**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/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017) |

**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)

**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**

* Milestones in Action Photo Video Library

[**https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html**](https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html)

* 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)

**Free sources for videos**

* 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)
* 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)

**Listservs**

**BabyTalk** – monthly, birth to 36 months

To join the listserv, send an email **with no message** to **subscribe-babytalk@listserv.unc.edu**

Past issues are archived at[**http://fpg.unc.edu/resources/baby-talk-archive**](http://fpg.unc.edu/resources/baby-talk-archive)

**Natural Resources** – weekly, birth through Grade 3

To subscribe, send an email **with no message** to **subscribe-natural\_resources2@listserv.unc.edu**

**The Right Stuff –** monthly, birth through Grade 3, each issue focuses on a domain of development, Vermont

To subscribe, send an email **with no message** to **subscribe-the\_right\_stuff\_listserv@listserv.unc.edu**

Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff)

**Full Participation** - monthly, preschool, each issue focuses on a domain of development, New Mexico, resources in Spanish in each issue

To subscribe, send an email **with no message** to **subscribe-fullparticipation@listserv.unc.edu**

Past issues are archived at[**http://fpg.unc.edu/presentations/full-participation**](http://fpg.unc.edu/presentations/full-participation)

**Faculty Finds –** targeted tofaculty & professional development providers; content and instructional resources, tools

Send an email with **no message** to **subscribe-facultyfinds@listserv.unc.edu**

Past issues are archived at [**http://fpg.unc.edu/resources/faculty-finds**](http://fpg.unc.edu/resources/faculty-finds)

**Resources within Reason** – bi-monthly, birth-8, emphasis on children with or at risk for disabilities and inclusion

Subscribe or view past issues at [**http://www.dec-sped.org/resources-within-reason**](http://www.dec-sped.org/resources-within-reason)

**Basic Tools to Support Knowledge Application**

* Use extensions (e.g., Bunnett, R. (2006). *Friends at school*. Cambridge, MA: Star Bright Books) Also in Spanish
* Use personas
* One video, multiple uses

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)

[**https://eclkc.ohs.acf.hhs.gov/hslc/Espanol/Cinema/Presentaciones%20por%20v%C3%ADdeo/Creative%20Adventure%20-%20Spanish**](https://eclkc.ohs.acf.hhs.gov/hslc/Espanol/Cinema/Presentaciones%20por%20v%C3%ADdeo/Creative%20Adventure%20-%20Spanish)

* Use dilemmas of daily practice
	+ On the one hand, on the other hand
	+ CONNECT Modules [**http://community.fpg.unc.edu/**](http://community.fpg.unc.edu/)
* Backwards brainstorming to check for knowledge application
* Help learners see through new lenses
	+ The Danger of a Single Story[**https://www.ted.com/talks/chimamanda\_adichie\_the\_danger\_of\_a\_single\_story?language=en**](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

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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

**North Carolina’s Early Learning Standards: Developmentally Appropriate**

North Carolina Foundations for Early Learning and Development [**http://ncchildcare.nc.gov/pdf\_forms/nc\_foundations.pdf**](http://ncchildcare.nc.gov/pdf_forms/nc_foundations.pdf)

Foundations Training Modules

[**http://modules.nceln.fpg.unc.edu/foundations/module-1-foundations-overview**](http://modules.nceln.fpg.unc.edu/foundations/module-1-foundations-overview)

Early Learning Outcomes Framework

* Early Learning Outcomes Interactive Framework [**https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/i-elof.html**](https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/i-elof.html)
* Video [**https://view.vzaar.com/8765519/download**](https://view.vzaar.com/8765519/download)

**Resources to Support Contextually Appropriate Practices**

**Resources for Children who are Dual Language Learners (DLLs) and their Families** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

Resources on Suspension and Expulsion of Young Children [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

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

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)

* 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)

* 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**](http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/aprendizaje/ncclr-esp/docs/code-switching-spanish.pdf) (Spanish)

The Young Dual Language Learner: 20 Short Videos [**https://www.youtube.com/channel/UCKQ5FgGVIFpdt36\_sv9FL-Q/featured?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**](https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)

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

Children who are Culturally, Racially, Ethnically, and/or Socioeconomically Diverse

**Diversity and Equity Resources** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

Culturally Responsive Strategies to Support Young Children With Challenging Behavior [**http://www.naeyc.org/yc/culturally-responsive-strategies-support-challenging-behavior**](http://www.naeyc.org/yc/culturally-responsive-strategies-support-challenging-behavior)

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

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)

**Featured Film:** Three beautiful human minutes[**https://www.youtube.com/watch?v=BBgSxUeHU80**](https://www.youtube.com/watch?v=BBgSxUeHU80)

**Resources to Support Individually Appropriate Practices**

**Resources to Support Inclusive Practices** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

**SCRIPTNC Children with Exceptionalities** [**http://scriptnc.fpg.unc.edu/children-exceptionalities**](http://scriptnc.fpg.unc.edu/children-exceptionalities)

**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**

* 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)

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: **Universal Design for Learning** [**http://www.dec-sped.org/resources-within-reason**](http://www.dec-sped.org/resources-within-reason)

**Featured Film:** When the Best of Us Steps Up [**https://www.youtube.com/watch?v=pFuwUiHo-WI**](https://www.youtube.com/watch?v=pFuwUiHo-WI)

**Approaches to Play and Learning**

**Creative Activities Resources** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

**SCRIPT-NC Creative Activities** [**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.*

**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)

**Emotional and Social Development**

**Social-Emotional Development Resources:** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

**SCRIPT-NC Child Guidance:** [**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 [http://csefel.vanderbilt.edu/resources/strategies.html#booknook](http://csefel.vanderbilt.edu/resources/strategies.html%22%20%5Cl%20%22booknook)**

*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.*

**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)

**Technical Assistance Center on Social Emotional Intervention for Young Children** [**http://www.challengingbehavior.org/**](http://www.challengingbehavior.org/)

*TACSEI provides products and resources on social emotional intervention for young children. These resources include factsheets, handouts, and presentations, as well as practical tips for professionals and caregivers.*

**Classroom Routine Support Guides** *These guides were developed to assist teachers and caregivers in problem-solving a plan to support young children who are having challenging behavior.*

* **Routine-Based Support Guide** [**http://challengingbehavior.fmhi.usf.edu/do/resources/teaching\_tools/toc/folder1/1e\_routine\_based.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/toc/folder1/1e_routine_based.pdf)
* **Early Elementary K-2nd Grade** [**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_class\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_class_routine_guide_early_ele.pdf)

**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:** Students tell teachers what they need to learn [**https://www.youtube.com/watch?v=kYS3TzhSm4Y**](https://www.youtube.com/watch?v=kYS3TzhSm4Y)

**Health and Physical Development**

**Health and Physical Development Resources** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

SCRIPT-NC: Child Development [**http://scriptnc.fpg.unc.edu/child-development-conception-through-age-8**](http://scriptnc.fpg.unc.edu/child-development-conception-through-age-8)

SCRIPT-NC: Health, Safety and Nutrition [**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.*

[**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)

**Language Development and Communication**

**Language Resources:** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

**Literacy Resources:** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

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

**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.*

**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.*

**Early Learning Language and Literacy Series**

[**https://pdg.grads360.org/#program/early-learning-language-and-literacy-series**](https://pdg.grads360.org/#program/early-learning-language-and-literacy-series)

*This series of 14 modules on early literacy learning, birth to kindergarten, is designed provide teachers with background information/research on early language and literacy and to provide evidence-based strategies to support the language and literacy development of young children. Each module is comprised of presentation materials including a PowerPoint presentation, handouts, activities, and readings. Module topics range from oral language and phonological awareness to building vocabulary, writing and technology. One module focuses specifically on supporting young children who are dual language learners.*

**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)

**Cognitive Development**

**Math and Science Resources** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

**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 methods and materials for supporting an increased understanding of and emphasis on STEM.*

**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 new levels of exploration and fun.*

**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)

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

**Family Engagement Resources** [**http://fpg.unc.edu/presentations/ccrr2017**](http://fpg.unc.edu/presentations/ccrr2017)

**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.*

**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)