

## RESOURCE MATRIX for EDU 145: Child Development II

Articles, Manuals, and Other Reports	
Citation	Lo, L. (2012). Demystifying the iep process for diverse parents of children with disabilities. <i>Teaching Exceptional Children</i> , 44, 14-20.
Description	This article discusses strategies for individualized education program (IEP) meetings in cases where a child in U.S. special education comes from a diverse background (From author abstract)
Application	Information from this article will help students master course objectives
Outcome	This resource will help instructors provide current information to their students regarding building child, family, and community relationships that promote child development and learning [7.0]
Additional Information	<p>Other articles related to the individualized education program (IEP):</p> <ul style="list-style-type: none"> <li>• Cheatham, G. A., Hart, J. E., Malian, I., &amp; McDonald, J. (2012). Six things to never say or hear during an iep meeting: Educators as advocates for families. <i>Teaching Exceptional Children</i>, 44, 50-57.</li> <li>• Diliberto, J. A., &amp; Brewer, D. (2012). Six tips for successful iep meetings. <i>Teaching Exceptional Children</i>, 44, 30-37.</li> <li>• Grisham-Brown, J., Pretti-Frontczak, K., Hemmeter, M. L., &amp; Ridgley, R. (2002). Teaching iep goals and objective in the context of classroom routines and activities. <i>Young Exceptional Children</i>, 6, 18-27. doi: 10.1177/109625060200600103</li> </ul>
CEC Paraeducator Standards/NAEYC Core Standards	Development and Characteristics of Learners/Building family and community relationships: Supporting and engaging families and communities through respectful, reciprocal relationships

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Articles, Manuals, and Other Reports	
Citation	Schiller, P. & Willis, C.A. (2008). Using brain-based teaching strategies to create supportive early childhood environments that address learning standards. <i>Young Children</i> , July, 52-55.
Description	This article presents strategies to help students understand new information.
Application	Information from this article will help students master course objectives
Outcome	This resource will help instructors provide current information to their students regarding developing and using instructional strategies to meet the needs of individual learners [2.0]
Additional Information	Students can complete the Student Response Questions for this article.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Knowing and understanding the multiple influences on development and learning.

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Field Trips, Service Sites, and Other Instructional Activities	
Citation	Exceptional Children’s Assistance Center (ECAC) <a href="http://www.ecac-parentcenter.org">www.ecac-parentcenter.org</a> 907 Barra Row, Suites 102/103, Davidson, NC 28036 (704)-892-1321; Parent Information Line: 1-800-962-6817
Description	ECAC is a private non-profit parent organization committed to improving the lives and education of ALL children through a special emphasis on children with disabilities.(from ECAC Mission Statement)
Application	This center is designed to provide services and support across NC to parents, families, students, educators and other professionals (from ECAC website)
Outcome	This resource will help instructors provide current information to their students regarding building child, family, and community relationships that promote child development and learning [7.0]
Additional Information	The Exceptional Children’s Assistance Center (ECAC) provides the following information/resources (also available in Spanish): <ul style="list-style-type: none"> <li>• Parent Training and Info Center</li> <li>• Family to Family Health Center</li> <li>• Workshops, Webinars, Institutes, and Online Learning</li> <li>• Information Packets</li> <li>• Lending Library</li> </ul>
CEC Paraeducator Standards/NAECY Core Standards	Development and Characteristics of Learners/Building family and community relationships: Supporting and engaging families and communities through respectful, reciprocal relationships

## RESOURCE MATRIX for EDU 145: Child Development II

Textbooks, Workbooks, and Other Instructional Materials	
Citation	The Center to Mobilize Early Childhood Knowledge. (2012). CONNECT Modules. Retrieved from: <a href="http://community.fpg.unc.edu/connect-modules">http://community.fpg.unc.edu/connect-modules</a>
Description	The CONNECT Modules are a series of web-based professional development resources designed to focus on and respond to challenges faced each day by those working with young children with disabilities in various settings.
Application	Instructors will be able to use features of the CONNECT Modules to infuse special education content and resources into their courses.
Outcome	This resource will help instructors provide current information to their students regarding engaging in professional and ethical practices at all times [8.0]
Additional Information	CONNECT offers a range of support for instructors, available at the "Instructor Supports" web area at: <a href="http://community.fpg.unc.edu/[...]/instructor-supports">http://community.fpg.unc.edu/[...]/instructor-supports</a> "Getting Started Q&A" is a place for instructors to post public questions and get answers at: <a href="http://community.fpg.unc.edu/[...]/connect-modules-getting-started-q-a">http://community.fpg.unc.edu/[...]/connect-modules-getting-started-q-a</a> No <a href="#">registration</a> is needed to use the CONNECT Modules.
CEC Paraeducator Standards/NAECY Core Standards	Professional and Ethical practice/Becoming a professional: Engaging in continuous, collaborative learning to inform practice

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Council for Exceptional Children. (2004). <i>Parability: The CEC Paraeducator Standards Workbook</i> . Arlington, VA: Author.
Description	This workbook includes the CEC Standards for Paraeducators, a Code of Ethics of Paraeducators, and two tools that can be used by district personnel, principals, trainers, and others to ensure that paraeducators meet the CEC Standards. [Recommended Professional Development Area: Natural Environment and Inclusion Practices]
Application	We will use the CEC Standards for Paraeducators as special education objectives to guide the choice of special education content and activities that will be infused into early childhood coursework. We will correlate resource outcomes to CEC Standards for Paraeducators and at the end of every outcome description [see column 4]; we will include the specific preparation standard for paraeducators that the resource outcome addresses.
Outcome	This resource will help instructors provide current information to their students regarding engaging in professional and ethical practice at all times [8.0]
Additional Information	Information about ordering this workbook can be found at the following website: <a href="http://www.cec.sped.org/ScriptContent/orders/ProductDetail.cfm?pc=P5691">http://www.cec.sped.org/ScriptContent/orders/ProductDetail.cfm?pc=P5691</a>
CEC Paraeducator Standard/NAECY Core Standards	Professional and Ethical practice/Becoming a professional: Engaging in continuous, collaborative learning to inform

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Trawick-Smith, J. (2006). <i>Early Childhood Development</i> (4th Ed.). Pearson/Merrill-Prentice Hall.
Description	This text covers the theories of child development and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young children.
Application	Instructors will use this text to help students identify developmental milestones, plan developmentally appropriate experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development
Outcome	This resource will help instructors provide current information to their students regarding building child, family, and community relationships that promote child development and learning [7.0]
CEC Paraeducator Standard/NAECY Core Standards	Collaboration/Using developmentally effective approaches to connect with children and their families

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Websites and Other Electronic Media	
Citation	The Center to Mobilize Early Childhood Knowledge. (2012). CONNECT Module 7: <i>Small Group Instruction</i> [7.12a] <a href="http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-7-12a.pdf">http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-7-12a.pdf</a>
Description	. In this activity, learners view a video clip of small group instruction and think about the rationale for using this instructional format.
Application	Participating in this activity will help students become more aware and familiar with the key features of RTI (Response to Intervention) and will explore this instructional format.
Outcome	This resource will help instructors provide current information to their students regarding developing and using instructional strategies to meet the needs of individual learners [2.0]
Additional Information	Additional activities found at the following CONNECT website are as follows: <ul style="list-style-type: none"> <li>• 7.13a: Embedding Learning into Everyday Activities</li> <li>• 7.14a: Individualized Scaffolding Strategies</li> </ul>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments /Individual learning differences/Using a broad repertoire of developmentally appropriate teaching/learning approaches.

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Websites and Other Electronic Media	
Citation	CONNECT Module 7: Research Summary on Tiered Instruction [7.1] <a href="http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-7-1.pdf">http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-7-1.pdf</a>
Description	This handout is a report summarizing the findings from studies done on Response to Intervention with young children.
Application	Using this handout will help students become more aware the background and research on RTI (Response to Intervention)
Outcome	This resource will help instructors provide current information to their students regarding developing and using instructional strategies to meet the needs of individual learners [2.0]
Additional Information	Additional handouts found at the following CONNECT website are as follows: <ul style="list-style-type: none"> <li>• 7.3: Creating a Rich Learning Environment: R&amp;R Photos</li> <li>• 7.4: Policy Advisories:-Tiered Instruction</li> </ul>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments /Individual learning differences/Using a broad repertoire of developmentally appropriate teaching/learning approaches.

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Websites and Other Electronic Media	
Citation	CONNECT Module 7: Dr. Virginia Buysse-Key Features of RTI [7.3] Retrieved from: <a href="http://community.fpg.unc.edu/connect-modules/resources/videos/video7-3">http://community.fpg.unc.edu/connect-modules/resources/videos/video7-3</a>
Description	In this video, Dr. Virginia Buysse discusses the key features of the early childhood Response to Intervention (RtI) model (running time: 2 min. 09 sec.).
Application	Using this video will help students become more aware and familiar with the key features of RTI (Response to Intervention)
Outcome	This resource will help instructors provide current information to their students regarding
Additional Information	<p>This video can be accompanied by the CONNECT Module 7 Activity, Apply the Research to Practice [7.3a] at <a href="http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-7-3a.pdf">http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-7-3a.pdf</a></p> <p>Additional videos found at the following CONNECT website are as follows:</p> <ul style="list-style-type: none"> <li>• 7.6: Tiered Instruction Framework</li> <li>• 7.17: Letters on the Alphabet Tree</li> <li>• 7.19: Peer Supports in Bingo</li> <li>• 7.20: Lydia Carlis</li> </ul>
CEC Paraeducator Standard/NAEYC Core Standards	Learning environments /Individual learning differences/Using a broad repertoire of developmentally appropriate teaching/learning approaches.

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Websites and Other Electronic Media	
Citation	The IRIS (IDEA '04 and Research for Inclusive Settings) Center Website <a href="http://iris.peabody.vanderbilt.edu/">http://iris.peabody.vanderbilt.edu/</a>
Description	The IRIS Center develops resources for college faculty to use in their college courses that will help better prepare those who will be working with students with disabilities. All IRIS materials are available free of charge.
Application	Information from this website will help students master course objectives.
Outcome	This resource will help instructors provide current information to their students regarding building skills to promote child development and learning and lead to life and school success [3.0]
Additional Information	<p>The IRIS Center provides the following information/resources (also available in Spanish):</p> <ul style="list-style-type: none"> <li>• Challenge Based Modules</li> <li>• Case Studies</li> <li>• Podcasts</li> <li>• Activities</li> <li>• Web Resource Directory</li> <li>• Online Dictionary</li> <li>• Information Briefs</li> <li>• Film Search Tool</li> <li>• Archived Webinars</li> <li>• Module Media Search Tool</li> </ul>
CEC Paraeducator Standard/NAEYC Core Standards	Developmental Characteristics of Learners/ Promoting child development and learning: Knowing and understanding young children's characteristics and needs