Shift Happens
Building Explicit and Intentional Emphasis on Culture, Equity, and Inclusion into Early Childhood Preservice Teaching

Camille Catlett

Ohio Early Childhood Higher Education Summit

September 25, 2020
Logistics

Remember to mute your audio

Questions?
Comments?

USE THE CHAT BOX
In 6 words or less, what is one positive change in your life since the start of the pandemic?
Where can I find the handout?

Follow along!

https://fpg.unc.edu/presentations/shift-happens-1
Power to the Profession

START WITH EQUITY
FROM THE EARLY YEARS TO THE EARLY GRADES
Data, Research, and an Actionable Child Equity Policy Agenda

Coronavirus (COVID-19) pandemic
Four strategies to support explicit and intentional emphasis

- Define and clarify
- Use gumdrops
- Add explicit content
- Incorporate personas
Culturally Responsive Teaching

“asset-based approaches as alternatives to popular deficit-oriented teaching methods, which position the languages, cultures, and identities of students as barriers to learning” (page 10)
TEACHING THE IDENTITY ICEBERG

BEGIN

ADL mini-lesson
“Early childhood teachers with high motivation to remain had significantly more undergraduate coursework focused on diversity, felt their teacher education programs better prepared them for teaching culturally and linguistically diverse children, and did an effective job working with children from diverse backgrounds.”

Djanko-Moore, 2020
All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.
Advancing Equity in Early Childhood Education Position Statement

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

Download the Statement (PDF)
Descargue la Declaración en Español (PDF)
下载中文立场声明 (PDF)

English  Español  中文

Advancing Equity in Early Childhood Education

Purpose
Position
Recommendations for Everyone
Recommendations for Early Childhood Educators
Recommendations for Administrators of Schools, Centers, Family Child Care Homes, and Other Early Childhood Education Settings
Recommendations for those Facilitating Educator Preparation and Professional Development
Recommendations for Public Policymakers
The Evidence for this Position Statement
Principles of Child Development and Learning
The Social-Cultural Context of Child Development and Learning
Conclusion and Acknowledgements
Definitions of Key Terms
Endnotes
# Equity and Inclusion Reflection Tool

<table>
<thead>
<tr>
<th>SELF-AUDIT</th>
<th>AGREE/ DISAGREE</th>
<th>IF AGREE, WHAT IS AN EVIDENCE SOURCE TO SUPPORT THAT PRACTICE?</th>
<th>IF DISAGREE, WHAT IS AN EVIDENCE SOURCE THAT COULD HELP YOU TO DEVELOP THAT PRACTICE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know how to uphold the unique value and dignity of each and every child and family.</td>
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<tr>
<td>2. I know how to recognize each and every child’s unique strengths and support the inclusion of all children — given differences in culture, family structure, language, racial identity, gender, abilities, and economic class.</td>
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<tr>
<td>3. I know how to develop trusting relationships with each and every child that build on their knowledge and skills.</td>
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<tr>
<td>4. I know how to consider the developmental, cultural, linguistic, and individual appropriateness of the learning environment and my teaching practices for each and every child.</td>
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<tr>
<td>5. I know how to involve children, families, and the community in the design and implementation of learning activities.</td>
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<tr>
<td>6. I know how to actively promote children’s agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development and curriculum).</td>
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<tr>
<td>7. I know how to scaffold children’s learning to achieve meaningful goals.</td>
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<tr>
<td>8. I know how to design and implement learning activities using language(s) that the children understand.</td>
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<tr>
<td>9. I know how to recognize and am prepared to provide different levels of support to different children depending on what they need.</td>
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<tr>
<td>10. I know how to examine my own biases (implicit and explicit) to understand how they may be contributing to my interactions and relationships with particular children and families.</td>
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</tbody>
</table>

Adapted from the NAEYC position statement *Advancing Equity in Early Childhood Education* (p. 4-6) [https://www.naeyc.org/resources/position-statements/equity-draft](https://www.naeyc.org/resources/position-statements/equity-draft)
### Equity Observation Tool

**How did the educator(s) create a caring, equitable community of engaged young learners?**

- By recognizing each child’s unique strengths?
- By fully including children with differences in culture, family structure, language, racial identity, gender, abilities and disabilities, religious beliefs, or economic class?
- By building trusting relationships with the children?
- By nurturing relationships among children while building on their knowledge and skills?
- By creating learning environments that are developmentally, culturally, and linguistically appropriate?
- By using teaching practices that are developmentally, culturally, and linguistically appropriate?
- By actively promoting children’s agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development & curriculum)?
- By scaffolding children’s learning to achieve meaningful goals?
- By implementing learning activities using language(s) that the children understand?
- By providing different types and levels of support to different children depending on what they need?
There is an over-representation of Black children in special education but not in early intervention or preschool special education.

There are large disparities when it comes to who gets access to inclusive learning.
The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.
This checklist includes practices that can be used to encourage and support peer interactions to promote positive interactions and play by responding contingently (positively) to the child's behavior.

**Child-Child Interaction Checklist**

This checklist includes practices that can be used to encourage and support peer interactions to promote positive interactions and play by responding promptly and positively (contingently) to the child’s behavior. The adult behavior includes things both to reinforce mutually interesting and enjoyable peer interactions and to promote and enhance child interactive competencies. The adult behavior can be used as part of planning interactive episodes (e.g., play groups) and as part of naturally occurring child-child play during everyday activities.

The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent’s use of the practices. The checklist rating scale can be used to do a self-evaluation to determine if the different practice characteristics were used by a practitioner with a child or as part of promoting a parent’s use of the practices.

<table>
<thead>
<tr>
<th>Practitioner:</th>
<th>Child:</th>
<th>Seldom or never (0 - 25%)</th>
<th>Some of the time (25 - 50%)</th>
<th>As often as I can (50 - 75%)</th>
<th>Most of the time (75 - 100%)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

1. Provide the child multiple opportunities to play and interact with other children
2. Observe the child's attempts to interact with or gain the attention of his or her peers
3. Identify the behavior the child uses to initiate interactions with peers by focusing on the children's shared interests
4. Respond promptly and positively (contingently) to the child's attempts to engage in interactions with peers during everyday activities and routines
5. Provide natural reinforcing consequences to the children's behavior and peer play to sustain child-child interactions
6. Encourage child behavior elaborations during peer interactions through modeling, imitation, expansion, and other types of supports
For students/learners/practitioners

For families
Recommended Practice Modules
Free for faculty and PD providers
rpm.fpg.unc.edu
“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice…..

Source: National Professional Development Center on Inclusion (NPDCI)
The key components of professional development include:

a) characteristics and contexts of the learners (i.e., the “who”);

b) content (i.e., the “what” of professional development); and

c) organization and facilitation of learning experiences (i.e., the “how”).
Intersectionality

Chronologically Appropriate Practices
- State Early Learning Standards & Guidelines

Contextually Appropriate Practices
- Building Resilience
- Preventing Suspensions & Expulsions
- Engaging Each & Every Family

Individually Appropriate Practices
- DEC Recommended Practices
- Culturally Responsive
- Teaching
- Practices for Supporting Children who are Dual Language Learners

Image: Young girl with curly hair
The Pyramid Model Equity Coaching Guide is a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias.

https://challengingbehavior.cbcs.usf.edu/docs/Equity-Coaching-Guide.pdf
Pyramid model practices + culturally responsive strategies
How would you “shift” this assignment to reflect what we’ve just discussed?

Create a science activity that will be fun for the children with disabilities in an inclusive preschool classroom.
What can you do with a gumdrop?
Gumdrops: Short, engaging videos that pack a content punch
Race and Racism Resources

10 Children’s Books About Racism and Activism to Help Parents Educate Their Children [https://www.huffpost.com/entry/10-anti-racism-books-parents-explain-black-lives-matter_l_5ed593d3c3b6db4977a17841](https://www.huffpost.com/entry/10-anti-racism-books-parents-explain-black-lives-matter_l_5ed593d3c3b6db4977a17841)
Talking with children about topics like racism and police brutality is never easy, but putting off conversations about privilege and racism does not work. This resource offers both guidance about how to choreograph heavy conversations that yield long term benefits.

10 Ways Teachers Can Fight Racism and Teach Tolerance [https://www.weareteachers.com/teachers-fight-racism/](https://www.weareteachers.com/teachers-fight-racism/)
This article offers ten thoughtful and doable ways in which teacher can fight racism and teach tolerance, with links to resources in each category. There are several sets focused on children (e.g., birth-Grade 1, K-Grade 5) and a set for adults focused exclusively on understanding and disrupting anti-black racism.

Several of the virtual and online resource collections from the Bank Street Center on Culture, Race & Equity focus on issues of race and racism.

Books Matter [https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature](https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature)
This website from the Anti-Defamation League offers a searchable collection of children’s books on issues of identity, bias, and bullying. Featured books come with discussion guides for teachers and family members.

Books to Help Explain Racism and Protest to Children [https://www.nytimes.com/2020/06/02/parenting/kids-books-racism-protest.html?fbclid=IwAR0PV-RdH7pSnbZ4p7Sb06R_eMAs5l2gWGiJ565_XbA5H5Z3rR](https://www.nytimes.com/2020/06/02/parenting/kids-books-racism-protest.html?fbclid=IwAR0PV-RdH7pSnbZ4p7Sb06R_eMAs5l2gWGiJ565_XbA5H5Z3rR)
This article from the New York Times provides guidance and when, why, and how to structure thoughtful conversations with children. This is followed by specific book suggestions for ages 0-3, 3-5, 5-8, 9-12, and over 12.

The title says it all, then the article shares why and how to do it.

A recent study from Sesame Workshop and NORC at the University of Chicago revealed that the kids might not be all right after all: only a quarter (28 percent) of parents in America say that they “sometimes” talk to their children about their race and ethnicity, and a mere 10 percent of parents do it “often.” Families of color are much more likely to talk to their kids about identity than their white counterparts.

This I-LABS module, written by Dr. Opal Lee Rogers, explores content that is essential to developing the ability of young children to understand race. Using the stories of children and evidence-based information related to race, inequities, and identity, this set of integrated materials (slides, audio, video) provides thoughtful and succinct content. The materials in this module were designed to be completed in 45-60 minutes. A discussion guide offers points of navigation through the content (e.g., key points, recommended stopping points), and references, a one-page brief, and related resources are listed.

1 Compiled by Camille Catlett in June 2020. Yellow highlighting indicates resources that are available in English and Spanish.
The gifts that children bring
Kids were asked to do chores,

And then the girls were paid less than the boys.
Family engagement

Serve and return
empathy
Empathy Quiz

1. I easily feel sad when the people around me feel sad.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

2. Before criticizing somebody, I try to imagine how I would feel if I were in his/her place.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree
INCLUSION
What can you do with a gumdrop?

- Refresh your context
- Share an eye-opening perspective with other colleagues and families
- Reflect on your own practices and consider opportunities to make them more responsive
- Help children develop the vocabulary to respectfully talk about differences
- Identify areas for exploration for colleagues and families
- Connect to additional evidence-based practices and resources
- Invigorate a student discussion board
GUMDROPS -
Bet you can’t watch just one!
Adding explicit content
## Use a rubric

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Where is the Indicator Found? What is the Level of Emphasis?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Basic Syllabus Components</strong></td>
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<tr>
<td></td>
<td>Course Description</td>
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</tr>
<tr>
<td>1. Emphasis on engaging, building respectful partnerships, and communicating effectively with families</td>
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<tr>
<td>2. Emphasis on language and literacy development</td>
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<tr>
<td>3. Emphasis on social-emotional development</td>
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<tr>
<td>4. Emphasis on supporting cognitive/STEM development</td>
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<td>5. Emphasis on supporting young children with disabilities</td>
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<td>6. Emphasis on supporting young children who are DLLs</td>
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<tr>
<td>7. Emphasis on supporting young children who are racially, ethnically, and culturally diverse</td>
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<tr>
<td>8. Emphasis on building resilience for children who have experienced trauma</td>
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<tr>
<td>9. Emphasis on professionalism (e.g., use of evidence-based practices, advocacy, code of ethics, etc.)</td>
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<tr>
<td>10.</td>
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</tr>
</tbody>
</table>

Adapted from Thorp & Sanchez, 2007; Maude, 2009; Catlett, 2011; SCRIPT-NC, 2019.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Alignment with Course Objectives/Learning Outcomes</th>
<th>Knowledge</th>
<th>Specific Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>Acquisition</td>
<td>Dual Language Learners</td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<tr>
<td>8.</td>
<td></td>
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</tr>
<tr>
<td>Syllabus Rubric Indicator</td>
<td>Addressed in Assignment(s) in Original Syllabus?</td>
<td>Targets for Syllabus Revision</td>
<td>Addressed in Revised Syllabus?</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>1. Engaging, building respectful partnerships, and communicating effectively with families</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with these assignments: Family Engagement Plan; NCFELD Lab</td>
</tr>
<tr>
<td>2. Supporting young children with disabilities and inclusion</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment</td>
</tr>
<tr>
<td>3. Supporting young children who are dual language learners</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment</td>
</tr>
<tr>
<td>4. Supporting young children who are racially, ethnically, and culturally diverse</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment</td>
</tr>
<tr>
<td>NC Foundations</td>
<td>Yes</td>
<td>✓</td>
<td>Yes across all assignments</td>
</tr>
<tr>
<td>Technology</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with E-Portfolio</td>
</tr>
<tr>
<td>5. Progress monitoring efforts to make decisions and support progress of young children</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with Activity Matrix; NCFELD Lab; Key Assessment; Observing DAP in the Classroom</td>
</tr>
<tr>
<td>6. Using assistive tools and technology to enhance the development, access, and participation of young children</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with Key Assessment</td>
</tr>
<tr>
<td>7. Supporting families to understand their children’s development in areas including literacy, social-emotional, &amp; STEM</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with Family Engagement Plan and NCFELD Lab Assignment</td>
</tr>
<tr>
<td>8. Supporting language and literacy development</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with Key Assessment</td>
</tr>
<tr>
<td>9. Supporting social-emotional development</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with Key Assessment</td>
</tr>
<tr>
<td>10. Supporting STEM development</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with Key Assessment</td>
</tr>
<tr>
<td>11. Building resilience for young children who have experienced maltreatment or trauma</td>
<td>No</td>
<td></td>
<td>Not clearly addressed</td>
</tr>
<tr>
<td>12. Implementing positive behavioral interventions and supports</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with Key Assessment, NCFELD Lab, and Activity Matrix</td>
</tr>
<tr>
<td>13. Collaborating and working effectively with diverse early childhood partners, including specialists &amp; family members</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with Family Engagement Plan and Graduate of the Future assignment.</td>
</tr>
<tr>
<td>14. Assisting in the implementation of transition plans across settings (e.g., from preschool to elementary school)</td>
<td>No</td>
<td></td>
<td>Not clearly addressed.</td>
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</tbody>
</table>
June 2020 Update: Incorporate Emphasis on Race and Racism in Every Course

Course Number and Name:  **EDU 280 Language and Literacy**  
College: **Durham Technical Community College**

<table>
<thead>
<tr>
<th>Syllabus Rubric Indicator</th>
<th>Addressed in Learning Opportunities and/or Assignment(s) in Original Syllabus?</th>
<th>Targets for Syllabus Revision</th>
<th>Addressed in Assignments in Revised Syllabus?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Indicators</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Engaging, building respectful partnerships, and communicating effectively with families</td>
<td>yes</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. Supporting young children with disabilities and inclusion</td>
<td>Not explicitly</td>
<td>x</td>
<td></td>
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<td>Not explicitly</td>
<td>x</td>
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<td>x</td>
<td></td>
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<tr>
<td>NC Foundations</td>
<td>No</td>
<td>x</td>
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<tr>
<td>Race and racism</td>
<td>x</td>
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<tr>
<td>Additional Indicators</td>
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<tr>
<td>5. Progress monitoring efforts to make decisions and support progress of young children</td>
<td>yes</td>
<td>x</td>
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</table>
Resources from SCRIPT-NC

https://scriptnc.fpg.unc.edu/
<table>
<thead>
<tr>
<th>Topic</th>
<th>What’s There?</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; emotional development</td>
<td>Infant/Toddler Training Modules: This 4-module set includes a PowerPoint presentation, handouts, videos, instructor script, etc. English and Spanish.</td>
<td><a href="http://csefel.vanderbilt.edu/resources/training_infant.html">http://csefel.vanderbilt.edu/resources/training_infant.html</a></td>
</tr>
<tr>
<td>Social &amp; emotional development</td>
<td>Preschool Training Modules: This 4-module set includes a PowerPoint presentation, handouts, videos, instructor script, etc. English and Spanish.</td>
<td><a href="http://csefel.vanderbilt.edu/resources/training_preschool.html">http://csefel.vanderbilt.edu/resources/training_preschool.html</a></td>
</tr>
<tr>
<td>EarlyEdU modules</td>
<td>Modules are available to the public on five topics: emotional literacy, building skills in two languages, using interactive media in early learning, mindfulness, and family engagement. Resources include presentations, presenter notes, learning activities, videos, and other resources.</td>
<td><a href="https://www.earlyedualliance.org/media-modules-and-more/#modules">https://www.earlyedualliance.org/media-modules-and-more/#modules</a></td>
</tr>
<tr>
<td>CONNECT Modules</td>
<td>These free practice-focused instructional resources are for faculty and other professional development providers. They are organized around a 5-Step Learning Cycle™ for making evidence-based decisions about practice dilemmas. Each module includes best available research, activities, handouts, videos, dilemmas, and more. Modules are available in English and Spanish on 7 topics: embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology interventions, dialogic reading practices, and tiered instruction.</td>
<td><a href="https://www.connectmodules.decsped.org/connect-modules/learners/">https://www.connectmodules.decsped.org/connect-modules/learners/</a></td>
</tr>
<tr>
<td>Recommended Practice Modules</td>
<td>These free interactive, multimedia modules can be easily accessed, downloaded, and embedded in your coursework and professional development sessions. Each module contains several lessons. You are free to embed only the content you need and are not obligated to include a module in its entirety. There are accompanying instructor supports and learning guides that assist you in easily using the modules within your current coursework and professional development sessions.</td>
<td><a href="https://rpm.fpg.unc.edu/">https://rpm.fpg.unc.edu/</a></td>
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<tr>
<td>15-minute in-service suites</td>
<td>These were designed for professional development for childcare staff. Topics include: Engaging Interactions and Environments, Highly Individualized Teaching/Learning, Ongoing Child Assessment, and Implementing Research-Based Curriculum and Teaching Practices. Each Suite comes complete with a variety resources including handouts, planning tools and a PPT with video demonstrations.</td>
<td><a href="https://eclkc.ohsarf.hhs.gov/professional-development/article/15-minute-service-suites">https://eclkc.ohsarf.hhs.gov/professional-development/article/15-minute-service-suites</a></td>
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<tr>
<td>Virtual Lab School (VLS)</td>
<td>The VLS offers 15 core content courses, each of which covers research-based developmentally appropriate practices for working with children from birth to age 12. The VLS offers distinct tracks for center-based professionals including direct-care providers, training and curriculum specialists (coaches), and management personnel, as well as a track for home-based care providers who typically care for mixed age groups.</td>
<td><a href="https://www.virtuallabschool.org/">https://www.virtuallabschool.org/</a></td>
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# Video Sources - Long Videos (10+ minutes)

<table>
<thead>
<tr>
<th>Topic</th>
<th>What's There?</th>
<th>URL</th>
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</thead>
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<tr>
<td>Toddler classroom</td>
<td>Evidence-based teaching practices that support young children’s social emotional development, as demonstrated by a high-fidelity Pyramid Model implementation site. A table of contents is provided at the beginning of each video so viewers can easily navigate to specific segments.</td>
<td><a href="https://vimeo.com/180297918">https://vimeo.com/180297918</a></td>
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<tr>
<td>Preschool classroom</td>
<td>A variety of indoor and outdoor activities are depicting this inclusive Head Start classroom. A version without the voiceover, created with Edpuzzle is at <a href="https://edpuzzle.com/media/5e72c1620a2c63e3edeb16d">https://edpuzzle.com/media/5e72c1620a2c63e3edeb16d</a></td>
<td><a href="https://www.youtube.com/watch?v=R8xtfOShoaA&amp;t=437s">https://www.youtube.com/watch?v=R8xtfOShoaA&amp;t=437s</a></td>
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<td>Preschool classroom</td>
<td>This video includes a focus on preschool classroom room arrangement, schedules and routines, classroom management and rules, and building classroom community (18 minutes, voiceover)</td>
<td><a href="https://www.youtube.com/watch?v=blDMnIVbm8g">https://www.youtube.com/watch?v=blDMnIVbm8g</a></td>
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<tr>
<td>Kindergarten</td>
<td>Developmentally appropriate practices for 5-6 year-olds, narrated by Dorothy Strickland. Part 2 focuses on environments, and Part 3 looks at classroom schedules and transitions (<a href="https://www.youtube.com/watch?v=h7a9RzHPRgk">https://www.youtube.com/watch?v=h7a9RzHPRgk</a>) Narrated segments are 10 minutes each.</td>
<td><a href="https://www.youtube.com/watch?v=xE0u3UQz3lt">https://www.youtube.com/watch?v=xE0u3UQz3lt</a></td>
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<tr>
<td>Home Visiting/Early Intervention</td>
<td>An Illustration of Using the SS-OO-PP-RR Framework to Guide Home Visiting This 40-minute video illustrates an entire home visit delivered by early interventionist Jenny Souter via video conferencing.</td>
<td><a href="https://ectacenter.org/topics/disaster/fs-oo-pp-rr2">https://ectacenter.org/topics/disaster/fs-oo-pp-rr2</a></td>
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<td></td>
<td>A Home Visit with Zander's Family This 14-minute video illustrates an early intervention home visit delivered by Ohio physical therapist Paula Clark.</td>
<td><a href="https://youtu.be/gXkH971g-Hc">https://youtu.be/gXkH971g-Hc</a></td>
</tr>
</tbody>
</table>
| Multiple toddler, preschool, child care, kindergarten and other classroom videos for observation | Toddler Observation Video 3 [Link](https://youtu.be/7n0xWCn_dBg?time=21) ECE 102 Kindergarten Observation [Link](https://youtu.be/ur69UsqYWTs?time=6)  
  *Focused Observations: How to Observe Young Children for Assessment and Curriculum Planning (2nd ed.)*  
  Chapter 1  Video 1 [Link](https://youtu.be/UoLdXk9pKdI?time=31)  
  Chapter 2  Video 3 [Link](https://youtu.be/4Sf05rx7P5s?time=8) Video 4 [Link](https://youtu.be/as8m7sE8R4t?time=5)  
  Chapter 3  Video 5 [Link](https://youtu.be/eID-j25Oh30?time=3) Video 6 [Link](https://youtu.be/Fm8VmXI5VqI?time=5)  
  Chapter 4  Video 8 [Link](https://youtu.be/PFkozKEU3s?time=4) Video 11 [Link](https://youtu.be/WcoK6w9q_k?time=59)  
  Chapter 5  Video 14 [Link](https://youtu.be/uv5sYm8v6o?time=3)  
  Chapter 7  Video 17 [Link](https://youtu.be/Lq9-t1A1GTAT?time=43)  
Case study: Draco from CO Dept of Education Results Matter Library
Case study: Luke from CONNECT Module 1
Trey is 30 months old. He lives with his mother who has some intellectual challenges. She takes very good care of Trey but she doesn’t know much about how to support the development of a toddler. By report, Trey has never used crayons, held or read books, or spent time with other children. Trey’s mom recently found a job, so Trey is now in a family childcare program each day. Based on concerns from Trey’s grandparents, he was recently evaluated and has an IFSP to support his language, fine motor, and social-emotional development. Trey’s therapy services are being delivered at the childcare.

Trey’s teacher says he plays with are cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like completing simple puzzles, he appears to get frustrated, but doesn’t seem to be able to explain how he feels or why he’s unhappy.
Ask students to identify what might be expected in fine motor, social emotional, and language development from a toddler, using your state early learning guidelines or standards. Consider how that compares to Trey’s development.

Consider the routines that go on each day in Trey’s childcare program. Which daily activities might provide naturally occurring opportunities to support Trey’s language, fine motor, and social-emotional development?

Using the DEC Recommended Family Practices as the basis for your ideas, what strategies might you use for collaborating with Trey’s family to support his development?
Kingston, Part 1

Kingston is a 22-month old boy who lives with his mom, dad, and older sister. His older sister is deaf due to a hereditary condition and has cochlear implants. She is able to access sound and has developed verbal communication. Kingston’s parents had him tested before he was born and he does not have the same condition. As a result, his parents have been relatively unconcerned with his development throughout his infancy. He is a very happy toddler and was a pleasant infant. He enjoys playing with other children and easily enters into play situations, even with older children. When his sister is having play dates, Kingston is usually found with them, wearing a tutu and holding a Barbie.

Kingston loves trucks, trains, and buses. He likes to take all of his vehicles and line them up and push them to drive. He often makes the “brrrr” sound while playing and he likes to watch the wheels turn. He finds books with vehicles and asks adults to read by grabbing the adult’s hand and pulling him or her down to the floor with him. He points to each vehicle and whines until the reader says the name of the vehicle.
Alaina

Alaina is a 4-year-old girl who lives with her mom, dad, and little brother. Alaina was born with bilateral, sensorineural, severe-profound hearing loss. This means she is deaf in both ears. At the age of 10 months, Alaina received cochlear implants which enable her to hear. Alaina and her parents were enrolled in their state’s Early Intervention program from the time she was born to the age of three. Now Alaina receives early childhood special education services in an inclusive classroom with her peers. Her inclusion is supported through services she and her teacher receives from a Teacher of the Deaf/Hard of Hearing (TOD) and a Speech-Language Pathologist (SLP).

Alaina loves to play and is very social with her peers. She plays with all the children in her classes but also has special friends who she prefers. Her interests include play-doh, baby dolls, playing chase games outside, and anything pink! Alaina is interested in books and has the attention to listen to long stories but sometimes has a hard time remembering all the details.
Jake

Jake is 4-1/2. He is an only child. He lives with his mother and father. His mother has some intellectual challenges. She takes very good care of Jake and sees that his clothes are clean and he is well fed. But she doesn’t know much about how to support the learning and development of a preschooler. By report, Jake has never used crayons, held or read books, or spent time with other young children.

Jake’s dad has had a difficult time finding work lately. The family has moved frequently as Jake’s father has searched for work. Jake has spent time at home with his mother. Jake’s father has recently found a new position that will, hopefully, allow the family a bit more financial stability. In addition, Jake has just started attending a Head Start program.

At school, the things Jake plays with are cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like stacking small blocks, using scissors and crayons, or completing simple puzzles, he appears to get frustrated, but doesn’t seem to be able to explain how he feels or why he’s unhappy. His teachers report that he doesn’t have any friends yet and hasn’t mastered the concepts of sharing or turn taking.
Using our state early learning guidelines for preschoolers, design three small group activities that would build fine motor skills. Use only naturally occurring or recycled materials in each of your designs.

Jake is one of the children in the preschool classroom. With Jake in mind, design two small-group activities that will support both fine-motor and social-emotional development. Use only naturally occurring or recycled materials in each of your designs.
Joseph

Not Joe, Joseph, he will tell you, as he is the third Joseph in his family, and using his full name is a tradition. With a younger sister coming behind him, he is continuing a family tradition of learning and education. Joseph’s mother and father both completed advanced degrees and are eager to understand how they can support him in achieving his full potential.

Joseph’s family can trace their roots in North Carolina back several generations to the era of slavery. They take pride in sharing the stories of both their roots and their aspirations. In fact, carrying the stories of the past forward is a commitment Joseph’s family shares both at home and in their place of worship.

In his NC Kindergarten classroom, Joseph is quick to raise his hand when he knows the answer. He is fascinated with any aspect of science – animals, planets, dinosaurs, etc. But reading is not Joseph’s favorite thing. When it’s time to focus on reading, Joseph tunes out. When his family has asked him about this, his response has been that reading is “boring” and doesn’t relate to him. Joseph’s teacher is very concerned about his lack of interest in the reading curriculum.
The oral storytelling skills of African American preschoolers make a difference in how quickly their reading skills develop, according to a new study from the Frank Porter Graham Child Development Development Institute (FPG) at the University of North Carolina at Chapel Hill. Researchers say the effect is much different for girls and boys.

"Knowing how to tell a clear and coherent story is an important skill for helping young children to develop strong reading skills, which, in turn, can help them to be successful across a number of different subjects in school," said FPG advanced research scientist Nicole Gardner-Neblett. "Prior research suggests that historical and cultural factors foster strong storytelling skills among African American children, which has implications for their development as readers."

Two years ago, Gardner-Neblett's own research was the first to demonstrate the connection between African American preschoolers' storytelling abilities and their early reading skills in kindergarten. That study found a link between storytelling and reading only for the African American children, from households across income levels, but not for any other demographic group.

Stark differences in reading achievement exist between Black and White elementary schoolchildren, as does a gender gap in reading outcomes, with girls outperforming boys. Because of both disparities in achievement, Gardner-Neblett and FPG advanced research scientist John Sideris wanted to better understand if and how gender plays a role in the link between African American children's storytelling skills and reading development.
Child Development project directions (part 1)

1. Divide students into the following groups; Infants, Toddlers, Preschool and School-age

2. Directions to Students; determine the gender, name, ethnicity, language, social economic status, and ability of your child and design a visual of child.

3. Use the textbook as a resource to identify characteristics, cultural affects and the stage your child has mastered developmental and according to each theory listed below:

   - Inherited Characteristics
   - Cultural affects
   - Identify the developmental domains and what skills your child had accomplished or need to enhance. Social, Emotional, Physical, Language and Cognitive
   - Piaget Constructivist stage
   - Kohlberg- Moral stage
   - Erickson Psychosocial stage
   - Gardner Multiple Intelligence
   - Maslow Hierarchy of base needs
   - Complete Bronfenbrenner’s Ecological systems map by putting the child in the middle.
School-age
Amara
Lucia
7 yrs
Joseph
7 yrs
Belle
Sanara
6 yrs
Owen
Le
Luciana
5 yrs

Preschool
Kaiya
3 yrs old
Ella
4 yrs old
Luna
5 yrs
Carmilla
4 yrs old
Nya
5 yrs old

Toddlers
Eva
Leena
Harper
Yaehee
Liam
Atticus
5 yrs
Kaiya 3 yrs. old
Ella 4 yrs. Old
Lucciana almost 5 yrs. Old
Liam Atticus 5 yrs. Old
Camille 4 yrs. Old
Nya 5 yrs. Old
Luna 5 yrs. Old
What will you do next based on what you’ve heard in this presentation?

Please share your response in the Chat Box