

RESOURCE MATRIX
Practicum

Articles, Manuals, and Other Reports	
Citation	<i>Early Childhood Building Blocks : Universal Design for Learning in Early Childhood Inclusive Classrooms</i> [http://rec.ohiorc.org/orc_documents/orc/recv2/briefs/pdf/0018.pdf]
Description	This handbook includes UDL basics and elements as well as challenges. Tools and Resources offers many links to other sites with PowerPoints and handouts on UDL.
Application	Information from this website will enrich course content on building inclusive settings.
Outcome	Use of this handbook will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	A video on Universal Design for Learning can be retrieved from the Northampton Community College Early childhood Education website [http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm]. On the right, click on <u>Universal Design for Learning video</u> Center for Applied Special Technology (CAST) provides a website that has developed resources that supports educators' adoption of the universal design for learning. Information from this website can be retrieved from http://www.cast.org/ . The article <i>Growing Ideas: Increase Access: Universal Design in Early Care and Education</i> can be retrieved from http://umaine.edu/ccids/files/2009/12/universal120309.pdf .
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Using content knowledge to build a meaningful curriculum

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Articles, Manuals, and Other Reports	
Citation	Greenspan, S.I. (2001), September). Creating an inclusive classroom. <i>Scholastic Early Childhood Today</i> , 33-34.
Description	This article addresses sensory needs of children in an inclusive setting.
Application	This article will support learnings on building inclusive settings.
Outcome	Students will read this article to learn more about participating in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>The following videos address adaptations for children with sensory needs:</p> <p><i>Additional Needs: Create a Sensory Experience for You Child</i> can be retrieved from http://www.youtube.com/watch?v=HveLIEJdCIA</p> <p><i>Sensory Support: How to Accommodate Children Who Are Over or Under-Sensitive</i> can be retrieved from http://www.youtube.com/watch?v=XmsPYQd_Gmk&feature=related</p> <p><i>Additional Needs: Create Sensory Stories for Your Child</i> can be retrieved from http://www.youtube.com/watch?v=Y00TeUWM1mU&feature=relmfu</p> <p><i>Additional Needs: Creating Exiting Sounds for Your Child</i> can be retrieved from http://www.youtube.com/watch?v=5bJqAY47cDU&feature=relmfu</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	Lynch, S.A. & Simpson, C.G. (2010 Spring, Summer). Social skills: Laying the foundation for success. <i>Dimensions of Early Childhood</i> , 38(2), 3-12.
Description	This article describes how teachers in early childhood settings can arrange the environment to promote positive social skills. The importance of play is emphasized. Tips on how to assist children who have experienced trauma are offered.
Application	Information from this article will be infused into course information on encouraging student interactions.
Outcome	This article presents strategies to help students learn how to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher.) [4.2]
Additional Information	<p>Driscoll, C. & Carter, M. (2010). The effects of spatial density on the social interaction of preschool children with disabilities. <i>International Journal of Disability, Development and Education</i>, 57(2), 191-206. Research from this study found that a larger or smaller space did not lead to a statistically different amount of social or cognitive play or negative behavior.</p> <p>More information about adapting the environment for children with special needs can be found at: The NC State and A&T State University Cooperative Extension at http://www.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs. Links to other sites are found at the bottom of this article.</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interactions/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	Stockdale, N.S., Dennis, L., & Miller, M. (2012). Right from the Start, Universal Design for Preschool. <i>Teaching Exceptional Children</i> , 45(1), 11-17.
Description	In this article, definitions of the three principles of Universal Design for Learning (UDL) are presented as well as general classroom set-up and materials.
Application	Information and resources from this website will enrich information on developmentally appropriate curriculum.
Outcome	Use of this video will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	Additional articles on UDL are: The Universal Design of early Education: http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf UDL Guidelines: Research Evidence: http://www.udlcenter.org/research/researchevidence/
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

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Articles, Manuals, and Other Reports	
Citation	Watson, A. & McCathren, R. (2009). Supporting all kinds of learners: Including children with special needs: Are you and your early childhood program ready? <i>Beyond the Journal: Young Children on the Web</i> . March. http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf
Description	This article contains a Preschool and Kindergarten Inclusion Readiness Checklist as well as online links to resources related to building an inclusive preschool program.
Application	This article will be used to build instructor awareness of accommodations needed to meet the needs of learners identified in each Category of Disability under IDEA.
Outcome	Information from this article will result in students building their knowledge base of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. [2.2]
Additional Information	<p>Power Point presentation: <i>Play and Children with Disabilities</i>: on http://www.powershow.com/view/ee4c-OTc3Z/PLAY_AND_CHILDREN_WITH_DISABILITIES_flash_ppt_presentation. This presentation describes characteristics of children in each Category of Disability under IDEA as they apply to play.</p> <p>Power Point presentation: Promoting Social Communication and Play in Preschoolers with Autism Spectrum Disorder (ASD) http://www.nectac.org/~pdfs/meetings/inclusionmtg2011/Boyd_InclusionInstituteHandouts.pdf</p> <p>A website providing access to authoritative ratings and detailed reviews on toys and other play products for children with disabilities is AblePlay [www.ableplay.org] . AblePlay’s unique evaluation process provides product information categorized by disability to simplify the toy-buying experience.</p>
CEC Paraeducator Standards/NAECY Core Standards	Development and Characteristics of learners/Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

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Field Trips, Service Sites, and Other Instructional Activities	
Citation	CONNECT Activity 5.3a: Apply the research to practice: http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-5-3a.pdf/view
Description	This purpose of this activity is to help students identify appropriate assistive technology equipment.
Application	This activity supports content on teaching children to use assistive technology.
Outcome	As a result of watching this video, student will learn skills to promote child development and learning through varied delivery of instruction (i.e., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher). [4.2]
Additional Information	The video accompanying this activity is <i>Dr. Phillipa Campbell-Research on Assistive Technology</i> http://community.fpg.unc.edu/connect-modules/learners/module-5/step-3/a-research Another CONNECT resource to accompany this activity is Handout 5.1: <i>Research Summary on Assistive Technology Interventions</i> http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-1.pdf/view
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches.

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Field Trips, Service Sites, and Other Instructional Activities	
Citation	CONNECT Activity 5.5a: <i>Create a squishy book</i> : http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-5-5a.pdf/view
Description	In this activity, learners create their own adaptations that can be used with children with language or physical delays.
Application	This purpose of this activity is to help students learn more about assistive technology adaptations.
Outcome	As a result of engaging in this activity, gain knowledge that will help them participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	The handout accompanying this activity is <i>5.3: Examples of Assistive Technology Adaptations</i> : http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-3.pdf/view Another source for information and resources about adaptations, including assistive technology, to use for infants and toddlers is: Tots n' Tech: http://tnt.asu.edu/
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding effective strategies and tools for early education

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Power Point presentation: <i>Affording Children Access to Play</i> can be retrieved from http://letsplay.buffalo.edu/products/PPTs/access_to_play.pdf
Description	This Power Point Presentation defines the role of play in child development and compares play in children with/without disabilities.
Application	Students will use this presentation to gain more information about how play differs.
Outcome	As a result of viewing this presentation, students will be able to embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	<p>The article draft: <i>Every Kid Can: Technology Supports for Young Children</i> can be retrieved from http://letsplay.buffalo.edu/AT/EKC-wheel.pdf</p> <p>On the Let's Play Website, find out about toy features that address barriers at <i>Toy Features</i> retrieved from http://letsplay.buffalo.edu/UD/toy_features.htm</p> <p><i>Universal Design for Play Guidelines</i> can be retrieved from http://letsplay.buffalo.edu/UD/UDP%20Guidelines.pdf</p> <p><i>Universal Design for Play Tool</i> can be retrieved from http://letsplay.buffalo.edu/UD/FINAL%20final%20Tool%207.pdf</p> <p>A list of ways you can adapt toys can be retrieved from <i>Let's Play Projects & Vermont Assistive Technology Project</i> http://letsplay.buffalo.edu/toys/adapting-toys.pdf http://letsplay.buffalo.edu/toys/toy%20adapting%20ideas-%20VT.pdf</p>
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding young children's characteristics and needs.

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Power Point presentation: <i>Increasing Opportunities to Play</i> can be retrieved from http://letsplay.buffalo.edu/products/presentations.htm . Click on the title.
Description	This Power Point Presentation gives information on new play experiences that can be found in universal play spaces designed to promote both physical and social access and assistive technology that supports play by helping children to move, communicate and interact with toys.
Application	Students will use this presentation to gain information to support course information on play, specifically universal play and assistive technology that supports play.
Outcome	As a result of viewing this presentation, student will gain knowledge that will help them participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>PowerPoint Presentation: <i>How We Play: Toys as the Tool for Play</i> can be retrieved from http://letsplay.buffalo.edu/products/presentations.htm. Click on title. This Power Point presentation provides information on how to select toys based on their sensory characteristics and access features are discussed as well as helpful adaptations to increase play.</p> <p>Power Point Presentation <i>Extending Play</i> can be retrieved from http://letsplay.buffalo.edu/products/presentations.htm. Click on title. This Power Point Presentation shows ways to extend play through various play stages. Examples of using toys, including switch toys, for different purposes are offered.</p>
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding young children’s characteristics and needs.

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	<i>Let Your Style Take Shape</i> [http://www.kennedy-center.org/education/vsa/resources/let_style_take_shape.cfm]
Description	This instructional workbook provides educators with suggestions for creating inclusive educational environments and provides teachers with cross-curricular lessons that meet national standards for math and the visual arts.
Application	Students will review this guide to learn more about creating inclusive educational environments.
Outcome	After viewing this guide students will be better prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities and the physical environment for children birth to 5 with exceptional needs. (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.)[5.1]
Additional Information	A video on the use of UDL to create an inclusive educational environment can be retrieved from http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool A video that shows an interview with an early Childhood Special Education Teacher –Career Conversation can be retrieved from http://www.youtube.com/watch?v=5xWWKuKqgbM
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Toys 'R' Us Toy Guide for Differently Abled Kids [http://toysrus.shoplocal.com/ToysRus/default.aspx?action=entryflash&promotioncode=ToysRus-120823DAG&DisplayPageNumber=1]
Description	This catalog offers an index of toys by different categories of special needs.
Application	Students will review this guide to learn more about toys offered and/or adapted for use by children with disabilities.
Outcome	After viewing this guide students will be better prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<i>A Professionals Guide to Assisting Families in Creating Play Environments for Children with Disabilities</i> can be retrieved from http://letsplay.buffalo.edu/products/PlayManual.pdf The site Disability Resources.org contains an extensive list of resources to help locate toys that are specially developed for children with physical, cognitive, and sensory disabilities; the resources give information on adapting conventional toys: http://www.disabilityresources.org/TOYS.html
CEC Paraeducator Standards/NAECY Core Standards	Learning environments and social interaction/Knowing and understanding effective strategies and tools for early education

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Websites and Other Electronic Media	
Citation	CAST: http://cast.org/
Description	CAST is an educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning (UDL).
Application	Students will acquire more information on UDL through the use of resources on this website.
Outcome	Students will be able to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. {1.1}
Additional Information	Additional information may be found at: National Center in Accessible Instructional Materials http://aim.cast.org/ National center on Educational Outcomes http://www.cehd.umn.edu/NCEO/ <i>Topics for Students with Disabilities</i> <i>Tools</i>
CEC Paraeducator Standards/NAEYC Core Standards	Individual Learning Differences/Knowing and understanding effective strategies and tools for early education

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Website and Other electronic Media	
Citation	Head Start: http://eclkc.ohs.acf.hhs.gov/hslc/hs
Description	Head Start is a federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development.
Application	Information from this website will strengthen student skills in working with children birth-5 with extensive support needs.
Outcome	Use of this website will help students to increase their knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. [2.2]
Additional Information	Information on this website on working with students with extensive support needs may be retrieved from: Selecting Toys for Children with Disabilities: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Program%20Planning/Accessibility/SelectingToysfo.htm Information about Specific Disabilities: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Services%20to%20Children%20with%20Disabilities/Disabilities Accommodating All Children in the Early Childhood Classroom: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Program%20Planning/Accessibility/AccommodatingALL.htm
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children’s characteristics and needs

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Websites and Other Electronic Media	
Citation	Kids' Quest on Disability and Health: http://www.cdc.gov/ncbddd/kids/index.html
Description	This website offers information to change the reader's attitudes toward and perceptions of individuals with disabilities. Many links are provided to additional information in the following key areas: ADHD, Autism Spectrum, Fetal Alcohol Spectrum, Hearing loss, Mobility, Tourette Syndrome, Vision Impairment.
Application	Information from this website will enrich course content on working with children with disabilities.
Outcome	Use of this website will help students to increase their knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.[2.2]
Additional Information	Further information about the educational implications of each Category of Disability under IDEA may be retrieved from: <i>Specific Disabilities</i> http://nichcy.org/disability/specific . <i>Teaching Children with Developmental Disabilities: Classroom Ideas</i> http://www.interventioncentral.org/behavioral-interventions/special-needs/teaching-children-developmental-disabilities-classroom-ideas or http://www.jimwrightonline.com/pdfdocs/specialneedsideas.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Development and characteristics of learners/Knowing and understanding young children's characteristics and needs

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Websites and Other Electronic Media	
Citation	<i>Playing with Toys: Real Look Autism, Episode 5</i> [http://www.youtube.com/watch?v=Vc50HNnPg0&feature=related]
Description	This video for Real Look Autism.com shows us how a grandmother is using the "Imitate and Expand" strategy to play with her 2 1/2 year old grandson who is on the autism spectrum. He did not want to play with others and had few words.
Application	This video supports course content on play, development, and creativity.
Outcome	After viewing this video students will acquire more knowledge about embedding learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	The video <i>Rethink Autism Tip: Teach Your Child Play Skills</i> can be retrieved from http://www.youtube.com/watch?v=v3hG-mNDwrQ Boutot, E.A., Guenther, T., & Crozier, S. (2005). Let's play: Teaching play skills to young children with autism. <i>Education and Training in Developmental Disabilities, 40</i> (3), 285-292. This article describes several aspects of play, discusses various means of teaching play skills to children with autism, and makes suggestions for future research. Further, a case study comparing the efficacy of two methods for play skills instruction is presented.
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches

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Websites and Other Electronic Media	
Citation	<i>Special Needs Kids and the Power of Play</i> [http://www.youtube.com/watch?v=pwWeW7PTB_w]
Description	Witness the power of play through the story of William and his big brother Owen featured on YouTube.
Application	This video will be used to support learnings on play, development, and creativity.
Outcome	As a result of watching, student will demonstrate knowledge of Early Childhood /Special Education best practices as defined by professional organizations. [2.3]
Additional Information	<p>The National Lekotek Center [http://www.lekotek.org/default.asp] is a central resource on toys and play for children with special needs. At this site you can download The White Paper “Potential and Possibilities” which is a model for providing children with disabilities access to the benefits of play experiences.</p> <p>Disability-specific play ideas and information links can be retrieved from the National Lekotek Center Website. [http://www.lekotek.org/resources/informationontoys/packets.asp#Specific]. Toys tips and adaptation links are also found here.</p> <p>A list of simple toy adaptations can be retrieved from http://www.lekotek.org/pdfs/packets/Simple_Toy_Adaptations.pdf</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using a broad repertoire of developmentally appropriate teaching/learning approaches.

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Websites and Other Electronic Media	
Citation	<i>UDL at a Glance</i> : http://www.youtube.com/watch?v=bDvKnY0g6e4
Description	This video offers an overview of Universal Learning Design.
Application	Resources from this website will enrich course information on developmentally appropriate curriculum.
Outcome	Use of this video will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2].
Additional Information	<p>An interesting video titled <i>Thaysa</i> can be found at http://www.youtube.com/watch?v=1zWp2KkOr68.</p> <p>It describes the curriculum used with an eight year child with autism. The school implements Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Universal Design for Learning (UDL).</p> <p>The video <i>Dr. David Rose on Universal Design for Learning</i> is a presentation from the 2007 Federation for Children with Special Needs' Visions of Community conference. Dr. Rose is a cofounder of CAST, the website of Universal Design for Learning. The video is found at:</p> <p>http://www.youtube.com/watch?v=yETe92mwoUE&playnext=1&list=PLB36ACE86A72283DF&feature=results_main</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

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Websites and Other Electronic Media	
Citation	Universal Design for Learning in Preschool: http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool
Description	This website offers the following <u>Training Resources</u> : presentations, PowerPoints, videos, CAST research, UDL Educator Checklist, links including Building Inclusive Child Care, and Autism Society of America. The video UDL: Principles and Practices can also be found here.
Application	Information and resources from this website will enrich learnings of developmentally appropriate curriculum.
Outcome	Use of this video will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	Additional information may be retrieved from: REC resources for early Childhood http://rec.ohiorc.org/orc_documents/orc/recv2/briefs/pdf/0018.pdf The Universal Design of Early Education http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interaction/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.