Supporting Early Care and Education Providers as Critical Change Agents: A Master Class- Handout

Why should you care about diversity

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Derman-Sparks, L., & Olson Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC. NOTE: Chapter 1 is available online at [**http://www.naeyc.org/store/files/store/TOC/254.pdf**](http://www.naeyc.org/store/files/store/TOC/254.pdf)

The difference you can make

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Intentional changes in Georgia that are supporting quality

Quality Rated, Georgia’s Quality Rating and Improvement System [**https://qualityrated.decal.ga.gov/**](https://qualityrated.decal.ga.gov/)

The Georgia Early Learning and Development Standards (GELDS) [**http://gelds.decal.ga.gov/**](http://gelds.decal.ga.gov/)

* Executive Summary [**http://gelds.decal.ga.gov/Documents/Executive\_Summary.pdf**](http://gelds.decal.ga.gov/Documents/Executive_Summary.pdf)
* GELDS resources [**http://gelds.decal.ga.gov/Resources.aspx**](http://gelds.decal.ga.gov/Resources.aspx)
* Frequently Asked Questions [**http://gelds.decal.ga.gov/FAQ.aspx**](http://gelds.decal.ga.gov/FAQ.aspx)

Definitions and Guiding Principles

* DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).* Chapel Hill: The University of North Carolina, FPG Child Development Institute. [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

Georgia’s Definitions and Guiding Principles [handout]

Know Yourself and the Attitudes You Bring

**Create your cultural genogram**

1. Spend 5-10 minutes thinking about the many groups you belong to, such as race, gender, nationality, religion, sexual orientation, disability, ethnicity, class, and family relationships.
2. Add a circle for each piece of your personal cultural identity – for example, woman, sister, wife, mother, African American, middle class, and so forth.
3. Which of these aspects of your personal culture are most important in shaping your life and decisions? How has each identity contributed to your view of yourself and people who share that identity, as well as those who do not share that identity? How has each identity contributed to your view of the world?
4. Share your cultural genogram with another person.

**Possible Aspects of Personal Culture to Consider**

* Place of birth
* Birth order
* Residence during childhood or adolescence
* Gender
* Number of children in family
* Religion
* Socioeconomic status
* Disability or medical conditions
* Racial or ethnic group
* Languages
* Dialects
* Level of education

Resources to Support Your Work (pages 6-10)

See Yourself as a Change Agent

Bilson, J. (1999). *Overview: Development of ethnic, gender, disability, & class identity & attitudes in children and youth*. (unpublished handout)

I didn’t know what to say [**http://www.youtube.com/watch?v=LEr6eo1J7Aw**](http://www.youtube.com/watch?v=LEr6eo1J7Aw)

Imagine a world without hate [**http://www.adl.org/imagine/**](http://www.adl.org/imagine/)

Teaching Tolerance. (n.d.) How to implement ‘Speak Up At School’ (includes free video clips)

[**http://www.tolerance.org/supplement/how-implement-speak-school**](http://www.tolerance.org/supplement/how-implement-speak-school)

Teaching Tolerance. (n.d.) *Speak up at school: How to respond to everyday prejudice, bias and stereotypes: A guide for teachers*. Birmingham, AL: Southern Poverty Law Center. [**http://cdna.tolerance.org/sites/default/files/general/Speak\_Up\_at\_School.pdf**](http://cdna.tolerance.org/sites/default/files/general/Speak_Up_at_School.pdf)



|  |  |
| --- | --- |
| **Questions** | **Answers to Shape Your Leadership Development** |
| **Who do I influence?** |    |
| **What do I have to share?** |    |
| **How will I share it?** |    |

 Resources to Support Your Leadership and Intentionality

**CONNECT Modules** [**http://community.fpg.unc.edu/connect-modules**](http://community.fpg.unc.edu/connect-modules)

Overview of CONNECT

[**http://community.fpg.unc.edu/connect-modules/resources/videos/CONNECT-Video-Ad**](http://community.fpg.unc.edu/connect-modules/resources/videos/CONNECT-Video-Ad)

CONNECT Resource Library **<http://community.fpg.unc.edu/connect-modules/resources>**

CONNECT Instructor Supports **<http://community.fpg.unc.edu/connect-modules/instructor-supports>**

CONNECT Modules for Instructors

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

**Delaware Inclusion Guides**

[**http://www.fpg.unc.edu/presentations/right-stuff-resources-support-your-inclusion-priorities**](http://www.fpg.unc.edu/presentations/right-stuff-resources-support-your-inclusion-priorities)

Guide to Promoting Inclusion in Early Childhood Programs [**http://www.dhss.delaware.gov/dms/epqc/birth3/files/growingtogether.pdf**](http://www.dhss.delaware.gov/dms/epqc/birth3/files/growingtogether.pdf)

Delaware MAPS – Meaningful Access, Participation & Supports: A Guide to High Quality Inclusion of Children with Disabilities for Families and Their Communities [**http://www.dhss.delaware.gov/dms/epqc/birth3/files/de\_maps\_inclusion.pdf**](http://www.dhss.delaware.gov/dms/epqc/birth3/files/de_maps_inclusion.pdf)

**Early Childhood Learning and Knowledge Center**

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

National Center on Cultural and Linguistic Responsiveness

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

* Multicultural Principles for Head Start Programs [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/diversity/multiculturalism/RevisitingandUp.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/diversity/multiculturalism/RevisitingandUp.htm)
* 60 minutes from catalog to classroom

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/60MinutesfromC.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/60MinutesfromC.htm)

* The Importance of Home Language series

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

National Center on Parent, Family and Community Engagement

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

National Center on Quality Teaching and Learning

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

* Head Start Center on Inclusion [**http://depts.washington.edu/hscenter/**](http://depts.washington.edu/hscenter/)
* 15 Minute In-Services (expansions, asking questions, engaging children in conversations)

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/ISS-library\_T.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/ISS-library_T.html)

* Head Start Child Development and Early Learning Framework resources

[**http://www.education.com/reference/article/head-start-child-development-framework/**](http://www.education.com/reference/article/head-start-child-development-framework/)

**National Center on Quality Teaching and Learning**

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

**National Dissemination Center for Children with Disabilities** [**http://nichcy.org/**](http://nichcy.org/)

Module 1: The Basics of Early Intervention **<http://nichcy.org/laws/idea/legacy/partc/module1>**

**National Professional Development Center on Inclusion http://npdci.fpg.unc.edu/**

DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).* Chapel Hill: The University of North Carolina, FPG Child Development Institute. [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

National Professional Development Center on Inclusion. (2009). Research synthesis points on early childhood inclusion. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. NPDCI.

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

Research synthesis points on practices that support inclusion. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)

Evidence-based practice landing pads

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

**Paraprofessional Preservice Program Improvement Grant Websites**

Heartland Equity and Inclusion Project **<http://www.hcc.cc.il.us/heip/>**

Kirkwood Community College curriculum maps **<http://www.kirkwood.edu/site/index.php?p=33656>**

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

**Subscriptions to Consider**

Baby Talk (monthly)

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

Natural Resources (weekly)

To subscribe to the Natural Resources listserv, send an email with no message to

**subscribe-natural\_resources2@listserv.unc.edu**

*Teaching Tolerance* (monthly)

[**http://www.tolerance.org/magazine/subscribe?elq=5bffc1ea3ee74001b297969a86cbb0d1&elqCampaignId=131**](http://www.tolerance.org/magazine/subscribe?elq=5bffc1ea3ee74001b297969a86cbb0d1&elqCampaignId=131)

World Association of Early Childhood Educators (AMEI-WAECE) News of the Week

Subscribe at [**http://www.waece.org/contenidoingles/suscribirboletin.php**](http://www.waece.org/contenidoingles/suscribirboletin.php)

**Video Libraries**

Results Matter video library **[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_EarlyIntervention.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm%22%20%5Cl%20%22top)**

* + Just Being Kids [**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_JustBeingKids.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids.htm#top)

University of Northern Iowa Empowering Preschool Quality

* + [**http://www.uni.edu/coe/regentsctr/epq/search**](http://www.uni.edu/coe/regentsctr/epq/search)(to view clips online)
	+ [**http://www.uni.edu/coe/regentsctr/epq/dvd-order-form**](http://www.uni.edu/coe/regentsctr/epq/dvd-order-form)(to order free DVDs)

Video Library[**http://www.ecetp.pdp.albany.edu/videolibrary.shtm**](http://www.ecetp.pdp.albany.edu/videolibrary.shtm)

**Your Tax Dollars at Work**

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

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

Center on Everyday Child Language Learning [**http://www.cecll.org/index.php**](http://www.cecll.org/index.php)

SCRIPT-NC Landing Pads **<http://scriptnc.fpg.unc.edu/resource-search>**

Technical Assistance Center on Social Emotional Development for Young Children

[**http://www.challengingbehavior.org**](http://www.challengingbehavior.org)

**CARA’s Kits**

* Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). *CARA’s kit for toddlers: Creating adaptations for routines and activities*. Baltimore, MD: Brookes.
* Milbourne, S.A., & Campbell, P.H. (2007). *CARA’s kit: Creating adaptations for routines and activities*. Missoula, MT: DEC.

***Young Exceptional Children Resources within Reason columns***

[**http://www.dec-sped.org/Journals/Young\_Exceptional\_Children/Resources\_Within\_Reason**](http://www.dec-sped.org/Journals/Young_Exceptional_Children/Resources_Within_Reason)

**Exceptionality/Inclusion Resources**

**Just The Facts, Ma’am**

Child Care and the Americans with Disabilities Act ADA [**http://www.wrightslaw.com/advoc/articles/child.care.pdf**](http://www.wrightslaw.com/advoc/articles/child.care.pdf)

Guiding Principles and Practices for the Delivery of Family-Centered Services

[**http://educateiowa.gov/index.php?option=com\_docman&task=doc\_download&gid=1960**](http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=1960)

The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families [**http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf**](http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf)

The Individuals with Disabilities Education Act (IDEA) [**http://ectacenter.org/idea/idea.asp**](http://ectacenter.org/idea/idea.asp)

Parallels in Time (history of developmental disabilities) [**http://www.mnddc.org/parallels/index.html**](http://www.mnddc.org/parallels/index.html)

People First Language [**http://www.disabilityisnatural.com/explore/pfl**](http://www.disabilityisnatural.com/explore/pfl)

**Read All About It**

Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. Council for Exceptional Children, 70(2), 167-184. [**http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/International/
StepbyStep/ResourceCenter/FamilyInvolvement/VOLUME70NUMBER2Winter2004\_EC\_Blue-Banning\_70-2.pdf**](http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/International/StepbyStep/ResourceCenter/FamilyInvolvement/VOLUME70NUMBER2Winter2004_EC_Blue-Banning_70-2.pdf)

Collaborative Steps: Paving the Way to Kindergarten for Young Children with Disabilities [**http://journal.naeyc.org/btj/200503/04fenlon.pdf**](http://journal.naeyc.org/btj/200503/04fenlon.pdf)

Impact (articles on early childhood education and children with disabilities) [**http://ici.umn.edu/products/impact/221/**](http://ici.umn.edu/products/impact/221/)

Including Children with Special Needs: Are You and Your Program Ready? [**http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf**](http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf)

Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs.

[**http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf**](http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf)

Maude, S. P., & Dempsey, J. L. (2009). Improving relationships between families and practitioners during the early years. *Impact, 22*(1), 4-5. [**http://ici.umn.edu/products/impact/221/**](http://ici.umn.edu/products/impact/221/)

Mullis, L. (2002). Natural environments: A letter from a mother to friends, families, and professionals. *Young Exceptional Children, 5*(3), 21-24. [**http://yec.sagepub.com/content/5/3/21.full.pdf+html**](http://yec.sagepub.com/content/5/3/21.full.pdf%2Bhtml)

Partnering with Families of Children with Special Needs [**http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf**](http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf)

What is the difference between an IFSP and an IEP? [**http://www.pacer.org/parent/php/PHP-c59.pdf**](http://www.pacer.org/parent/php/PHP-c59.pdf)

**See For Yourself**

A Chance to Read [**http://www.readingrockets.org/shows/launching/chance/**](http://www.readingrockets.org/shows/launching/chance/)

Bri, Her Family, and Early Intervention [**http://www.youtube.com/view\_play\_list?p=9DC2069DAD870262**](http://www.youtube.com/view_play_list?p=9DC2069DAD870262)

Bus Stop Tours of Inclusive Classrooms [**http://www2.edc.org/NCIP/tour/Bus\_stops.html**](http://www2.edc.org/NCIP/tour/Bus_stops.html)

Child Outcomes Step by Step [**http://projects.fpg.unc.edu/~eco/pages/videos.cfm**](http://projects.fpg.unc.edu/~eco/pages/videos.cfm)

Early Years and Parent Involvement [**http://focus.cenmi.org/videos/early-years-and-parent-involvement/**](http://focus.cenmi.org/videos/early-years-and-parent-involvement/)

Foundations of Inclusion

[**http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five**](http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five)

Liam’s Story: A Mother’s Voice [**http://www.youtube.com/watch?v=sTcchBg8-Nk&feature=youtu.be**](http://www.youtube.com/watch?v=sTcchBg8-Nk&feature=youtu.be)

My Name is Jude [**http://www.youtube.com/watch?v=99JKYiMbLcQ&feature=youtu.be**](http://www.youtube.com/watch?v=99JKYiMbLcQ&feature=youtu.be)

Universal Design for Learning and Assistive Technology [**http://ectacenter.org/topics/atech/udl.asp**](http://ectacenter.org/topics/atech/udl.asp)

**Find It Online**

Asking the right questions in the right ways: Strategies for ethnographic interviewing

[**http://www.asha.org/Publications/leader/2003/030429/f030429b.htm**](http://www.asha.org/Publications/leader/2003/030429/f030429b.htm)

Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package

[**http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp**](http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp)

Early Identification [**http://ectacenter.org/topics/earlyid/earlyid.asp**](http://ectacenter.org/topics/earlyid/earlyid.asp)

Early Identification: Screening, Evaluation and Assessment

[**http://ectacenter.org/topics/earlyid/screeneval.asp**](http://ectacenter.org/topics/earlyid/screeneval.asp)

Early Intervention for Young Children on the Autism Spectrum: Parent’s Perspectives [**http://www.iidc.indiana.edu/?pageId=407**](http://www.iidc.indiana.edu/?pageId=407)

The Early Intervention Program: A Parent’s Guide [**http://www.health.ny.gov/publications/0532/**](http://www.health.ny.gov/publications/0532/)

Early Intervention Services in Natural Environments [**http://ectacenter.org/topics/natenv/natenv.asp**](http://ectacenter.org/topics/natenv/natenv.asp)

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

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

Family-Centered Practice [**https://www.childwelfare.gov/famcentered/**](https://www.childwelfare.gov/famcentered/)

Family-Centered Principles and Practices [**http://ectacenter.org/topics/families/famctrprin.asp**](http://ectacenter.org/topics/families/famctrprin.asp)

IEP Training Module [**http://depts.washington.edu/hscenter/iep-training-modules**](http://depts.washington.edu/hscenter/iep-training-modules)

IFSP Process: Planning and Implementing Family-Centered Services in Natural Environments [**http://ectacenter.org/topics/ifsp/ifspprocess.asp**](http://ectacenter.org/topics/ifsp/ifspprocess.asp)

Information about Specific Disabilities [**http://nichcy.org/disability/specific**](http://nichcy.org/disability/specific)

Introduction to Part C: 3 Interactive Modules (Foundations of Early Intervention, Initial and Ongoing Early Assessment, Developing Initial and Continuing Individualized Family Service Plans)

[**http://ectacenter.org/wamodules/wamodules.asp**](http://ectacenter.org/wamodules/wamodules.asp)

Pennsylvania Preschool Inclusion Self Evaluation Tool [**www.eita-pa.org**](http://www.eita-pa.org)

Tots-n-Tech [**http://tnt.asu.edu**](http://tnt.asu.edu)

Universal Design for Learning and Assistive Technology [**http://ectacenter.org/topics/atech/udl.asp**](http://ectacenter.org/topics/atech/udl.asp)

**Cultural and Linguistic Diversity Resources**

**Just The Facts, Ma’am**

The Cognitive Consequences of Early Bilingualism

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

Disparities in Early Learning and Development

[**http://www.childtrends.org/Files/Child\_Trends-2009\_07\_10\_FR\_DisparitiesEL.pdf**](http://www.childtrends.org/Files/Child_Trends-2009_07_10_FR_DisparitiesEL.pdf)

Early Dual Language Learning

 [**http://main.zerotothree.org/site/DocServer/29-1\_Genesee.pdf**](http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf)

Evaluating Early Care and Education Practices for Dual Language Learners: A Critical Review of the Research

[**http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf**](http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf)

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education **<http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF>**

[Responsiv](http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-2-9.pdf/download)eness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice

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

Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities [**http://depts.washington.edu/hscenter/sites/default/files/01\_15m\_inclusion\_inservice/08\_family\_
literacy/documents/family\_literacy\_research\_brief.pdf**](http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf)

Supporting Positive Language and Literacy Development in Young Language Minority Children: Research, Policy, and Practice

[**http://www.acf.hhs.gov/programs/opre/other\_resrch/lang\_minority/lang\_minority\_overview.html**](http://www.acf.hhs.gov/programs/opre/other_resrch/lang_minority/lang_minority_overview.html)

Where We Stand: On responding to linguistic and cultural diversity

[**http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf**](http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf)

**Read All About It**

The Changing Face of the United States: The Influence of Culture on Early Child Development

[**http://www.zerotothree.org/site/DocServer/Culture\_book.pdf?docID=6921**](http://www.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921)

Challenging Common Myths About Young English Language Learners

[**http://fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners**](http://fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners)

The Cognitive Consequences of Early Bilingualism

[**http://www.zerotothree.org/site/DocServer/29-2\_Yoshida.pdf?docID=6821**](http://www.zerotothree.org/site/DocServer/29-2_Yoshida.pdf?docID=6821)

Cultural Influences on Early Language and Literacy Teaching Practices **<http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf>**

Derman-Sparks, L. & Olson Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education of Young Children.

[Dual Language Learners: Effective Instruction in Early Childhood](http://www.aft.org/pdfs/americaneducator/summer2013/Goldenberg_Hicks_Lit.pdf) [**http://www.aft.org/pdfs/americaneducator/summer2013/Goldenberg\_Hicks\_Lit.pdf**](http://www.aft.org/pdfs/americaneducator/summer2013/Goldenberg_Hicks_Lit.pdf)

Dual language learners in early care and education settings [**http://main.zerotothree.org/site/DocServer/Dual\_Language\_Learners.pdf**](http://main.zerotothree.org/site/DocServer/Dual_Language_Learners.pdf)

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

**http://www.gsa.gov/graphics/pbs/The\_Early\_Catastrophe\_30\_Million\_Word\_Gap\_by\_Age\_3.pdf**

Early Dual Language Learning **<http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf>**

Effective Approaches to Motivate and Engage Reluctant Boys in Literacy

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

How Do English Language Learners Learn to Read [**http://www.ascd.org/ASCD/pdf/journals/ed\_lead/el200403\_slavin.pdf**](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200403_slavin.pdf)

How we Play- Cultural Determinants of Physical Activity in Young Children

[**http://www.aahperd.org/headstartbodystart/activityresources/upload/HowWePlay\_LitReview.pdf**](http://www.heartland.edu/redirect.jsp?url=http://www.aahperd.org/headstartbodystart/activityresources/upload/HowWePlay_LitReview.pdf)

Learning to Talk and Listen:An Oral Language Resource for Early Childhood Caregivers[**http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf**](http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf)

Meeting the Home Language Mandate: Practical Strategies for All Classrooms

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/
language%20development%20and%20communication/meetingthehomelangage.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/language%20development%20and%20communication/meetingthehomelangage.pdf)

Oral storytelling: A cultural art that promotes school readiness[**http://policy.rutgers.edu/faculty/curenton/Curenton%202006.pdf**](http://policy.rutgers.edu/faculty/curenton/Curenton%202006.pdf)

[PreK-3rd: Challenging Common Myths About Young Dual Language Learners: An Update to the Seminal 2008 Report](http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf) [**http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf**](http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf)

[Preparing the Children of Immigrants for Early Academic Success](http://www.migrationpolicy.org/pubs/COI-EarlyAcademicSuccess.pdf)

[**http://www.migrationpolicy.org/pubs/COI-EarlyAcademicSuccess.pdf**](http://www.migrationpolicy.org/pubs/COI-EarlyAcademicSuccess.pdf)

Taking Delight in Words: Using Oral Language To Build Young Children's Vocabularies [**http://www.readingrockets.org/article/11917/**](http://www.readingrockets.org/article/11917/)

What is Language? What is Speech? (English and Spanish) [**http://www.asha.org/public/speech/development/language\_speech.htm**](http://www.asha.org/public/speech/development/language_speech.htm)

**See For Yourself**

African-American English (or Ebonics) in the classroom [**http://www.youtube.com/watch?v=xX1-FgkfWo8**](http://www.youtube.com/watch?v=xX1-FgkfWo8)

America’s Invisible Children

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/AmerisIvisible.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/AmerisIvisible.htm)

Chen, D. & Brekken, L. (1996). *Culturally responsive and family-focused training* (CRAFT). Baltimore: Paul Brookes.

A Common Language of Care - Welcoming and Supporting Dual Language Learners in Infant-Toddler Programs

[**http://www.ecqnet.tv/h\_media/HS-Videos/2009-EHSNRC/0908-commonLanguage-eng.ram**](http://www.ecqnet.tv/h_media/HS-Videos/2009-EHSNRC/0908-commonLanguage-eng.ram)

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. [**http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/ACreativeAdvent.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/ACreativeAdvent.htm)

Gonzalez-Mena, J. (1996). *Diversity: Contrasting perspectives*. Crystal Lake, IL: Magna Systems. (7 minutes) [**http://learningseed.vidcaster.com/j7Dj/diversity-contrasting-perspectives/**](http://learningseed.vidcaster.com/j7Dj/diversity-contrasting-perspectives/)

The Human Race: Diversity through the eyes of Children

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

Linking Language and Literacy: Implications for Serving Linguistically Diverse Children Audio Cast

[**http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm)

Multicultural and Diverse Learners

[**http://www.youtube.com/watch?v=DefG6zMpWPc&feature=fvw**](http://www.youtube.com/watch?v=DefG6zMpWPc&feature=fvw)

Myths About Bilingual Children [**http://www.youtube.com/watch?v=LVYhpCprtzQ**](http://www.youtube.com/watch?v=LVYhpCprtzQ)

**Find It Online**

Cultural Influences on Early Language and Literacy Teaching Practices

[**http://main.zerotothree.org/site/DocServer/ZTT27-1\_Parlakian.pdf?docID=11661**](http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf?docID=11661)

Building Culturally & Linguistically Competent Services to Support Young Children, Their Families and School Readiness

[**http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED485881**](http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED485881)

Challenging Common Myths about Young English Language Learners

[**http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners**](http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-%09language-learners)

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

Cultural Competency: What It Is and Why It Matters

[**http://www.californiatomorrow.org/media/ccompetecy.pdf**](http://www.californiatomorrow.org/media/ccompetecy.pdf)

Dual Language Learners in Early Care and Education Settings

[**http://www.zerotothree.org/site/R?i=V2R04ARLwVgNuhXZ3hwI-A**](http://www.zerotothree.org/site/R?i=V2R04ARLwVgNuhXZ3hwI-A)

Getting Boys Hooked on Reading: How Digital Media Can Help **<http://www.readingrockets.org/blog/55245/?theme=print>**

Miller Early Childhood Initiative of a World of Difference Institute [**http://www.adl.org/education/miller/**](http://www.adl.org/education/miller/)

National Center for Children in Poverty [**http://www.nccp.org/**](http://www.nccp.org/)

National Center for Cultural Competence [**http://www11.georgetown.edu/research/gucchd/nccc/**](http://www11.georgetown.edu/research/gucchd/nccc/)

Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Services and Supports to Children in Early Intervention and Early Childhood Settings

[**http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf**](http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf)

Quality Benchmark for Cultural Competence Tool **<http://www.naeyc.org/files/naeyc/file/policy/state/QBBC%20Tool%20FINAL%20609.pdf>**

Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families [**http://www.clasp.org/publications/child\_care\_immigrant.pdf**](http://www.clasp.org/publications/child_care_immigrant.pdf)

Resources on Linguistically Diverse Young Children and English Language Learners (ELL)

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

Strategies for supporting all dual language learners

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