print.pdf)

*Is your child making eye contact, pointing to objects, babbling, or smiling to try to tell you something? Teaching your child some simple gestures and signs can make it easier for her to communicate. It can help her make the connection between her communicating what’s on her mind and getting what she wants. Go to this URL to learn more about this recommended practice and to see a video of what it can look like.*

**Phonological Awareness is Child’s Play!** [**http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf**](http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf)

*This paper explains the importance of phonological awareness in reading development and describes useful and practical ways in which teachers can support children’s phonological awareness development. Attention is paid to how English and Spanish phonemes vary, and the implications for supporting each young reader.*

**Storybook Reading for Young Dual Language Learners**

[**http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf**](http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf)

*This article explains the importance of storybook reading for dual language learners and offers strategies for implementing these in the classroom. An example of a storybook reading lesson plan is provided at the end.*

**Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities**

[**http://depts.washington.edu/hscenter/sites/default/files/01\_15m\_inclusion\_inservice/08\_family\_
literacy/documents/family\_literacy\_research\_brief.pdf**](http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf)

*This research brief presents a review of six studies on early literacy practices that support parent involvement. Three of these studies are intervention studies, which are briefly summarized in a table at the end of the paper. Implications for practice are discussed.*

**Featured Film:** Catch a bubble [**https://www.youtube.com/watch?v=n2dLPFaehV0&feature=em-share\_video\_user**](https://www.youtube.com/watch?v=n2dLPFaehV0&feature=em-share_video_user)

Math and Science

**Resource List:** Math and Science Resources[**http://fpg.unc.edu/presentations/recipes-success**](http://fpg.unc.edu/presentations/recipes-success)

**Arts Integration: A Promising Approach to Improving Early Learning**

[**http://www.wolftrap.org/education/institute-for-early-learning-through-the-arts/impact.aspx**](http://www.wolftrap.org/education/institute-for-early-learning-through-the-arts/impact.aspx)

*Wolf Trap and the American Institutes for Research released research findings in the above-named study showing that students in Wolf Trap’s Early Childhood STEM Learning through the Arts program gained an additional 26-34 days of math learning, as compared to students in control groups.  The study was funded by a U.S. Department of Education’s Arts in Education Model Development and Dissemination grant and examined an experimental program that took place in early childhood classrooms across Fairfax County Public Schools from 2010-2014.   This study helps to support the concept that the arts can be a powerful and effective way to teach young children.  A press release, short video, and related assets are available.*

**Engaging Diverse Learners Through the Provision of STEM Education Opportunities** [**http://secc.sedl.org/resources/briefs/diverse\_learners\_STEM/**](http://secc.sedl.org/resources/briefs/diverse_learners_STEM/)

*This briefing paper highlights a variety of methods and materials for supporting an increased understanding of and emphasis on STEM.*

***Engaging young engineers: Teaching problem-solving skills through STEM***. Baltimore, MD: Paul Brookes.

**Online materials: Engaging Young Engineers: Teaching Problem-Solving Skills Through STEM** [**http://www.brookespublishing.com/resource-center/download-your-materials/engaging-young-engineers/**](http://www.brookespublishing.com/resource-center/download-your-materials/engaging-young-engineers/)

**Help! They Still Don’t Understand Counting** [**http://files.eric.ed.gov/fulltext/EJ875422.pdf**](http://files.eric.ed.gov/fulltext/EJ875422.pdf)

*This article describes a developmental framework for counting and how it can weave in with long-established best practices for supporting young children with and without disabilities. The article briefly discusses how difficulty with counting may or may not be indicative of a math disability.*

**Loose Parts: Inspiring Play in Young Children** [**http://www.communityplaythings.com/resources/articles/2015/loose-parts**](http://www.communityplaythings.com/resources/articles/2015/loose-parts)

*The best part about the concept of loose parts play is that it is so simple. It doesn’t take much to invite and sustain creative, focused play – sometimes just offering a different combination of everyday materials will open unexpected levels of exploration and fun.*

**Science Achievement Gaps Begin Early and Linger** [**http://edcentral/sciencegap**](http://edcentral/sciencegap)

*A new study finds that the strongest contributors to science achievement gaps in the United States are general knowledge gaps that are already present at kindergarten entry. Aaron Loewenberg examines the implications of this research.*

**Teaching Math to Young Children: A Practice Guide** [**http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=18**](http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=18)

*This practice guide provides five recommendations for teaching math to children in preschool, prekindergarten, and kindergarten. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to build a strong foundation for later math learning.*

**The Project Approach and STEM**

[**http://www.communityplaythings.com/resources/articles/2016/the-project-approach-and-stem**](http://www.communityplaythings.com/resources/articles/2016/the-project-approach-and-stem)

*There are countless methods of teaching but it is clear that children learn best when engaged in authentic and relevant activities. Two well-known approaches, project-based learning and STEM-based learning, hold to the philosophy that true education inspires and motivates children to become lifelong learners. This articles provides details about options.*

**Featured Films:**

* Princess vs Engineer [**http://www.youtube.com/watch?v=ArNAB9GFDog&feature=player\_embedded**](http://www.youtube.com/watch?v=ArNAB9GFDog&feature=player_embedded)
* Neil deGrasse Tyson: Get Out Of Their Way [**http://www.youtube.com/watch?v=AIEJjpVlZu0&feature=youtu.be**](http://www.youtube.com/watch?v=AIEJjpVlZu0&feature=youtu.be)

Creative Thinking

**Resource List:** Creative Activities Landing Pad Handout[**http://fpg.unc.edu/presentations/recipes-success**](http://fpg.unc.edu/presentations/recipes-success)

**SCRIPT-NC Resources:** [**http://scriptnc.fpg.unc.edu/creative-activities**](http://scriptnc.fpg.unc.edu/creative-activities)

**Moving Bodies, Building Minds: Foster Preschoolers’ Critical Thinking and Problem Solving Through Movement** [**http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies\_Russo\_Marigliano\_Online\_0911.pdf**](http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies_Russo_Marigliano_Online_0911.pdf)

*This article explains how critical thinking and problem-solving skills can be developed in preschoolers through movement. It also offers strategies for executing these movement activities and considerations for children with special needs and their families.*

**Encouraging Self-Expression Through Art**

[**http://www.pbs.org/parents/education/music-arts/encouraging-self-expression-through-art/**](http://www.pbs.org/parents/education/music-arts/encouraging-self-expression-through-art/)

*This article offers some do’s and don’ts for encouraging a child’s creativity through art.*

**Music and Math: How Do We Make the Connection for Preschoolers?** [**http://www.childcareexchange.com/library/5015846.pdf**](http://www.childcareexchange.com/library/5015846.pdf)

*This article explains how teachers can use music to stimulate and enhance preschoolers’ math learning. Suggestions for activities are provided in the areas of classification, number, seriation, time, and memory skills.*

**Why Kids Need to Move, Touch, and Experience to Learn**

[**http://ww2.kqed.org/mindshift/2015/03/26/why-kids-need-to-move-touch-and-experience-to-learn/**](http://ww2.kqed.org/mindshift/2015/03/26/why-kids-need-to-move-touch-and-experience-to-learn/)

*When students use their bodies in the learning process, it can have a big effect, even if it seems silly or unconnected to the learning goal at hand. For example, this resource shares how researchers have found that when students use their bodies while doing mathematical storytelling, it changes the way they think about math. “We understand language in a richer, fuller way if we can connect it to the actions we perform,” said Sian Beilock, professor of psychology at the University of Chicago.*

**Featured Films:** Three Generations Talk About Play[**https://www.youtube.com/watch?v=is5W6GxAI3c**](https://www.youtube.com/watch?v=is5W6GxAI3c)

Creativity Requires Time[**https://www.youtube.com/watch?v=VPbjSnZnWP0**](https://www.youtube.com/watch?v=VPbjSnZnWP0)

Health, Wellness, and Physical Development

**Resource List:** <http://scriptnc.fpg.unc.edu/edu-153-health-safety-and-nutrition-0>

**SCRIPT-NC Resources:** [**http://scriptnc.fpg.unc.edu/edu-153-health-safety-and-nutrition-0**](http://scriptnc.fpg.unc.edu/edu-153-health-safety-and-nutrition-0)

**Henry Gets Around** [**http://www2.cde.state.co.us/media/resultsmatter/RMSeries/HenryGetsAround.asp**](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/HenryGetsAround.asp)

*This clip shows how a child with physical disabilities is able to participate fully in all the activities inside and outside the classroom. He walks, runs, climbs and jumps and sometimes gets around by using a wheelchair.*

**Natural Environments: A Letter From a Mother to Friends, Families, and Professionals** [**http://yec.sagepub.com/content/5/3/21.full.pdf+html**](http://yec.sagepub.com/content/5/3/21.full.pdf%2Bhtml)

*Written by a mother of a boy with Down syndrome, this article from Young Exceptional Children describes how the family made use of routines and activities in their natural environments to support their child’s development.*

[**On the Move!**](http://ectacenter.org/~pdfs/decrp/PG_Env_OntheMove_print.pdf)

[**http://ectacenter.org/~pdfs/decrp/PG\_Env\_OntheMove\_print.pdf**](http://ectacenter.org/~pdfs/decrp/PG_Env_OntheMove_print.pdf)

*Active toddlers are busy discovering how their bodies move and do interesting things - clapping hands, stomping feet, rolling a ball down a hill, pushing a riding toy, and more! Go to this URL to learn more about this recommended practice and to see a video of what it can look like.*

**Open Doors to Learning**

[**http://ectacenter.org/~pdfs/decrp/PG\_Env\_OpenDoors\_print.pdf**](http://ectacenter.org/~pdfs/decrp/PG_Env_OpenDoors_print.pdf)

*Activities outside the classroom are sources of many different kinds of learning experiences for young children. Go to this URL to learn more about this recommended practice and to see a video of what it can look like.*

**Promoting the Health, Safety and Well-Being of Young Children with Disabilities and Developmental Delays**

[**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Position%20Statement.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Position%20Statement.pdf)

*This 2013 position statement from the Division for Early Childhood elaborates on the six recommendations presented by the DEC, explaining the rationale behind these recommendations and presenting the research evidence supporting the recommendations.*

**Featured Film:** Like a Girl[**https://www.youtube.com/watch?v=XjJQBjWYDTs**](https://www.youtube.com/watch?v=XjJQBjWYDTs)

Social and Emotional Development

**Resource List:** [**http://scriptnc.fpg.unc.edu/resources/child-guidance-resources**](http://scriptnc.fpg.unc.edu/resources/child-guidance-resources)

**SCRIPT-NC Resources:** [**http://scriptnc.fpg.unc.edu/social-emotional-development-child-guidance**](http://scriptnc.fpg.unc.edu/social-emotional-development-child-guidance)

**Center on the Social and Emotional Foundations of Early Learning** [**http://csefel.vanderbilt.edu/**](http://csefel.vanderbilt.edu/)

**Book Nooks**

**CSEFEL Training Modules** [**http://csefel.vanderbilt.edu/resources/training\_infant.html**](http://csefel.vanderbilt.edu/resources/training_infant.html)(infant)

[**http://csefel.vanderbilt.edu/resources/training\_preschool.html**](http://csefel.vanderbilt.edu/resources/training_preschool.html)(preschool)

*The four Infant-Toddler Training Modules are designed with a focus on promoting the social and emotional competence of very young children. Topics include understanding social-emotional development, understanding behavior, building and sustaining relationships, and supporting infant toddler social-emotional development. Materials include PowerPoints, handouts, video clips, and a trainer’s guide. Modules are available in Spanish.*

**What Works Briefs** [**http://csefel.vanderbilt.edu/resources/what\_works.html**](http://csefel.vanderbilt.edu/resources/what_works.html)

*Each short document in this series from CSEFEL offers a summary of evidence, followed by practical strategies and additional resources. Topics addressed range from Using Environmental Strategies to Promoting Positive Interactions to Helping Children Learn to Manage Their Own Behavior. Briefs are available in Spanish.*

**What Works Training Kits** [**http://csefel.vanderbilt.edu/resources/training\_kits.html**](http://csefel.vanderbilt.edu/resources/training_kits.html)

*Based on the What Works Briefs topics, these short training packages include PowerPoint slides with accompanying note pages, activities, and handouts, which provide a trainer with the materials needed to conduct a short staff development program on a focused topic****.***

**Developing Young Children’s Self-Regulation Through Everyday Experiences**

[**http://www.naeyc.org/files/yc/file/201107/Self-Regulation\_Florez\_OnlineJuly2011.pdf**](http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf)

*This 2011 article by Ida Rose Florez explains what self-regulation is and how it develops in young children. It also describes ways in which scaffolding can be provided in a deliberate manner to help children develop self-regulation in children. These include modeling, using hints and cues, and gradually withdrawing adult support. Ideas for using this article in professional development may be found at* [***http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children\_July2011.pdf***](http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children_July2011.pdf)

**Effectiveness of Early Childhood Education Programs on Reducing Behavior Problems**

*The following article was recently awarded* [*Article of the Year for 2015*](http://www.journals.elsevier.com/journal-of-school-psychology/news/jsp-article-of-the-year-announced-at-nasp-2016/) *by the National Association of School Psychologists. It is being made* [*freely available online*](http://www.sciencedirect.com/science/article/pii/S0022440515000163) *by Elsevier until April 22, 2016:*

*Schindler, H. S., Kholoptseva, J., Oh, S. S., Yoshikawa, H., Duncan, G. J., Magnuson, K. A., & Shonkoff, J. P. (2015).* [*Maximizing the potential of early childhood education to prevent externalizing behavior problems: A meta-analysis*](http://www.sciencedirect.com/science/article/pii/S0022440515000163)*. Journal of School Psychology, 53(3), 243-263.*

*This meta-analysis (N = 31) examined the effectiveness of early childhood education programs on reducing externalizing behavior problems (EBPs). Programs with no clear focus on social and emotional development (level 1 programs) did not significantly reduce EBPs. Programs with a clear, but broad focus on social emotional development (level 2 programs) demonstrated a modest decrease in EBPs, and programs that intensely targeted social and emotional development (level 3 programs) were associated with an even more significant reduction in EBPs. The most promising effects came from level 3 programs that focused on child social skills training.*

**Technical Assistance Center**

**Creating Teaching Tools for Young Children with Challenging Behavior**

[**http://www.challengingbehavior.org/do/resources/teaching\_tools/ttyc.htm**](http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm)

*Free tools developed by TACSEI and based on evidence-based practices can be downloaded from this website. Teaching Tools contains strategies to help teachers support young children with challenging behavior. Included are handouts and worksheets, as well as helpful techniques and strategies.*

**Featured Film:** Technology will never replace love [**https://www.youtube.com/watch?v=Kiq\_TrEdbl4**](https://www.youtube.com/watch?v=Kiq_TrEdbl4)

**Partnerships for Learning – Families, Learning Environments/Programs, and Communities**

**Resource List:** [**http://scriptnc.fpg.unc.edu/resources/child-family-and-community-landing-pad**](http://scriptnc.fpg.unc.edu/resources/child-family-and-community-landing-pad)

**SCRIPT-NC Resources:** [**http://scriptnc.fpg.unc.edu/child-family-and-community**](http://scriptnc.fpg.unc.edu/child-family-and-community)

**CONNECT Module 3: Communication for Collaboration**

[**http://community.fpg.unc.edu/connect-modules/learners/module-3**](http://community.fpg.unc.edu/connect-modules/learners/module-3)

*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.*

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

[**http://community.fpg.unc.edu/connect-modules/learners/module-4**](http://community.fpg.unc.edu/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. Included in the module are suggestions for activities, handouts, video and audio clips.*

**Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents**

[**http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf**](http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf)

*This resource guide provides an annotated bibliography describing resources for both educators and parents in three areas of parent-professional partnerships: a) Families as advocates, b) Family roles in assessment and intervention, and c) Families as partners in student learning.*

**Having Their Say: Parents Describe Why and How They are Engaged in Their Children’s Education**

[**http://www.parentinvolvementmatters.org/system\_files/library/34.pdf**](http://www.parentinvolvementmatters.org/system_files/library/34.pdf)

*Karen Mapp’s article describes the findings from a study identified factors that contributed to successful educational partnerships between schools and families. Data was collected through a series of interviews with parents and school administrators and teachers, as well as observations. The major findings from this study explained the nature of parents’ involvement and social and school factors that influence their involvement. The paper concludes with implications for practice and further research.*

**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**](http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf)(review)

[**http://www.researchconnections.org/files/meetings/ccprc/2009/Halgunseth.pdf**](http://www.researchconnections.org/files/meetings/ccprc/2009/Halgunseth.pdf)(PowerPoints)

*Colleagues from the National Association for the Education of Young Children (NAEYC) and Pre-K Now developed this review of the literature on family engagement as it pertains to young children from diverse ethnic backgrounds and early childhood program settings. A related set of PowerPoint slides summarizes key findings and recommendations from the review.*

**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**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids)

*Larry Edelman’s video captures effective family-professional collaboration in everyday routines as illustrated through six vignettes. Each clip may be downloaded separately.*

**National Center on Parent, Family and Community Engagement**

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family)

*This website from Head Start contains information on the Parent Family and Community Engagement Framework as well as related resources that are useful for educators and service providers.*

**Featured Film:** Think before you judge a family [**http://www.huffingtonpost.com/2014/02/24/think-twice-before-judge-another-parent\_n\_4826485.html?ncid=fcbklnkushpmg00000037**](http://www.huffingtonpost.com/2014/02/24/think-twice-before-judge-another-parent_n_4826485.html?ncid=fcbklnkushpmg00000037)