Resources to Support Your Work

What Does the Evidence Say?

Kidd, J. K., Sánchez, S. Y., & Thorp, E. K. (2008). Defining moments: Developing culturally responsive dispositions and teaching practices in early childhood preservice teachers. *Teaching and Teacher Education, 24(2), 316-329.*

Where and How Could Shift Happen?

- Questions to support an evolving vision
- Crosswalks Research Institute Syllabus Rubric

New Mexico Guidance

Guiding principles for the full participation of young children, birth through age eight, in New Mexico's early learning system

   http://www.newmexicokids.org

Resources from National Projects and Centers

Center for Early Literacy Learning (CELL)

Funded to promote the use of evidence-based early literacy learning practices to support the learning of young children, birth to five, who have or are at risk for disabilities and delays.

   http://www.earlyliteracylearning.org/

Center for Early Childhood Mental Health Consultation

Funded to develop strategies to help Head Start programs build a strong mental health foundation for their children, families and staff.   **http://www.ecmhc.org/advisors.html**

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Extensive, user-friendly training materials, videos, and print resources are available at the Center's website to help early care, health, and education providers implement the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

   http://www.vanderbilt.edu/csefel/

CONNECT: The Center to Mobilize Early Childhood Knowledge

Web-based, instructional resources for faculty and other professional development providers to support the use of evidence-based practices in work with young children (0-5) and their families.

   http://community.fpg.unc.edu/connect

Crosswalks Website and Toolbox

- Crosswalks Website   **http://www.fpg.unc.edu/~scpp/crosswalks/**
- Crosswalks Toolbox   **http://www.fpg.unc.edu/~scpp/crosswalks/toolbox/**
- An Online Tour of the Crosswalks Toolbox: Diversity Resources for Faculty, Trainers & Programs [HANDOUT]
- Crosswalks Student Assessment of Knowledge and Skills (CASKS)
     http://www.fpg.unc.edu/~scpp/crosswalks/pdfs/CASKS-student.pdf
- Crosswalks Coursework, Practica and Program Evaluation-Student Version
     http://www.fpg.unc.edu/~scpp/crosswalks/pdfs/CCPPE-student.pdf

Early Childhood Learning and Knowledge Center (ECLKC)

A resource brokerage from the Office of Head Start.

http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities

Head Start Center for Inclusion

Information, professional development, materials, and other resources

http://depts.washington.edu/hscenter/

IRIS Center Resources (modules, case studies)

http://iris.peabody.vanderbilt.edu/instructors.html

National Professional Development Center on Inclusion

Products, evidence, conceptual frameworks and definitions related to inclusion and professional development **http://community.fpg.unc.edu/npdci**

SpecialQuest Birth-Five

Special Quest Multimedia Training Library: Including Infants and Toddlers with Disabilities

http://76.249.171.46/specialquest/trainingmaterials/searchvolumes.lasso?-FindAll&-Database=hilton_trainingmaterials&-Table=volumes

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

Articles, brochures, booklets, podcasts, policy briefs, research syntheses, and roadmaps

http://www.challengingbehavior.org/

Rich Websites

Center for Diversity Education   **http://eduweb.unca.edu/diversityed/**

Center for Research on Education, Diversity, and Excellence **http://www.crede.org/index.html**

A complete list of resources on multicultural education

http://www.startlocal.com.au/articles/educational_multicultural.html

Guide to online schools – How to teach to a diverse audience

http://www.guidetoonlineschools.com/online-teaching/diverse-audience

Learning Carousel   **http://ea.niusileadscape.org/lc**

Teaching for change   **http://www.teachingforchange.org**

Teaching cultural diversity   **http://users.sgi.net/~cokids/teacher11.html**

Teaching tolerance   **http://www.tolerance.org/**

Resources and Position Statements from National Organizations

DEC and NAEYC

Division for Early Childhood (DEC) / National Association for the Education of Young Children (NAEYC)

- DEC-NAEYC Definition and Position Statement on Early Childhood Inclusion

    http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion/

DEC

- DEC Position Statement: Responsiveness to Family Cultures, Values, and Languages

    http://www.dec-sped.org/pdf/positionpapers/PositionPaper_Resp_FamCul.pdf

- DEC Concept Paper: Responsiveness to Family, Culture, Values and Education
  http://www.dec-sped.org/pdf/positionpapers/ConceptPaper_Resp_FamCul.pdf
- DEC Early Childhood Special Education/Early Intervention (birth to age 8) Professional Standards with CEC Common Core (October 2008)
  - http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/CEC-DEC_Initial_Standards_10-08.pdf

NAEYC

- Early Childhood Curriculum, Assessment, and Program Evaluation
  http://www.naeyc.org/positionstatements/cape
  - Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation
    http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf
- Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF
- Respuesta a la Diversidad Linguistica y Cultural
  http://www.naeyc.org/about/positions/pdf/PSDISP98.PDF
- Where We Stand: Many Languages, Many Cultures: Respecting and Responding to Diversity
  http://www.naeyc.org/about/positions/pdf/diversity.pdf

Measures

- *Promoting Cultural Diversity and Cultural Competency: Self-Assessment*
  http://www11.georgetown.edu/research/gucchd/NCCC/documents/Checklist.EIEC.doc.pdf
- *Cultural and Linguistic Competence Policy Assessment* (National Center for Cultural Competence http://www.clcpa.info/documents/CLCPA.pdf

Questions to Support an Evolving Vision

Coursework

- Does coursework provide students with opportunities to increase their knowledge of their own culture and heritage?
- Does coursework provide learning opportunities and encourage dialogue and reflection about anti-racist and anti-bias curricula and approaches?
- Does coursework provide opportunities to systematically learn about and from individuals who are culturally, linguistically, and ability diverse in ways that are not stereotypic?
- Does coursework provide learning opportunities and encourage dialogue and reflection about the skills needed to work with dual language learners and to support home language maintenance?
- Does coursework provide learning opportunities and encourage dialogue and reflection about culturally appropriate methods of interaction, assessment, teaching and intervention?
- Does coursework engage students in activities in which they learn how culture, ethnicity, language, socioeconomic status, ability and other factors influence early childhood development and practices?
- Does coursework draw upon families and their stories as a resource to the instructional process?

Practica

- Do practica occur in a variety of home and community settings serving culturally, linguistically, and ability-diverse young children and families (e.g., homes of participating families, homeless shelters, Early Head Start/Head Start, WIC programs)?
- Do practica offer opportunities to interact directly with children and families who are culturally, linguistically, and ability-diverse?
- Do practica provide opportunities for students to collaborate with and learn from interpreters, translators and cultural mediators?

Program Practices

- Does the program have diverse faculty and staff who reflect the diversity of the students in the program as well as the overall community?
- Does the program have students who reflect the diversity of the overall community?
- Does the program have strategies for recruiting faculty and students from culturally and linguistically diverse backgrounds?
- Does the program draw upon community resources (e.g., guest speakers, co-instructors, service learning opportunities) to support student learning and reflection about diversity?
- Does the program create environments for learning in which differences are acknowledged, celebrated and respected?
- Does the program offer supports (e.g., advising, mentoring) for culturally and linguistically diverse students?

Crosswalks Research Institute Syllabus Rubric

Element	Indicators	Extent that the Syllabus Emphasizes CLAD			
		Little or None	Some	Significantly	Extensively
Course Description	• The diversity *values* of the BK program's conceptual framework are articulated in the description of the course (e.g., this is a course on cultural, linguistic, and ability diversity). • The diversity *beliefs* of the BK program are articulated in the description of the course. • The diversity *dispositions* of the BK program are articulated in the description of the course.	L	S	SI	E
Course Objectives	• Course objectives provide clear expectations on diversity outcomes/objectives. • There are objectives/outcomes related to students examining their own cultural lenses. • There are objectives/outcomes related to students exploring other cultural lenses.	L	S	SI	E
Texts, Readings, Resources	• Assigned resources are linked to philosophy, themes, or other key program attributes. • Assigned resources emphasize the diversity topics and/or themes of the BK program. • Primary resources show different perspectives (ex: Same book is used over year focused on the diversity topic).	L	S	SI	E
Assignments	• Assignments are clearly linked to the values of diversity • Assignments clearly are linked to the student outcomes related to diversity. • Assignments provided opportunities for students to reflection upon the experience and similarities and/or challenges to their own cultural background. • Assignments engage students in learning how culture, ethnicity, language, socioeconomic status and other factors influence early childhood development and practices. • Terms used to describe assignments are respectful of diversity. • A range of diverse experiences are provided. • (e.g., Examples: Went to presentation by Brown vs. Topeka; Went another play built upon Brown vs. Topeka).	L	S	SI	E
Guest Speakers	• Guest speakers draw upon families and community partners and their stories as a resource. • Possible dimensions could include the following: multiple language groups, various ethnic groups, various socioeconomic groups? • Who can come in to establish expertise? • Are folks from the community with diversity included?	L	S	SI	E
In-class instructional experiences	• In-class experiences are clearly linked to the articulated program values (e.g., dialogue, reflection). • In-class experiences help scaffold students to address the out of class assignments. • In-class activities engage students in learning how culture, ethnicity, language, socioeconomic status and other factors influence early childhood development and practices.	L	S	SI	E

Thorp & Sanchez, 2007

Just the Facts, Ma'am: An Inclusion Quiz[1]

Please indicate whether you think each statement is *true* or *false*.

1. High quality inclusive programs adhere to a single national standard.
   True   *False*

2. Families of young children with disabilities can find inclusive programs in their community if they look hard enough.
   True   *False*

3. Inclusion can benefit children with and without disabilities, particularly in the area of social development.   *True*   *False*

4. A variety of factors (policies, resources, beliefs) influence the implementation of inclusion.   *True*   *False*

5. Partners with specialized knowledge and skill are not an important component of quality inclusive programs.   *True*   *False*

6. Collaboration among parents, teachers, and specialists is a cornerstone of inclusion.   *True*   *False*

7. The quality of early childhood programs is negatively impacted when they include children with disabilities.   *True*   *False*

8. Most teachers feel comfortable and confident about including young children with disabilities.   *True*   *False*

9. There is no national definition of inclusion.   *True*   *False*

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[1] For the answers, go to 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.

Available at **http://community.fpg.unc.edu/npdci**

Activity: Benefits of Inclusion

A friend with a 3-year old who seems to be developing typically is planning to enroll her daughter in a high quality local program that is fully inclusive. She knows nothing about inclusion and is asking you about the benefits of a quality inclusive program. What will you say?

- What facts would you want to emphasize?
- What research could you highlight?
- What resources (articles, videos, websites) could you share?

Activity: Benefits of Inclusion

Research:
- Research Synthesis Points
     http://community.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007.pdf/view

Articles:
- Sedlack, J. (2009, Summer/Fall). How inclusion is benefitting one child without disabilities: Dillon's story. *Impact, 22*(1), 12. **http://ici.umn.edu/products/impact/221/**

Videos
- *Marvin and Jack* (SpecialQuest video)
- *I Wanna Be and More* (SpecialQuest video)
- *I'm Tyler* **http://www.imtyler.org**

Website
- What the Children of Jowonio Know
http://www.jowonio.org/What%20the%20Children%20of%20Jowonio%20Know.htm

How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story

by Jennifer Sedlack

In 2006, my husband and I enrolled our son Dillon in Coralwood, an early childhood public school that provides an inclusive education setting for children aged three to six. Dillon is a typically-developing child, and his exposure to children with special needs has had a significant impact on our family. In addition to benefiting from a quality education, Dillon's behavior has shown marked improvement. He is kinder, more compassionate, and does not limit his friendships to children with abilities similar to his.

As a former director of a non-profit serving people with disabilities, I was aware that my life experience was void of interaction with the client base I served. I wanted my son to have experiences that would enable him to understand and accept the differences, as well as the similarities, of people with special needs. Coralwood School has given our family the skills and understanding I was after.

Dillon's classes at Coralwood range from 16 to 18 students; six to eight of the students in each class have special needs. Other than the students with physical disabilities, Dillon is generally unaware of who those six to eight students are. Students are not labeled; in the classroom, the children are peers.

One common misconception in an inclusive classroom setting is that students with Individual Education Programs (IEPs) absorb more of the teacher's time to the detriment of students without IEPs. That has not been our experience. Teachers and administrators create an environment that expects all children, regardless of their abilities, to be their best.

In his first year at Coralwood, Dillon made fast friends and had a weekly play date with Michael. What Dillon didn't realize was that these play dates were in fact sessions with specialists who were working with Michael on various skills. Michael and Dillon both learned appropriate social behavior while improving their communication skills, unaware they were being taught.

Dillon's education at Coralwood is a similar seamless coupling of educating students with IEPs alongside students without IEPs. This past year Kendra, who is blind, was in Dillon's class. Dillon learned how Kendra navigates with her cane, the types of birthday presents appropriate for her, and how she uses a Perkins Brailler to write. The Braillewriter fascinated the children and they eagerly asked to use it to write her notes.

When I was invited to read to Dillon's class, he suggested I bring his Halloween book with built-in sounds because he knew Kendra would like it. And while driving to a party for a classmate, Dillon and his friend spent the journey discussing inventions that would allow Kendra to play without injury on the inflatable toys they had heard would be there.

Parents often join the students in the cafeteria during lunch, participate in classroom reading programs, and generously volunteer for special events. This atmosphere of openness and acceptance is a tone set by our principal. She makes it clear on day one that parents are welcome at the school and are expected to be engaged, and that families with children who have special needs and those with children who are typically developing are embarking on an education partnership that cannot succeed without parental involvement.

Our family's inclusive education experience has been enlightening and life-changing. We now advocate for inclusive education and have signed Dillon up to continue the program at the partnering elementary school in the area. We are grateful to the parents of students with special needs for participating with us in this educational journey, allowing our son and us to expand our understanding and grow from the relationship.

Jennifer Sedlack, her husband Phil, and son Dillon live in Atlanta, Georgia.

natural RESOURCES *Listserv*

Are you interested in quality materials on topics related to early childhood and early intervention? Our new listserv is one way to stay up to date with the latest *free* or low-cost booklets, CD ROMs, videos, Power Point presentations and other items.

Subscribe to the **Natural Resources** listserv and receive a weekly email announcement featuring a product that is available at little or no cost. A short description and "tips for trainers" combined with the product's ordering information will give you the details you need to add another valuable source to your own library.

Join this listserv by sending an email to listserv@unc.edu.

Leave the subject line blank.

For the text of the message, type only the following:

subscribe natural_resources2

Then send the message.

Here are example s of Natural Resources:

An Administrator's Guide to Preschool Inclusion

Ruth Wolery, Sam Odom and colleagues associated with the Early Childhood Research Institute on Inclusion (ECRII) are responsible for this great resource. The guide was developed to help administrators who are responsible for setting up, monitoring, supporting and maintaining inclusive programs for preschool children with and without disabilities. It delineates barriers and roadblocks, while at the same time offering strategies, supports and illustrations. **http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf**

Diversity in Children's Lives: Children's Books and Classroom Helps

Looking for quality children's books that reflect children who have special needs? Or stories that depict capable, diverse characters? This 22-page bibliography lists books that feature positive images of children and adults who are culturally, linguistically and ability-diverse. Each entry includes title, author, diversity type and a brief explanation of content. **http://www.fpg.unc.edu/~pfi/pdfs/diversity_booklist.pdf**

Past and present materials featured in the weekly **Natural Resources** listserv are listed on the Natural Allies web site at: **http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm**

Please note: the listserv will be a ONE –WAY mailing, which means that you will not get unwanted messages from others on the list.

The Natural Resources listserv is a service of the U.S. Department of Education-funded Natural Allies project. We welcome feedback and also encourage you to suggest "natural resources" you know about. Suggestions may be emailed to Camille Catlett at camille.catlett@unc.edu

An Online Tour of the Crosswalks Toolbox: Diversity Resources for Faculty, Trainers & Programs

Are you interested in resources that address key areas of early childhood or early intervention content AND diversity? Would you like to find videos, articles, syllabi and other resources for increasing the emphasis on cultural and linguistic diversity in your work? The interactive database known as the Crosswalks Toolbox was designed to support your work.

There are seven different ways to search and use the Crosswalks Toolbox. **First**, go to

http://www.fpg.unc.edu/~scpp/crosswalks/toolbox/search.cfm

1. Search by title, author, publisher or key word. In the box labeled **Search by word**, type the word **tabors**; then hit **search**. This will take you to 2 resources by Patton Tabors.

2. Search by topic to find resources clustered under 21 popular areas. In the box labeled **Search by topic**, type the word **social**; then hit **search**. This will take you to 12 resources that have to do with social class and/or social development.

3. Use the **search by standard/domain** box to find resources clustered by major national early childhood frameworks (NAEYC Early Childhood Professional Development Standards, DEC Recommended Practices, CEC/DEC Content Standards, National Board of Professional Teaching Standards).

- Select the **NAEYC Professional Preparation Standards**; then hit **search**.
- Select **Standard 5: Becoming a Professional** to discover all the database resources that address this content area.

4. Find the pull down menu labeled **Select aspect of diversity**. Select **Hispanic, Latino**, then hit **search**, to find resources related to early childhood/early intervention services for children and families who are Hispanic and Latino. Reset the **Select aspect of diversity** pull down menu to the neutral position (select tool type).

5. Find the pull down menu labeled **Select tool type**. Select curriculum, then hit **search**, to find curricula in the database. Reset the **Select tool type** pull down menu to the neutral position (select aspect of diversity).

6. Find the pull down menu labeled **Select resource type**. Select **downloadable activity**, then hit **search**. This will give you access to activities for addressing key developmental domains (language, literacy, math, science) using culturally rich children's books.

7. Click on **List all ONLINE resources** to get a list of everything you can access online.