Evidence-based Resources at Your Fingertips

The Right Stuff: Evidence-Based Resources at Your Fingertips

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Good Basic Sources

**Natural Resources**

 [**http://www.fpg.unc.edu/~scpp/nat\_allies/na\_resources.cfm**](http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm)

**Baby Talk**

Send an email with no message to:

**subscribe-babytalk@listserv.unc.edu**

**CONNECT: The Center to Mobilize Early Childhood Knowledge**

[**http://connect.fpg.unc.edu/**](http://connect.fpg.unc.edu/)

**Early Childhood Learning and Knowledge Center (ECLKC)**

 [**http://eclkc.ohs.acf.hhs.gov/hslc**](http://eclkc.ohs.acf.hhs.gov/hslc)

**Virginia Landing Pads**

 [**http://www.eipd.vcu.edu/resource\_land\_pad.html**](http://www.eipd.vcu.edu/resource_land_pad.html)

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| **Observation/ Documentation/ Evaluation / Assessment/Plans** |
| Evidence | * [Early Childhood Curriculum, Assessment, and Program Evaluation](http://www.naeyc.org/positionstatements/cape)

[**http://www.naeyc.org/positionstatements/cape**](http://www.naeyc.org/positionstatements/cape)* Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation

[**http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf**](http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf) |
| Free Audiovisual | * The ABCs of IEPs

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/iep%20Video%20clips/TheABCofIEP.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/iep%20Video%20clips/TheABCofIEP.htm)* Authentic Assessment in Early Intervention

[**http://www.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI\_SA.asp**](http://www.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA.asp)* Clips for Practicing Observation, Documentation and Assessment Skills

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#01**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#01) * Documentation as a Habit

[**http://www.cde.state.co.us/media/resultsmatter/RMSeries/DocumentationAsAHabit\_SA.asp**](http://www.cde.state.co.us/media/resultsmatter/RMSeries/DocumentationAsAHabit_SA.asp)* Linking Documentation and Curriculum

[**http://www.cde.state.co.us/media/resultsmatter/RMSeries/LinkingDocumentationAndCurriculum\_SA.asp**](http://www.cde.state.co.us/media/resultsmatter/RMSeries/LinkingDocumentationAndCurriculum_SA.asp)* Using Documentation at Emerald Preschool

[**http://www.cde.state.co.us/media/resultsmatter/RMSeries/UsingDocumentationAtEmeraldPreschool\_SA.asp**](http://www.cde.state.co.us/media/resultsmatter/RMSeries/UsingDocumentationAtEmeraldPreschool_SA.asp)* Using Video for REALLY Watching

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_EarlyIntervention.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top)* Watching Video Documentation with Children

[**http://www.cde.state.co.us/media/resultsmatter/RMSeries/WatchingVideoDocumentationWithChildren\_SA.asp**](http://www.cde.state.co.us/media/resultsmatter/RMSeries/WatchingVideoDocumentationWithChildren_SA.asp)* What is Authentic Assessment?

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_GeneralInterest.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_GeneralInterest.htm#top) |
| Other Audiovisual | * The SPECTRUM Project and Project ACT of the University of Colorado at Boulder, Department of Speech, Language and Hearing. (1999). *A three-way conversation.* Denver, CO: Western Media Products.
 |
| Electronic | * Asking the right questions in the right ways: Strategies for ethnographic interviewing

[**http://www.asha.org/Publications/leader/2003/030429/f030429b.htm**](http://www.asha.org/Publications/leader/2003/030429/f030429b.htm)* Assessing **young children's progress appropriately**

[**http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea500.htm**](http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea500.htm)* Assessment considerations for young English Language Learners

[**http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k\_education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf**](http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf)* Early identification of culturally and linguistically diverse children (aged 0-5)

[**http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf**](http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf)* IEP Basics

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/iep%20Video%20clips/IEPBasics.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/iep%20Video%20clips/IEPBasics.htm)* IEP Videos [**http://depts.washington.edu/hscenter/iep-videos**](http://depts.washington.edu/hscenter/iep-videos)
* Learning from Assessment Toolkit [**http://eclkc.ohs.acf.hhs.gov/hslc/tta- system/teaching/eecd/Assessment/Ongoing%20Assessment/lfa.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-%09system/teaching/eecd/Assessment/Ongoing%20Assessment/lfa.html)
* Screening and assessment of young English language learners

[**http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf**](http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf) |
| **Language and Literacy** |
| Evidence | * Family Literacy Research Brief

[**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%09_family_literacy/documents/family_literacy_research_brief.pdf)* Language and Literacy Development in Dual Language Learners: A Critical Review of the Research

[**http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%236%20Lang%20Final%207-15-11.pdf**](http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%236%20Lang%20Final%207-15-11.pdf)* Robyak, A., Masiello, T., Trivette, C.M., Roper, N., & Dunst, C.J. (2007). Mapping the contemporary landscape of early literacy learning. *CELLreviews, 1*(1).

[**http://www.earlyliteracylearning.org/cellreviews/cellreviews\_v1\_n1.pdf**](http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n1.pdf)* Dunst, C.J., Trivette, C.M., & Hamby, D.W. (2007). Predictors of and interventions associated with later literacy accomplishments, *CELLreviews, 1*(3).

[**http://www.earlyliteracylearning.org/cellreviews/cellreviews\_v1\_n3.pdf**](http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n3.pdf)* Trivette, C.M., & Dunst, C.J. (2007). Relative effectiveness of dialogic, interactive, and shared reading interventions. CELLreviews, 1(2).

[**http://www.earlyliteracylearning.org/cellreviews/cellreviews\_v1\_n2.pdf**](http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n2.pdf)* [What works for early language and literacy development: Lessons from experimental evaluations of programs and intervention strategies](http://www.childcareresearch.org/childcare/resources/21526)  [**http://www.childtrends.org/Files//Child\_Trends-2011\_06\_10\_FS\_WWLanguage.pdf**](http://www.childtrends.org/Files//Child_Trends-2011_06_10_FS_WWLanguage.pdf)
 |
| Audiovisual | * Aurelius Reading at Naptime

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_UsingTechnology.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_UsingTechnology.htm#top)* Books, Nooks, & Literacy Hooks

[**http://www.earlyliteracylearning.org/books\_nooks\_literacy\_hooks.php**](http://www.earlyliteracylearning.org/books_nooks_literacy_hooks.php)* Get in Step with Responsive Teaching

[**http://www.earlyliteracylearning.org/get\_in\_step\_with\_resp\_teach.php**](http://www.earlyliteracylearning.org/get_in_step_with_resp_teach.php)* Interests Lead to Learning [**http://www.earlyliteracylearning.org/interests\_lead\_to\_learn.php**](http://www.earlyliteracylearning.org/interests_lead_to_learn.php)
* Making Room for Literacy [**http://www.earlyliteracylearning.org/make\_room\_for\_lit.php**](http://www.earlyliteracylearning.org/make_room_for_lit.php)
* Pathways to Literacy [**http://www.earlyliteracylearning.org/pathways\_to\_literacy.php**](http://www.earlyliteracylearning.org/pathways_to_literacy.php)
* Reading Rockets: videos and podcasts [**http://www.readingrockets.org/podcasts**](http://www.readingrockets.org/podcasts)
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| Electronic | * Adapting literacy learning practices for young children with disabilities

[http**://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Services%20to%20Children%20with%20Disabilities/Individualization/AdaptingLiteracy.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Services%20to%20Children%20with%20Disabilities/Individualization/AdaptingLiteracy.htm)* Center for Early Literacy Learning (CELL) [**http://www.earlyliteracylearning.org/**](http://www.earlyliteracylearning.org/)
* The cognitive consequences of early bilingualism

[**http://www.zerotothree.org/site/DocServer/29-2\_Yoshida.pdf?docID=6821**](http://www.zerotothree.org/site/DocServer/29-2_Yoshida.pdf?docID=6821)* ¡Colorín Colorado! [**http://www.colorincolorado.org/**](http://www.colorincolorado.org/)
* CONNECT Module 6: Dialogic Reading Practices

 [**http://community.fpg.unc.edu/connect-modules/learners/module-6**](http://community.fpg.unc.edu/connect-modules/learners/module-6)* Get Ready to Read! [**http://www.ncld.org/**](http://www.ncld.org/)
* Literacy instruction for individuals with autism, cerebral palsy, down syndrome and other disabilities [**http://aacliteracy.psu.edu/**](http://aacliteracy.psu.edu/)
* Reading Rockets [**http://www.readingrockets.org/**](http://www.readingrockets.org/)
* **Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities (PowerPoints and handouts in English and Spanish)**

[**http://depts.washington.edu/hscenter/family-literacy-1**](http://depts.washington.edu/hscenter/family-literacy-1)* Supporting Early Literacy in Natural Environments

[**http://www.walearning.com/resources/preschool/**](http://www.walearning.com/resources/preschool/)(English and Spanish) |

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| **Inclusion** |
| Evidence | * DEC-NAEYC Definition and Position Statement on Early Childhood Inclusion

[**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion/**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion/)* National Professional Development Center on Inclusion. (2009). *Research synthesis points on early childhood inclusion.* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

[**http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007**](http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007)* National Professional Development Center on Inclusion. (2011). *Research synthesis points on quality inclusive practices*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

[**http://npdci.fpg.unc.edu/resources/articles/NPDCI- ResearchSynthesisPointsInclusivePractices-2011**](http://npdci.fpg.unc.edu/resources/articles/NPDCI-%09ResearchSynthesisPointsInclusivePractices-2011) |
| Print Materials | * Milbourne, S.A., & Campbell, P.H. (2007). *CARA’s kit: Creating adaptations for routines and activities*. Missoula, MT: DEC. [**http://www.dec-sped.org**](http://www.dec-sped.org)
* Sandall, S.R., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Missoula, MT: DEC.
* Sandall, S.R., & Schwartz, I.S. (2008). *Building blocks for teaching preschoolers with special needs*. 2nd ed. Baltimore: Paul Brookes.
 |
| FreeAudiovisual | * Building Inclusive Child Care: Universal Design for Learning

[**http://webapp.northampton.edu/video/bicc.wmv**](http://webapp.northampton.edu/video/bicc.wmv)* Facilitating Membership in Head Start Classrooms

[**http://depts.washington.edu/hscenter/sites/default/files/04\_news\_resources/01\_broadcast\_calls/documents/20090701\_autisim\_spectrum\_disorder.ppt**](http://depts.washington.edu/hscenter/sites/default/files/04_news_resources/01_broadcast_calls/documents/20090701_autisim_spectrum_disorder.ppt)* Special Quest Multimedia Training Library: Including Infants and Toddlers with Disabilities

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/specialquest-multimedia-training-library.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/specialquest-multimedia-training-library.html)* Strategies for including children with disabilities in classroom activities

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/StrategiesforIn1.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/StrategiesforIn1.htm) |
| Other Audiovisual | * Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). *Welcoming all children: Creating inclusive child care*. Bloomington, IN: Indiana Institute on Disability and Community.
* Jennings, J., & Kadmon, P. (2007). *Boy in the world*. Brooklyn, NY: Fanlight Productions.
* Sandall, S., Giacomini, J., Smith, B.J., & Hemmeter, M.L. (2006). *DEC recommended practices toolkits*. Missoula, MT: DEC.
* Project INTEGRATE. (n.d.). *Integrating therapies into classroom routines*. Order from Robin McWilliam **robin.mcwilliam@siskin.org**
* Strong, B.E., & Tweedy, J. (2005). *Song of our children*. Boulder, CO: Landlocked Films.
 |
| Electronic | * An Administrator’s Guide to Preschool Inclusion

[http**://www.fpg.unc.edu/~assets/pdfs/pubs/AdmGuide.pdf**](http://www.fpg.unc.edu/~assets/pdfs/pubs/AdmGuide.pdf)* CONNECT Modules 1-6 [**http://community.fpg.unc.edu/connect-modules/learners**](http://community.fpg.unc.edu/connect-modules/learners)
* Head Start Center for Inclusion [**http://depts.washington.edu/hscenter/**](http://depts.washington.edu/hscenter/)
* Inclusion in Least Restrictive Environments [**http://www.nectac.org/inclusion/Default.asp**](http://www.nectac.org/inclusion/Default.asp)
* Inclusion Matters podcast series [**http://www.inclusivechildcare.org/podcast.cfm#10**](http://www.inclusivechildcare.org/podcast.cfm#10)
* A Thinking Guide to Inclusive Childcare [**http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf**](http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf)
* Tots-n-Tech Research Institute [**http://tnt.asu.edu/**](http://tnt.asu.edu/)
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| **Social-Emotional Development** |
| Evidence | * Evidence-Based Social-Emotional Curricula for Children 0-5 Years and Their Families

[**http://www.challengingbehavior.org/do/resources/documents/roadmap\_2.pdf**](http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf)* Promoting Social Behavior of Young Children in Group Settings: A Summary of Research

[**http://www.challengingbehavior.org//do/resources/documents/roadmap\_3.pdf**](http://www.challengingbehavior.org/do/resources/documents/roadmap_3.pdf)* Social-Emotional Development in Dual Language Learners: A Critical Review of the Research

[**http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%237%20Soc%20Final%207-15-11.pdf**](http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%237%20Soc%20Final%207-15-11.pdf)* What Works Briefs [**http://csefel.vanderbilt.edu/resources/what\_works.html**](http://csefel.vanderbilt.edu/resources/what_works.html)
* Working Paper on the Importance of Addressing Serious Emotional and Behavioral Problems Early [**http://www.developingchild.net/pubs/wp-abstracts/wp6.html**](http://www.developingchild.net/pubs/wp-abstracts/wp6.html)
 |
| Audiovisual | * Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

[**http://www.vanderbilt.edu/csefel/resources/videos.html**](http://www.vanderbilt.edu/csefel/resources/videos.html)* Laying foundations: Social and emotional development in the earliest years

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/EHS%20NRC%20Audio%20Cast/LayingFoundation.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/EHS%20NRC%20Audio%20Cast/LayingFoundation.htm)* Studies in challenging behavior: Keys to understanding

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/EHS%20NRC%20Audio%20Cast/StudiesinChall.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/EHS%20NRC%20Audio%20Cast/StudiesinChall.htm) |
| Electronic | * Center for Early Childhood Mental Health Consultation [**http://www.ecmhc.org/**](http://www.ecmhc.org/)
* Center on the Social and Emotional Foundations for Early Learning (CSEFEL) [**http://csefel.vanderbilt.edu/**](http://csefel.vanderbilt.edu/)
* 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)* Early Childhood Mental Health, Social-Emotional Development, and Challenging Behaviors

[**http://www.nectac.org/topics/menhealth/menhealth.asp**](http://www.nectac.org/topics/menhealth/menhealth.asp)* Making Friends: Assisting Children’s Early Relationships

[**http://www.fpg.unc.edu/~snapshots/snap55.pdf**](http://www.fpg.unc.edu/~snapshots/snap55.pdf)* MostPopular Resources on Promoting Social Emotional Development

[**http://www.zerotothree.org/child-development/social-emotional-development/popular-resources-on-social.html**](http://www.zerotothree.org/child-development/social-emotional-development/popular-resources-on-social.html)* Observation Toolkit for Mental Health Consultants

[**http://www.ecmhc.org/observation\_toolkit.html**](http://www.ecmhc.org/observation_toolkit.html)* Parent Training Modules

[**http://csefel.vanderbilt.edu/resources/training\_parent.html**](http://csefel.vanderbilt.edu/resources/training_parent.html)* Play and friendship for children with disabilities

[**http://raisingchildren.net.au/articles/disabilities\_play\_and\_friendship.html**](http://raisingchildren.net.au/articles/disabilities_play_and_friendship.html)* Promoting Social and Emotional Competence Modules

[**http://csefel.vanderbilt.edu/resources/training\_modules.html**](http://csefel.vanderbilt.edu/resources/training_modules.html)* Recognizing and Addressing Trauma in Infants, Young Children, and Their Families

[**http://www.ecmhc.org/tutorials/trauma/index.html**](http://www.ecmhc.org/tutorials/trauma/index.html)* Review of Screening Instruments for Social Emotional Concerns

[**http://www.challengingbehavior.org/do/resources/documents/roadmap\_1.pdf**](http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf)* 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)* Technical Assistance Center on Social-Emotional Intervention for Young Children (TACSEI) [**http://www.challengingbehavior.org/**](http://www.challengingbehavior.org/)
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| **Culture / Diversity** |
| Evidence | * Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education [**http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF**](http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF)
* Where We Stand: On responding to linguistic and cultural diversity

[**http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf**](http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf)* *The Changing Face of the United States: The Influence of Culture on Early Child Development*

[**http://www.zerotothree.org/site/DocServer/Culture\_book.pdf?docID=6921**](http://www.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921)* [Responsiv](http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-2-9.pdf/download)eness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice

[**http://www.dec-sped.org/uploads/docs/about\_dec/position\_concept\_papers/Position%20Statement\_Cultural%20and%20Linguistic%20Diversity\_updated\_sept2010.pdf**](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf) (position statement)* Disparities in Early Learning and Development

[**http://www.childtrends.org/Files/Child\_Trends-2009\_07\_10\_FR\_DisparitiesEL.pdf**](http://www.childtrends.org/Files/Child_Trends-2009_07_10_FR_DisparitiesEL.pdf)* Espinosa, L. (2010). *Getting it right for young children from diverse backgrounds: Applying research to improve practice*. Washington, DC: NAEYC.
 |
| FreeAudiovisual | * America’s Invisible Children

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/AmerisIvisible.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/AmerisIvisible.htm)* The Human Race: Diversity through the eyes of Children

[**http://www.youtube.com/watch?v=GCp9Be6ec04&feature=related**](http://www.youtube.com/watch?v=GCp9Be6ec04&feature=related)* Multicultural and Diverse Learners

[**http://www.youtube.com/watch?v=DefG6zMpWPc&feature=fvw**](http://www.youtube.com/watch?v=DefG6zMpWPc&feature=fvw) |
| Other Audiovisual | * Chasnoff, D. (Director), & Cohen, H.S. (Executive Producer). (2000). *That’s a family!* San Francisco: Women's Educational Media.
* Education Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals*. Alexandria, VA: Head Start Information & Publication Center.
 |
| Electronic | * Assistive Technology and Diversity Issues

[**http://www.nectac.org/~pdfs/pubs/at.pdf**](http://www.nectac.org/~pdfs/pubs/at.pdf)* Cultural Influences on Early Language and Literacy Teaching Practices

[**http://main.zerotothree.org/site/DocServer/ZTT27-1\_Parlakian.pdf?docID=11661**](http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf?docID=11661)* Building Culturally & Linguistically Competent Services to Support Young Children, Their Families and School Readiness

[**http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED485881**](http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED485881)* Cultural Competency: What It Is and Why It Matters

[**http://www.californiatomorrow.org/media/ccompetecy.pdf**](http://www.californiatomorrow.org/media/ccompetecy.pdf)* National Center for Children in Poverty [**http://www.nccp.org/**](http://www.nccp.org/)
* National Center for Cultural Competence

[**http://www11.georgetown.edu/research/gucchd/nccc/**](http://www11.georgetown.edu/research/gucchd/nccc/)* Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Services and Supports to Children in Early Intervention and Early Childhood Settings

[**http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf**](http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf)* Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families [**http://www.clasp.org/publications/child\_care\_immigrant.pdf**](http://www.clasp.org/publications/child_care_immigrant.pdf)
* Taking the Next Step? Preparing Teachers to Work with Culturally and Linguistically Diverse Children [**http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf**](http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf)
 |
| **Dual Language Learners** |
| Evidence | * The Cognitive Consequences of Early Bilingualism

[**http://www.class.uh.edu/psyc/cogdev/\_\_docs/publications/Zero\_Yoshida.pdf**](http://www.class.uh.edu/psyc/cogdev/__docs/publications/Zero_Yoshida.pdf)* Early Dual Language Learning

[**http://main.zerotothree.org/site/DocServer/29-1\_Genesee.pdf**](http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf)* Evaluating Early Care and Education Practices for Dual Language Learners: A Critical Review of the Research

[**http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf**](http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf)* Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education [**http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF**](http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF)
* Supporting Positive Language and Literacy Development in Young Language Minority Children: Research, Policy, and Practice

[**http://www.acf.hhs.gov/programs/opre/other\_resrch/lang\_minority/lang\_minority\_overview.html**](http://www.acf.hhs.gov/programs/opre/other_resrch/lang_minority/lang_minority_overview.html) |
| FreeAudiovisual | * Early Childhood Learning & Knowledge Center (ECLKC)

[**http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL\_%20Resources/GuidetoDualLan.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL_%20Resources/GuidetoDualLan.htm) (multimedia resources)* How do you support second-language learners in the classroom?

[**http://www.youtube.com/watch?v=iXDJLNrsNgI**](http://www.youtube.com/watch?v=iXDJLNrsNgI)* Linking Language and Literacy: Implications for Serving Linguistically Diverse Children Audio Cast

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm) |
| Web Sites | * The changing face of the United States: The influence of culture on early child development

[**http://www.zerotothree.org/site/DocServer/Culture\_book.pdf?dicID=6921**](http://www.zerotothree.org/site/DocServer/Culture_book.pdf?dicID=6921)* Building Culturally & Linguistically Competent Services to Support Young Children, Their Families and School Readiness

[**http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED485881**](http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED485881)* Challenging Common Myths about Young English Language Learners

[**http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners**](http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-%09language-learners)* Colorín Colorado [**http://www.colorincolorado.org**](http://www.colorincolorado.org/)
* [A Common Language of Care - Welcoming and Supporting Dual Language Learners in Infant-Toddler Programs](http://www.ecqnet.tv/h_media/HS-Videos/2009-EHSNRC/0908-commonLanguage-eng.ram) (audiocast)

[**http://www.ecqnet.tv/h\_media/HS-Videos/2009-EHSNRC/0908-commonLanguage-eng.ram**](http://www.ecqnet.tv/h_media/HS-Videos/2009-EHSNRC/0908-commonLanguage-eng.ram)* Dual Language Learners in Early Care and Education Settings

[**http://www.zerotothree.org/site/R?i=V2R04ARLwVgNuhXZ3hwI-A**](http://www.zerotothree.org/site/R?i=V2R04ARLwVgNuhXZ3hwI-A)* Dual Language Learning: What Does It Take?

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA\_final\_2009%5B1%5D.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf)* Early Childhood Learning & Knowledge Center (ECLKC) Cultural & Linguistic Responsiveness

 [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic)* Resources on Linguistically Diverse Young Children and English Language Learners (ELL)

[**http://www.ecehispanic.org/work.html#briefs**](http://www.ecehispanic.org/work.html#briefs) |

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| **Family-Professional Collaboration** |
| Evidence | * Fostering Parent and Professional Collaboration: Research Brief

[**http://www.parentcenternetwork.org/assets/files/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf**](http://www.parentcenternetwork.org/assets/files/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf)* 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)
* [The School-Family Connection: Looking at the Larger Picture - A Review of Current Literature](http://www.sedl.org/cgi-bin/pdfexit.cgi?url=http://www.sedl.org/connections/resources/sfclitrev.pdf)

[**http://www.sedl.org/cgi-bin/pdfexit.cgi?url=http://www.sedl.org/connections/resources/sfclitrev.pdf**](http://www.sedl.org/cgi-bin/pdfexit.cgi?url=http://www.sedl.org/connections/resources/sfclitrev.pdf) |
| Print Materials | * Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures*. New York: Noonday Press.
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| FreeAudiovisual | * 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)* 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)* Reflections During the Final Home Visit

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_EarlyIntervention.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top)* Sharing Documentation with Families

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#top)* Sharing Video Documentation with Families

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#top)* Using Video to Celebrate Progress

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_EarlyIntervention.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top)* Using Video to Share with Family Members

[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_EarlyIntervention.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top) |
| Other Audiovisual | * Perez-Mendez, C., & Moore, S.M. (2003). *Language and culture: Respecting family choices.* Boulder, CO: Landlocked Films, LLC.
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| Electronic | * 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)* 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)* Parent/Family Engagement Resources

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement)* Preparing Educators to Engage Families

[**http://www.hfrp.org/publications-resources/browse-our-publications/teaching-the-teachers-preparing-educators-to-engage-families-for-student-achievement**](http://www.hfrp.org/publications-resources/browse-our-publications/teaching-the-teachers-preparing-educators-to-engage-families-for-student-achievement) |

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| **Play** |
| Evidence | * The importance of play in promoting health child development and maintaining strong parent-child bonds [**http://www.aap.org/pressroom/PLAYfinal.pdf**](http://www.aap.org/pressroom/PLAYfinal.pdf)
* Recess and the importance of play: A position statement

[**http://www.eric.ed.gov/PDFS/ED463047.pdf**](http://www.eric.ed.gov/PDFS/ED463047.pdf)* Overview of play: Its uses and importance in early intervention/early childhood special education

[**http://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview\_of\_Play\_\_Its\_Uses\_and\_Importance\_in\_Early.2.aspx#**](http://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview_of_Play__Its_Uses_and_Importance_in_Early.2.aspx) |
| Free Audiovisual | * Implications of play in early childhood

[**http://www.youtube.com/watch?v=nmwzNTpH40E&feature=related**](http://www.youtube.com/watch?v=nmwzNTpH40E&feature=related)* Importance of play [**http://www.youtube.com/watch?v=mIayLh2P5C0&feature=related**](http://www.youtube.com/watch?v=mIayLh2P5C0&feature=related)
* Outdoor play for young children [**http://www.youtube.com/watch?v=hvYDT2u1Cfg**](http://www.youtube.com/watch?v=hvYDT2u1Cfg)
* The power of play [**http://www.youtube.com/watch?v=XXyYQccegEk&feature=related**](http://www.youtube.com/watch?v=XXyYQccegEk&feature=related)
* Play: A Vygotskian approach

[**http://www.youtube.com/watch?v=-SpC0INWo3o&feature=related**](http://www.youtube.com/watch?v=-SpC0INWo3o&feature=related)* Preschoolers and rough and tumble play

[**http://www.youtube.com/watch?v=8WJkz6i9bgI&feature=fvwrel**](http://www.youtube.com/watch?v=8WJkz6i9bgI&feature=fvwrel)* Young Cambodian children play on a homemade seesaw

[**http://www.youtube.com/watch?v=DCVYVmgibcU**](http://www.youtube.com/watch?v=DCVYVmgibcU) |
| Other Audiovisual | * Center for Child & Family Studies. (1993). *Essential connections: Ten keys to culturally sensitive childcare*. Sacramento, CA: California Department of Education.
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| Electronic | * The case for play[**http://chronicle.com/article/The-Case-for-Play/126382/**](http://chronicle.com/article/The-Case-for-Play/126382/)
* Children’s right to play: An examination of the importance of play in the lives of children worldwide

[**http://www.bernardvanleer.org/Childrens-right-to-play-An-examination-of-the- importance-of-play-in-the-lives-of-children-worldwide?pubnr=1274&download=1**](http://www.bernardvanleer.org/Childrens-right-to-play-An-examination-of-the-%09importance-of-play-in-the-lives-of-children-worldwide?pubnr=1274&download=1)* **Crisis in the kindergarten: Why children need to play in school**

[**http://www.communityplaythings.com/resources/articles/valueofplay/Kindergarten\_8-page\_summary.pdf**](http://www.communityplaythings.com/resources/articles/valueofplay/Kindergarten_8-page_summary.pdf)* Fair play for children [**http://www.fairplayforchildren.org/**](http://www.fairplayforchildren.org/)
* Freeplay network[**http://www.freeplaynetwork.org.uk/**](http://www.freeplaynetwork.org.uk/)
* Great play[**http://www.greatplay.com/resources/links.html**](http://www.greatplay.com/resources/links.html)
* The importance of pleasure in play

[**http://teacher.scholastic.com/professional/bruceperry/pleasure.htm**](http://teacher.scholastic.com/professional/bruceperry/pleasure.htm)* Playlink [**http://www.playlink.org/**](http://www.playlink.org/)
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