# A Toolbox of Training Resources
*for*
## *Foundations:*
## *Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding their Success*

Compiled by
Camille Catlett & Sarah E. Hamel

February 2006

The photographs included in this document are from the FPG Child Development Institute Publications Office Photo Archive and are reproduced here with permission.

Questions or comments about this document should be addressed to:
Camille Catlett
FPG Child Development Institute
CB #8185            University of North Carolina
Chapel Hill, NC  27599-8185
Telephone: 919.966.6635   Fax: 919.843.5784
Email: catlett@mail.fpg.unc.edu

# TABLE OF CONTENTS

# INTRODUCTION TO *TOOLBOX*

## INTRODUCTION TO *FOUNDATIONS: EARLY LEARNING STANDARDS FOR NORTH CAROLINA PRESCHOOLERS AND STRATEGIES FOR GUIDING THEIR SUCCESS*?

For children to reach their full potential during their early years, adults around them must provide environments and experiences that promote growth and learning. *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding their Success* (referred to in this document as *Foundations*) was developed to identify a core set of expectations for children ages 3, 4, and Pre-Kindergarten 5. Rather than defining how programs should operate, *Foundations* outlines what we should see children beginning to do in five interrelated domains, defining areas that should be the focus of daily activities. This document is not a curriculum for preschool programs, but instead provides a lens for looking at curricula and daily activities to see if they address important areas of child development. The expectations define what children should have opportunities to learn, and suggest what early educators and families can do to support those opportunities.

*Foundations* represents the combined thinking of many early childhood educators, researchers, community members and parents about what children might reasonably be expected to know and be able to do during the preschool years. They are based on what we know about children's growth and development from theory and research.

*Foundations* begins with a set of guiding principles regarding how children learn and grow. They serve as an excellent guide to the values that under gird *Foundations*. The guiding principles emphasize that each child is unique, that development occurs in predictable patterns, that preschool-age children are active learners, that many factors influence a child's development and that children with disabilities learn best in inclusive settings. In addition, the guiding principles emphasize how diversity in language and culture are valuable assets, and many forms of collaboration are necessary to support each child's potential.

The second section of *Foundations* identifies five interrelated developmental domains: 1) Approaches to Learning; 2) Emotional and Social Development; 3) Health and Physical Development; 4) Language Development and Communication; and 5) Cognitive Development.
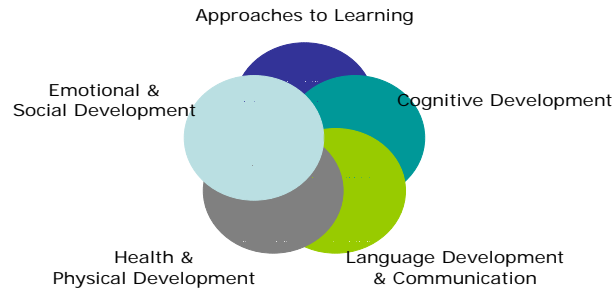
Children's development is integrated, with progress in one of these domains influencing development in all of the others. Each child, including those with disabilities, will demonstrate varying degrees of strengths in developmental domains. All five domains are important in children's development and for children's success later in school.

## WHAT'S IN THE *TOOLBOX OF TRAINING RESOURCES*?

This toolbox was created as a companion to *Foundations*. It was developed for two reasons: 1) to help early childhood personnel, administrators and family members become more familiar with the content addressed in *Foundations*; and 2) to provide faculty members, trainers, administrators, supervisors and other early childhood leadership personnel with resources to use in teaching, training and staff development.

The organization of the *Toolbox* parallels the organization of *Foundations,* beginning with the guiding principles and covering all five domains. Each section provides activities for teaching, training and staff development, as well as print materials, videotapes and web resources relevant to each domain. In addition, North Carolina resources are suggested for each guiding principle and domain.

The *Toolbox* also contains a unique section entitled **ADULT LEARNING RESOURCES**. Look there for generic resources to support teaching/training design and delivery, including cartoons, case studies, books, videos, activities and other resources related to personnel preparation and adult learning.

Please note that the *Toolbox* is not intended to be a comprehensive document. Instead, this collection represents materials the compilers have used, currently use and will continue to use for learning, teaching and training in this very dynamic field.

## ORDERING RESOURCES FROM THE *TOOLBOX*

A publisher (source) is provided for each print or video resource. The source appears immediately after the place where the resource is published. In the sample entry below, **Head Start Information and Publication Center** is the source.

Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue.* Alexandria, VA: **Head Start Information & Publication Center.**

Beginning on page 64 of the *Toolbox*, a source list, with complete ordering information for each resource, is provided. To order any item in the toolbox, just look up the source and contact the publisher/producer directly.

The *Toolbox* is available to download as a Portable Document File (pdf) at
**www.fpg.unc.edu/~scpp/pdfs/Foundations_toolbox.pdf**

**NOTE:** Many of the resources described in the *Toolbox* are available for borrowing through the North Carolina Early Intervention and Early Childhood Libraries. Such resources are highlighted in bold print and display the ✱ icon. To order these materials go to: **http://www.ncei-eclibrary.org/index.cfm**

# ORDERING *FOUNDATIONS*

*Foundations* is available to download at
**http://www.ncpublicschools.org/success/downloads/foundations.pdf**

Individual copies may purchased for $8.50 (not including sales tax and shipping) from
NC Department of Public Instruction
Publication Sales Section
6306 Mail Service Center
Raleigh, NC  27699-6306
(919) 807-3470
Request Item Number KG110

North Carolina residents may call a toll free number (1-800-663-1250) to order copies of *Foundations*.

# GUIDING PRINCIPLES

Based on child development theory and research, the committee that developed *Foundations* identified guiding principles regarding how children learn and grow.

*Guiding Principles Regarding How Children Learn and Grow*

- ❖ Each child is unique

- ❖ Development occurs in predictable patterns

- ❖ Preschool-age children are active learners

- ❖ Many factors influence a child's development

- ❖ Children with disabilities learn best in inclusive settings

- ❖ Diversity in language and cultures is a valuable asset

- ❖ It takes everyone working together to help children learn and grow, including family members, administrators, policymakers and community partners

Pages 8 through 23 provide examples of resources that can be used to learn more about or teach others about the Guiding Principles of *Foundations.* These resources are grouped under four headings: collaboration, diversity, families and inclusion. Resources related to child–specific guiding principles are integrated throughout the *Toolbox.*

| Resource Type | GUIDING PRINCIPLES: Collaboration |
|---|---|
| **ACTIVITIES** | **Build an animal** – Provide a variety of art materials (construction paper, yarn, scissors, etc.) for this activity. Assign the same task to small groups and to individuals in the following way. 1) Ask one (or more) small group(s) to use the art supplies to build an elephant. 2) Ask one or more small group(s) to build a giraffe. 3) Hand four individual participants directions for building the parts of an elephant. (Hand each a slip of paper with their task. One will say "build an elephant's body". One will say "build an elephant's legs". One will say "build an elephant's head". One will say "build an elephant's ears and tail".) 4) Hand four individual participants directions for building the parts of a giraffe. (Hand each a slip of paper with their task. One will say "build a giraffe's body". One will say "build a giraffe's legs". One will say "build a giraffe's head". One will say "build a giraffe's neck".) Send the teams and individuals to different parts of the room to work. After a reasonable amount of building time (~15 minutes), call the participants back together to display their artwork. This will require the four individuals to assemble the parts of the elephant or giraffe they built. Stand back and reflect on the difference teamwork and collaboration made in the building of the animals. Reflect on size, shape, proportion and other dimensions.

**Build a tower**. Divide participants into small groups (6-10). Give each group a stack of newspapers, a set of magic markers, and a role of masking tape. Instruct groups that they are each to build a freestanding (not leaning against anything) tower. Their constructions will be judged on height, stability and aesthetics. There will be one stapler and one pair of scissors at the front of the room for all to share. Give the groups 15-20 minutes to complete the task. Under the pretext of scoring, wander around during the tower building to observe teaming styles, leadership patterns, etc. Debrief by asking participants for their reflections on the same characteristics of teamwork. End by giving all the towers and teams a first prize for effort.

**Jeopardy.** Have answers to questions about the special education process and different disabilities on cards. Put the participants on teams and have them pose questions to the answers.

**My role in the "system."** Have participants answer questions about their role in the local/regional/state early childhood and early intervention systems.

**Prepare different situations that might occur in a conference.** Have some participants "play" the part of the parent and others "play" the part of the teacher. Have the rest of the class critique the interaction.

**Program visits.** Have participants visit a variety of programs for children. Consider programs with Montessori, Head Start, and Reggio Emiglia approaches. Also consider programs that serve children with special needs in inclusive or segregated programs. After observing and interviewing staff, participants can make oral presentations to the rest of the class about their visits. Give participants a framework to use when observing the child or class (children's ages, types of disabilities, competencies of the children, teacher roles, social interactions, classroom environment, etc.)

**Tinkertoy activity.** Assemble a small box of Tinkertoys for each group. Divide participants into groups (8-10 works well). Tell groups to divide themselves into two smaller groups, one of which will be architects and the other of which will be builders. Ask the builders to leave the room for exactly 10 minutes. As soon as the builders leave, give the architects the Tinkertoy boxes with instructions (they have 10 minutes; they may not build with or connect the Tinkertoys; they must design the tallest possible structure, write down the plans and give them to the builders). Stop the architects after 10 minutes and have them put the Tinkertoys back in the boxes. Ask the architects to give the box of Tinkertoys and their building plans to a team of builders. Architects should observe the builders while they endeavor to create a building from the plans provided. Stop the builders after 10 minutes. Discuss the process, emphasizing how important it is for professionals to have good communication skills. |

| Resource Type | GUIDING PRINCIPLES: Collaboration |
|---|---|
| **ACTIVITIES CONT.** | **What's my line?** Divide participants into two or more groups. Write on slips of paper different statements such as "I am a theory…behaviorist." "I am an assessment instrument….DIAL III". "I am a pioneer in early childhood education…Maria Montessori", "I am a method of teaching children with special needs…task analysis", etc. Put all slips in a box and have each group select a slip. The groups can have 5 minutes to choose someone to be the "mystery guest" and try to anticipate questions they will be asked. The mystery guest reveals the category and other groups ask yes/no questions to try to guess the answer.<br><br>**Who can help?** Ask participants to investigate area agencies that may assist educators or families of children with special needs. Compile the information, with a short description of services, cost, hours, etc., as a family resource or actually visit agencies and interview staff. Do a group share with participants developing posters, brochures and/or power point presentations.<br><br>**Whose job is it?** - Construct a game board by drawing a large box and bisecting it vertically and horizontally to create four equal boxes. Label the boxes: family, teacher, therapist, principal (or administrator). Create game cards that reflect tasks in the life of a family with a young child, such as schedule parent-teacher conference, love the child, support development, make time for play <u>and</u> learning. Divide participants into small groups, giving each a game board and a stack of game cards. To play, turn the game cards upside down beside each game board. Participants should turn over one card, read it and then place it on the game board according to whose job that task is. For example, if the card says support development, the card would be placed at the center of the game card, as that is everyone's job. When all the cards have been placed, reflect on how many of the "jobs" of early childhood are shared among many adults. Discuss how this relates to the importance of collaboration. |
| **PRINT MATERIALS** | Baker, A.C., & Manfredi/Petit, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings.* Washington, DC: NAEYC.<br><br>✳Bruner, C. (191). ***Thinking collaboratively: Ten questions and answers to help policy makers improve children's services.*** Washington, DC: Institute for Educational Leadership.<br><br>Buysse, V., & Wesley, P.W. (2004). *Consultation in early childhood settings.* Baltimore: Paul Brookes.<br><br>Dettmer, P., Thurston, L.P., & Dyck, N. (2005). *Consultation, collaboration and teamwork for students with special needs.* Boston: Allyn and Bacon.<br><br>✳Donahue, P.J., Falk, B., & Provet, A.G. (2000). ***Mental health consultation in early childhood.*** Baltimore: Paul Brookes.<br><br>Fishbaugh, M.S.E. (2000). *The collaboration guide for early career educators.* Baltimore: Paul Brookes.<br><br>✳Kennedy Krieger Institute. (1992). ***Building parent/professional collaboration.*** St. Paul, MN: Pathfinder Resources, Inc.<br><br>Mattesich, P.W., Murray-Close, M., & Monsey, B.R. (2001). (2nd ed.). *Collaboration: What makes it work.* St. Paul, MN: Amherst H. Wilder Foundation.<br><br>McCaleb, S.P. (1995). *Building communities of learners: A collaboration among teachers, students, families, and community.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.<br><br>McDonald, S. (1999). *Idea bags: Activities to promote the school-to-home connection.* St. Paul, MN: Redleaf Press. |

| Resource Type | GUIDING PRINCIPLES: Collaboration |
|---|---|
| **PRINT MATERIALS CONT.** | ❈Regional Educational Laboratory Network. (2000). *Continuity in early childhood: A framework for home, school, and community linkages.* Tallahassee, FL: SERVE.<br><br>Ritter, S., & Gottfried, S. (2002). *Tomorrow's child: Benefiting from today's family-school-community business partnerships.* Greensboro, NC: SouthEastern Regional Vision for Education (SERVE).<br><br>❈Turnbull, A., & Turnbull, R. (2001). (4th ed.). *Families, professionals and exceptionality: Collaborating for empowerment.* Upper Saddle River, NJ: Merrill Prentice Hall.<br><br>❈Winer, M., & Ray, K. (1994). *Collaboration handbook: Creating, sustaining, and enjoying the journey.* St. Paul, MN: Amherst H. Wilder Foundation. |
| **VIDEOS / CDS** | Olson J. (1994). *Navigating new pathways: Obstacles to collaboration.* Moscow, ID: Idaho Center on Disabilities and Human Development.<br><br>❈Project Vision. (1994). *Stages of group development.* Moscow, ID: Idaho Center on Disabilities and Human Development.<br><br>❈Training Resource Center/NJDA. (1992). *The goose story.* Richmond, KY: Eastern Kentucky University.<br><br>❈Virginia Institute for Developmental Disabilities. (1990). *Interdisciplinary teamwork: A guide for trainers and viewers.* Van Nuys, CA: Child Development Media. |
| **WEB / ONLINE** | **Building community partnerships for learning** - This web site offers a review of key research findings on the importance of involving families, examples of collaborative efforts that are working, links to Strong Families, Strong Schools (a publication of the national family initiative of the U.S. Department of Education), and links to other sites related to families and family involvement in education. eric-web.tc.columbia.edu/families/strong/index.html<br><br>**Community connections: Helping to facilitate the participation of children with disabilities in community settings** - The Community Connections web site offers information to increase opportunities for young children with special needs to participate in their communities. http://www.communityconnections.umd.edu/<br><br>**Piecing together the community puzzle** - Discussion of rich, complex stories (or teaching cases) of families and their complex lives can be a great resource in building problem-solving and decision-making skills. The complicated issues faced by Carol, a home-based early interventionist and service coordinator, in working with the Williams family are chronicled in this story. Bobby Williams, who is almost 3 years old, has multiple and severe disabilities with associated medical needs. Several agencies and professionals are involved with the family, requiring interagency coordination and collaboration. Additional information about using teaching cases is available at http://www.vanderbilt.edu/cmiproject/. On the left navigation bar, select Case Stories. - Select Piecing Together the Community Puzzle. Great discussion questions at the end of the story. |
| **NC RESOURCES** | **North Carolina early intervention library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. http://www.ncei-eclibrary.org |

| Resource Type | GUIDING PRINCIPLES: Diversity |
|---|---|
| **ACTIVITIES** | **Folding towels.** Have individuals a variety of towels and ask them to fold the towels the way they typically do. Compare the ways that people folded the towel, and discuss how there are often many ways to solve a problem. Ask the participants why they chose their particular folding method. Finally, point out that there are often multiple ways to reach a goal, and the method selected depends on the individual's needs.<br><br>**Group identities.** Positive and negative stereotypical comments about families are put on cards and handed out to participants. They can trade with each other and should end up with one or two words they "can live with". Ones not selected are put on a table. Discuss why some were selected and some were not.<br><br>**Sample class.** To open up a training have the presenter begin talking in a language that few participants are likely to know, for instance Japanese. Have the presenter greet the participants in that language, and describe what will occur during the training. Then have the presenter ask participants questions in the foreign language. After doing this for a while ask the participants how they felt during the situation, and how they would suspect that a child for whom English is a second language feels every day at school.<br><br>**Red flags.** After a discussion about "red flags" of how we label or categorize people, ask participants to look through magazines, catalogs and journals for pictures or articles that reflect cultural biases.<br><br>**Who Am I?** Ask for about six volunteers. Have the volunteers sit at the front of the room in a circle. Without them being able to see it, place a sign on each volunteer's forehead. The sign should have some type of character description on it (for instance, nerd, dumb, class clown). The participants should be allowed to read the signs, as should the other volunteers (the only person who can't see the sign is the person wearing it). Have the facilitator engage in a conversation with the six volunteers, treating them like their sign might stereotypically suggest. Have the other volunteers act the same way. After five minutes or so ask each volunteer if they knew what sign they were wearing. Talk about how they felt being treated like a particular stereotype. Discuss how stereotypes impact the way we treat others, and how important it is to teach young children about this topic. |
| **PRINT MATERIALS** | Barrera, I., Corso, R.M., & MacPherson, D. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood.* Baltimore: Paul Brookes.<br><br>❋Beaty, J.J. (1997). *Building bridges with multicultural picture books for children 3-5.* Upper Saddle River, NJ: Prentice-Hall.<br><br>de Melendez, W.R., & Ostertag, V. (1997). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies.* Albany, NY: Delmar Publishers.<br><br>❋Derman-Sparks, L., and The A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children.* Washington, DC: National Association for the Education of Young Children.<br><br>Gonzalez-Mena, J. (2004). *Foundations of early childhood education: Teaching children in a diverse society with resources for observation and reflection* (3rd ed.). Mountain View, CA: Mayfield Publishing.<br><br>Hall, N. (1999). *Creative resources for the anti-bias classroom.* Albany, NY: Delmar Publishers.<br><br>Howes, C. (2003). *Teaching 4- to 8- year-olds: Literacy, math, multiculturalism and classroom community.* Baltimore: Paul Brookes. |

| Resource Type | GUIDING PRINCIPLES: Diversity |
|---|---|
| **PRINT MATERIALS CONT.** | Kendall, R.E. (1995). (2nd ed.). *Diversity in the classroom: New approaches to the education of young children.* New York: Teachers College Press.<br><br>✤Lynch, E.W., & Hanson, M.J. (2004). (3rd ed.). *Developing cross-cultural competence: A guide for working with children and their families.* Baltimore: Paul Brookes.<br><br>Rowan, L., Meyden, R.V., & Pehrson, C. (1999). *Serving families of diverse cultures.* Logan, UT: SKI-HI Institute.<br><br>Tobin, J.J., Wu, D.Y.H., & Davidson, D.H. (1989). *Preschool in three cultures: Japan, China and the United States.* New Haven, CT: Yale University Press. |
| **VIDEOS / CDs** | Candid Camera, Inc. (2003 ). *The green kid.* Monterey, CA: Author.<br><br>Center for Child and Family Studies. (1993). *Essential connections: Ten keys to culturally sensitive child care.* Sacramento, CA: California Department of Education.<br><br>✤Chen, D., Chan, S., & Brekken, L. (2000). *Conversations for three: Communicating through interpreters.* Baltimore: MD: Paul Brookes.<br><br>Educational Productions Inc. (2002). *STARTING POINTS, Program 1: I don't know where to start.* Beaverton, OR: Author.<br><br>Educational Productions Inc. (2002). *STARTING POINTS, Program 2: Getting your message across.* Beaverton, OR: Author.<br><br>Educational Productions Inc. (2003). *STARTING POINTS, Program 3: Bringing language alive!* Beaverton, OR: Author.<br><br>✤Gonzalez-Mena, J. (1996). *Diversity: Contrasting perspectives.* Crystal Lake, IL: Magna Systems.<br><br>✤NAEYC. (1998). *Developing the young bilingual learner.* Washington, DC: Author.<br><br>Perez-Mendez, C., & Moore, S.M. (2003). *Language and culture: Respecting family choices.* Boulder, CO: Landlocked Films LLC.<br><br>Spectrum Project and Project A.C.T. (1999). *A three-way conversation: Effective use of cultural mediators, interpreters and translators.* Denver, CO: Western Media Products.<br><br>✤Teaching Tolerance Project. (1997). *Starting small: Teaching tolerance in preschool and early grades.* Montgomery, AL: Southern Poverty Law Center.<br><br>Wolpert, E. (1999). *Start seeing diversity: The basic guide to an anti-bias classroom.* Saint Paul, MN: Redleaf Press. |
| **WEB / ONLINE** | **Children of immigrant families** – This on-line book discusses a variety of issues pertinent to children of immigrant families. Chapters include discussions of life circumstances, economics and what it means to grow up in America. **http://www.futureofchildren.org/usr_doc/Volume14_No2.pdf**<br><br>**Culturally and linguistically appropriate services** – The CLAS web site, accessible in a multitude of languages, offers a variety of publications, online resources, and links to other diversity focused web sites. If you are looking for information about various aspects of cultural and linguistic diversity, check out this site! **http://www.clas.uiuc.edu/index.html** |

| Resource Type | GUIDING PRINCIPLES: Diversity |
|---|---|
| **WEB / ONLINE CONT.** | DEC position statement on responsiveness to family cultures, values and languages - Family-based practices hinge on the capacity of individuals who work with children to respect, value and support the culture, values and languages of each home and promote the active participation of all families. This thoughtful document delineates the characteristics of responsive individuals and organizations. http://www.dec-sped.org/pdf/positionpapers/Position_Responsive_Culture.pdf<br><br>Family and community involvement: Reaching out to diverse populations - Family and Community Involvement is geared toward teachers, principals, and superintendents who want to develop meaningful parent and community involvement from culturally and linguistically diverse community members. It provides tips on how to communicate effectively with parents and how to make parents comfortable in your school. http://www.sedl.org/pubs/catalog/items/fam29.html<br><br>Let's go around the world – This web site offers a variety of multicultural resources for teachers and families of young children. http://www.ccph.com/<br><br>Multicultural resources for children – This web site is designed to promote cultural diversity in early childhood settings. A variety of resources geared towards children are provided. http://falcon.jmu.edu/~ramseyil/multipub.htm<br><br>NAEYC anti-discrimination position statement – This provides a link to the position statement of the National Association for the Education of Young Children pertaining to anti-discrimination. This document succinctly summarizes their views. http://www.naeyc.org/about/positions/pdf/PSANTD98.PDF<br><br>Reaching all families – This booklet focuses on ways that schools can better involve families in their children's education, regardless of circumstances. http://www.ed.gov/pubs/ReachFam/title.html<br><br>Responding to linguistic and cultural diversity: Recommendations for effective early childhood education – This web site describes the National Association for the Education of Young Children position statement on diversity. This document discusses NAEYC's position, various issues pertaining to diversity, and specific recommendations for early childhood programs to effectively promote diversity. http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF<br><br>Students challenging racism and (white) privilege – SCRAP – This web site has resources on racism, antiracism, and Whiteness. SCRAP seeks to communicate a comprehensive understanding of racism: how it works on many levels (institutionally and individually), how it functions at the level of everyday assumptions, actions, and representations, how White people benefit from the disadvantages of people of color, and how not discussing or confronting racism is the best way to perpetuate it. http://canopyweb.com/racism/<br><br>Teaching cultural diversity – This web site is geared towards early childhood teachers. It is designed to help teachers promote cultural diversity to children. http://users.sgi.net/~cokids/teacher11.html<br><br>Teaching tolerance – The Teaching Tolerance web site is a principal online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity. Through its online well of resources and ideas, its expanding collection of print materials, its burgeoning outreach efforts, and its downloadable public service announcements, the web site promotes and supports anti-bias activism in every venue of life. http://www.tolerance.org/ |

| Resource Type | GUIDING PRINCIPLES: Families |
|---|---|
| **ACTIVITIES** | **Family-centered practice in assessment**. Find phrases that represent ideas related to family-centered practice in assessment, such as, "Family members have unique knowledge about the child that is often unavailable to professionals." Write each separate word of each phrase on a card. Put the cards for each phrase in an envelope and give the envelope to a small group of participants. Have them unscramble the phrase and discuss what it means. Small groups then share with the larger group, or switch groups/envelopes before sharing with the large group.<br><br>**Family report**. Provide a hypothetical family with children with disabilities and ask participants to obtain information about the family's concerns, priorities and resources to support the family. Have small groups discuss possible feelings of family and steps for professionals based on what these families are saying.<br><br>**Family resume.** In small groups participants think of a family of a child with disabilities that they know (or use a case study of a family). They will create a resume highlighting the strengths of the family.<br><br>**Family symbol activity.** Invite 3 - 4 parents of children with different special needs to be part of a panel. Ask each to bring an object that symbolizes their family and their family strengths or values. Ask each parent to share/explain their symbol. Follow up with questions that explore aspects of exceptionality, like "has there ever been a place your family wanted to go but couldn't because of your child's disability?" Or ask each participant to think of a symbol of their family. Cue participants to look in their pockets or purses if they have trouble thinking of one. Break participants into pairs or small groups to share their symbols.<br><br>**Interviewing families.** Provide a case of a family who has just discovered that their child needs an assessment to determine if he/she has a disability. Provide details in the case about the family's concerns, information that would be most useful, and who the family would like to be included in the assessment process—such as grandmother, aunt, or neighbor. Divide the class into pairs. One of the pairs reads the case silently and the other one reads the handout, "Communication strategies for use in child assessment" in preparation for the role of Assessment Coordinator (http://www.fpg.unc.edu/~scpp/pdfs/Reforming/12-309_336.pdf, p. 319). Then, in their pairs, the participant with the "Communication Strategies" interviews the parent. The parents can add "facts" regarding their children and family described in the case. Reverse roles with another partner. If the participants are just getting to know each other, then assign participants in groups of four with two being the parents of the child with disabilities and two participating in the family-centered interview. Debrief the feelings and thoughts of the parents and the interviewers. Ask; how would the process feel different to both the parent and the Assessment Coordinator if this interview had not been completed prior to the assessment date? Why is it important for the assessment interview to be considered an integral part of the assessment process?<br><br>**Map out experiences.** You can use a map of the US, your state or any other item (I used a template of a house) and cut up like a puzzle. On each piece put characteristics of families or experiences and have participants select one that they believe describes their family and/or experience. As they discuss this piece they put it together with others to complete the puzzle. Good for discussions on family differences and how they relate to our own background.<br><br>**Porch visits.** Make home visits prior to the beginning of the school year. (These are called porch visits to let parents know that it is ok to sit outside to visit if they are uncomfortable with having teachers in their homes). Visitors may want to bring a bag for each child with a variety of items in it such as school supplies, parent information, and coupons from local stores. Ask the parent about the family's dreams and goals, and how you can be a support in attaining them.<br><br>**Prepare different situations that might occur in a conference.** Have some participants "play" the part of the parent and others "play" the part of the teacher. Have the rest of the class critique the interaction. |

| Resource Type | GUIDING PRINCIPLES: Families |
|---|---|
| **ACTIVITIES CONT.** | **Unknown rules.** Roll a die. The facilitator calls out a number, but it is often different than what is on the die. Ask participants not to tell others if they figure out what is going on. The secret is not to count the center dot. Therefore a four is a four, but a five is also a four. Talk about how families get frustrated when they do not know what is done or do not understand the rules or expectations of early intervention or special education. This will help participants gain a better understanding of the challenges of navigating unknown systems with complicated or unclear instructions. |
| **PRINT MATERIALS** | Blose, D. & Smith, L. (1995). *Thrifty nifty stuff for little kids: Developmental play using home resources.* Austin, TX: PRO-ED, Inc. |

Print Materials (continued):

California Department of Education. (1999). *Handbook on family involvement in early childhood special education programs.* Sacramento, CA: Author.

Child Development Resources. (1991). *How can we help? A resource for families.* Norge, VA: Author.

✤Edelman, L., Greenland, B., & Mills, B.L. (1992). *Family-centered communication skills: Facilitator's guide.* Baltimore: Kennedy Krieger Institute.

Edwards, P.A. (1999). *A path to follow: Learning to listen to parents.* New York: Heinemann.

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.

Fagan, J., & Palm, G. (2004). *Fathers and early childhood programs.* Clifton Park, NY: Delmar.

Fialka, J., & Mikus, K.C. (1999). *Do you hear what I hear? Parents and professionals working together for children with special needs.* Ann Arbor, MI: Proctor Publications.

Hanson, M.J., & Lynch, E.W. (2004). *Understanding families: Approaches to diversity, disability and risk.* Baltimore: Paul Brookes.

✤Hewitt, D. (1995). *So this is normal too? Teachers and parents working out developmental issues in young children.* St. Paul, MN: Redleaf Press.

✤Jeppson, E.S., & Thomas, J. (1995). *Essential allies: Families as advisors.* Bethesda, MD: Institute for Family-Centered Care.

✤Jeppson, E.S., Thomas, J., Markward, A., Kelly, J.A., Koser, G., & Diehl, D. (1997). *Making room at the table: Fostering family involvement in the planning and governance of formal support systems.* Chicago: Family Resource Coalition of America.

Kelker, K.A. (1987). *Making the system work: An advocacy workshop for parents.* Portland, OR: Portland State University Regional Research Institute for Human Services.

Lanfer, S., & Kane, K. (Eds.). (2003). *Including every parent: A step-by-step guide to engage and empower parents at your school.* Dorchester, MA: Project for School Innovation.

Lilly, E., & Green, C. (2004). *Developing partnerships with families through children's literature.* Upper Saddle River, NJ: Pearson Education.

| Resource Type | GUIDING PRINCIPLES: Families |
|---|---|
| **PRINT MATERIALS CONT.** | ❋Lynch, E.W., & Hanson, M.J. (2004). (3rd ed.). *Developing cross-cultural competence: A guide for working with children and their families.* Baltimore: Paul Brookes.<br><br>❋Marsh, J. (Ed.). (1994). *From the heart: On being the mother of a child with special needs.* Bethesda, MD: Woodbine House.<br><br>❋McWilliam, P.J., & Winton, P.J. (1990). *Brass tacks: Part 1 – Program policies and practices; Part II – Individual interactions with families.* Chapel Hill, NC: FPG Child Development Institute.<br><br>❋Parent Leadership Development Project. (2002). *Parent leadership development: Building strong voices for children.* Chapel Hill, NC: FPG Child Development Institute.<br><br>Parents Reaching Out. (2003). (Rev. ed.). *Keeping it together: A notebook for families.* Los Lunas, NM: Author.<br><br>Pulido-Tobiassen, D., & Gonzalez-Mena, J. (1999). *A place to begin: Working with parents on issues of diversity.* Sacramento, CA: California Tomorrow.<br><br>Rowan, L., Meyden, R.V., & Pehrson, C. (1999). *Serving families of diverse cultures.* Logan, UT: SKI-HI.<br><br>Southwest Educational Development Laboratory (SEDL). (2000). *Family and community involvement: Reaching out to diverse populations.* Austin, TX: Author.<br><br>❋Turnbull, A., & Turnbull, R. (2001). (4th ed.). *Families, professionals and exceptionality: Collaborating for empowerment.* Upper Saddle River, NJ: Merrill Prentice Hall. |
| **VIDEOS / CDs** | Carter, M. (n.d.). *Building bridges between teachers and families.* St. Paul, MN: Redleaf Press.<br><br>❋Early Connections for Infants, Toddlers and Families, Colorado Department of Education. (1998). *One of the family.* Denver, CO: Western Media Products.<br><br>❋Edelman, L. (1991). *Delivering family-centered, home-based services.* Baltimore: Kennedy Krieger Institute.<br><br>❋Edelman, L. (1991). *Just being kids: Supports and services for infants and toddlers and their families in everyday routines, activities, and practices.* Denver: Western Media Products.<br><br>El Valor. (1998). *My parents, my teachers.* Chicago: Author.<br><br>NAEYC. (1989). *Partnerships with parents.* Washington, DC: Author.<br><br>❋Rosin, P., Whitehead, A., Tuchman, L.I., Jesien, G.S., & Begun, A. (1993). *Parents and professionals: Partners in co-service coordination.* Madison, WI: Waisman Center Early Intervention Program. |
| **WEB / ONLINE** | **The children of immigrant families** - This extensive document discusses many issues pertaining to immigrant families. Key topics include recommendations for children of immigrant families, life circumstances of immigrant families, ways to support immigrant children, and challenges immigrant children face. **http://www.futureofchildren.org/usr_doc/Volume14_No2.pdf** |

| Resource Type | GUIDING PRINCIPLES: Families |
|---|---|
| **WEB / ONLINE CONT.** | **Connecting with parents in the early years** - The authors of this on-line book provide an interdisciplinary review of the literature related to strengthening the capacities of programs that serve young children and their families. Though their research they focused particularly on the issues of effective communication with families who were considered more challenging to reach. **http://ceep.crc.uiuc.edu/pubs.html**<br><br>**DEC position statement on responsiveness to family cultures, values and languages** - Family-based practices hinge on the capacity of individuals who work with children to respect, value and support the culture, values and languages of each home and promote the active participation of all families. This thoughtful document delineates the characteristics of responsive individuals and organizations. **http://www.dec-sped.org/pdf/positionpapers/Position_Responsive_Culture.pdf**<br><br>**DEC recommended practices family-based practices strand reference list** - Key research in peer-reviewed professional journals from 1990 through 1998 were identified through a national process facilitated by DEC. **http://www.dec-sped.org/images/word_ documents/FamilyBasedStrand.doc**<br><br>**Evolving partnerships with parents: Self learning module** – This is a wonderful online lesson designed to help teachers recognize the importance of collaborating with parents. A variety of information is available to read, and a quiz at the end tests the individual's knowledge of parent-teacher collaboration. **http://www.theeducationteam.com/education/forming_partnerships.htm**<br><br>**Family centered services: Guiding principles and practices for delivery of family centered services** – This on-line book provides a great deal of information on delivering family-centered services. **http://www.state.ia.us/educate/ecese/cfcs/ea/doc/fcs.pdf**<br><br>**Family village (A global community of disability-related resources)** - The Family Village community includes informational resources on specific diagnoses, communication connections, adaptive products and technology, adaptive recreational activities, education, worship, health issues, disability-related media and literature and much more! The resources they feature are always changing, but the emphasis on supporting family-based practices remains constant. **http://www.familyvillage.wisc.edu/**<br><br>**Family involvement in children's education** - This online idea book describes how some schools and their communities have overcome key barriers -- finding the time, increasing their information about each other, bridging school-family differences, improving programs and tapping external supports to strengthen school-family partnerships. **http://www.ed.gov/pubs/FamInvolve/index.html**<br><br>**FamilyNet** - Covering relationships, parenting and home life for gay, lesbian, bisexual and transgender people and their families is the purpose of this web site. It offers a range of information and resources that can be used to support family-based practices. **http://www.hrc.org/familynet/**<br><br>**Family voices** - This web site of families and friends speaking on behalf of children with special needs can be a great place to find resources and information. While much of the emphasis is on health issues, this site also offers policy briefs, instructional resources and information links. **http://www.familyvoices.org/**<br><br>**Guiding practitioners toward valuing and implementing family-centered practices** - Previously offered in *Reforming Personnel Preparation in Early Intervention*, this chapter, which highlights key concepts, methods and materials, is now available online. The title says it all. **http://www.fpg.unc.edu/~scpp/pdfs/Reforming/10-253_276.pdf**<br><br>**Institute for family-centered care** - The Institute serves as a central resource for family members, administrators, policy-makers and members of the health care field, including medical education. This site shares information, facilitates problem solving and promotes dialogue among individuals and organizations working toward family-centered care. **http://www.familycenteredcare.org/** |

| Resource Type | GUIDING PRINCIPLES: Families |
|---|---|
| **NC RESOURCES** | **Early childhood LINK** - Early Childhood LINK is a training, consultation, and technical assistance project that facilitates provision of transdisciplinary, early intervention services to children (age birth to five) with the low incidence disabilities of visual impairment, autism, deafness/hard of hearing, and related child mental health issues. The web site offers a online resources, a lending library for North Carolina early intervention providers, and links to a variety of related sites.  **http://www.cdl.unc.edu/link/index.htm**<br><br>**Exceptional children's assistance center: North Carolina's parent center** – This full service Parent Training & Information Center serves families in North Carolina by offering many different workshops and trainings and providing a multitude of parent resources. ECAC also has its own lending library of resources. **http://www.ecac-parentcenter.org**<br><br>**Family support network of North Carolina** - The mission of the Family Support Network of North Carolina is to promote and provide support for families with children who have special needs. The organization offers a variety of support, training, and resources for families with children who have special needs. **http://fsnnc.med.unc.edu**<br><br>**Learn NC: The North Carolina Teachers' Network** – This web site offers a plethora of resources designed to support North Carolina teachers. Although geared primarily towards K-12 educators, the materials available can be easily applied to early childhood. Articles, lesson plans, online activities for children, and an online library are just some of the resources available on this site. A variety of articles through the *Innovations in Teaching series* focus on issues related to diversity.  **http://www.learnnc.org**<br><br>**North Carolina assistive technology program** – This program offers opportunities to try out different kinds of equipment, receive training in using certain types of assistive technology, and borrow equipment. **http://www.ncatp.org**<br><br>**North Carolina early intervention library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. **http://www.ncei-eclibrary.org**<br><br>**North Carolina network of assistive technology equipment loan programs** – Looking for a certain type of Assistive Technology? Check out this website to see which agencies in North Carolina will loan it to you. **http://www.check-it-out.org**<br><br>**Smart Start** – Smart Start's web site offers a great deal of information for parents on child development, school readiness, health, safety, and children with special needs. **http://www.ncsmartstart.org/parents/main.htm** |

| Resource Type | GUIDING PRINCIPLES: Inclusion |
|---|---|
| **ACTIVITIES** | **Adapt a toy.** Have participants bring a toy that would be found in an early childhood setting. They should demonstrate how they would adapt, introduce, and use this toy with children with varying disabilities.<br><br>**Aquarium rock.** Distribute one aquarium rock (all the same color) to small groups of participants (5). Give one person in each group a different colored rock. Each group forms a circle with each person holding his/her rock. Ask them to name their rock and tell a neighbor what the rock's name is. Ask them to think about what this rock's past is and what future it has. Then have them put their rocks in a pile in the middle of the circle. Ask them to then find their own rock and stand back in a circle again. Ask them to share how they identified their rock. Ask how the people with a special colored rock felt? Did they feel different, unique, or special? Did they feel a part of the group? How can we not only recognize uniqueness, but value it? (NOTE: Different vegetables (e.g., small carrots with a few people receiving a sweet potato) may be used).<br><br>**Children's literature.** There are many ways that children's books can be used to promote understanding of exceptionality among children and adults. Find and share good examples of books that positively feature children and families who are diverse in many ways. Have participants examine favorite books for evidence of bias or stereotype. Ask participants to develop literature response activities for new books.<br><br>**Contrasting teaching style.** Divide participants into two groups and provide each group with the same material. Ask each group to choose someone to be the teacher and give them written instructions that ask for either a structured, teacher-directed approach or an open-ended approach to using the material. Participants are not told about the teacher's directions. It is a good topic for discussion on the different ways we teach.<br><br>**Design an environment.** 1) Ask participants to design their ideal environment for young children. You can specify the ages of the children as you wish. They should plan as if they have an unlimited budget. 2) When the plans are completed, mention that there will be one child who uses a wheelchair and one child with a significant visual impairment. Ask participants to make any necessary modifications to support the learning of these children in the environment. 3) Ask participants to compare the first design and the second design. Which environment will better support the learning of all the children?<br><br>**Fishbowl activity.** Have participants form three groups and put chairs into two concentric circles. One group sits on the inside circle and the other two groups sit on the outside circle. Pose questions about anything (i.e. use of technology with young children and the role of assistive technology for children with special needs, pull-ups vs. diapers). The inside circle discusses while the other two circles observe. Then move the second group into the inside circle and repeat; finally the third group comes into the inside circle.<br><br>**How do you learn?** Place participants in several groups and give each group a task. The tasks will be varied and could include things such as an instruction booklet for how to assemble a model, mixed-up puzzles to put together, an appliance that has been taken apart, handbooks describing medical health benefits, and blocks or LEGOs with written description of what to create. Have each group describe how they approached the task, what worked, and what were the barriers and facilitators. Ask: How does this relate to children's different learning styles?<br><br>**Jeopardy.** Have answers to questions about the special education process and different disabilities on cards. Divide the participants into teams and have them pose questions to the answers.<br><br>**Lesson plan.** With any lesson/activity plan you may assign participants to complete, have them add a section as to how they might adapt this lesson for children who may have a variety of special needs (i.e. cognitive delays, motor difficulties, visual impairments, etc.). |

| Resource Type | GUIDING PRINCIPLES: Inclusion |
|---|---|
| **ACTIVITIES CONT.** | **Let's play.** Ask participants to "play" in centers commonly found in early childhood programs (blocks, dramatic play, etc.). In groups, they should actually use the materials that children would use and complete a form that has them explain objectives, etc. of that center.<br><br>**Picture this**. Provide a collection of pictures from magazines, catalogs, etc. that represent a wide variety of environments. Have participants discuss these environments and how it might make them feel to be in this environment, how they would behave, etc. Widen this discussion to environments for children.<br><br>**Place where I belong.** To discuss how important the environment is send participants around a building (classroom) on a scavenger hunt to find something that sparks a childhood memory, something you don't understand, something that might insult your intelligence, something you'd like to take home with you, something you'd like to take to a deserted island, something that has other uses, etc.<br><br>**Program visits.** Have participants visit a variety of programs for children who serve children with special needs in inclusive or segregated programs. After observing and interviewing staff, participants can make oral presentations to the rest of the class about their visits. Give participants a frame-work to use when observing the child or class (children's ages, types of disabilities, competencies of the children, teacher roles, social interactions, classroom environment, etc.)<br><br>**Put yourself on the continuum**. Have participants line up against the wall and explain that they should place themselves on the wall (under signs such as (5) Extremely well, (4) Well, etc.) based on their perception of how well they can complete a task (e.g., bake a cake, write a lesson plan, change a tire, change a diaper). This activity provides a good discussion of how children change in their abilities when they have instruction and how we are all different in our abilities. It also illustrates that everyone has areas of strength and areas in which they need support.<br><br>**Read all about it.** Ask participants to watch for stories in the newspaper, on radio or on television that relate to issues dealing with young children or children with special needs. These provide for excellent current discussion items.<br><br>**Special education placement.** Using a hypothetical child with a potential disability, discuss the steps through which that child could enter and participate in the special education system. Start with screening and end with placement. For each step discuss implications for the child and family as well as the regular educator. |
| **PRINT MATERIALS** | Cavallaro, C., & Haney, M. (1999). *Preschool inclusion*. Baltimore: Brookes.<br><br>❈Doyle, M. B. (2002). *Paraprofessional's guide to the inclusive classroom*. Baltimore: Paul Brookes.<br><br>❈Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.<br><br>Guralnick, M. (Ed.) (2001). *Early childhood inclusion: Focus on change*. Baltimore: Paul Brookes.<br><br>Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood*. Boston: Houghton Mifflin.<br><br>Kostelnik, M.J., Onaga, E., Rohde, B., & Whiren, A. (2002). *Children with special needs: Lessons for early childhood professionals*. New York: Teachers College Press.<br><br>Kuschner, A., Cranor, L., & Brekken, L. (Eds). (1996). *Project EXCEPTIONAL (Exceptional Children: Education in preschool techniques for inclusion, opportunity-building, nurturing and learning)*. Sacramento, CA: California Department of Education. |

| Resource Type | GUIDING PRINCIPLES: Inclusion |
|---|---|
| **PRINT MATERIALS CONT.** | Miller, R. (1996). *The developmentally appropriate inclusive classroom in early education.* Florence, KY: Delmar.<br><br>✺Rural Institute on Disabilities. (1999). *Child Care+ curriculum on inclusion: Practical strategies for early childhood programs.* Missoula, MT: Author.<br><br>Odom, S.L. (Ed.) (2002*). Widening the circle: Including children with disabilities in preschool programs.* New York: Teachers College Press.<br><br>✺Sandall, S. (2005). *DEC recommended practices in early intervention / early childhood special education.* Denver: Sopris West.<br><br>✺Sandall, S. (2001). *DEC recommended practices: Selected strategies for teaching young children with special needs.* Denver: Sopris West.<br><br>Sandall, S.R., & Schwartz, I.S. (2002). *Building blocks for teaching preschoolers with special needs.* Baltimore: Paul Brookes.<br><br>✺Wesley, P.W., & Dennis, B. (2001). *Inclusive childcare: A training series for early childhood professionals.* Chapel Hill, NC: FPG Child Development Institute, UNC-CH.<br><br>Wesley, P.W., Dennis, B.C., & Tyndall, S.T. (1998). *QuickNotes: Inclusion resources for early childhood professionals.* Lewisville, NC: Kaplan Early Learning Company.<br><br>✺Wolery, M., & Wilbers, J.S. (Eds*.) Including children with special needs in early childhood programs.* Washington, DC: NAEYC.<br><br>Wolery, R.A., Odom, S.L. (2000). *An administrator's guide to preschool inclusion.* Chapel Hill, NC: University of North Carolina, FPG Child Development Institute.<br><br>York, S. (1998). *Big as life: The everyday inclusive curriculum.* St. Paul, MN: Redleaf Press. |
| **VIDEOS / CDs** | AGH Associates. (1994). *It's really no different: Conversations with caregivers.* Hampton, NH: Author.<br><br>✺Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). *Welcoming all children: Creating inclusive child care.* Bloomington, IN: Indiana Institute on Disability and Community.<br><br>✺Harden, S.B., & Corrigan, M. (Producers). (2003). *Emma's gifts.* Charlotte, NC: Endless Horizon Productions.<br><br>✺Learner Managed Designs. (1989). *A circle of inclusion.* Lawrence, KS: Author.<br><br>National Association for the Education of Young Children (NAEYC). (2000). *Child care and children with special needs.* Washington, DC: Author.<br><br>National Early Childhood Technical Assistance Center (NECTAC). (2001). *Reflections on early childhood.* Chapel Hill, NC: Author.<br><br>Orlena Hawks Puckett Institute. (2002). *Possibilities: A mother's story.* Morganton, NC: Winterberry Press.<br><br>Partnerships for Inclusion. (1993). *Can I play too?* Chapel Hill, NC: FPG Child Development Institute. |

| Resource Type | GUIDING PRINCIPLES: Inclusion |
|---|---|
| **WEB / ONLINE** | **An administrator's guide to preschool inclusion** – Helpful resources from barriers and roadblocks to supports, strategies and illustrations. http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf<br><br>**Circle of inclusion** - Designed for early childhood service providers and families of young children, this web site offers demonstrations of and information about the effective practices of inclusive programs. What will you find at this site? Articles and activities to download. Inclusive sites to visit. Personnel and families with firsthand experiences to share. And links to other sites with additional information. http://www.circleofinclusion.org<br><br>**Early childhood research institute on inclusion** - Inclusion research briefs, bibliographies and publications (e.g., *Portraits of Inclusion Through the Eyes of Children, Families and Educators*) are all available to download at this multi-faceted site. **http://www.fpg.unc.edu/~ecrii/**<br><br>**Family village (A global community of disability-related resources)** - The Family Village community includes informational resources on specific diagnoses, communication connections, adaptive products and technology, adaptive recreational activities, education, worship, health issues, disability-related media and literature and much more! The resources they feature are always changing, but the emphasis on supporting family-based practices remains constant. **http://www.familyvillage.wisc.edu/**<br><br>**Federation for children with special needs** - The Federation was organized in 1975 as a coalition of parent groups representing children with a variety of disabilities. Their web site offers a variety of services and resources and to parents, parent groups and others who are concerned with supporting family-based practices. **http://www.fcsn.org**<br><br>**Inclusion: Yours, mine, ours** - Support, confidence and resources to successfully include children with special needs in community programs are what this site offers. You can get answers to inclusion questions, find examples of successful strategies, subscribe to a free newsletter or browse a detailed bibliography of inclusion "how-to" books. **http://rushservices.com/Inclusion/homepage.htm**<br><br>**Inclusive education -** This web site is designed for general education teachers, special education teachers, parents, and school staff to help provide some answers about how inclusive education can be accomplished. Resources for making accommodations are included as well as links to other web sites and resource lists for learning more about inclusive education. **http://www.uni.edu/coe/inclusion/index.html**<br><br>**Keys to inclusion -** The National Early Childhood Technical Assistance System (NECTAS) web site was developed to build administrative supports for inclusion and natural environments. Features include examples of legislation and policies, effective practices, fiscal resources, collaborative activities, research, laws, and policies**. http://www.nectas.unc.edu/inclusion/**<br><br>**Kids together, inc.** - Access a variety of resources for families, teachers, administrators and programs at this site. You'll find information about legislation, assistive technology, accessing community resources and more. Also, check out the great cartoons illustrating common challenges of inclusion. **http://www.kidstogether.org/inc.htm**<br><br>**Preschool inclusion connection** - The purpose of this Web site is to showcase early childhood programs that are incorporating the "Best Practices" as proposed by National Association Education for Young Children (NAEYC) and Division for Early Childhood (DEC). **http://www.truecoaching.com/pic/index.cfm** |

| Resource Type | GUIDING PRINCIPLES: Inclusion |
|---|---|
| **NC RESOURCES** | **North Carolina assistive technology program** – This program offers opportunities to try out different kinds of equipment, receive training in using certain types of assistive technology, and borrow equipment. http://www.ncatp.org<br><br>**North Carolina early intervention library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. http://www.ncei-eclibrary.org<br><br>**North Carolina network of assistive technology equipment loan programs** – Looking for a certain type of Assistive Technology? Check out this website to see which agencies in North Carolina will loan it to you. http://www.check-it-out.org<br><br>**Partnerships for inclusion** - PFI is a statewide technical assistance project with offices in the western, central, and eastern regions of North Carolina. PFI provides training and consultation to support the inclusion of young children with disabilities, ages birth through five, in all aspects of community life. http://www.fpg.unc.edu/~pfi |

# APPROACHES TO LEARNING

The Approaches to Learning Domain includes children's attitudes toward, and interest in, learning. These are manifested in all domains and curriculum areas, including music, dramatic play, and art. Approaches to learning permeate every aspect of a child's educational experience. These characteristics and dispositions are the foundation of all future learning and are manifested differently from child to child.

*Approaches to Learning Domain Components*

❖ Pondering, processing, and applying experiences

❖ Curiosity, information-seeking, and eagerness

❖ Risk-taking, problem-solving, and flexibility

❖ Persistence, attentiveness, and responsibility

❖ Imagination, creativity, and invention

❖ Aesthetic sensibility

Pages 24 through 30 provide examples of resources that are reflective of the six components of the Approaches to Learning Domain of *Foundations.* These resources may be used to better understand the content addressed in this domain or to support teaching and training about approaches to learning.

| Resource Type | APPROACHES TO LEARNING DOMAIN |
|---|---|
| **ACTIVITIES** | **Apple activity.**  Divide participants into small groups of participants (4-6). Give each group a juicy red apple and ask them to make a list of all the possible descriptors of the apple. Take away the apple, replace it with a wax or wooden apple, and ask groups to cross off any descriptors that no longer apply. Repeat the sequence with a picture of a red apple, and finally the word apple printed in red. Debrief by talking about the power of experiential learning and how important it is for young children. Ask  participants to consider how much more important experiential learning is for children with special needs.<br><br>**Bend Down.**  Place any participant materials that will be distributed during the training (i.e. binders, folders, books for participants to browse through) on shelves or tables that are "child sized" (i.e. very low to the ground). When participants are required to search for their materials they will need to get on their hands and knees. Talk about participants' feelings and frustrations at having to do this, and compare their feelings to children's feelings when they have to adapt to adult sized items in the classroom. Discuss the importance of placing children's books, center materials, etc. at a level where children can easily reach and access them. If people have difficulty reaching something, they are less likely to engage in the related activity. Similarly, you could also stack all of participant's binders or folders on top of one another and require participants to look through the tall stack to find their own materials. Then talk about accessibility issues for children, and the difficulty they have accessing educational materials when they are in bins stacked on top of each other.<br><br>**Center Choices.** Divide participants into small groups (4-6). Send each small group to a "center" table. Half of the tables should have a list of a variety of activities participants can complete while at the table (i.e. reading the newspaper, doing a crossword puzzle, drawing, reading a magazine). The other half of tables should have only one activity that all participants at the table must work on. Have the participants work at their assigned table for about fifteen minutes. End this activity with a whole group discussion of the importance of providing children with choices, particularly with respect to center time.<br><br>**Center Play.** Ask participants to "play" in centers (blocks, dramatic play). Debrief by asking what it felt like and talking about any new appreciations of how children see, interact with and learn from the center materials.<br><br>**Classification.** Gather together a set of materials that can be sorted into different piles (ideally these materials relate to the training purpose of the workshop). Materials could include print resources on a variety of topics or something as simple as note cards with content written on them. Have participants sort all materials into categories, allowing them to select the categories. Then ask if they can sort the materials into a different set of categories. After you have done this several times talk with participants about the value of classification activities. Children can learn a great deal about various topics when asked to classify objects in different manners. For instance, you could give them a set of blocks and ask them to classify by size, shape, color, etc.<br><br>**Contrasting teaching style.** Divide participants into two groups and provide each group with the same material. Ask each group to choose someone to be the teacher and give them written instructions that ask for either a structured, teacher-directed approach or an open-ended approach to using the material. Participants are not told about the teacher's directions. It is a good topic for discussion on different ways we teach.<br><br>**Design an environment**. 1) Ask participants to design their ideal environment for young children. You can specify the ages of the children if you wish. They should plan as if they have an unlimited budget. 2) When the plans are completed, mention that there will be one child who uses a wheelchair and one child with a significant visual impairment. Ask participants to make any necessary modifications to support the learning of these children in the environment. 3) Ask participants to compare the first design and the second design. Which environment will better support the learning of all the children? |

| Resource Type | APPROACHES TO LEARNING DOMAIN |
|---|---|
| **ACTIVITIES CONT.** | **Distribute one aquarium rock** (all the same color) to small groups of participants (5). Give one person in each group a different colored rock. Each group forms a circle with each person holding his/her rock. Ask them to name their rock and tell a neighbor what the rock's name is. Ask them to think about what this rock's past is and what future it has. Then have participants put their rocks in a pile in the middle of the circle. Ask them to then find their own rock and stand back in a circle again. Ask them to share how they identified their rock. Ask how the people with a special colored rock felt? Did they feel different, unique, special? Did they feel a part of the group? How can we not only recognize uniqueness, but value it? (NOTE: Different vegetables (e.g., small carrots with a few people receiving a sweet potato) may be used).<br><br>**Fishbowl activity.** Have participants form three groups and put chairs into two concentric circles. One group sits on the inside circle and the other two groups sit on the outside circle. Pose questions about anything (i.e. use of technology with young children and the role of assistive technology for children with special needs, pull-ups vs. diapers). The inside circle discusses while the other two circles observe. Then move the second group into the inside circle and repeat; finally third group comes into the inside circle.<br><br>**Gallery of learning (activity for the end of class, workshop, etc.)** Put up chart paper with headings such as "What I have learned, What I will take with me, What has meaning to my job, What I still have questions about, etc." Give participants post-it notes and have them write comments under headings.<br><br>**Giving directions.** Put participants into pairs and give them similar manipulatives (LEGOs, blocks, etc.). Have one person build a structure. The other person does not look. The person who built the structure must describe the structure and their partner tries to duplicate it. Debrief on what they learned about communication. Ask: How does this relate to working with all families, including those with children with disabilities?<br><br>**How do you learn?** Place participants in several groups and give each group a task. The tasks will be varied and could include things such as an instruction booklet for how to assemble a model, mixed-up puzzles to put together, an appliance that has been taken apart, handbooks describing medical health benefits, blocks or LEGOs with written descriptions of what to create, etc. Have each group describe how they approached the task, what worked, and what were barriers and facilitators. Ask: How does this relate to children's different learning styles?<br><br>**Picture this.** Provide a collection of pictures from magazines, catalogs, etc. that represent a wide variety of environments. Have participants discuss these environments and how it might make them feel to be in this environment, how they would behave, etc. Widen this discussion to environments for children.<br><br>**Place where I belong.** To discuss how important environment is send participants around a building (classroom) on a scavenger hunt to find something that sparks a childhood memory, something you don't understand, something that might insult your intelligence, something you'd like to take home with you, something you'd like to take to a deserted island, something that has other uses, etc.<br><br>**Provide Support when Needed.** Ask one person to come stand in front of everyone (note: choose a person ahead of time who you know will not get embarrassed in front of a group). Provide that person with a very challenging task (for instance a difficult puzzle, or some kind of brain teaser). Tell the person to complete the activity in front of the entire group as quickly as they can. After a few minutes of struggling, provide assistance to that person and help them both verbally and hands on to complete the task. Have that person share their feelings of being unable to complete a task in front of a group of people. Does this sound like feelings children experience when they are told to do an activity that is too difficult for them? Emphasize the importance of supporting children who are having trouble completing a task, and discuss various ways to support them. |

| Resource Type | APPROACHES TO LEARNING DOMAIN |
|---|---|
| **ACTIVITIES CONT.** | **Puzzle Game**. Divide participants into two groups. Tell participants they are going to all be given a task to do (for instance assembling a puzzle), and whoever finishes the task first will win a great prize. Send half of the participants to a table with varying ability levels of puzzles, and send the other half to a table with all difficult puzzles. See who assembles the puzzle the fastest, and show their puzzle to the entire group. Talk about whether some participants were frustrated in having an unfair disadvantage since they had complex puzzles with many pieces, while some participants were thrilled to receive a puzzle with only a few pieces. <br><br> **Put yourself on the continuum**. Have participants line up against the wall and explain that they should place themselves on the wall (under signs such as (5) Extremely well, (4) Well, etc.) based on their perception of how well they can complete a task (e.g., bake a cake, write a lesson plan, change a tire, change a diaper). This activity provides a good discussion of how children change in their abilities when they have instruction and how we are all different in our abilities. <br><br> **Time's Up.** Provide all participants with several exciting activities they can choose to engage in. Make sure that these are fun, engaging activities. Once all participants are settled with an activity give them five minutes of "play" time. Then tell all participants to put down what they are doing and come back together as a group for a new lecture. At that point talk with participants about how they felt when they were interrupted from doing a fun activity after just a few minutes. Compare participants' feelings to children's feelings when they are only given a few minutes of free play time during the school day. Emphasize the importance of providing children with large blocks of time each day for independent play. <br><br> **Toddler trip.** Have training participants get down on their hands and knees to view things from the perspective of a child. For infants, they should be as low to the ground as possible (for instance lying on their stomach). "Toddlers" should sit on the floor. Have them navigate around the room as a child would, and notice things from the viewpoint of a child. See how the room arrangement impacts what children of different ages and sizes see. As a group, talk about the differences between how a child might view the room and how an adult might view the same room. |
| **PRINT MATERIALS** | Althouse, R., Johnson, M.H., & Mitchell, S.T. (2003). *The colors of learning: Integrating the visual arts into the early childhood curriculum*. New York: Teachers College Press. <br><br> Baker, A.C., & Manfredi/Petit, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings*. Washington, DC: NAEYC. <br><br> Blose, D., & Smith, L. (1995). *Thrifty nifty stuff for little kids: Developmental play using home resources*. Austin, TX: PRO-ED. <br><br> Chenfield, M.B. (2002). (3rd ed.). *Creative experiences for young children*. Portsmouth, NH: Heinemann. <br><br> Curtis, D., & Cartre, M. (1966). *Reflecting children's lives: A handbook for planning child-centered curriculum.* St. Paul, MN: Redleaf Press. <br><br> de Melendez, W.R., & Ostertag, V. (1997). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies*. Albany, NY: Delmar Publishers. <br><br> DeBord, K., Hestenes, L.L.. Moore, R.C., Cosco, N.G., & McGinnis, J.R. (2005). *Preschool Outdoor Environment Measurement Scale (POEMS).* Lewisville, NC: Kaplan Early Learning Company. <br><br> Fraser, S., & Gestwicki, C. (2002). *Authentic childhood: Exploring Reggio Emilia in the classroom*. Clifton Park, NY: Delmar. |

| Resource Type | APPROACHES TO LEARNING DOMAIN |
|---|---|
| **PRINT MATERIALS CONT.** | Gonzalez-Mena, J. (2004). *Foundations of early childhood education: Teaching children in a diverse society with resources for observation and reflection* (3rd ed.). Mountain View, CA: Mayfield Publishing.<br><br>❇Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children.* Beltsville, MD: Gryphon House.<br><br>Greenman, J. (1988). *Caring spaces, learning places: Children's environments that work.* Redmond, WA: Exchange Press.<br><br>Gurian, M. (2002). *Boys and girls learn differently: A guide for teachers and parents..* New York: Wiley.<br><br>Hall, N. (1999). *Creative resources for the anti-bias classroom.* Albany, NY: Delmar Publishers.<br><br>Hart, B., & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Paul Brookes.<br><br>Hill, L., Stremmel, A.J., & Fu, V.R. (2005). *Teaching as inquiry: Rethinking curriculum in early childhood education.* Boston: Pearson.<br><br>Hirsch, E. (1996). *The block book.* Washington, DC: NAEYC.<br><br>Jablon, J.R., Dombro, A.L., & Dichtelmiller, M.L. (1999). *The power of observation.* Washington, DC: Teaching Strategies, Inc.<br><br>Katz, L., & Helm, J.H. (2000). *Young investigators: The project approach in the early years.* New York: Teachers College Press.<br><br>Kostelnik, M.J., Soderman, A.K, & Whiren, A.P. (2004). (2nd ed.) *Developmentally appropriate curriculum: Best practices in early childhood education.* Upper Saddle River, NJ: Prentice Hall.<br><br>Mayesky, M. (2002). *How to foster creativity in all children.* Clifton Park, NY: Delmar.<br><br>McGinnis, J.R. (2000). *Children's outdoor environments: A guide to play and learning.* Raleigh, NC: NC Partnership for Children.<br><br>❇Morris, L.R., & Schulz, L. (1989). (2nd ed.) *Creative play activities for children with disabilities: A resource book for teachers and parents.* Champaign, IL: Human Kinetics Books.<br><br>Trawick-Smith, J. (1994). *Interactions in the classroom: Facilitating play in the early years.* New York: MacMillan College Publishing.<br><br>Wurm, J.P. (2005). *Working in the Reggio way: A beginner's guide for American teachers.* St. Paul, MN: Redleaf Press.<br><br>Zigler, E.F., Singer, D.G., & Bishop-Josef, S.J. (Eds.). (2004). *Children's play: The roots of reading.* Washington, DC: ZERO TO THREE. |
| **VIDEOS/ CDs** | Drake, A., & Kubetz, D. (2003). (2nd ed.) *The world of children: Developing child observation skills.* Glen Ellyn, IL: Office of Instructional Design, College of DuPage. |

| Resource Type | APPROACHES TO LEARNING DOMAIN |
|---|---|
| | Educational 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.<br><br>✽Magna Systems. (n.d.). *Guidance and discipline*. Crystal Lake, IL: Author.<br><br>Magna Systems. (1993). *Play.* Crystal Lake, IL: Author.<br><br>✽McCormick Tribune Foundation. (1999). *Ten things every child needs*. Available through independent bookstores.<br><br>Squires, J. (1998). *Playing with the standards: Achieving outcomes through children's play.* Montpelier, VT: Vermont Department of Education.<br><br>Teaching Tolerance Project. (1997). *Starting small: Teaching tolerance in preschool and early grades.* Montgomery, AL: Southern Poverty Law Center. |
| **WEB/ ONLINE** | Brainy-child.com: Stimulating your child's creativity - This web site gives a link to an article describing ways to stimulate creativity. General advice as well as specific tactics are provided. **http://www.brainy-child.com/article/child-creativity.html**<br><br>Building strong foundations for early learning: Guide to high quality early childhood programs - An online book providing information about high quality early childhood centers, this resource discusses many approaches to learning. **http://www.ed.gov/offices/OUS/PES/early_learning/index.html**<br><br>Child and family web guide – This web site, sponsored by Tufts University, offers a wealth of information on parenting, education, children's health, and stages of child development. **http://www.cfw.tufts.edu/**<br><br>Creative child magazine online - The web site for Creative Child Online Magazine provides information on ways to nurture children's creativity. Specific craft projects are described, as are a variety of articles on promoting children's creativity. **http://www.creativechildonline.com/index.html**<br><br>Curiosity, pleasure and play: A neurodevelopmental perspective - This research-based article discusses how play helps children grow, framed from a neurodevelopmental perspective. **http://www.childtrauma.org/ctamaterials/Curiosity.asp**<br><br>Curiosity: The fuel of development - An article geared towards teachers, this web site focuses on the importance of curiosity from a developmental perspective. Specific tips for teachers are also given. **http://teacher.scholastic.com/professional/bruceperry/curiosity.htm**<br><br>Eager to learn: Educating our preschoolers - This on-line book entitled "Eager to Learn: Educating Our Preschoolers" should not be missed. The chapters address many approaches to learning. **http://www.nap.edu/books/0309068363/html/**<br><br>Good times with preschoolers - This lengthy article discusses the importance of learning about preschoolers. Summaries of physical, intellectual, emotional, and social development for four and five year olds are also provided. Specific approaches to learning are also suggested. **http://www.nncc.org/Series/good.time.presch.html**<br><br>A lesson in creativity – This web site provides an introduction, some general information about promoting creativity in children, and specific activities that children are likely to enjoy. **http://www.farnorthdi.org/Alessonincreativity2.pdf** |

| Resource Type | APPROACHES TO LEARNING DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | **Making learning visible** – This web site results from collaboration between the Harvard Graduate School of Education and Reggio Chidren. It includes examples of project documentation. http://www.pz.harvard.edu/mlv<br><br>**National network for child care: Creative play helps children grow**- Created by the National Network for Child Care, this resource focuses on stimulating creativity through creative play in preschool aged children. Ways to strengthen children's creativity as well as specific creative games to play are provided. One especially interesting section discusses creative questioning, and the ways in which questions can be used to spark creativity. **http://www.nncc.org/Curriculum/create.play.grow.html**<br><br>**The perpetual preschool** - Perpetual Preschool provides many learning activities for preschool as well as articles describing approaches to learning for this population. This site contains a wealth of information that preschool teachers will likely come back to again and again. **http://www.perpetualpreschool.com/**<br><br>**Preschool development** - This article discusses preschool development. Specific topics include what affects a child's development; physical, cognitive, social and emotional, and moral development; and the importance of play. Online at **http://www.ces.ncsu.edu/depts/fcs/human/preschooldev.html.** A Spanish version is available at: **http://www.ces.ncsu.edu/depts/fcs/human/pubs/Sp_pre.html**.<br><br>**Preschooler development** - Physical, social-emotional, and intellectual development are discussed at this site, with information broken down for three year olds and four year olds. Suggested activities to try with these two ages are also described. **http://www.nncc.org/Child.Dev/presch.dev.html** A Spanish version is available at **http://www.nncc.org/Child.Dev/sp.etapa.preesc.html**.<br><br>**Print and online resources on environments that support exploring, learning, and living** – This article lists a plethora of books, articles, and online resources discussing environments to support learning. **http://www.journal.naeyc.org/btj/200505/06Resources.pdf**<br><br>**The project approach** – Available in both English and Chinese, this site provides a set of teaching strategies which enable teachers to guide children through in-depth studies of real world topics. In addition to an extensive section on theory, project examples are provided for grades Pre-K through sixth. **http://www.project-approach.com/**<br><br>**Theories relating to child development** - This extensive document discusses a variety of aspects of creativity in young children including planning and implementing creative activities, field-tested activities, and the relationship of play to a child's overall development. **http://www.earlychilded.delmar.com/pdf/mayesky_ch1.pdf**<br><br>**The whole child: Creativity and play** - This article from PBS discusses creativity and play, specifically how to foster creativity. In addition to the article, other sections of the web site provide do's and don'ts for creativity, activities to try at home, and an additional resource list, among other things. **http://www.pbs.org/wholechild/parents/play.html** |
| **NC RESOURCES** | **Learn NC: The North Carolina Teachers' Network** – This web site offers many resources to support North Carolina teachers. Although geared primarily towards K-12 educators, the materials available can be easily applied to early childhood. Articles, lesson plans in every subject area, online activities for children, and an online library are just some of the resources available on this site. **http://www.learnnc.org**<br><br>**North Carolina early intervention library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. **http://www.ncei-eclibrary.org** |

# EMOTIONAL AND SOCIAL DEVELOPMENT

The Emotional and Social Development Domain addresses children's feelings about themselves and their relationships with others. Development in this domain is influenced by a child's temperament, cultural expectations and early experiences. Emotional support and secure relationships foster the child's self-confidence and self-esteem. Particularly important in this domain are the skills children demonstrate while making friends, appreciating differences, solving conflicts and functioning effectively in groups. These characteristics form the foundation for learning and the relationships that give meaning to life.

*Emotional and Social Development Domain Components*

❖ Developing a sense of self

❖ Developing a sense of self with others

Resources to address the content of the Emotional and Social Development Domain of *Foundations* may be found on pages 31 through 35. These resources may be used to better understand the content addressed in this domain or to support teaching and training about emotional and social development.

| Resource Type | EMOTIONAL AND SOCIAL DEVELOPMENT DOMAIN |
|---|---|
| **ACTIVITIES** | **Developmental milestones activities.** Create a matrix that contains different ages and different emotional/social developmental milestones. Participants need to match the particular milestone/skill with the age group where they think it belongs. This activity assists in discussion about different developmental milestones of children, as well as the impact cultural diversity or disabilities may have on milestones.<br><br>**Video observation**. Show a video clip of a young child engaged in a variety of activities. Divide the group into small groups (4-6 people per group) and ask observers to record observations in one of the domains of development: gross motor, fine motor, cognition, and communication, social/emotional, and adaptive. After the clip, each small group discusses their observations and then shares them with the larger group. Replay the video (second chance to observe). Ask each group to add to their observations and then share what they've added to the larger group. Build on observations to add descriptive vocabulary, make connections (e.g., is intentionality a function of communication? Cognition?). Switch groups and/or domains—use the same video or a different one.<br><br>**When Do We Eat?** When beginning a workshop spend time covering those essentials like what does the schedule for the day look like, when is lunch, and where are the bathrooms. Model to the workshop participants the importance of explaining and sticking to a schedule. Use this example to underscore how children want to know what is going to happen throughout the day. This may be especially true for children with some disabilities and children with emotional/social issues. |
| **PRINT MATERIALS** | Baker, A.C., & Manfredi/Petit, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings.* Washington, DC: NAEYC.<br><br>Brault, L., & Brault, T. (2005). *Children with challenging behavior in child care: Resources for reflective thinking.* Phoenix, AZ: CPG Publishing Co.<br><br>Butterfield, P.M., Martin, C.A., & Prairie, A.P. (2004). *Emotional connections: How relationships guide early learning.* Washington, DC: ZERO TO THREE.<br><br>Crary, E. (1993). *Without spanking or spoiling: A practical approach to toddler and preschool guidance.* Seattle: Parenting Press, Inc.<br><br>Day, M. & Parlakian, R. (2003). *How culture shapes social-emotional development: Implications for practice in infant-family programs.* Washington, DC: ZERO TO THREE.<br><br>DeBord, K., Hestenes, L.L.. Moore, R.C., Cosco, N.G., & McGinnis, J.R. (2005). *Preschool Outdoor Environment Measurement Scale (POEMS).* Lewisville, NC: Kaplan Early Learning Company.<br><br>The Ewing Marion Kauffman Foundation. (2002). *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children.* Kansas City, MO: Author.<br><br>Head Start Information & Publication Center. (1997). *Emerging literacy: Linking social competence to learning.* Alexandria, VA: Author.<br><br>Hewitt, D. (1995). *So this is normal, too? Teachers and parents working out developmental issues in young children.* St. Paul, MN: Redleaf Press.<br><br>✺Hyson, M.C. (2004). ***The emotional development of young children: Building an emotion-centered curriculum*** (2nd ed.). New York: Teachers College Press.<br><br>Kaiser, B., & Rasminsky, J. (1999). *Meeting the challenge: Effective strategies for challenging behaviors in early childhood environments.* Ottawa, Ontario: Canadian Child Care Federation. |

| Resource Type | EMOTIONAL AND SOCIAL DEVELOPMENT DOMAIN |
|---|---|
| **PRINT MATERIALS CONT.** | Kelly, J.F., Zuckerman, T.G., Sandoval, D, & Buehlman, K. (2003) *Promoting first relationships: A curriculum for service providers to help parents and other caregivers meet young children's social and emotional needs.* Seattle, WA: NCAST-AVENUW, University of Washington. <br><br> Kostelnik, M.J., Whiren, A., Soderman, A., Stein, L., & Gregory, K. (2002). *Guiding children's social development: Theory to practice* (4th ed.). Albany, NY: Delmar Publishers. <br><br> Landy, S. (2002). *Pathways to competence: Encouraging health, social and emotional development in young children.* Baltimore: Paul Brookes. <br><br> McGinnis, J.R. (2000). *Children's outdoor environments: A guide to play and learning.* Raleigh, NC: NC Partnership for Children. <br><br> NAEYC. (2002). *Children and conflict: An opportunity for learning in the early childhood classroom.* Washington, DC: Author. <br><br> Olson, J., Fodor, J., & Parks, L. (2001). *Challenging behaviors.* Moscow, ID: Idaho Center on Disabilities and Human Development. <br><br> ✤**Sandall, S., & Ostrosky, M. (1999). *Practical ideas for addressing challenging behaviors.* Longmont, CO: Sopris West.** <br><br> Shore, R. (2002). *What kids need: Today's best ideas for nurturing, teaching and protecting young children.* Boston: Beacon Press. |
| **VIDEOS/ CDs** | Center on the Social and Emotional Foundations of Early Learning. (ongoing) *Promoting social and emotional competence.* Champaign, IL: Author. <br><br> Educational Productions, Inc. (n.d.) *Reframing disciplines: Powerful strategies for peaceful classrooms.* Beaverton, OR: Author. <br><br> Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). *Welcoming all children: Creating inclusive child care.* Bloomington, IN: Indiana Institute on Disability and Community. <br><br> Hanline, M.F., Wetherby, A., Woods, J., Fox, L., & Lentini, R . (2005). *Positive beginnings: Supporting young children with challenging behavior.* Tallahassee, FL: Positive Beginnings. <br><br> Indiana Family and Social Services Administration. (1994*). Painting a positive picture: Proactive behavior management.* Washington, DC: NAEYC. <br><br> NAEYC. (2003). *Acquiring self-regulation.* Washington, DC: Author. <br><br> Parents Action for Children. (2000). *Discipline: Teaching limits with love.* New York: Author. <br><br> ✤**Portage Project. (1995). *To have a friend.* Portage, WI: Author.** |
| **WEB/ ONLINE** | Ages and stages – Fact sheets, geared towards parents, summarize social and emotional development and recommended readings. From Iowa State University Extension. <br> 3 year olds - **http://www.extension.iastate.edu/Publications/PM1530E.pdf** <br> 4 year olds - **http://www.extension.iastate.edu/Publications/PM1530F.pdf** |

| Resource Type | EMOTIONAL AND SOCIAL DEVELOPMENT DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | **Ages and stages** - This web site offers information about expected emotional and social development.<br>  3 year olds: http://www.nncc.org/Child.Dev/ages.stages.3y.html<br>  4 year olds: http://www.nncc.org/Child.Dev/ages.stages.4y.html<br>  5 year olds: http://www.nncc.org/Child.Dev/ages.stages.5y.html<br><br>**Ages and stages for caregivers** - This web site provides excellent summaries of individual (including social) development.<br>  3 year olds: http://ohioline.osu.edu/asc-fact/ASC7.pdf<br>  4 year olds: http://ohioline.osu.edu/asc-fact/ASC8.pdf<br>  5 year olds: http://ohioline.osu.edu/asc-fact/ASC9.pdf<br><br>**Center on the social and emotional foundations of early learning** - This web site includes links to many modules focusing on social and emotional development, handouts, research summaries and other resources for teaching and training. Many materials are available in English and Spanish. http://csefel.uiuc.edu/modules.html<br><br>**Developmental milestones: Ages 3 through 5** - This web site offers an outline of social and emotional development broken down for three, four, and five year olds. http://www.schwablearning.org/articles.asp?r=324&g=1<br><br>**Developmental milestones: A guide for parents** - Created by the National Network for Child Care, this resource provides a nice summary list of social skills developmental milestones.<br>  3rd year: http://www.nncc.org/Child.Dev/mile3.html<br>  4th year: http://www.nncc.org/Child.Dev/mile4.html<br><br>**Effective practices for supporting children's social-emotional development and preventing challenging behaviors** - The Center on the Social and Emotional Foundations of Early Learning has developed a series of What Works Briefs. Each describes practical strategies, provides references to more information and includes a one-page handout of highlights. http://csefel.uiuc.edu/whatworks.html<br><br>**Emotions matter: Making the case for the role of young children's emotional development for early school readiness** – This is a well-documented policy report with particular attention to the role of emotional development in improving school readiness. http://www.srcd.org/spr16-3.pdf<br><br>**Enhancing emotional vocabulary in young children** - This research-based handout provides information on enhancing emotional vocabulary in young children. Specific tactics to help children learn how to use words to express their emotions are provided. A listing of children's books addressing this topic is also provided. http://csefel.uiuc.edu/modules/module2/english/h2-4.pdf<br><br>**General developmental sequence toddler through preschool** - This web site provides a nice summary of various aspects of development in preschool children including both emotional and social development. The web site is broken down by age so you can see the developmental differences between 3 and 4 year olds. http://www.childdevelopmentinfo.com/development/devsequence.shtml<br><br>**Good times with preschoolers** - This lengthy article discusses the importance of learning about preschoolers. Summaries of physical, intellectual, emotional, and social development for four and five year olds are also provided. Specific approaches to learning are also suggested. http://www.nncc.org/Series/good.time.presch.html<br><br>**Positive approaches to challenging behavior for young children with disabilities** - Resources to be found at this friendly site include strategies, tip sheets, case studies, publications and online discussion. http://ici2.umn.edu/preschoolbehavior/ |

| Resource Type | EMOTIONAL AND SOCIAL DEVELOPMENT DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | **Positive beginnings: Supporting young children with challenging behavior** -The growing number of young children entering school with severe challenging behavior has left many early educators feeling unequipped to meet their needs. This set of resources includes PowerPoint presentations, video clips, activities, pre/post tests and more for six modules. **http://pbs.fsu.edu**<br><br>**Preschool development** - This article discusses preschool social, emotional, and moral development. **http://www.ces.ncsu.edu/depts/fcs/human/preschooldev.html** A Spanish version is available at**: http://www.ces.ncsu.edu/depts/fcs/human/pubs/Sp_pre.html**.<br><br>**Preschooler development** - This document discusses areas that will be informative to both teachers and parents, with information broken down for three year olds and four year olds. Suggested activities are also described. **http://www.nncc.org/Child.Dev/presch.dev.html** A Spanish version is available at **http://www.nncc.org/Child.Dev/sp.etapa.preesc.html**.<br><br>**Preschoolers learn kindness from each other** - By summarizing research, this article addresses social development and what children learn through their social interactions. An emphasis on the development of kindness is provided. **http://www.nncc.org/Guidance/cc21_learn.kindness.html**<br><br>**Promoting positive peer social interactions** - This evidence-based research brief discusses promoting positive peer social interactions. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb8.pdf**<br><br>**Self-esteem and preschoolers** - Designed for parents though applicable for all caregivers, this article discusses building self-esteem in preschoolers. Specific tips are provided. **http://www.extension.umn.edu/info-u/families/BE915.html**<br><br>**Using classroom activities and routines as opportunities to support peer interaction** - This evidence based research brief discusses ways to support peer interactions using classroom activities and routines. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb5.pdf**<br><br>**Using environmental strategies to promote positive social interactions** - This evidence based research brief discusses how to use environmental strategies to promote positive social interactions. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb6.pdf**<br><br>**The whole child: Social and emotional development** - This web site describes social and emotional development in children from birth through five years of age. **http://www.pbs.org/wholechild/abc/social.html** |
| **NC RESOURCES** | **Learn NC: The North Carolina Teachers' Network** – This web site offers a plethora of resources designed to support North Carolina teachers. Although geared primarily towards K-12 educators, the materials available can be easily applied to early childhood. Articles, lesson plans in every subject area including guidance, activities for children, and an online library are just some of the resources available on this site. **http://www.learnnc.org**<br><br>**North Carolina early intervention library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. **http://www.ncei-eclibrary.org** |

# HEALTH AND PHYSICAL DEVELOPMENT DOMAIN

The Health and Physical Development Domain encompasses opportunities for children to begin developing and refining motor skills, self-care, physical health and growth, and safety awareness. These opportunities are provided in safe and accessible environments that respect cultural and individual differences.



*Health and Physical Development Domain Components*

❖ Self-care

❖ Safety awareness

❖ Motor skills

❖ Physical health and growth

Resources to address the content of the Health and Physical Development Domain of *Foundations* may be found on pages 36 through 41. These resources may be used to better understand the content addressed in this domain or to support teaching and training about health and physical development.

| Resource Type | HEALTH AND PHYSICAL DEVELOPMENT DOMAIN |
|---|---|
| **ACTIVITIES** | **All Tied Up.** Tie participants' arms together and give them several tasks to engage in, for instance eating, writing, and making a phone call. Continue the activity tying different body parts together and asking participants to engage in various tasks (for instance, tie their knees and ankles together and ask them to run). Conclude the activity with a discussion of how important various body parts are in allowing us to easily perform daily events. This same activity can be conducted with children to help them understand the unique roles that various body parts play.<br><br>**Bend Down.** Place any participant materials that will be distributed during the training (i.e. binders, folders, books for participants to browse through) on shelves or tables that are "child sized" (i.e. very low to the ground). When participants are required to search for their materials they will need to get on their hands and knees. Talk about participants' feelings and frustrations at having to do this, and compare their feelings to children's feelings when they have to adapt to adult sized items in the classroom. Discuss the importance of placing children's books, center materials, etc. at a level where children can easily reach and access them. If people have difficulty reaching something, they are less likely to engage in the related activity. Similarly, you could also stack all of participants' binders or folders on top of one another and require participants to look through the tall stack to find their own materials. Then talk about accessibility issues for children, and the difficulty they have accessing educational materials when they are in bins stacked on top of each other.<br><br>**Break Time.** Plan several activities to incorporate throughout an all day presentation to allow participants to stand up, stretch, and move around. These opportunities will be greatly appreciated by the participants. Make this into a fun group activity by planning songs or other short games that incorporate movement. Inform participants that you are aware that adults enjoy having the chance to stretch and move around after sitting for awhile. These simple activities can be done throughout the day in preschool classes also. Emphasize that just like adults, children enjoy and benefit health-wise from regular opportunities to engage in gross motor movements.<br><br>**Calorie Count.** Break participants into teams of two or three. Provide each team with a list of about thirty foods. Ask them to order the thirty items from the least number of calories to the most. Compare participants' lists at the end of the activity to see which team was most accurate. Look for trends in terms of food items that participants incorrectly rated as being lower in calories. Discuss with participants the importance of helping children understand what foods are healthy and what foods are not healthy. Talk about how at the outset certain foods might seem healthy (like those participants incorrectly rated as being lower in calories), but in reality they are not.<br><br>**Developmental milestones activities.** Create a matrix that contains different ages and developmental milestones. Participants need to match the particular milestone/skill with the age group where they think it belongs. This activity assists in discussion about different developmental milestones of children and the impact disabilities may have on this growth. Alternatively, discuss how developmental milestones may or may not vary in children with and without disabilities.<br><br>**Disability simulations.** Put Vaseline or saran wrap over glasses and try to walk, put socks on hands and try to pick up pennies, write a passage in code and ask someone to read it, etc. Discuss how experiencing a disability can better prepare us to support all learners.<br><br>**Family-centered practice in assessment**. Find phrases that represent ideas related to family-centered practice in assessment, such as, "Family members have unique knowledge about the child that is often unavailable to professionals." Write each separate word of each phrase on a card. Put the cards for each phrase in an envelope and give the envelope to a small group of participants. Have them unscramble the phrase and discuss what it means. Small groups then share with the larger group, or switch groups/envelopes before sharing with the large group. |

| Resource Type | **HEALTH AND PHYSICAL DEVELOPMENT** DOMAIN |
|---|---|
| **ACTIVITIES CONT.** | **Laundry.** Take some construction paper and cut out several clothing shapes with various developmental milestones on them. Put them in a laundry basket, then put up a clothesline (or have two people hold the ends). Sort the laundry and hang it up on the developmental clothesline. Participants should come and get a piece of laundry out of the basket and hang it up on the clothesline in the appropriate order. Discuss the milestone and why it belongs there.<br><br>**Meal memories.** Ask participants to share mealtime memories they have from childhood. In addition to discussing nutrition concepts, issues surrounding values and customs help shape routines and interactions.<br><br>**Video observation.** Show a video clip of a young child engaged in a variety of activities. Divide the group into small groups (4-6) and ask observers to record observations in one of the domains of development: gross motor, fine motor, cognition, and communication, social/emotional, and adaptive. After the clip, each small group discusses their observations and then shares with the larger group. Replay the video (second chance to observe). Ask each group to add to their observations and then share what they've added to the larger group. Build on observations to add descriptive vocabulary, make connections (e.g., is intentionality a function of communication? Cognition?). Switch groups and/or domains—use the same video or a different one. |
| **PRINT MATERIALS** | American Academy of Pediatrics, American Public Health Association & National Resource Center for Health and Safety in Child Care. (2004). *Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care programs.* (2nd ed.). St. Paul, MN: Redleaf Press.<br><br>Aronson, S.S. (Ed.). (2002). *Healthy young children: A manual for programs.* Washington, DC: NAEYC.<br><br>Bennett, B.S., Hendricks, C., & Smith, C.J. (1997). *Growing, growing strong: A whole health curriculum for young children.* St. Paul, MN: Redleaf Press.<br><br>Blose, D., & Smith, L. (1995). *Thrifty nifty stuff for little kids: Developmental play using home resources.* Austin, TX: PRO-ED.<br><br>DeBord, K., Hestenes, L.L.. Moore, R.C., Cosco, N.G., & McGinnis, J.R. (2005). *Preschool Outdoor Environment Measurement Scale (POEMS).* Lewisville, NC: Kaplan Early Learning Company.<br><br>Greenman, J. (1988). *Caring spaces, learning places: Children's environments that work.* Redmond, WA: Exchange Press.<br><br>Kreidler, W.J., Whittall, S.T., Doty, N., Johns, R., Logan, C., Roerden, L.P., Raner, C., & White, C. (1998). (2nd ed.) *Early childhood: adventure in peacemaking.* Cambridge, MA: Educators for Social Responsibility.<br><br>Landy, S. (2002). *Pathways to competence: Encouraging health, social and emotional development in young children.* Baltimore: Paul Brookes.<br><br>McGinnis, J.R. (2000). *Children's outdoor environments: A guide to play and learning.* Raleigh, NC: NC Partnership for Children.<br><br>❀Morris, L.R. & Schulz, L. (1989). *Creative play activities for children with disabilities.* Champaign, IL: Human Kinetics Books. |

| Resource Type | HEALTH AND PHYSICAL DEVELOPMENT DOMAIN |
|---|---|
| **PRINT MATERIALS CONT.** | Sandall, S., & Schwartz, I. (2002). *Building blocks for preschoolers with special needs.* Baltimore: Paul Brookes.<br><br>Sanders, S.W. (2002). *Active for life: Developmentally appropriate movement programs for young children.* Washington, DC: NAEYC.<br><br>Sher, B. (1998). *Extraordinary play with ordinary things: Recycling everyday materials to build motor skills.* San Antonio, TX: The Psychological Corporation.<br><br>Stoll, B.H. (2000). *A to Z health and safety in the child care setting.* St. Paul, MN: Redleaf Press.<br><br>Trawick-Smith, J. (1994). *Interactions in the classroom: Facilitating play in the early years.* New York: MacMillan College Publishing. |
| **VIDEOS/ CDs** | Early Childhood Directors Association. (n.d.). *Reducing the risk: A child care provider educational training package.* St. Paul, MN: Redleaf Press.<br><br>Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). *Welcoming all children: Creating inclusive child care.* Bloomington, IN: Indiana Institute on Disability and Community.<br><br>Gravell, J., Kendrick, A.S., & Massachusetts Department of Public Health. (2002). *Family child care health and safety video and checklist.* St. Paul, MN: Redleaf Press.<br><br>Magna Systems. (1993). *Play.* Crystal Lake, IL: Author.<br><br>Orlena Hawks Puckett Institute. (2002). *Possibilities: A mother's story.* Morganton, NC: Winterberry Press.<br><br>Squires, J. (1998). *Playing with the standards: Achieving outcomes through children's play.* Montpelier, VT: Vermont Department of Education. |
| **WEB/ ONLINE** | **Ages and stages** - This resource, geared towards parents, provides a fact sheet summarizing physical development and a list of suggested books. From Iowa State University Extension.<br>3 year olds: **http://www.extension.iastate.edu/Publications/PM1530E.pdf**<br>4 year olds: **http://www.extension.iastate.edu/Publications/PM1530F.pdf**<br><br>**Ages and stages** -This web site offers good information about physical development.<br>3 year olds: **http://www.nncc.org/Child.Dev/ages.stages.3y.html**<br>4 year olds: **http://www.nncc.org/Child.Dev/ages.stages.4y.html**<br>5 year olds: **http://www.nncc.org/Child.Dev/ages.stages.5y.html**<br><br>**Ages and stages for caregivers** - Each two-page fact sheet provides excellent summaries of physical development.<br>3 year olds: **http://ohioline.osu.edu/asc-fact/ASC7.pdf**<br>4 year olds: **http://ohioline.osu.edu/asc-fact/ASC8.pdf**<br>5 year olds: **http://ohioline.osu.edu/asc-fact/ASC9.pdf**<br><br>**Assuring the best for every baby's physical development** - Looking for a great brochure on the physical development of very young children? This resource is available to download in English, Spanish, French and Hebrew. Helpful line drawings illustrate both the expected motor milestones and warning signs to watch for. A growth and development chart, month-by-month motor milestones, videos and other excellent resources for families and professionals are available at the web site.<br>**http://www.pathwaysawareness.org/download_brochure.php** |

| Resource Type | HEALTH AND PHYSICAL DEVELOPMENT DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | **Developmental milestones: Ages 3 through 5** - This site offers an outline of motor development broken down for three, four, and five year olds. http://www.schwablearning.org/articles.asp?r=324&g=1<br><br>**Developmental milestones: A guide for parents** - Created by the National Network for Child Care, this resource provides a nice summary list of motor skills and sensory developmental milestones.<br>3 year olds: http://www.nncc.org/Child.Dev/mile3.html<br>4 year olds: http://www.nncc.org/Child.Dev/mile4.html<br><br>**Effectiveness of teaching methods for tooth brushing in preschool children** – This is an online article summarizing a research study that compared various methods of teaching children to brush their teeth. The results support one particular method as being most effective in keeping children's teeth clean. http://www.forp.usp.br/bdj/bdj13%282%29/v13n2a11/v13n2a11.html<br><br>**General developmental sequence toddler through preschool** - This web site provides a nice summary of various aspects of development in preschool children including physical development. The web site is broken down by age so you can see the developmental differences between 3 and 4 year olds. http://www.childdevelopmentinfo.com/development/devsequence.shtml<br><br>**Good times with preschoolers** - This lengthy article discusses the importance of learning about preschoolers. Summaries of physical development for four and five year olds are provided, and specific approaches to learning are also suggested. http://www.nncc.org/Series/good.time.presch.html<br><br>**Healthy routines and habits** - Focusing specifically on healthy routines and habits, the web site provides a listing of 56 web sites on this topic. The plethora of resources will be very helpful to all individuals working with young children. http://cyfernet.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=483&category_name =Healthy+Routines+and+Habits&search=NNCC&search_type=browse<br><br>**Let's talk teeth** – This web site provides a lesson plan designed to teach preschool children about their teeth and the importance of taking good care of them. http://atozteacherstuff.com/pages/1702.shtml<br><br>**My Pyramid** – Imagine an animated feature taking you through the food pyramid or think of what it would be like to explore the inside of the pyramid. This site offers these and many other food and nutrition instructional resources from the U.S. Department of Agriculture. http://www.mypyramid.gov<br><br>**Normal growth and development of preschoolers** - Taking a medical perspective, this document summarizes the normal growth and development of preschoolers. Physical growth, movement (including gross and fine motor skills), language development, intellectual development, and daily living skills are discussed among many topics. http://www.healthtouch.com/bin/EContent_HT/cnoteShowLfts.asp?fn ame=00374&title=NORMAL+GROWTH+AND+DEVELOPMENT+OF+PRESCHOOLERS+&cid=HTHLTH<br><br>**Nutrition and diet** - This web site provides categories of information pertaining to nutrition in young children. Each category provides a bibliography of many excellent web sites on the particular topic. Categories include childhood obesity, dietary guidelines, food and nutrition activities, food safety, meals and snacks, and mealtime behavior. http:// cyfernet.ces.ncsu.edu/cyfdb/browse_2pageAnncc.php?subcat= Nutrition+and+Diet&search=NNCC&search_type=browse<br><br>**Online story time** – This site provides various stories that can be used to teach a multitude of lessons, including those related to hygiene and nutrition. http://www.first-school.ws/theme/onlinestory.htm#steps |

| Resource Type | HEALTH AND PHYSICAL DEVELOPMENT DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | **Preschool development** - This article discusses preschool physical development. http://www.ces.ncsu.edu/depts/fcs/human/preschooldev.html   A Spanish version is available at: http://www.ces.ncsu.edu/depts/fcs/human/pubs/Sp_pre.html.<br><br>**Preschooler development** - This document on preschool physical development discusses many important areas that will be informative to both teachers and parents, with information broken down for three year olds and four year olds. Suggested activities to try with these two ages are also described. http://www.nncc.org/Child.Dev/presch.dev.html<br><br>**Quills up – stay away!** This poison awareness program features Spike the porcupine. Designed for preschool children, it makes it easy and fun to teach this topic. A video, classroom activities and a variety of educational materials are all available to download. http://www.poison.org/prevent/preschool.asp<br><br>**Understanding child development** - The child development section of this site provides information on physical development in children and teenagers. Information on prenatal development is also provided. http://www.childdevelopmentinfo.com/development<br><br>**The whole child: Physical development** - This web site describes physical development in children from birth through five years of age. http://www.pbs.org/wholechild/abc/physical.html |
| **NC RESOURCES** | **AG's Cool Nutrition –** Resources from the NC Department of Agriculture and Consumer Sciences. Download at http://www.agr.state.nc.us/agscool/nutrition/index.htm<br><br>**Carolinas Poison Center** - Educational materials on poison awareness and poisoning prevention are all available to download at http://www.ncpoisoncenter.org/educational/DL_Materials.cfm<br><br>**Learn NC: The North Carolina Teachers' Network** – This web site offers a plethora of resources designed to support North Carolina teachers. Although geared primarily towards K-12 educators, the materials available can be easily applied to early childhood. Articles, lesson plans in every subject area including physical education and healthful living, activities for children, and an online library are just some of the resources available on this site. http://www.learnnc.org<br><br>**North Carolina Child Care Health and Safety Resource Center –** The resources at this web site range from Henry the Hand (a character to support hand washing practices) to information on required immunizations. Lots of links to free information at http://www.healthychildcarenc.org/links/index.cfm<br><br>**North Carolina Early Intervention Library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. http://www.ncei-eclibrary.org<br><br>**North Carolina Nutrition Services Branch –** Did you know that you could borrow books, videocassettes and many other nutrition education resources from the Nutrition Education and Training (NET) Library? Visit the web site for this branch to learn more about this and other resources. http://www.nutritionnc.com/<br><br>**The Prevention Resource Center –** This clearinghouse of prevention information on child abuse and neglect related issues is part of Prevent Child Abuse North Carolina. It is a source of best practice information, prevention programs, community resources, quality educational materials, data/statistics, and research on child abuse prevention. http://www.preventchildabusenc.org/resourcecenter/ |

# LANGUAGE DEVELOPMENT AND COMMUNICATION

From birth, children are learning to communicate. The Language Development and Communication Domain reflects the range of emerging skills for preschool children. They are beginning to develop many language competencies and using language as a tool to communicate their needs, interact socially with others and describe events, thoughts, and feelings.

Increasingly children who enter school in North Carolina come from families who speak a language other than English. The competencies addressed in this domain can be developed in any language and, for most children, will be developed first in their primary language. Strengthening language and communication competencies in children's native languages helps prepare them for the additional task of learning English.
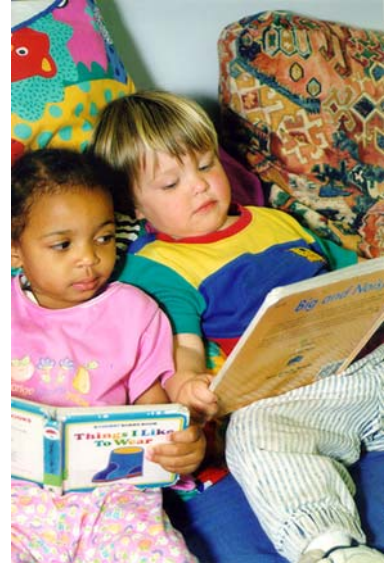
*Language Development and Communication Domain Components*

- ❖ Receptive language

- ❖ Expressive language

- ❖ Foundations for reading

- ❖ Foundations for writing

Resources to address the content of the Language Development and Communication Domain of *Foundations* may be found on pages 42 through 48. These resources may be used to better understand the content addressed in this domain or to support teaching and training about language development and communication.

| Resource Type | LANGUAGE DEVELOPMENT AND COMMUNICATION DOMAIN |
|---|---|
| **ACTIVITIES** | **Children's literature.** There are many ways that children's books can be used to promote understanding of exceptionality among children and adults. Find and share good examples of books that positively feature children and families who are diverse in many ways. Have participants examine favorite books for evidence of bias or stereotype. Ask participants to develop literature response activities for new books.<br><br>**Collections.** Have participants bring collections they may have. As participants display and review all collections have them see how many ways they can sort, classify, arrange, combine, etc. Encourage participants to think about how this relates to families of all children.<br><br>**Developmental milestones activities.** Create a matrix that contains different ages and developmental milestones. Participants need to match the particular milestone/skill with the age group where they think it belongs. This activity assists in discussion about different developmental milestones of children and the impact disabilities may have on this growth. Alternatively, discuss how developmental milestones may or may not vary in children with and without disabilities.<br><br>**Disability simulations.** Put Vaseline or saran wrap over glasses and try to walk, put socks on hands and try to pick up pennies, write a passage in code and ask someone to read it, etc. Discuss how experiencing a disability can better prepare us to support all learners.<br><br>**Giving directions.** Divide participants into pairs, seated back to back, and give them similar manipulatives (LEGOs, blocks, etc.). Have one person build a structure. The person who built the structure must then describe the structure while their partner tries to duplicate it. Debrief on what they learned about communication. Ask: How does this relate to working with all families, and especially those with children with disabilities?<br><br>**Question and Answer.** At one point during a workshop have a question and answer session where participants can ask any questions of the presenters. Instruct the presenters to give unclear answers using jargon that participants are likely not aware of. After a few questions have been asked have the presenters answer the questions again, this time using simple, clear answers with basic vocabulary. Discuss how just like adults, children prefer to have their questions answered with clear, understandable explanations.<br><br>**Video observation.** Show a video clip of a young child engaged in a variety of activities. Divide the participants into small groups (4-6) and ask observers to record observations in one of the domains of development: gross motor, fine motor, cognition, and communication, social/emotional, and adaptive. After the clip, each small group discusses their observations and then shares with the larger group. Replay the video (second chance to observe). Ask each group to add to their observations and then share what they've added to the larger group. Build on observations to add descriptive vocabulary, make connections (e.g., is intentionality a function of communication? Cognition?).<br><br>**Wh Questions.** At one point in the workshop when there is a period of discussion rely on open ended questions (such as why, what do you think, etc.). Allow participants ample opportunities to voice their thoughts without telling them they are right or wrong. Listen to the participants carefully, and respect what they are saying. Later on in the workshop during another discussion period ask very specific questions of participants that do have a correct answer. If participants do not give the correct answer immediately tell them they are wrong. After several minutes of this participants will likely stop volunteering to answer questions (in contrast to the first session where they felt more comfortable sharing their thoughts). Talk with participants about how the types of questions asked and the responses made by presenters/teachers significantly impact the contributions of participants/participants. Emphasize that children, like adults, are more responsive to open ended questions. Language development can be encouraged by asking open ended questions and rewarding not whether the participant made a "right or wrong" answer, but rather whether the participant made a contribution. |

| Resource Type | LANGUAGE DEVELOPMENT AND COMMUNICATION DOMAIN |
|---|---|
| **PRINT MATERIALS** | Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children.* Baltimore: Paul Brookes. |

American Speech-Language-Hearing Association. (n.d.). *How does your child hear and talk?* Rockville, MD: American Speech-Language-Hearing Association.

Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom.* New York: Teachers College Press.

❋Beaty, J.J.(1997). *Building bridges with multicultural picture books for children 3-5.* Upper Saddle River, NJ: Prentice-Hall.

Beaty, J.J. & Pratt, L. (2002). *Early literacy in preschool and kindergarten.* Upper Saddle River, NJ: Prentice Hall.

Blaska, J.K. (1996). *Using children's literature to learn about disabilities and illness.* Moorhead, MN: Practical Press.

Bowman, B. (Ed.). (2002). *Love to read: Essays in developing and enhancing early literacy skills of African-American children.* Washington, DC: National Black Child Development Institute.

❋Burns, M.S., Griffin, P., & Snow, C.E. (1999). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academies Press.

Child Development Division, California Department of Education. (1998). *Assessing and fostering the development of a first and second language in early childhood: Training manual.* Sacramento, CA: California Department of Education.

DeBord, K., Hestenes, L.L.. Moore, R.C., Cosco, N.G., & McGinnis, J.R. (2005). *Preschool Outdoor Environment Measurement Scale (POEMS).* Lewisville, NC: Kaplan Early Learning Company.

Hart, B., & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Paul Brookes.

Head Start Information & Publication Center. (1997). *Emerging literacy: Linking social competence to learning.* Alexandria, VA: Author.

Howes, C. (2003). *Teaching 4- to 8- year-olds: Literacy, math, multiculturalism and classroom community.* Baltimore: Paul Brookes.

Jalongo, M.R. (2002). (3rd. ed.) *Early childhood language arts.* Needham Heights, MA: Allyn & Bacon.

Jalongo, M.R. (2004). *Young children and picture books.* Washington, DC: NAEYC.

Lilly, E., & Green, C. (2004). *Developing partnerships with families through children's literature.* Upper Saddle River, NJ: Pearson Education.

McGinnis, J.R. (2000). *Children's outdoor environments: A guide to play and learning.* Raleigh, NC: NC Partnership for Children.

Neuman, S.B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children.* Washington, DC: NAEYC.

| Resource Type | LANGUAGE DEVELOPMENT AND COMMUNICATION DOMAIN |
|---|---|
| **PRINT MATERIALS CONT.** | Neuman, S.B., & Dickinson, D.K. (Eds.) (2002). *Handbook of early literacy research.* New York: Guilford Press.<br><br>Rockwell, R., Hoge, D.R., & Searcy, B. (1999). *Linking language: Simple language and literacy activities throughout the curriculum.* Beltsville, MD: Gryphon House.<br><br>Rosenkoetter, S.E., & Knapp-Philo, J. (2004). *Learning to read the world: Language and literacy in the first three years.* Washington, DC: ZERO TO THREE.<br><br>Roskos, K.A., Tabors, P.O., & Lenhart, L.A. (2004). *Oral language and early literacy in preschool: Talking, reading and writing.* Newark, DE: International Reading Association.<br><br>Schickedanz, J.A. (1999). Much more than the ABCs: The early stages of reading and writing. Washington, DC: NAEYC.<br><br>Schickedanz, J.A., & Casbergue, R.M. (2004). *Writing in preschool: Learning to orchestrate meaning and marks.* Newark, DE: International Reading Association.<br><br>Schiller, P., & Moore, T. (2004). *Do you know the muffin man? Literacy activities using favorite rhymes and songs.* St. Paul, MN: Redleaf Press.<br><br>❋Schwartz, S., (2004). (3rd.ed.) *The new language of toys: Teaching communication skills to children with special needs: A guide for parents and teachers.* Bethesda, MD: Woodbine House.<br><br>Smith, M.W., & Dickinson, D.K. (2002). *Early Language and Literacy Classroom Observation (ELLCO) toolkit.* Baltimore, MD: Paul Brookes.<br><br>Strickland, D.S., & Schickedanz , J.A. (2004). *Learning about print in preschool: Working with letters, words and beginning links with phonemic awareness.* Newark, DE: International Reading Association.<br><br>Syverson, A.N., O'Connor, R.E., & Vadasy, P. (1998). *Ladders to literacy: A preschool activity book.* Baltimore: Paul Brookes.<br><br>❋Tabors, P.O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language.* Baltimore: Paul Brookes.<br><br>Vohs, J.R., & Romano, C.A. (Eds.). (2003). *Literacy resource guide for families and educators.* Boston: The Federation for Children with Special Needs.<br><br>Vukelich, C., & Christie, JU. (2004). *Building a foundation for preschool literacy: Effective instruction for children's reading and writing development.* Newark, DE: International Reading Association.<br><br>❋Weitzman, E. (2002). (2nd ed.) *Learning language and loving it: A guide to promoting children's social and language development in early childhood settings.* Toronto: The Hanen Centre.<br><br>Zigler, E.F., Singer, D.G., & Bishop-Josef, S.J. (Eds.). (2004). *Children's play: The roots of reading.* Washington, DC: ZERO TO THREE. |
| **VIDEOS/ CDs** | Balsmeyer, R., & Lathan, S. (1997). *Sesame Street: Learning about letters.* Carrolton, GA: Sony Wonder.<br><br>California Department of Education. (1998). *Observing preschoolers: Assessing first and second language development.* Sacramento, CA: Author. |

| Resource Type | **LANGUAGE DEVELOPMENT AND COMMUNICATION** DOMAIN |
|---|---|
| **VIDEOS/ CDs CONT.** | Chard, S. (1998.). *The project approach: Taking a closer look.* New York: Scholastic, Inc. <br><br> ❁Child Development Division, California Department of Education. (1998). *Talking with preschoolers.* Sacramento, CA: California Department of Education. <br><br> ❁Cole, K. (1999). *Language is the key.* Seattle, WA: Washington Learning Systems. <br><br> Department of Pediatrics, Boston Medical Center. (n.d.). *Sharing books with babies.* Van Nuys, CA: Child Development Media. <br><br> Educational Productions Inc. (2002). *STARTING POINTS, Program 2: Getting your message across.* Beaverton, OR: Author. <br><br> Educational Productions Inc. (2003). *STARTING POINTS, Program 3: Bringing language alive!* Beaverton, OR: Author. <br><br> Educational 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. <br><br> Hanen Centre. (1999). *Learning language and loving it: The teaching tape and user's guide.* Buffalo, NY: Author. <br><br> ❁ NAEYC. (1998). *Developing the young bilingual learner.* Washington, DC: Author. <br><br> NAEYC (1999). *Far ago and long away: Innovative story telling.* Washington, DC: Author. <br><br> Perez-Mendez, C., & Moore, S.M. (2003). *Language and culture: Respecting family choices.* Boulder, CO: Landlocked Films LLC. <br><br> RIF Net. (n.d.). *Gateways to early literacy.* Fort Washington, MD: Author. |
| **WEB/ ONLINE** | **Ages and stages for caregivers** - These two-page fact sheetx provide excellent summaries of communication development. <br> 3 year olds: **http://ohioline.osu.edu/asc-fact/ASC7.pdf** <br> 4 year olds: **http://ohioline.osu.edu/asc-fact/ASC8.pdf** <br> 5 year olds: **http://ohioline.osu.edu/asc-fact/ASC9.pdf** <br><br> **Brain wonders: Early literacy** – This web site provides basic information on what early literacy is, as well as development information illustrating stages of literacy development. Resources for teachers and parents are also provided. **http://www.zerotothree.org/brainwonders/EarlyLiteracy.html** <br><br> **A child becomes a reader: Birth through preschool** - This booklet offers advice for parents of children from birth to preschool on how to support reading development at home, and how to recognize preschool and day care activities that start children on the road to becoming readers. **http://www.nifl.gov/partnershipforreading/publications/pdf/low_res_child_reader_B-K.pdf** <br><br> **Child development: 3-4 years** - This site discusses language developmental issues for three and four year olds. **http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1888** <br><br> **Children's literature and disability** – A list of resources to help parents and professionals identify books written by and about individuals with disabilities. **http://www.nichcy.org/pubs/bibliog/bib5.pdf** |

| Resource Type | LANGUAGE DEVELOPMENT AND COMMUNICATION DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | Culturally responsive literacy instruction – This online document discusses several areas of literacy instruction that are specifically designed to be culturally responsive. http://www.nccrest.org/Briefs/Literacyfinal.pdf<br><br>Developmental milestones: A guide for parents - Created by the National Network for Child Care, this resource provides a nice summary list of developmental milestones in language skills.<br>3 year olds:    http://www.nncc.org/Child.Dev/mile3.html<br>4 year olds:    http://www.nncc.org/Child.Dev/mile4.html<br><br>Enhancing emotional vocabulary in young children - This research-based handout provides information on enhancing emotional vocabulary in young children. Specific tactics to help children learn how to use words to express their emotions are provided. A listing of children's books addressing this topic is also provided. http://csefel.uiuc.edu/modules/module2/english/h2-4.pdf<br><br>Enhancing language skills - Focusing specifically on enhancing language skills, the web site provides a listing of 21 web sites on this topic. The plethora of resources will be very helpful to all individuals working with young children. http://cyfernet.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=488&category_name=Enhancing+Language+Skills&search=NNCC&search_type=browse<br><br>Evidence based practice: Developing guidelines for language assessment and language intervention with children – This web site provides links to many presentations and articles focusing specifically on evidence-based practices pertaining to language development. Many wonderful resources are suggested. http://www.bamford-lahey.org/ebp.html<br><br>General development sequence toddler through preschool - This web site provides a nice summary of various aspects of development in preschool children. The section on intellectual development discusses language and communication. The web site is broken down by age so you can see the developmental differences between 3 and 4 year olds. http://www.childdevelopmentinfo.com/development/devsequence.shtml<br><br>Good times with preschoolers - This lengthy article discusses the importance of learning about preschoolers. Summaries of physical, intellectual, emotional, and social development for four and five year olds are also provided. Specific approaches to learning are also suggested. http://www.nncc.org/Series/good.time.presch.html<br><br>Helping your child become a reader- This booklet offers pointers on how to build the language skills of young children, and includes a list of typical language accomplishments for different age groups, suggestions for books, and resources for children with reading problems or learning disabilities. http://www.ed.gov/parents/academic/help/reader/index.html<br><br>International reading association – This organization is devoted to improving the literacy of learners at all ages. A variety of resources are available on their web site ranging from lesson plans for teachers to parent resources. http://www.reading.org/resources/index.html<br><br>Language and literacy environments in preschools -This online article discusses preschool literacy environments, and the impact that appropriate environments can have on language and literacy development. http://www.readingrockets.org/print.php?ID=45<br><br>Preschool development - This article discusses multiple aspects of preschool development. http://www.ces.ncsu.edu/depts/fcs/human/preschooldev.html<br>A Spanish version is available at: http://www.ces.ncsu.edu/depts/fcs/human/pubs/Sp_pre.html. |

| Resource Type | LANGUAGE DEVELOPMENT AND COMMUNICATION DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | **Preschooler development** - This document on preschool development discusses many important areas that will be informative to both teachers and parents. Physical, social-emotional, and intellectual development are discussed, with information broken down for three year olds and four year olds. Suggested activities to are also described. **http://www.nncc.org/Child.Dev/presch.dev.html**<br><br>**Put reading first: Helping your child learn to read** - This brochure, designed for parents of young children, describes the kinds of early literacy activities that should take place at school and at home to help children learn to read successfully. It is based on the findings of the National Reading Panel. **http://www.nifl.gov/partnershipforreading/publications/reading_first2.html**<br><br>**Put reading first—K-3** - This booklet summarizes for teachers what researchers have discovered about how to teach children to read successfully. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction. Each section suggests implications for classroom instruction as well as other information. **http://www.nifl.gov/partnershipforreading/publications/reading_first1.html**<br><br>**READY\*SET\*READ** - The READY\*SET\*READ\* guides are for families and caregivers. They provide ideas for helping young children learn about language and reading through age-appropriate activities. Suggestions are grouped by age.. Guide for families: **http://www.ed.gov/Family/RSRforFamily/**. Spanish guide for families: **http://www.ed.gov/Family/Familias/**. Guide for caregivers: **http://www.ed.gov/Family/RSRforCaregvr/.** Spanish guide for caregivers: **http://www.ed.gov/Family/Cuidadores/.**<br><br>**Teaching our youngest: A guide for preschool teachers and child care and family providers** - This booklet draws from scientifically based research about what you can do to help children to develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers, and learn to count. Many examples of strategies you can use for teaching these skills are included here. Also included are examples of ways to create an environment in your preschool classrooms that will nurture children's natural curiosity and their zest for learning. **http://www.ed.gov/teachers/how/early/teachingouryoungest/index.html**<br><br>**Visa's "Reading is fundamental" program** - This web site reflects Visa's commitment to helping children learn to read. It includes a variety of features that can be used one at a time online or downloaded. Reading Checkup Guides are designed to help teachers and parents look at reading development from infant/toddler picture-pointing to independent reading. Storytime Tips offer ideas for making reading time even more fun. And Fun With Kids shares ways to bring favorite storybook characters alive with puzzles, games, and other fun. **http://www-s2.visa.com/pr/rif/main.ghtml**<br><br>**The whole child: Communication skills** - This web site describes communication development in children from birth through five years of age. **http://www.pbs.org/wholechild/abc/communication.html** |
| **NC RESOURCES** | **Learn NC: The North Carolina Teachers' Network** – This web site offers a plethora of resources designed to support North Carolina teachers. Although geared primarily towards K-12 educators, the materials available can be easily applied to early childhood. Articles, lesson plans in every subject area including language arts, online activities for children in reading, and an online library are just some of the resources available on this site. **http://www.learnnc.org**<br><br>**North Carolina early intervention library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. **http://www.ncei-eclibrary.org** |

# COGNITIVE DEVELOPMENT

The Cognitive Development Domain focuses on the natural curiosity of children and their ability to acquire, organize, and use information in increasingly complex ways. In the search for meaning, they learn through playing, exploring, discovering, problem-solving, thinking logically and representing symbolically. Preschool children are developing the cognitive framework that will allow them to develop increasingly sophisticated concepts and to communicate with the world they live in.

*Cognitive Development Domain Components*

- ❖ Mathematical thinking and expression

- ❖ Scientific thinking and invention

- ❖ Social connections

- ❖ Creative expression

Resources to address the content of the Cognitive Development Domain of *Foundations* may be found on pages 49 through 55. These resources may be used to better understand the content addressed in this domain or to support teaching and training about language development and communication.

| Resource Type | COGNITIVE DEVELOPMENT DOMAIN |
|---|---|
| **ACTIVITIES** | **Classification.** Gather a set of materials that can be sorted into different piles (ideally these materials relate to the training purpose of the workshop). Materials could be something as simple as note cards with content written on them. Have participants sort all materials into categories, allowing them to select the categories. Then ask if they can sort the materials into a different set of categories. After you have done this several times talk with participants about the value of classification activities. Children can learn a great deal about various topics when asked to classify objects in different manners. For instance, you could give them a set of blocks and ask them to classify by size, shape, color, etc. Or you could give them a set of puppets and ask them to classify based on various characteristics.<br><br>**Collections.** Have participants bring in samples of any collections they may have. As participants display and review all collections have them see how many ways they can sort, classify, arrange, combine, etc. Encourage participants to think about how this relates to families of all children, including children with special needs.<br><br>**Developmental milestones activities.** Create a matrix that contains different ages and developmental milestones. Participants need to match the particular milestone/skill with the age group where they think it belongs. This activity assists in discussion about different developmental milestones of children and the impact disabilities may have on this growth. Alternatively, discuss how developmental milestones may or may not vary in children with and without disabilities.<br><br>**Disability simulations.** Put Vaseline or saran wrap over glasses and try to walk, put socks on hands and try to pick up pennies, write a passage in code and ask someone to read it, etc. Discuss how experiencing a disability can better prepare us to support all learners.<br><br>**Giving directions.** Divide participants into pairs and give them similar manipulatives (LEGOs, blocks, etc.). Have one person build a structure. The other person should not look. The person who built the structure must describe the structure while their partner tries to duplicate it. Debrief on what they learned about communication. Ask: How does this relate to working with all families, including those with children with disabilities?<br><br>**Laundry.** Take some construction paper and cut out several clothing shapes with various cognitive developmental milestones on them. Put them in a laundry basket, then put up a clothesline (or have two people hold the ends). Sort the laundry and hang it up on the developmental clothesline. Participants should come and get a piece of laundry out of the basket and hang it up on the clothesline in the appropriate order. Discuss the milestone and why it belongs there.<br><br>**Math Concepts.** Ask participants to think of all the ways they could use a group of ten children to teach math concepts. For instance, have the children look in a mirror to see their eye color. Then record and graph the eye colors.<br><br>**Memory.** For a wrap up activity, create a game of memory using concepts presented throughout the workshop. Write down key/take home points on index cards (be sure to write each point on two separate index cards). Have participants try to find matches for these concepts using the Memory rules. This is a nice way to review the key points presented at the workshop. Then talk with participants about the value of this simple, traditional game. Memory can be used to promote children's cognitive development in so many ways. For instance, after teaching the numbers 1 through 10 make a set of Memory cards for these numbers, or after a discussion of firefighters create cards picturing objects found in firehouses. It doesn't take long to put together a nice set of Memory cards, and when children play this game they are having fun and learning. |

| Resource Type | COGNITIVE DEVELOPMENT DOMAIN |
|---|---|
| **ACTIVITIES CONT.** | **Place where I belong.** To discuss how important environment is send participants around a building (classroom) on a scavenger hunt to find something that sparks a childhood memory, something you don't understand, something that might insult your intelligence, something you'd like to take home with you, something you'd like to take to a deserted island, something that has other uses, etc.<br><br>**Video observation.** Show a video clip of a young child engaged in a variety of activities. Divide the participants into small groups (4-6 people per group) and ask observers to record observations in the cognitive domain of development. After the clip, each small group discusses their observations and then shares with the larger group. Replay the video (second chance to observe). Ask each group to add to their observations and then share what they've added to the larger group. Build on observations to add descriptive vocabulary, make connections (e.g., is intentionality a function of communication? Cognition?) |
| **PRINT MATERIALS** | Ashbrook, P. (2003). *Science is simple: Over 250 activities for preschoolers.* St. Paul, MN: Redleaf Press.<br><br>Chalufour, I., & Worth, K. (2004). *Building structures with young children.* St. Paul, MN: Redleaf Press.<br><br>Chalufour, I., & Worth, K. (2003). *Discovering nature with young children.* St. Paul, MN: Redleaf Press.<br><br>Chenfeld, M.B. (2002). (3rd ed.). *Creative experiences for young children.* Portsmouth, NH: Heinemann.<br><br>Clements, D.H. (2001, January). Mathematics in the preschool. *Teaching Children Mathematics.*<br><br>Conners, A.F. (2004). *101 rhythm instrument activities for young children.* St. Paul, MN: Redleaf Press.<br><br>Cook, G., Jones, L, Murphy, C., & Thumston, G. (1997). *Enriching early mathematical learning.* St. Paul, MN: Redleaf Press.<br><br>Copley, J.V. (2000). *The young child and mathematics.* Washington, DC: NAEYC.<br><br>DeBord, K., Hestenes, L.L.. Moore, R.C., Cosco, N.G., & McGinnis, J.R. (2005). *Preschool Outdoor Environment Measurement Scale (POEMS).* Lewisville, NC: Kaplan Early Learning Company.<br><br>Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue.* Alexandria, VA: Head Start Information & Publication Center.<br><br>Griffin, S. (2004). *My big world of wonder: Activities for learning about nature and using natural resources wisely.* St. Paul, MN: Redleaf Press.<br><br>Howes, C. (2003). *Teaching 4- to 8- year-olds: Literacy, math, multiculturalism and classroom community.* Baltimore: Paul Brookes.<br><br>❋**Kohl, M.F., Ramsey, R., & Bowman, D. (2002). *First art: Art experiences for toddlers and twos.* St. Paul, MN: Redleaf Press.**<br><br>Mayesky, M. (2002). *How to foster creativity in all children.* Clifton Park, NY: Delmar.<br><br>McGinnis, J.R. (2000). *Children's outdoor environments: A guide to play and learning.* Raleigh, NC: NC Partnership for Children. |

| Resource Type | COGNITIVE DEVELOPMENT DOMAIN |
|---|---|
| **PRINT MATERIALS CONT.** | Midden, K., Olthof, M., & Starbuck, S. (2002). *Hollyhocks and honeybees: Garden projects for young children.* St. Paul, MN: Redleaf Press.<br><br>Potter, J. (2004). *Nature in a nutshell for kids: Over 100 activities you can do in ten minutes or less.* St. Paul, MN: Redleaf Press.<br><br>Stuart, D. (1994). *Start with the arts: Early childhood educational program.* Baltimore: Paul Brookes.<br><br>Thonney, P.F., & Farrell, T.J. (1995). *Kitchen science for kids.* St. Paul, MN: Redleaf Press.<br><br>Worth, K., & Grollman, S. (2003). *Worms, shadows, and whirlpools: Science in the early childhood classroom.* St. Paul, MN: Redleaf Press. |
| **VIDEOS/ CDs** | Balsmeyer, R., & Lathan, S. (1999). *Sesame Street: 1-2-3 count with me.* Carrolton, GA: Sony Wonder.<br><br>Balsmeyer, R., & Lathan, S. (1997). *Sesame Street: Learning about numbers.* Carrolton, GA: Sony Wonder.<br><br>Candid Camera, Inc. (2003 ). *The green kid.* Monterey, CA: Author.<br><br>Chalufour, I., Worth, K., & Education Development Center, Inc. (2003). *Discovering nature with young children trainer's set.* St. Paul, MN: Redleaf Press.<br><br>Clearvue. (2003). *Captain Jon explores the ocean.* Chicago: Author.<br><br>Clearvue. (2003). *Preschool fun for kids! Numbers.* Chicago: Author.<br><br>Clearvue. (2002). *The Shelly T turtle show: Animal fun time.* Chicago: Author.<br><br>Educational 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.<br><br>High/Scope Educational Research Foundation. (2004). *Classification, seriation, and number: Booklet and video set.* St. Paul, MN: Redleaf Press.<br><br>NAEYC. (2001). *Your classroom computer center: How does it measure up?* Washington, DC: Author.<br><br>NAEYC. (1999). *Music play: Bah bah be-bop.* Washington, DC: Author.<br><br>NAEYC. (1998). *Dramatic play: More than playing house.* Washington, DC: Author.<br><br>NAEYC. (1995). *Exploring science and nature.* Washington, DC: Author.<br><br>NAEYC. (1993). *Before and after school: Creative experiences.* Washington, DC: Author.<br><br>NAEYC. (1993). *Block play: Constructing realities.* Washington, DC: Author.<br><br>❋Portage Project. (1995). *To have a friend.* Portage, WI: Author.<br><br>❋Teaching Tolerance Project. (1997). *Starting small: Teaching tolerance in preschool and early grades.* Montgomery, AL: Southern Poverty Law Center. |

| Resource Type | COGNITIVE DEVELOPMENT DOMAIN |
|---|---|
| **WEB/ ONLINE** | **Activities integrating mathematics and science** – This web site is dedicated to enriching teaching and learning in math and science. Activities, puzzles, resources and professional development opportunities are offered. **http://www.aimsedu.org/**<br><br>**Ages and stages** - This resource, geared towards parents, provides a fact sheet summarizing mental development, as well as a list of suggested books. From Iowa State University Extension.<br>3 year olds: **http://www.extension.iastate.edu/Publications/PM1530E.pdf**<br>4 year olds: **http://www.extension.iastate.edu/Publications/PM1530F.pdf**<br><br>**Ages and stages** - This web site offers good information about expected intellectual development.<br>3 year olds: http://www.nncc.org/Child.Dev/ages.stages.3y.html<br>4 year olds: **http://www.nncc.org/Child.Dev/ages.stages.4y.html**<br>5 year olds: **http://www.nncc.org/Child.Dev/ages.stages.5y.htm**<br><br>**Ages and stages for caregivers** - This web site provides excellent summaries of cognitive development.<br>For 3 year olds. **http://ohioline.osu.edu/asc-fact/ASC7.pdf**<br>For 4 year olds: **http://ohioline.osu.edu/asc-fact/ASC8.pdf**<br>For 5 year olds: **http://ohioline.osu.edu/asc-fact/ASC9.pdf**<br><br>**Art appreciation and visual arts theme: Preschool activities and crafts** - This web site provides many art activities appropriate for preschool children. The web site also lists activities designed to foster an appreciation for art in young children. **http://www.first-school.ws/theme/artapp.htm**<br><br>**Assessing the development of preschoolers** - This web site provides ways for parents to assess their children's development. Normal developmental patterns of preschoolers are discussed so that parents can determine whether their child's development is on track. **http://www.kidsource.com/kidsource/content/assessing.html**<br><br>**The center for improved engineering and science education** – This organization was founded in 1988 to improve K-12 science and mathematics education through the use of technology. Their site offers a wide range of teacher resources, from classroom projects to workshops. **http://www.k12science.org/**<br><br>**Crafts for kids** – Not only does this web site provide many art activities for young children, but it also describes a variety of Spanish activities. **http://www.enchantedlearning.com/crafts/**<br><br>**Developmental milestones: Ages 3-5** - This web site offers an outline of thinking development broken down for three, four, and five year olds. **http://www.schwablearning.org/articles.asp?r=324&g=1**<br><br>**Developmental milestones: A guide for parents, the third year** - Created by the National Network for Child Care, this resource provides a nice summary list of developmental milestones three year olds are expected to reach in the areas of motor skills, sensory and thinking skills, and language and social skills. **http://www.nncc.org/Child.Dev/mile3.html**<br><br>**Developmental milestones: A guide for parents, the fourth year**- Created by the National Network for Child Care, this resource provides a nice summary list of developmental milestones four year olds are expected to reach in the areas of motor skills, sensory and thinking skills, and language and social skills. **http://www.nncc.org/Child.Dev/mile4.html**<br><br>**Early childhood mathematics: Promoting good beginnings** – This web site provides the executive summary of the NAEYC position statement on teaching math to young children. **http://www.naeyc.org/about/positions/pdf/Mathematics_Exec.pdf** |

| Resource Type | COGNITIVE DEVELOPMENT DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | **Early childhood mathematics: Promoting good beginnings** – This web site provides the complete NAEYC position statement on teaching math to young children. http://www.naeyc.org/about/positions/pdf/psmath.pdf |
| | **Eisenhower national clearinghouse of math and science education** – This web site offers math and science resources for teachers, including lessons, activities, web sites and opportunities for professional development. **http://www.enc.org/** |
| | **General developmental sequence toddler through preschool** - This web site provides a nice summary of various aspects of development in preschool children including intellectual development. The web site is broken down by age so you can see the developmental differences between 3 and 4 year olds. **http://www.childdevelopmentinfo.com/development/devsequence.shtml** |
| | **Good times with preschoolers** - This lengthy article discusses the importance of learning about preschoolers. Summaries of intellectual development for four and five year olds are also provided. Specific approaches to learning are also suggested. **http://www.nncc.org/Series/good.time.presch.html** |
| | **Helping your child learn mathematics** – This is a booklet for parents made up of fun activities that parents can use with children from preschool age through grade 5 to strengthen their math skills and build strong positive attitudes toward math. **http://www.ed.gov/parents/academic/help/math/index.html**. Available in Spanish at **http://www.ed.gov/espanol/parents/academic/matematicas/index.html.** |
| | **Helping your child learn science** - This booklet provides parents of children ages 3 through 10 with information, tools and activities they can use in the home and community to help their child develop an interest in the sciences and learn about the world around them. The web site is also in Spanish. **http://www.ed.gov/parents/academic/help/science/index.html** |
| | **Kinderart** – This is a wonderful web site emphasizing the importance of art in preschool. Articles geared towards parents and teachers discuss the importance of teaching preschool children art. In addition, over 1000 art activities appropriate for preschool children are provided. **http://www.kinderart.com/** |
| | **Lesson plans** – This web site provides lesson plans for preschool through high school teachers. Specific subject areas addressed include literacy and book activities, math, science, health, social studies, and physical education. **http://lessonplanz.com/Preschool/** |
| | **Math help for parents** - The major portion of this booklet is made up of fun activities that parents can use with children from preschool age through grade 5 to strengthen their math skills and build strong positive attitudes toward math. **http://www.ed.gov/parents/academic/helpmath/index.html** |
| | **Preschool art activities** – This web site offers a multitude of art activities for preschool children broken down by season (i.e. summer art, winter art). Within each season are categories, and for each category (i.e. ocean life) multiple activities are suggested. **http://www.preschoolexpress.com/art_station.shtml** |
| | **Preschool development** - This article discusses preschool development. Topics include what affects a child's development, physical development, cognitive development, social and emotional development, moral development, and the importance of plan. **http://www.ces.ncsu.edu/depts/fcs/human/preschooldev.html**  A Spanish version is available at: **http://www.ces.ncsu.edu/depts/fcs/human/pubs/Sp_pre.html**. |

| Resource Type | COGNITIVE DEVELOPMENT DOMAIN |
|---|---|
| **WEB/ ONLINE CONT.** | **Preschool education: Arts and crafts** – This web site provides preschool art activities broken down by theme. **http://www.preschooleducation.com/art.shtml**<br><br>**Preschooler development** - This document on preschool intellectual development discusses many important areas that will be informative to both teachers and parents. Information is broken down for three year olds and four year olds. Suggested activities to try with these two ages are also described. **http://www.nncc.org/Child.Dev/presch.dev.html**<br><br>**The Project approach** – Available in both English and Chinese, this site provides a set of teaching strategies which enable teachers to guide children through in-depth studies of real world topics. In addition to an extensive section on theory, project examples are provided for grades Pre-K through sixth. **http://www.project-approach.com/**<br><br>**Stages in intellectual development in children and teenagers** - This web site presents a nice summary of Piaget's stages of development. In particular, the description of the preoperational stage is helpful in looking at cognitive development in preschool children. **http://www.childdevelopmentinfo.com/development/piaget.shtml**<br><br>**Teaching our youngest: A guide for preschool teachers and child care and family providers**- This booklet draws from scientifically based research about what you can do to help children to develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers, and learn to count. Also included are examples of ways to create an environment in your preschool classrooms that will nurture children's natural curiosity and their zest for learning. **http://www.ed.gov/teachers/how/early/teachingouryoungest/index.html**<br><br>**U.S. Department of Agriculture for kids** – This web site offers resources about food, nutrition, agriculture, weather and other topics in English and Spanish. **http://www.usda.gov/news/usdakids**<br><br>**The whole child: Cognitive development** - This web site describes cognitive development in children from birth through five years of age. **http://www.pbs.org/wholechild/abc/cognitive.html** |
| **NC RESOURCES** | **Learn NC: The North Carolina Teachers' Network** – This web site offers a plethora of resources designed to support North Carolina teachers. Although geared primarily towards K-12 educators, the materials available can be easily applied to early childhood. Articles, lesson plans in every subject area, online activities for children in reading and math, and an online library are just some of the resources available on this site. **http://www.learnnc.org**<br><br>**North Carolina early intervention library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. **http://www.ncei-eclibrary.org**<br><br>**North Carolina Museum of Natural Sciences** - This web site describes the museum's Discovery Fun program, sharing the natural world by through interactive exploration. Programs are adapted for each age group, allowing the children to explore microscopes, an active beehive, animal costumes, animal hand puppets, and more. **http://www.naturalsciences.org/education/discovery_fun.html**<br><br>**Project Learning Tree** – This organization offers an online tool for educators based on a science radio program, Earth and Sky. Many resources for student learning activities are available at the website, including suggested speakers and field tour sites. **http://www.plt.org/cms/pages/21_172_49.html** |

# ADULT LEARNING RESOURCES



Effective adult learning is the art of supporting the learning of a group of learners with diverse styles, preferences and experiences. It requires teachers and trainers to acquire a repertoire of instructional resources that range from activities and print materials to videos and web sites.

Resources that are consistent with adult learning principles are listed on pages 56 through 59. These resources can be used to design, implement and evaluate teaching, training, technical assistance and supervisory efforts.

| Resource Type | ADULT LEARNING RESOURCES |
|---|---|
| **CARTOONS** | Giangreco, M.F. (1998). *Ants in his pants: Absurdities and realities of special education.* Minnetonka, MN: Peytral Publications.<br><br>Giangreco, M.F. (1999). *Flying by the seat of your pants: More absurdities and realities of special education.* Minnetonka, MN: Peytral Publications.<br><br>Giangreco, M.F. (2000). *Teaching old logs new tricks: More absurdities and realities of education.* Minnetonka, MN: Peytral Publications.<br><br>The Parent Side (**http://www.kidstogether.org/parentside.htm**) |
| **TEACHING CASES** | Case Method of Instruction Outreach Project **http://www.cmiproject.net/**<br><br>Driscoll, A. (1995). *Cases in early childhood education: Stories of programs and practices.* Boston: Allyn & Bacon.<br><br>❋McWilliam, P.J. (2000). *Lives in progress: Case stories in early intervention.* Baltimore: Paul Brookes.<br><br>National Center for Early Development & Learning **http://www.fpg.unc.edu/~ncedl/index.htm**<br><br>❋Rand, M.K. (2000). *Giving it some thought: Cases for early childhood practice.* Washington, DC: National Association for the Education of Young Children.<br><br>Silverman, R., Welty, W.M., & Lyon, S. (1996). (2nd ed.). *Case studies for teacher problem solving.* New York: McGraw-Hill.<br><br>University of South Florida Clearinghouse for Special Education Teaching Cases (cases indexed by CEC teacher competencies) **http://cases.coedu.usf.edu/** |
| **PRINT MATERIALS** | ❋Alexander, N.P. (2000). *Early childhood workshops that work: The essential guide to successful training and workshops.* Beltsville, MD: Gryphon House.<br><br>❋Bloom, P.J., Sheerer, M. & Britz, J. (1998). *Achieving center-based change through staff development.* Beltsville, MD: Gryphon House.<br><br>❋Carter, M., & Curtis, D. (1994). *Training teachers: A harvest of theory and practice.* Beltsville, MD: Gryphon House.<br><br>Davis, B.G. (2001). *Tools for teaching.* Somerset, NJ: Wiley.<br><br>❋Eitington, J.E. (1996). *The winning trainer: Winning ways to involve people in learning.* Woburn, MA: Butterworth-Heinemann.<br><br>Finkel, D.L. (2000). *Teaching with your mouth shut.* Portsmouth, NH: Heinemann.<br><br>Galbraith, M.W. (Ed.). (2004). *Adult learning methods: A guide for effective instruction.* Malabar, FL: Krieger Publishing Company.<br><br>❋Hart, L.B. (1991). *Training methods that work: Handbook for trainers.* Menlo Park, CA: Crisp Learning. |

| Resource Type | ADULT LEARNING RESOURCES |
|---|---|
| **PRINT MATERIALS CONT.** | ✱McArdle, G.E.H. (1993). *Delivering effective training sessions: Techniques for productivity.* Menlo Park, CA: Crisp Learning.<br><br>Peacock, L., & Johnson, W. (1996). *Pathways to teaching: A guide for beginning early childhood teachers.* Dubuque, IA: Kendall/Hunt Publishing Company.<br><br>Pike, R.W. (2003). *Creative training techniques handbook: Tips, tactics and how-to's for delivering effective training.* Amherst, MA: HRD Press.<br><br>Renner, P. (1994). *The art of teaching adults: How to become an exceptional instructor and facilitator.* Vancouver, BC: Training Associates.<br><br>Silberman, M., & Lawson, K. (1995). *101 ways to make training active.* Somerset, NJ: John Wiley & Sons.<br><br>Stayton, V.D., Miller, P.S., & Dinnebeil, L.A. (Eds.). (2003). *DEC personnel preparation in early childhood special education: Implementing the DEC recommended practices.* Denver: Sopris West.<br><br>Whitehead, A., Ulanski, B., Sweeden, B., Sprague, R., Yellen-Shiring, G., Fruchtman, A., Pomije, C., & Rosin, P. (1998). *By design: Family-centered, interdisciplinary preservice training in early intervention.* Madison, WI: Waisman Center Early Intervention Program. |
| **VIDEOS/ CDs** | ✱Brown, J., & Edelman, L. (Producers), & Edelman, L. (Director). (1998). *Gone through any changes lately?* Denver: Western Media Products.<br><br>Monad Trainer's Aide. (n.d.). *You.* Whitestone, NY: Author.<br><br>Phi Delta Kappa International . (1997). *The calf path*. Bloomington, IN: Phi Delta Kappa International Center for Professional Development and Services. |
| **WEB/ ONLINE** | **E-learning for educators: Implementing the standards for staff development** – This online book, published by the National Staff Development Council, explores how the Standards for Staff Development can be applied to online learning for professionals in education. **http://www.nsdc.org/connect/projects/e-learning.pdf**<br><br>**How people learn: Bridging research and practice** – This book compares practical information about learning to research on the same subject and provides suggestions for ways to promote learning. **http://www.nap.edu/books/0309065364/html/**<br><br>**Reforming personnel preparation in early intervention: Issues, models and practical strategies** - This 21-chapter whopper (574 pages) is divided into issues (perspectives on examining and updating instructional approaches) challenges (detailed analyses of the key elements of personnel preparation), solutions (hands-on topical chapters that include instructional ideas and activities), and proof (specific examples of successful models). **http://www.fpg.unc.edu/~scpp/pages/reforming_book.cfm**<br><br>**Online workshops for web-based training demonstration CD** - The workshop was an interactive, facilitated experience designed by the National Early Childhood Technical Assistance System (NECTAS) for its technical assistance audiences. We invite you to explore the workshop and learn more about taking your training online. **http://www.nectac.org/~wbtdemo/** |

| | |
|---|---|
| **NC RESOURCES** | **Learn NC: The North Carolina Teachers' Network** – This web site offers a plethora of resources designed to support North Carolina teachers. Although geared primarily towards K-12 educators, the materials available can be easily applied to early childhood. Articles, lesson plans in every subject area, and an online library are just some of the resources available on this site. In addition, a variety of distance education online courses are offered for teachers to further develop their skills in a wide variety of areas. **http://www.learnnc.org**<br><br>**North Carolina early intervention library** – This library offers a large collection of print and video materials available for loan that focus on young children with special needs and those who are typically developing, their families and recommended practices for serving them. There is also a special collection of children's books. **http://www.ncei-eclibrary.org**<br><br>**North Carolina early intervention mentor program** - The North Carolina Early Intervention Mentor Program is dedicated to enhancing the knowledge and skills of service providers working with families in early intervention. Early intervention service providers are matched with an experienced service provider and/or family resource in an individualized learning experience. **http://fsnnc.med.unc.edu/services/mentor/mentor.htm**<br><br>**Professional development for child care teachers and administrators: The North Carolina system** - A working knowledge of how children grow and develop is essential for adults who interact with and teach children. This organization helps educators increase their own professional development. **http://www.ncchildcare.org/index.html**<br><br>**Professional development resources for North Carolina teachers and administrators** – A variety of training and education programs are described through this website, all designed to improve the skills of North Carolina educators.  **http://21stcenturyschools.northcarolina.edu/index.xml**<br><br>**Smart Start** – This organization sponsors both large and small scale trainings for early childhood educators. A variety of resources, including handouts from recent conferences, are available at their website. **http://www.smartstart-nc.org/professionals/main.htm** |

# SOURCE LIST

**Allyn & Bacon**
160 Gould Street
Needham Heights, MA 02494
(800) 666-9433
Web: http://www.abacon.com

**American Speech-Language-Hearing Association**
10801 Rockville Pike
Rockville  MD  20852
(800) 498-2071
Fax: (301) 897-7355
Web: http://www.asha.org

**Amherst H. Wilder Foundation**
Publishing Center
919 Lafond Avenue
St. Paul, MN 55104-2198
(800) 274-6024
Fax: (651) 642-2061
Email: books@wilder.org
Web: http://www.wilder.org

**Axis Consultation & Training**
340 Machleary Street
Nanaimo, BC Canada V9R 2G9
(250) 754-9939
Fax: (250) 754-9930
Email:
 normemma@normemma.com
Web: http://www.normemma.com/
 sbio.htm

**Beacon Press**
25 Beacon St
Boston, MA 02108-2892
(617) 742-2110
Fax: (617) 723-3097
Web: http://www.beacon.org

**Brookline Books**
PO Box 1209
Brookline, MA 02445
(800) 345-6665
Fax: (617) 558-8011
Email: brbooks@yahoo.com
Web:
 http://www.brooklinebooks.com

**Butterworth-Heinemann**
225 Wildwood Avenue
Woburn, MA 01801
(800) 366-2665
Fax: (800) 446-6520
Email: orders@bhusa.com
Web: http://www.bh.com

**California Department of Education**
Child Development Division
CDE Press
1430 N Street, Suite 3207
Sacramento, CA 95814
(800) 995-4099, (916) 445-1260
Fax: (916) 323-0823
Email: sales@cde.ca.gov
Web:
 http://www.cde.ca.gov/re/pn/rc/

**California Tomorrow**
1904 Franklin Street, Suite 300
Oakland, CA 94612
(510) 496-0220, ext. 23
Fax: (510) 496-0225
Email:
 ct411@californiatomorrow.org
Web:
 http://www.californiatomorrow.org

**Cambridge University Press 1904**
40 West 20th Street
New York, NY 10011-4211
(212) 924-3900
Fax: (212) 691-3239
Email: Information@cup.org
Web: http://www.cambridge.org

**Canadian Child Care Federation**
383 Parkdale Ave. Ste 201
Ottawa, ON  K1Y 4R4 Canada
(613) 729-5289
Fax: (613) 729-3159
Web: http://www.cccf-fcsge.ca/

**Child Care Information Exchange**
PO Box 3249
Redmond, WA 98073-3249
(800) 221-2864
(425) 883-9394
Fax: (425) 867-5217
Email: info@ChildCareExchange.com
Web: http://www.childcareexchange.com

**Child Development Media, Inc.**
5632 Van Nuys Blvd., Suite 286
Van Nuys, CA 91401
(800) 405-8942
Fax: (818) 989-7826
Email:
 info@childdevelopmentmedia.com
Web: http://www.childdevmedia.com

**Clearvue**
6465 North Avondale Avenue
Chicago, IL 60631
(800) 253-2788
Fax: (800) 444-9855
Email: CustServ@clearvue.com
Web: http://clearvue.com

**CPG Publishing Company**
PO Box 50062
Phoenix AZ  85076
(800) 578-5549

**Crisp Learning**
1200 Hamilton Court
Menlo Park, CA 94025
(800) 442-7477
Email: courseiltcrisp@thompson
 learning.com
Web: http://www.courseilt.com

**The David and Lucile Packard Foundation**
The Future of Children
300 Second Street, Suite 200
Los Altos, CA 94022
(650) 948-7658
Email:
 circulation@futureofchildren.org
Web:
 http://www.futureofchildren.org

**Delmar Publishers**
5 Maxwell Drive
PO Box 8007
Clifton Park, NY 12065-8007
(800) 347-7707
Fax: (800) 487-8488
Email: info@delmar.com
Web: http://www.delmar.com/

**Eastern Kentucky University**
National Juvenile Detention
 Association (NJDA)
301 Perkins Building/EKU
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-6259
Fax: (859) 622-2333
Email: NJDAEKU@aol.com
Web: http://www.njda.com/

**Educational Productions Inc.**
9000 S.W. Gemini Dr
Beaverton, OR 97008-7151
(503) 644-7000 or (800) 950-4949
Fax: (503) 350-7000
Email: custserv@edpro.com
Web: http://www.edpro.com

**Educators for Social Respon-
sibility (ESR) National Center**
23 Garden Street
Cambridge, MA 02138
(617) 492-1764
Email: educators@esrnational.org
Web: www.esrnational.org

**El Valor**
1850 West 21st Street
Chicago, IL 60608
(312) 666-4511
Fax: (312) 666-6677

**Endless Horizon Productions**
PO Box 5494
Charlotte  NC  28299
(704) 492-0020
Web: http://www.endlesshorizon
 productions.com/

**ERIC Clearinghouse on Higher
Education**
Graduate School of Education and
 Human Development
George Washington University
One Dupont Circle, Suite 630

Washington, DC 20036-1183
(202) 296-2597
(800) 773-3742
Fax: (202) 452-1844
Email: mkozi@eric-he.edu
Web: http://www.eriche.org

**The Ewing Marion Kauffman
Foundation**
PO Box 12444
North Kansas City, MO 64116
(816) 221-4700
Web:
 http://www.emkf.org/pages/12.cfm

**Exchange Press Inc**
Redmond, WA 98073 - 2890
(425) 869-6520

**Family Resource Coalition of
America**
20 N. Wacker Dr., Suite 1100
Chicago, IL 60606
(312) 338-0900
Fax: (312) 338-1522
Email: frca@frca.org
Web: http://www.familysupport
 america.org

**The Federation for Children with
Special Needs**
1135 Tremont Street
Suite 420
Boston, MA 02120
(617) 236-7210
Fax: (617) 572-2094
Email: peer@fcsn.org
Web: http://www.fcsn.org

**FPG Child Development Institute**
Publications Office
CB #8185, UNC-CH
Chapel Hill, NC 27599-8185
(919) 966-4221
Fax: (919) 966-0862
Email: pubs@mail.fpg.unc.edu
Web: http://www.fpg.unc.edu

**Free Spirit Publishing**
217 5th Ave. N, Ste. 200
Minneapolis MN 55401-1299
(800) 735-7323
(612) 337-5050
Email: help4kids@freespirit.com
Web: http://www.freespirit.com

**Greenwood Publishing Group,
Inc.**
PO Box 6926
Portsmouth, NH 03802-6926
(800) 225-5800
Fax: (603) 431-2214
Email: customer-
 service@greenwood.com

**Gryphon House**
PO Box 207
Beltsville, MD 20704
(800) 638-0928
(301) 595-9500
Fax: (301) 595-0051
Web: http://www.ghbooks.com/

**The Hanen Centre**
1075 Bay Street, Suite 515
Toronto, ON M5S 2B1 Canada
(416) 921-1073
Fax: (800) 380-3355
Email: angie@hanen.org
Web: http://www.hanen.org/

**Harvard Family Research Project**
Publications Office
3 Garden Street
Cambridge MA 02138
(617) 495-9108
Fax: (617) 495-8594
Email: hfrp@gse.harvard.edu
Web:
 http://www.gse.harvard.edu/~hfrp/

**Head Start Information &
Publication Center**
1133 15th Street NW, Suite 450
Washington, DC 20005
(866) 763-6481
(202) 737-1030
Fax: (202) 737-1151
Email: puborder@headstartinfo.org
Web: http://www.headstartinfo.org/

**Hearing and Speech Institute**
Infant Hearing Resource
3515 S.W. Veterans Hospital Road
Portland, OR 97239
(877) 702-2828
(503) 228-6479
Fax: (503) 228-4248
Email: ihr@hearingandspeech.org
Web:
 http://www.hearingandspeech.org

**Heinemann**
PO Box 6926
Portsmouth, NH 03802-6926
(800) 225-5800
Fax: (603) 431-2214
Email: custserv@heinemann.com
Web: http://www.heinemann.com

**Houghton Mifflin**
College Division Store
181 Ballardvale Street
Wilmington, MA 01887
(978) 661-1300
Fax: (978) 661-1324
Web: http://www.hmco.com/

**HRD Press**
22 Amherst Road
Amherst, MA 01002-9709
(800) 822-2801
Web: http://www.hrdpress.com

**Human Kinetics Books**
PO Box 5076
Champaign, Illinois 61825-5076
(800) 747-4457
Fax: (217) 351-1549
Email: Info@hkusa.com
Web:
  http://www.humankinetics.com

**Idaho Center on Disabilities and Human Development**
University of Idaho
129 West Third
Moscow, ID 83843
(208) 885-3559
(800) 393-7290
Fax: (208) 885-3628
Email: idahocdhd@uidaho.edu
Web: http://www.Idahocdhd.org/
  cdhd/publications.htm

**The iDEA Group**
PO Box 701
Waite Park, MN 56387
(320) 251-2325
Email: ideagrp@cloudnet.com

**Indiana Institute on Disability and Community**
Indiana University
2853 East Tenth Street
Bloomington, IN 47408-2696
(812) 855-9396 (TT)

Fax: (812) 855-9630
Email: cedir@indiana.edu
Web:
  http://www.iidc.indiana.edu/cedir/

**Institute for Educational Leadership**
1001 Connecticut Ave, NW
Suite 310
Washington, DC 20036-5541
(202) 822-8405
Email: iel@iel.org
Web: http://www.iel.org

**Institute for Family-Centered Care**
7900 Wisconsin Avenue, Suite 405
Bethesda, MD 20814
(301) 652-0281
Email: institute@iffcc.org
Web:http://www.familycenteredcare.
  org/resources-frame.html

**Interaction Book Company**
7208 Cornelia Drive
Edina, MN 55435
(952) 831-9500
Fax: (952) 831-9332

**International Reading Association**
800 Barksdale Road PO Box 8139
Newark, DE 19714-8139
(302) 731-1600
Fax: (302) 731-1057
Email:
  customerservice@reading.org
Web: http://www.reading.org

**Kaplan Early Learning Company**
PO Box 609
1310 Lewisville-Clemmons Rd
Lewisville, NC 27023-0609
(800) 334-2014
Email: info@kaplanco.com
Web: http://www.kaplanco.com

**Kendall/Hunt Publishing Company**
PO Box 1840
Dubuque, IA 52004-1840
(800) 228-0810
Fax: (800) 772-9165
Email: orders@kendallhunt.com
Web: http://www.kendallhunt.com/

**Kennedy Krieger Institute**
Training and Products Division
7000 Tudsbury Road
Baltimore, MD 21244
(410) 298-9286
Fax: (410) 298-9288
Web: http://www.kennedykrieger.
  Org/training/Products/Training%
  20Products.html

**Kensington Books**
850 Third Avenue
New York, NY 10022
(877) 422-3665
Web:
  http://www.kensingtonbooks.com

**Krieger Publishing Company**
PO Box 9542
Melbourne, FL 32902
(321) 724-9542
Web: http://www.krieger-
  publishing.com/

**Landlocked Films LLC**
1505 Mariposa Ave.
Boulder, CO 80302
(303) 447-2821
Fax: (303) 440-3961
Email: orders@landlockedfilms.com
Web: http://www.landlockedfilms.
  com/Educational.htm

**Lawrence Erlbaum Associates, Inc.**
10 Industrial Avenue
Mahwah, NJ 07430-2262
(800) 9-BOOKS-9
Fax: (201) 236-0072
Email: orders@erlbaum.com
Web: http://www.erlbaum.com

**Learner Managed Designs, Inc.**
PO Box 747
Lawrence, KS 66044
(800) 467-1644
Fax: (316) 773-7488
Email: contactus@lmdusa.com
Web: http://www.lmdusa.com/

**Macmillan College Publishing**
866 Third Avenue
New York, New York 10022

**Magna Systems**
500 Coventry Lane, Suite 200
Crystal Lake, IL 60014
(800) 203-7060
Fax: (815) 459-4280
Email: magna@rsmi.com
Web: http://www.magnasystems
 videos.com

**Mayfield Publishing**
1280 Villa St.
Mountain View, CA 94041
(800) 433-1279
Fax: (650) 960-0328
Email: calpoppy@mayfieldpub.com
Web: http://www.mayfieldpub.com

**McCormick Tribune Foundation**
435 N. Michigan Avenue, Suite 770
Chicago, IL 60611
(312) 222-3512
Web: http://www.rrmtf.org/
 education/ resources.htm

**McGraw-Hill**
PO Box 182604
Columbus, OH 43272
(877) 833-5524
Fax: (614) 759-3759
Email: customer.service@mcgraw-
 hill.com
Web: http://www.mcgraw-hill.com

**Merrill/Prentice Hall**
Order Production Center
PO Box 11071
Des Moines, IA 50336
(800) 282-0693
Fax: (800) 835-5327
Web: http://vig.prenhall.com/

**Monad Trainer's Aide, Inc.**
163-60 22nd Avenue
Whitestone, NY  11357
(800) 344-6088
(718) 352-2314
Fax: (718) 352-1305
Email:
 carol@monadtrainersaide.com
Web:
 http://www.monadtrainersaide.com

**NAEYC (see National Association
for the Education of Young
Children)**

**National Academies Press**
500 Fifth Street NW
Lockbox 285
Washington, DC 20055
(888) 624-8373
Fax: (202) 334-2451
Email: zjones@nas.edu
Web: http://www.nap.edu

**National Association for the
Education of Young Children
(NAEYC)**
1509 16th Street NW
Washington, DC 20036-1426
(800) 424-2460 ext. 2001
(202) 328-8777 ext. 2001
Fax: (202) 328-1846
Email: resource_sales@naeyc.org
Web: http://www.naeyc.org/

**National Black Child
Development Institute**
1101 15th Street NW, Suite 900
Washington, DC 20005
(800) 556-2234
Fax: (202) 833-8222
Email: moreinfo@nbcdi.org
Web: http://www.nbcdi.org

**National Center for Education in
Maternal and Child Health**
2115 Wisconsin Ave. NW, Suite 601
Washington, DC 20007-2292
(202) 784-9770
Fax: (202) 784-9777
Email: mchlibrary@ncemch.org
Web: http://www.ncemch.org/

**National Center for the Child Care
Work Force**
555 New Jersey Ave. N.W.
Washington, DC 20001
(202) 662-8005
Fax: (202) 662-8006
Email: ccw@aft.org
Web: http://www.ccw.org/

**National Dissemination Center
for Children with Disabilities**
PO Box 1492
Washington, DC 20013-1492
(800) 695-0285
Fax: (202) 884-8441
Email: nichcy@aed.org
Web: http://www.nichcy.org

**National Institute for Early
Education Research (NIEER)**
120 Albany Street, Suite 500
New Brunswick, NJ 08901
(732) 932-4350
Fax: (732) 932-4360
Email: info@nieer.org
Web: http://www.nieer.org

**National Maternal and Child
Health Clearinghouse**
2070 Chain Bridge Road, Suite 450
Vienna, VA 22182-2536
(888) 275-4772
Fax: (703) 821-2098
Email: ask@hrsa.gov
Web: http://www.ask.hrsa.gov

**National Staff Development
Council**
5995 Fairfield Road #4
Oxford, OH 45056
(800) 727-7288
Fax: (303) 452-0959
Email: nsdcJoan@aol.com
Web: http://www.nsdc.org

**NECTAC (National Early
Childhood TA Center)**
CB #8040 UNC-CH
Chapel Hill, NC 27599-8040
(919) 962-2001
Fax: (919) 966-7463
Email: nectac@unc.edu
Web: http://www.nectac.org

**The New Press**
38 Greene Street, Floor 4
New York, NY 10013
(800) 233-4830
Fax: (212) 629-8617
Web: http://www.thenewpress.com

**Noonday Press**
19 Union Square West
New York, NY 10003
(888) 330-8477
Email: sales@fsgee.com
Web: http://www.fsgbooks.com

**Parenting Press, Inc.**
PO Box 75267
Seattle, WA 98125
(800) 992-6657
Fax: (206) 364-0702
Web: http://www.parentingpress.
 com/index.html

**Parents Action for Children**
 (formerly I Am Your Child)
 335 N. Maple Drive, Suite 135
 Beverly Hills, CA 90210
 (310) 285-2385
 Fax: (310) 205-2760
 http://www.parentsaction.org

**Parents Reaching Out**
1920 B Columbia Dr. SE
Albuquerque, NM 87106
(505) 247-0192
Email: familiesRfaculty@aol.com
Web:
 http://www.parentsreachingout.org

**Pathfinder Resources, Inc.**
2303 Kalamazoo Ave. SE
Grand Rapids, MI 49507
(888) 641-7917
Fax: (616) 242-9565
Email: BillP@pathf.org
Web: http://www.pathf.org

**Paul Brookes**
PO Box 10624
Baltimore, MD 21285-0624
(800) 638-3775
Fax: (410) 337-8539
Email:
 custserv@brookespublishing.com
Web: http://www.pbrookes.com

**Pearson Education**
Order Processing Center
PO Box 11071
Des Moines, IA 50336-1071
(800) 947-7700
Fax: (800) 835-5327
Email: PearsonED@eds.com

**Peytral Publications, Inc.**
PO Box 1162
Minnetonka, MN 55345
(877) 739-8725
(952) 949-8707
Fax: (952) 906-9777
Web: http://www.peytral.com

**Portage Project**
26 East Slifer Street
PO Box 564
Portage, WI  53901
(608) 742-8811
Fax: (608) 742-2384
Email: pedersonj@cesa5.k12.wi.us
Web: http://www.portageproject.org

**Portland State University**
Research and Training Center on
Family Support and Children's
Mental Health Regional Research
Institute for Human Services
PO Box 751
Portland, OR 97207-0751
(503) 725-4040
Fax: (503) 725-4180
Email: rtcpubs@rri.pdx.edu
Web: http://www.rtc.pdx.edu/

**Practical Press**
PO Box 455
Moorhead, MN 56561-0455
(218) 235-2842
Fax: (218) 236-5199
Email: johnw@practicalpress.net
Web: http://www.practicalpress.net

**Prentice-Hall, Inc.**
One Lake Street
Upper Saddle River, NJ 07458
(800) 282-0693
Fax: (800) 835-5327
Web: http://www.prenhall.com

**Proctor Publications**
PO Box 2498
Ann Arbor, MI 48106
(800) 343-3034
Fax: (734) 480-9811
Web:
 http://www.proctorpublications.com

**PRO-ED, Inc.**
8700 Shoal Creek Blvd.
Austin, TX 78757-6897
(800) 897-3202
Fax: (800) 397-7633
Email: info@proedinc.com
Web: http://www.proedinc.com/

**Project for School Innovation**
197A Centre Street
Dorchester, MA 02124
(617) 825-0703 ext. 261
Fax: (617) 825-1829
Email: psi@psinnovation.org
Web: http://www.psinnovation.org

**The Pyschological Corporation**
Order Service Center
19500 Bulverde Road
San Antonio, TX 78259
(800) 211-8378
Email:
 Customer_care@harcourt.com
Web: http://www.psychcorp.com

**Redleaf Press**
10 Yorkton Court
St. Paul, MN 55117
(800) 423-8309
Web: http://www.redleafpress.org/

**RIF Net**
1825 Connecticut Avenue, N.W.
Suite 400
Washington, DC 20009
(800) 590-0041
Email: exchange@rif.org
Web: http://www.rif.org/educators

**Rural Institute on Disabilities**
52 Corbin Hall
University of Montana
Missoula, MT 59812
(800) 732-0323
(406) 243-5467
Fax: (406) 243-4730
Email: rural@ruralinstitute.umt.edu
Web: http://ruralinstitute.umt.edu/

**Scholastic, Inc.**
557 Broadway
New York, NY 10012
(800) 242-7737
Fax: (877) 845-5783
Web: http://www.scholastic.com

**SERVE (SouthEastern Regional Vision for Education)**
1203 Governor's Square Boulevard, Suite 400
Tallahassee, Florida 32301
(800) 352-6001
Fax: (850) 671-6085
Web: http://www.serve.org/

**SKI-HI Institute**
Utah State University
6500 Old Main Hill
Logan, UT 84322-6500
(435) 797-5600
TTY (435) 797-5584
Email: skihi@cc.usa.edu
Web: http://www.skihi.org

**Sony Wonder**
Web: http://www.sonywonder.com

**Sopris West**
4093 Specialty Place
Longmont, CO 80504
(303) 651-2829
Email: customerservice@soprsiwest.com
Web: http://www.sopriswest.com

**Southern Poverty Law Center/ Teaching Tolerance**
400 Washington Avenue
Montgomery, AL 36104
(334) 956-8200
Web: http://www.splcenter.org/center/tt/teach.jsp
Web: http://www.tolerance.org/teach/

**Southwest Educational Development Laboratory (SEDL)**
211 East 7th Street
Austin, TX 78701-3253
(800 or 512) 476-6861
Fax: (512) 476-2286
Email: products@sedl.org
Web: http://www.sedl.org/pubs/

**Stylus Publishing, LLC**
22883 Quicksilver Drive
Sterling, VA 20166
(800) 232-0223
Email: StylusMail@PressWarehouse.com
Web: http://styluspub.com/

**Systems Change in Personnel Preparation**
FPG Child Development Institute
CB #8185 UNC-CH
Chapel Hill, NC 27599-8185
(919) 966-6635
Fax: (919) 843-5784
Email: camille@unc.edu
Web: http://www.fpg.unc.edu/~scpp

**Teachers College Press**
PO Box 20
Williston, VT 05495-0020
(800) 575-6566
Email: tcpress@tc.columbia.edu
Web: http://www.teacherscollegepress.com

**Teaching Strategies, Inc.**
PO Box 42243
Washington, DC 20015
(800) 637-3652
Email: info@TeachingStrategies.com
Web: http://www.TeachingStrategies.com/

**Training Associates**
Site 720, 999 West Broadway
Vancouver, BC V5Z 1K5Canada
(604) 732-4552
Fax: (604) 738-4080
Web: http://www.peter-renner.com

**U.S. Government Printing Office**
Superintendent of Documents
PO Box 371954
Pittsburgh, PA 15250-7954
(866) 512-1800
(202) 512-1800
Email: orders@gpo.gov
Web: http://bookstore.gpo.gov/index.html

**University of Connecticut Health Center, Division of Child and Family Studies**
The Exchange, MC 6222
263 Farmington Avenue
Farmington, CT 06030-6222
(866) 623-1315
Fax: (860) 679-1571
Web: http://www.uconnced.org/pubs.htm

**Vermont Department of Education**
120 State Street
Montpelier, VT 05620-2501
(802) 828-3892
Email: jsquires@doe.state.vt.us

**Waisman Center Early Intervention Program**
1500 Highland Ave., Rm. 231
Madison, WI 53705-2280
(608) 263-6467
Fax: (608) 263-0529
Email: tuchman@waisman.wisc.edu
Web: http://www.waisman.wisc.edu/earlyint/

**Walt Disney Studio**
Web: http://disney.go.com/DisneyPictures/main.html

**Warner Home Video**
Web: http://www.warnervideo.com

**Washington Learning Systems**
2212 Queen Anne Ave. N #726
Seattle, WA 98109
(206) 310-7401
Fax: (206) 283-9243
Web: http://www.walearning.com

**Western Media Products**
PO Box 591
Denver, CO 80201
(800) 232-8902
(303) 455-4177
Fax: (303) 455-5302
Email: sales@media-products.com
Web: http://www.media-products.com

**Western Oregon State University**
Teaching Research Division
345 N. Monmouth Avenue
Monmouth, OR 97361
(503) 838-8391
Fax: (503) 838-8150
Web: http://www.tr.wou.edu

**John Wiley & Sons**
1 Wiley Dr
Somerset, NJ 08875
(800) 225-5945
Fax: (732) 302-2300
Web: http://www.wiley.com

**Winterberry Press**
PO Box 2277
Morganton, NC 28680
(828) 432-0065
Fax: (828) 432-0068
Email: info@wbpress.com
Web: http://wbpress.com

**Woodbine House**
6510 Bells Mill Road
Bethesda, MD 20817
(800) 843-7323
Fax: (301) 897-5838
Web:
  http://www.woodbinehouse.com

**Yale University Press**
PO Box 209040
New Haven, CT 06520-9040
(800) 405-1619
Fax: (800) 406-9145
Email: custservice.press@yale.edu
Web: http://www.yale.edu/yup/

**ZERO TO THREE**
Zero to Three Bookstore
National Center for Infants,
  Toddlers, and Families
2000 M Street, NW, Suite 200
Washington, DC 20036
(800) 899-4301
Fax: (703) 661-1501
Email:
  0to3mail@presswarehouse.com
Web: http://www.zerotothree.org/
   Bookstore/