

RESOURCE MATRIX
Child Development I

Articles, Manuals, and Other Reports	
Citation	Catlett, C., & Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. (Producers) (2013). <i>Connecting the smallest dots: Resources and practices to support each infant and toddler</i> [Handout Accompanying a Presentation; Links List]. Available from http://www.fpg.unc.edu/sites/default/files/resources/presentations-and-webinars/Connecting%20the%20Smallest%20Dots%20handout.docx or http://www.fpg.unc.edu/presentations/connecting-smallest-dots-resources-and-practices-support-each-infant-and-toddler
Description	This handout offers links to many resources organized under the following topics: <i>Use Evidence-Based Practices to Improve Quality, Meaningfully Partner with Families to Support Infant-Toddler Well-Being, Ensure Cultural and Linguistic Congruency, Become a Skilled Observer and Objective Describer of What You See, Apply Knowledge of Early Development to Facilitate Optimal Development, Intentionally Promote Social-Emotional Development, Intentionally Promote Language Development, and Promote Play as a Vehicle for Learning.</i>
Application	Instructors will use this resource to support course content on using evidence-based practices in inclusive early childhood educational environments.
Outcome	Resources on this list of links help students embed learning opportunities in everyday routines and activities. [3.3]
Additional Information	Catlett, C., & Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. (Producers). (2013). <i>Connecting the smallest dots: Resources and practices to support each infant and toddler</i> [Presentation Power Point 1]. Available from http://www.fpg.unc.edu/presentations/connecting-smallest-dots-resources-and-practices-support-each-infant-and-toddler Catlett, C., & Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. (Producers). (2013). <i>Connecting the smallest dots: Resources and practices to support each infant and toddler</i> [Presentation Power Point 2]. Available from http://www.fpg.unc.edu/presentations/connecting-smallest-dots-resources-and-practices-support-each-infant-and-toddler
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	DiCarlo, C. F., & Vagianos, L. (2009). Using child preferences to increase play across interest centers in inclusive early childhood classrooms. <i>Young Exceptional Children</i> , 12(4), 31-39. DOI: 10.1177/1096250609339156
Description	This article discusses naturalistic teaching strategies to support the play of children with disabilities in the inclusive preschool classroom.
Application	This article will provide enrich course content related to naturalistic teaching techniques.
Outcome	Content from this article will help students promote child development and learning through varied delivery of instruction. [4.1]
Additional Information	<p>Ei Excellence, & Children’s Development Services Agency. (2013). <i>Natural Environments/Routines</i>. Retrieved from http://www.eiexcellence.org/evidence-based-practices/natural-environments/</p> <p>Raab, M. (2005). Interest-based child participation in everyday learning activities. <i>CASEinPoint: Insights into Early Childhood and Family Support Practices</i>, 1(2), 1-5. Retrieved from http://www.fipp.org/Collateral/caseinpoint/caseinpoint_vol1_no2.pdf</p> <p>Roper, N., Gurley, C. & Raab, M. (2006). Activity setting influences on the early language production of a child with a cleft lip and palate. <i>CASEinPoint: Insights into Early Childhood and Family Support Practices</i>, 2(1), 1-5. Retrieved from http://www.fipp.org/Collateral/caseinpoint/caseinpoint_vol1_no2.pdf</p> <p>Sherry, I. (2013, August 5). Early intervention from a “seasoned “ perspective. <i>Ei Excellence</i>. Children’s Development Services Agency. Charlotte: NC. Retrieved from http://www.eiexcellence.org/early-intervention-from-a-seasoned-perspective/</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies and Individual learning differences/Knowing and understanding effective strategies and tools for early education

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Articles, Manuals, and Other Reports	
Citation	Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. <i>Teaching Exceptional Children, 44</i> (3), 14-20.
Description	This article discusses strategies for the individualized education program (IEP) meeting in cases where a child comes from a diverse background.
Application	This article will enrich course content related to IEP collaboration.
Outcome	Content from this article will help students share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	Cheatham, G. A., Hart, J. E., Malian, I., & McDonald, J. (2012). Six things to never say or hear during an IEP meeting: Educators as advocates for families. <i>Teaching Exceptional Children, 44</i> (3), 50-57. Diliberto, J. A., & Brewer, D. (2012). Six tips for successful IEP meetings. <i>Teaching Exceptional Children, 44</i> (4), 30-37. Grisham-Brown, J., Pretti-Frontczak, K., Hemmeter, M. L., & Ridgley, R. (2002). Teaching IEP goals and objectives in the context of classroom routines and activities. <i>Young Exceptional Children, 6</i> (1), 18-27. doi: 10.1177/109625060200600103
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Knowing about and understanding diverse family and community characteristics

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Field Trips, Service Sites and Other Instructional Activities	
Citation	The National Center for Learning Disabilities, Inc. (1999-2011). <i>Get Ready to Read</i> . Retrieved from http://www.getreadytoread.org/
Description	Get Ready to Read! is designed to support educators, parents, and young children in the development of early literacy skills in the years before kindergarten. Intended for use with all children, the resources and information provided on this site promote skill-building, communication between adults, and ways to address concerns.
Application	Information from this website will enrich course content on developing children’s cognitive skills.
Outcome	As a result of using this website students will be able to support early cognitive skills including oral communication and early literacy skills. [3.1]
Additional Information	<p>The National Center for Learning Disabilities, Inc. (1999-2011). <i>Get Ready to Read: Early Literacy</i>. Retrieved from http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy Links to articles, literacy checklists, videos, video series, and webinars to help preschoolers develop essential early literacy skills can be found on this webpage.</p> <p>The National Center for Learning Disabilities, Inc. (1999-2011). <i>Get Ready to Read: Resource Locator</i>. Retrieved from http://www.getreadytoread.org/early-learning-childhood-basics/resource-locator/archive If you are looking for one-on-one advice or a direct referral to a specialist, use the Resource Locator to find your state or local chapter of an organization such as the Learning Disabilities Association of America, International Dyslexia Association, or your regional Parent Training and Information Center.</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/ Knowing and understanding effective strategies and tools for early education

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Field Trips, Service Sites and Other Instructional Activities	
Citation	Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (n.d.). <i>Center on the Social and Emotional Foundations for Early Learning Website</i> . Retrieved from: http://csefel.vanderbilt.edu/index.html
Description	The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.
Application	Information from this website will add to course content on social-emotional development.
Outcome	Instructional materials from this website will help students promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings). [6.1]
Additional Information	<p>The Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (n.d.). <i>The Center on the Social and Emotional Foundations for Early Learning Website: Resources: Practical Strategies for Teachers/Caregivers</i>. Retrieved from: http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills</p> <p>Among the resources here are guides under Book Nook that provide teachers/caregivers and parents with hands-on ways to embed social emotional skill building activities into everyday routines. Each book nook is comprised of ideas and activities designed around popular children’s books such as <i>Big Al</i>, <i>On Monday When it Rained</i> and <i>My Many Colored Days</i>. Examples of suggested activities include using rhymes to talk about being friends, making emotion masks to help children identify and talk about different feelings, playing games around what to do with hands instead of hitting and movement activities to express emotions. Click on <u>PDF</u> to access the guides.</p> <p>The Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (n.d.). <i>The Center on the Social and Emotional Foundations for Early Learning Website: Resources: Family Tools</i>. Retrieved from: http://csefel.vanderbilt.edu/resources/family.html</p> <p>Resources here include Parent Training Modules and resources on social-emotional development from the <i>Zero to Three National Center for Infants, Toddlers, and Families</i>.</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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Textbooks, Workbooks, and Other Instructional Materials	
Citation	Lucas, A., Gillaspy, K., Peters, M., The National Early Childhood Technical Assistance Center (NECTAC), Regional Resource Center Program (RRCP), Early Childhood Outcome (ECO) Center, & the Western Regional Resource Center (WRRRC). (Producers). (2012, September 26) <i>Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package</i> [Training Materials]. Available from http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp
Description	This training package was developed collaboratively with staff from NECTAC, WRRC and ECO in response to the need expressed from state and local providers to have specific information and resources about developing IFSP outcomes and IEP goals. The training package includes a comprehensive Power Point presentation, trainer script and presentation notes, handouts; and activities. All the materials needed, including instructions for use and adaptation, are included in the training package. The producers have provided an overview of the training package, the materials within, and information on how to use and adapt the materials for your own use.
Application	Information from this training will support course content on policies and procedures for parents to be active members of their child’s early intervention team.
Outcome	This training will help students provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	Wisconsin Department of Health Services, Birth to 3 Program. (2011). <i>Waisman Center: Wisconsin Birth to 3 Training & Technical Assistance: IFSP</i> . Retrieved from http://www.waisman.wisc.edu/birthto3/IFSP.php Lucas, A., Gillaspy, K., Peters, M. L., & Hurth, J. (2012). <i>Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals: A training activity for Infant and Toddler service providers and ECSE teachers</i> . Retrieved from http://www.nectac.org/~pdfs/pubs/rating-ifsp-ieptraining .
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession

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Textbooks, Workbooks, and Other Instructional Materials	
Citation	National Early Childhood Technical Assistance Center (NECTAC) Clearinghouse on Early Intervention and Early Childhood Special Education. (Producer). (2005). <i>Funding of assistive technology for infants, toddlers, and young children with disabilities</i> [Annotated Bibliography]. Available from http://www.nectac.org/~pdfs/pubs/atfunding.pdf
Description	This annotated bibliography from NECTAC presents resources exploring the various assistive technology funding sources for infants, toddlers and young children with disabilities.
Application	Information from this resource will support course content on the use of assistive technology for infants and toddlers with disabilities.
Outcome	This resource provides information that helps students 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	<p>Department of Education, Office of Special Education Programs. (2013). <i>Family Center on Technology and Disability (FCTD)</i>. Retrieved from http://www.pacer.org/publications/pdfs/ALL7.pdf</p> <p>The FCTD web site provides assistive and instructional technology resources of interest to families of children with disabilities. The website offers access to Fact Sheets, Power Point presentations, monthly newsletters, online discussion and summer institute transcripts, a database of more than 3,500 organizations, a resource review database with hundreds of reviews of AT resources and more. Through the site users can also access FCTD Family Information Guides as well as resources in Spanish.</p> <p>Taormina-Weiss, W. (2012). <i>Infants, Toddlers and Assistive Technology. Disabled World</i>. Retrieved from http://www.disabled-world.com/assistivedevices/infants.php</p>
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

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Websites and Other Electronic Media	
Citation	The Early Childhood Technical Assistance (ECTA) (2013). <i>Resources for Writing Good IFSP Outcomes</i> . Retrieved from http://ectacenter.org/topics/families/famresources.asp
Description	Resource links at this site will help educators communicate effectively with children and families and engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.
Application	Information from this training will support course content on developing the Individualized Family Service Plan (IFSP).
Outcome	This resource provides information that helps students Increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	IFSP Web. (2013) <i>IFSP Website</i> . Retrieved from http://www.ifspweb.org/ Kansas Technical Assistance Center Network. <i>Kansas Inservice Training System</i> . Retrieved from http://www2.ku.edu/~kskits/ta/Packets/WritingFamily_GuidedIFSP.shtml
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional planning /Involving family and communities in their children’s development and learning

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Websites and Other Electronic Media	
Citation	Minnesota Parent Training and Information Center (PACER Center). <i>PACER Center Website</i> . Retrieved from http://www.pacer.org/
Description	The mission of PACER Center (P arent A dvocacy C oalition for E ducational R ights) is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.
Application	Information from this training will support course content on family-centered practices and family systems perspective.
Outcome	This training will help students provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	Minnesota Parent Training and Information Center (PACER Center). <i>Early Childhood Family Information and Resources Project</i> . Retrieved from http://www.pacer.org/ec/resources.asp PACER Center has published a series of brochures and accompanying handouts to help school districts tell families of young children about early intervention and early childhood special education services. A grant from the Minnesota Department of Education funded the project. The materials are in Hmong, Spanish, Somali, and Russian. English versions are directed to American Indian and African American parents.
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession

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Websites and Other Electronic Media	
Citation	National Dissemination Center for Children with Disabilities. <i>National Dissemination Center for Children with Disabilities Website: NICHCY</i> . Retrieved from http://nichcy.org/
Description	<p>NICHCY is the center that provides information on disabilities in children and youth; programs and services for infants, children, and youth with disabilities; IDEA, the nation’s special education law; and research-based information on effective practices for children with disabilities. Their special focus is children and youth (birth to age 22). Their service is made possible through funding from the Office of Special Education Programs (OSEP), U.S. Department of Education.</p> <p>NICHCY is part of the Technical Assistance and Dissemination Network, otherwise known as the TA&D Network. The network consists of more than 40 projects funded by the Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education. These projects offer information and technical assistance on a broad range of disability and special education issues. NICHCY also works in association with other projects funded by OSEP. These include the Technical Assistance Coordination Center (TACC), Consortium for Appropriate Dispute Resolution in Special Education (CADRE), and The Family Center on Technology and Disability (FCTD).</p>
Application	Information from this website supports course content on enhancing child development and family well-being.
Outcome	Information from this websites helps students assist families in accessing information and resources. [8.3]
Additional Information	<p>Click on <u>Disability</u>, <u>Babies and Toddlers</u>, <u>Children (3 to 22)</u>, <u>Disability and Education Laws</u>, or <u>Research</u> and you can search by topic, publication, state or national organization, families and communities, early intervention providers, and/or schools and administrators.</p> <p>National Dissemination Center for Children with Disabilities. (Producer). (October, 2012). <i>Module 1: The basics of early intervention</i> (Module]. Available from http://nichcy.org/laws/idea/legacy/partc/module1</p> <p>National Dissemination Center for Children with Disabilities. (Producer). (June, 2010). <i>Autism Spectrum Disorders</i> (Fact Sheet]. Available from http://nichcy.org/disability/specific/autism</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	Special Quest Birth-Five: Head Start/Hilton Foundation Training Program to Support Inclusive Early Childhood Services. (2007-2010). Retrieved from http://www.specialquest.org/about.htm
Description	<p>SpecialQuest Birth–Five builds on ten years of work by the Hilton/Early Head Start Training Program (1997–2007). The SpecialQuest approach to professional development on inclusion was implemented with over 500 Early Head Start/Migrant and Seasonal Head Start programs and their community partners. These SpecialQuest teams participated in long-term, interactive learning experiences, using a skill-building curriculum and on-site follow-up support provided by Learning Coaches. Continuous improvement processes guided program development and provided summative evaluation information.</p> <p>Resources from this website are organized under the SpecialQuest Multimedia Training Library, Effective Practices from the Field, Stories, Resource Bank, Quick Links, and Graphics</p>
Application	Information from this website supports course content on evidence-based inclusive early childhood strategies. .
Outcome	This resource provides information that helps students 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	<p><i>The Virginia Paraprofessional Early Childhood Training Project</i> provides streaming access to some of the <i>Special Quest</i> videos. Among these are:</p> <p>Special Quest Birth-Five: Head Start/Hilton Foundation Training Program to Support Inclusive Early Childhood Services. (Producer). (2007-2010). <i>Aracelly and Elizabeth</i> [Video]. Available from http://www.vcu.edu/partnership/specialquest/aracellyelizabeth.html</p> <p>Special Quest Birth-Five: Head Start/Hilton Foundation Training Program to Support Inclusive Early Childhood Services. (Producer). (1999). <i>Christopher’s story</i> [Video]. Available from http://www.vcu.edu/partnership/specialquest/chrisstory.html</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	The IRIS Center. (2013). The IRIS Center Website. Retrieved from http://iris.peabody.vanderbilt.edu/
Description	The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions. On the Homepage, you will find videos that will provide guidance in how to use the IRIS Resource Locator and provide information on how to navigate and IRIS STAR Legacy Module.
Application	Information from this website supports course content on disabilities.
Outcome	Information on this website will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children with exceptional needs. [3.2]
Additional Information	On the Homepage, on the right, you will find IRIS Resource Topics. Click on <u>Disability</u> then click on the arrow in the green box after the word "Disability." Click on <u>Modules</u> and scroll down until you find <i>What Do You See? Perceptions of Disability</i> . This module encourages students to explore their own attitudes and beliefs about people with disabilities. It also highlights the abilities of students who may not be "developing typically." The module offers materials and resources organized under five steps: Challenge, Initial Thoughts, Perspectives & Resources, Wrap Up, and Assessment. Transcripts of all videos are available.
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Using content knowledge to build a meaningful curriculum