

**Resources for Preparing Personnel to Support Inclusion
in Natural and Least Restrictive Environments**

Facilitators: Camille Catlett and Patsy Pierce

I. Why support inclusion?

A. Values-based reasons

“Inclusion in quality early childhood educational settings is seen by professionals from all related fields as the preferred and recommended practice for young children who have special needs.”

(Miller, Fader, & Vincent, 2000)

“Inclusion, as a value, supports the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities.”

(Smith, Miller, & Bredekamp, 1998)

B. Professional reasons

“[The revised NAEYC Standards reflect] substantially greater explicitness about the knowledge and skills necessary to serve children with developmental delays and disabilities”

(http://www.naeyc.org/profdev/prep_review/2001.pdf)

C. Legal reasons (Americans with Disabilities Act/ADA, Individuals with Disabilities Education Act/IDEA, Head Start, No Child Left Behind/NCLB)

“In 1990, Congress passed the Americans with Disabilities Act (ADA, providing individuals with disabilities the same freedoms as non-disabled Americans.”

<http://www.jan.wvu.edu/links/adalinks.htm>)

D. Circle of Inclusion video clip [RG PAGE 67]

II. What will it take to make shift happen?

- **Handout 1** Standards summary
- **Handout 2** All around resources
- **Handout 3** Cartoons, teaching cases and other resources
 - **Handout 4** Can we do this?
- **Handout 5** Activities
- **Handout 6** Print materials
- **Handout 7** Videotapes and CDs
- **Handout 8** Web sites
- **Handout 9** Performance Assessment Options

III. Resources

- Blaylock, B., Ahmann, E., & Johnson, B. (2002). *Creating patient and family faculty programs*. Bethesda, MD: Institute for Family-Centered Care. **RG PAGE 105**
- Fishbaugh, M.S.E. (2000). *The collaboration guide for early career educators*. Baltimore: Paul Brookes. **RG PAGE 87**
- McBride, S.L., Sharp, L., Hains, A.H., & Whitehead, A. (1995). Parents as co-instructors in preservice training: A pathway to family-centered practice. *Journal of Early Intervention, 19*(4), 343-355.
- Miller, P., Fader, L., & Vincent, L.J. (2000). Preparing early childhood educators to work with families who have exceptional needs. In *New teachers for a new century: The future of early childhood professional preparation*. Washington, DC: National Institute on Early Childhood Development and Education, U.S. Department of Education. **RG PAGE 119**
- Mullis, L. (2002). Natural environments: A letter from a mother to friends, families, and professionals. *Young Exceptional Children, 5*(3), 21-24.
- Sandall, S., McLean, M.E., & Smith, B.J. (2001). *DEC recommended practices in early intervention/early childhood special education*. Denver, CO: Sopris West. **RG PAGE 35**
- Smith, B.J., Miller, P.S., & Bredekamp, S. (1998). Sharing responsibility: DEC-, NAEYC-, and Vygotsky-based practices for quality inclusion. *Young Exceptional Children, 2*(1), 11-20.
- Stayton, V.D., Miller, P.S. & Dinnebeil, L.A. (2003). *DEC personnel preparation in early childhood special education: Implementing the DEC recommended practices*. Denver: Sopris West. **RG DATABASE**
- Winton, P.J., & DiVenere, N. (1995). Family-professional partnerships in early intervention personnel preparation: Guidelines and strategies. *Topics in Early Childhood Special Education, 15*(3), 296-313.

Standards Summary**1. Promoting child development and learning**

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influence on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

2. Building family and community relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3. Observing, documenting, and assessing to support young children and families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

4. Teaching and learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

4a. Connecting with children and families

Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.

4b. Using developmentally effective approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.

4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and the structure of content areas including academic subjects and can identify resources to deepen their understanding.

4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

5. Becoming a professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Catlett, C., Winton, P.J. & Mitchell, A. (2002). *Resource guide: Selected early childhood/early intervention training materials*

Key Features: Resources that are of high quality, readily available and cheap/free

Available from: FPG Child Development Institute
Publications and Dissemination
CB #8185
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-8185
(919) 966-4221 FAX (919) 843-5784

Cost: \$10.00 **OR**

Download for free at <http://www.fpg.unc.edu/~scpp/pdfs/rguide.pdf>

NOTE: Document also available as a searchable database at:

<http://www.fpg.unc.edu/~scpp/~resourceguide/>

Lynch, E.W. (1996). *College instructor's guide: Infusing information about young children with exceptional needs into child development and early childhood course work* RG PAGE 105

Key Features: Standards/curriculum matrices, activities, overheads and handouts

Available from: Project Exceptional
California Institute on Human Services
Sonoma State University
1801 Cotati Avenue
Rohnert Part, CA 94928-3609
(707) 664-2416 FAX (707) 664-2017

Cost: \$30.00

Winton, P., McCollum, J.A., & Catlett, C. (Eds.) (1997). *Reforming personnel preparation in early intervention: Issues, models and practical strategies*

Key Features: Eight chapters (#9 -#16) of instructional ideas and resources of topics related to serving infants, toddlers and young children with special needs

Available from: FPG Child Development Institute web site
http://www.fpg.unc.edu/~scpp/pages/reforming_book.cfm

Natural Resources Listserv:

Sign up to receive a weekly message that highlights free or low-cost early childhood and early intervention materials. Visit <http://listserv.unc.edu/> Using the "Search for Lists" tool, find **natural_resources** and follow the directions for subscription.

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.

The Natural Resources listserv will send you a weekly announcement featuring a product that is available at no cost or very low cost. A short description combined with the product's ordering information will give you the details you need to add another valuable source to your own library.

For example, take a look at these new materials from Zero to Three.

- * **Getting in tune: The powerful influence of music on young children's development** is a 12-page brochure
<http://www.zerotothree.org/music/pdf/music.pdf>
- * **Getting in tune: The magic of music in child care** is a 1-page tip sheet that is available in English http://www.zerotothree.org/music/pdf/music_childcare.pdf and Spanish http://www.zerotothree.org/music/pdf/music_childcare_sp.pdf.

These free materials, available as PDFs, show parents and providers the many ways that music can play a role in development. Tips on integrating music into daily life and reflective questions for thinking more about music in children's and parents' lives are also included.

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

*If you are interested in subscribing to the listserv, please visit: <http://listserv.unc.edu/> Using the "Search for Lists" tool, find **natural_resources** and follow the directions for subscription.*

Please feel free to share this opportunity with students, staff and colleagues.

Please note: the listserv is 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 on this service and also encourage you to suggest "natural resources" you know about. Suggestions may be emailed to Anna Mitchell at mitcha@mail.fpg.unc.edu or Camille Catlett at camille@unc.edu



Handout 3	CARTOONS & CASES
CARTOONS	<ul style="list-style-type: none"> • Giangreco, M.F. (1998). <i>Ants in his pants: Absurdities and realities of special education</i>. Minnetonka, MN: Peytral Publications. • Giangreco, M.F. (1999). <i>Flying by the seat of your pants: More absurdities and realities of special education</i>. Minnetonka, MN: Peytral Publications. • Giangreco, M.F. (2000). <i>Teaching old logs new tricks: More absurdities and realities of education</i>. Minnetonka, MN: Peytral Publications. • The Parent Side (http://www.kidstogether.org/parentsideside.htm)
CASES	<ul style="list-style-type: none"> • University of South Florida Clearinghouse for Special Education Teaching Cases http://cases.coedu.usf.edu/ (cases indexed by CEC teacher competencies) • Case Method of Instruction Outreach Project • CASELINK http://caselink.education.ucsb.edu/ (multimedia cases) • National Center for Early Development & Learning http://www.fpg.unc.edu/~ncedl/index.htm • Boyle, J.R., Danforth, S., Shea, T.M., & Bauer, A.M. (1997). <i>Cases in special education</i>. Chicago: Brown & Benchmark. • Buzzell, J.B. (1996). <i>School and family partnerships: Case studies for regular and special educators</i>. Albany, NY: Delmar Publishers, Inc. • Buzzell, J.B., & Piazza, R. (1994). <i>Case studies for teaching special needs and at-risk students</i>. Albany, NY: Delmar Publishers, Inc. • Driscoll, A. (1995). <i>Cases in early childhood education: Stories of programs and practices</i>. • McWilliam, P.J. (2000). <i>Lives in progress: Case stories in early intervention</i>. Baltimore: Paul Brookes. RG PAGE 115 • Rand, M.K. (2000). <i>Giving it some thought: Cases for early childhood practice</i>. Washington, DC: National Association for the Education of Young Children. RG PAGE 114 • Shirilla, J.J. & Weatherston, D.J. (eds.) (2002). <i>Case studies in infant mental health: Risk, resiliency and relationships</i>. Washington, DC: ZERO TO THREE. RG DATABASE

Shortened version of case from Rand, M. (2000). *Giving it some thought: Cases for early childhood practice*. Washington, DC: NAEYC. From Chapter 4: Challenges of children with special needs, page 94

Debby, a childcare center director, finds herself enrolling Rebecca, a 3-year-old child with a physical disability, in the center. She wonders if this is really the best placement for Rebecca and whether the center can meet her needs.

The next child on the waiting list was Rebecca Klein. I called and set up an appointment with her mother to visit the center and fill out the enrollment papers. Like many of the parents I offer spaces to, Rebecca's mom was delighted to be called. I would meet with her on Tuesday.

When 11 o'clock rolled around, I saw a car pull up to our gate and a mother help her child out of the car. This must be Rebecca, I thought. Then I noticed that the mother was helping the child to struggle up our entranceway with a walker. I started to now feel uneasy about the problem that faced me.

We discussed at length the help Rebecca would need, what she could do on her own, and her strengths and weaknesses. For example, she was gifted intellectually and her fine motor skills were good, so she could draw and do art—and she even played the piano. Rebecca couldn't get into a chair, however, so she would have to lean against a table to work, which was actually good exercise for her legs. She could walk only with a walker, and sometimes she used a special wheelchair. Rebecca needed help to get down onto the floor at circle time, and she was completely dependent on an adult in the bathroom. Basically, she needed a teacher with her all the time.

I began to be truly worried about our ability to meet Rebecca's needs. "We are happy to have Rebecca join us, if you feel that this is the *best place* for her," I said to her parents, emphasizing *the best place*.

Mrs. Klein answered quickly, "Oh you are the only center willing to take her. The other centers in the area have told us she can't attend because she needs so much special attention. We wanted her to be included in a regular classroom and we have no other options. She has been enrolled in a preschool program for children with disabilities that requires an hour drive each way. Plus there are no other children with physical disabilities like Rebecca's. I waved goodbye to the Klein's, telling them I would see them the following Monday. I wondered if we could really do this.

Questions:

1. What are the requirements of the American with Disabilities Act and the Individuals with Disabilities Act that apply to this case?
2. What are some of the things that the teachers and director at this center need to consider in meeting Rebecca's needs?
3. Do you think Rebecca would be better off in a preschool with a special class for children with disabilities or in a regular child care center like this one? Why or Why not? Support your answers with research.
4. How would you work with the family?

Handout 5**ACTIVITIES****Standard 1
PROMOTING
CHILD
DEVELOPMENT &
LEARNING**

1. Discuss how environment and prenatal issues may affect disability/medical condition.
2. Discuss developmental milestones and differences in atypical development.
3. **Developmental milestones activity.** Create a matrix that contains different ages and different developmental milestones. Participants need to match the particular milestone/skill with the age group where they think it belongs. This activity assists in discussion about different developmental growth of children and the impact disabilities may have on this growth.
4. **Any other name.** This activity will have participants look at all of the possible roles of teachers. Make cards with fictitious names made by scrambling these roles (facilitator, environmental arranger, model, conflict resolution expert, family advocate, etc.). This activity could be used as a good discussion about realistic roles for teachers. **
5. **Children's literature.** There are many ways that children's books can be used to promote understanding of exceptionality among children and adults. Find and share good examples of books that positively feature children and families who are diverse in many ways. Have students examine favorite books for evidence of bias or stereotype. Ask students to develop literature response activities for new books.
6. Have participants write a developmental theory, theorist or statement about how young children learn on paper and walk around the room looking at others. When they find someone who has a different notation on their paper discuss it with them. When discussion is finished put all of the papers up and discuss how children with special needs and these theories fit together. **
7. **What's my line?** Divide participants into two or more groups. Write on slips of paper different statements such as "I am a theory...behaviorist." "I am an assessment instrument...DIAL III". "I am a pioneer in early childhood education...Maria Montessori", "I am a method of teaching children with special needs...task analysis", etc. Put all slips in a box and have each group select a slip. The groups can have 5 minutes to choose someone to be the "mystery guest" and try to anticipate questions they will be asked. The mystery guest reveals the category and other groups ask yes/no questions to try to guess the answer. *
8. **Disability simulations.** Put Vaseline or saran wrap over glasses and try to walk, put socks on hands and try to pick up pennies, write a passage in code and ask someone to read it, etc.
9. **Design an environment.** 1) Ask students/staff to design their ideal environment for young children. You can specify the ages of the children and you wish. They should plan as if they have an unlimited budget. 2) When the plans are completed, mention that there will be one child who uses a wheelchair and one child with a significant visual impairment. Ask students/staff to make any necessary modifications to support the learning of these children in the environment. 3) Ask students/staff to compare the first design and the second design. Which environment will better support the learning of all the children?
10. Distribute one aquarium rock (all the same color) to small groups of participants (5). Give one person in each group a different colored rock. Each group forms a circle with each person holding his/her rock. Ask them to name their rock and tell a neighbor what the rock's name is. Ask them to think about what this rock's past is and what future it has. Then have them put their rocks in a pile in the middle of the circle. Ask them to then find their own rock and stand back in a circle again. Ask them to share how they identified their rock. Ask how the people with special colored rock felt? Did they feel different, unique, special? Did they feel a part of the group? How can we not only recognize uniqueness, but value it? (NOTE: Different vegetables (e.g., small carrots with a few people receiving a sweet potato) may be used).

ACTIVITIES

Standard 2 BUILDING FAMILY & COMMUNITY RELATIONSHIPS

1. **Meal memories.** Ask participants to share mealtime memories they have from childhood. In addition to discussing nutrition concepts, issues surrounding values and customs help shape routines and interactions. **
2. **Family resume.** In small groups participants think of a family of a child with disabilities that they know (or use a case study) of a family. They will create a resume highlighting the strengths of the family. *
3. **Collections.** Have participants bring in samples of any collections they may have. As participants display and review all collections have them see how many ways they can sort, classify, arrange, combine, etc. Encourage participants to think about how this relates to families of all children, including children with special needs. **
4. **Family report.** Provide hypothetical family with children with disabilities and ask participants to obtain information about the family's concerns, priorities and resources in order to support the family. Have small groups discuss possible feelings of family and appropriate steps for professionals based on what these families are saying.
5. **Giving directions.** Put participants into pairs and give them similar manipulatives (LEGOs, blocks, etc.). Have one person build a structure. The other person does not look. The person who built the structure must describe the structure and their partner tries to duplicate it. Debrief on what they learned about communication. Ask: How does this relate to working with all families, including those with children with disabilities?
6. **Map out experiences.** You can either use a map of the US, your state or any other item (I used a template of a house) and cut like a puzzle. On each piece put characteristics of families or experiences and have participants select one that they believe describes their family and/or experience. As they discuss this piece they put it together with others to complete the puzzle. Good for discussions on family differences and how they relate to our own background. **
7. **Porch visits.** Make home visits prior to the beginning of the school year. (These are called porch visits to let parents know that it is ok to sit outside to visit if they are uncomfortable with having teachers in their homes. Visitors may want to bring a bag for each child with a variety of items in it such as school supplies, parent information, coupons from local stores, etc. As the parent about the family's dreams and goals, and how you can be a support in attaining them.
8. Ask participants to investigate area agencies that may assist educators or families of children with special needs. Compile the information, with a short description of services, cost, hours, etc., as a family resource or actually visit agencies and interview staff. Do a group share with participants developing posters, brochures and/or power point presentations.
9. **Program visits.** Have participants visit a variety of programs for children who serve children with special needs in inclusive or segregated programs. After observing and interviewing staff, participant can make oral presentations to rest of class about their visits. Give students a framework to use when observing the child or class (children's ages, types of disabilities, competencies of the children, teacher roles, social interactions, classroom environment, etc.)
10. **Read all about it.** Ask participants to watch for stories in newspaper, on radio or television that relate to issues dealing with young children or children with special needs. These provide for excellent current discussion items.
11. After a discussion about "red flags" of how we label or categorize people, ask participants to look through magazines, catalogs and journals for pictures or articles that reflect cultural biases. **

	<p>12. Group identities. Positive and negative stereotypical comments about families are put on cards and handed out to participants. They can trade with each other and should end up with one or two words they “can live with”. Ones not selected are put on a table. Discuss why they chose what they did and why ones were not selected. **</p> <p>13. Family symbol activity. Invite 3 - 4 parents of children with different special needs to be part of a panel. Ask each to bring an object that symbolizes their family and their family strengths or values. Ask each parent to share/explain their symbol. Next steps: 1) Follow up with questions that explore aspects of exceptionality, like “has there ever been a place your family wanted to go but couldn’t because of your child’s disability?; or 2) Ask each student/participant to think of a symbol of their family. Cue participants to look in their pockets or purses if they have trouble thinking of one. Break participants into pairs or small groups to share their symbols.</p>
<p>Standard 3 OBSERVING, DOCUMENTING & ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</p>	<p>1. Video observation. Show a video clip of a young child engaged in a variety of activities. Divide the group into small groups (4-6) and ask observers to record observations in one of the domains of development: gross motor, fine motor, cognition, and communication, social/emotional, and adaptive. After the clip, each small group discusses their observations and then shares with the larger group. Replay the video (second chance to observe). Ask each group to add to their observations and then share what they’ve added to the larger group. Build on observations to add descriptive vocabulary, make connections (e.g., is intentionality a function of communication? Cognition?). Switch groups and/or domains—use the same video or a different one.</p> <p>2. Interviewing families. Provide a case of a family who has just discovered that their child needs an assessment to determine if he/she has a disability. Provide details in the case about the family’s concerns, information that would be most useful, who the family would like to be included in the assessment process—such as grandmother, aunt, or neighbor. Divide the class into pairs. One of the pairs reads the case silently and the other one reads the handout “Communication strategies for use in child assessment” in preparation for the role of Assessment Coordinator (online at http://www.fpg.unc.edu/~scpp/pdfs/Reforming/12-309_336.pdf, p. 319). Then, in their pairs, the participant with the “Communication Strategies” interviews the parent. The parents can add “facts” regarding their children and family described in the case. Reverse roles with another partner. If the participants are just getting to know each other, then assign participants in groups of four with two being the parents of the child with disabilities and two participating in the family-centered interview. Debrief the feelings and thoughts of the parents and the interviewers. Ask; how would the process feel different to both the parent and the Assessment Coordinator if this interview had not been completed prior to the assessment date? Why is it important the assessment interview be considered an integral part of the assessment process?</p> <p>3. Family-centered practice in assessment. Find phrases that represent ideas related to family-centered practice in assessment, such as, “Family members have unique knowledge about the child that is often unavailable to professionals.” Write each separate word of each phrase on a card. Put the cards for each phrase in an envelope and give the envelope to a small group of participants. Have them unscramble the phrase and discuss what it means. Small groups then share with the larger group, or switch groups/envelopes before sharing with the large group.</p> <p>4. Using a hypothetical child with a potential disability, discuss the steps through which that child could enter and participate in the special education system. Start with screening and end with placement. For each step discuss implications for child and family as well as regular educator.</p>

ACTIVITIES

Standard 4 TEACHING & LEARNING

1. **How do you learn?** Place participants in several groups and give each group a task. The tasks will be varied and could include things such as an instruction booklet for how to put together a model, mixed-up puzzles to put together, an appliance that has been taken apart, handbooks describing medical health benefits, blocks or LEGOs with written description of what to create, etc. Have each group describe how they approached the task, what worked, barriers and facilitators. Ask: How does this relate to children's different learning styles?
2. **Contrasting teaching style.** Put participants into two groups and provide each group with the same material. Ask each group to choose someone to be the teacher and give them written instructions that ask for either a structured, teacher-directed approach or an open-ended approach to using the material. Participants are not told about the teacher's directions. It is a good topic for discussion on different ways we teach. **
3. **Place where I belong.** To discuss how important environment is send participants around a building (classroom) on a scavenger hunt to find something that sparks a childhood memory, something you don't understand, something that might insult your intelligence, something you'd like to take home with you, take to a deserted island, something that has other uses, etc. **
4. **Picture this.** Provide a collection of pictures from magazines, catalogs, etc. that represent a wide variety of environments. Have participants discuss these environments and how it might make them feel to be in this environment, how they would behave, etc. Widen this discussion to environments to children. **
5. **Apple activity.** Divide participants into small groups of participants (4-6). Give each group a juicy red apple and ask them to make a list of all the possible descriptors of the apple. Take away the apple, replace it with a wax or wooden apple, and ask groups to cross off any descriptors that no longer apply. Repeat the sequence with a picture of a red apple, and finally the word apple printed in red. Debrief by talking about the power of experiential learning and how important it is for young children. Ask participants to consider how much more important experiential learning is for children with special needs.
6. **Adapt a toy.** Have participants bring a toy that would be found in an early childhood setting. They should demonstrate how they would adapt, introduce, and use this toy with children with varying disabilities.
7. Ask participants to "play" in centers commonly found in early childhood programs (blocks, dramatic play, etc.). In groups, they should actually use the materials that children would use and complete a form that has them explain objectives, etc. of that center.
8. With any lesson/activity plan you may assign participants to complete, have them add a section as to how they might adapt this lesson for children who may have a variety of special needs (i.e. cognitive delays, motor difficulties, visual impairments, etc.).
9. **Fishbowl activity.** Have participants form three groups and put chairs into two concentric circles. One group sits on the inside circle and the other two groups sit on the outside circle. Pose questions about anything (i.e. use of technology with young children and the role of assistive technology for children with special needs, pull-ups vs. diapers). The inside circle discusses while the other two circles observe. Then move the second group into the inside circle and repeat; finally third group comes into the inside circle. *
10. **Gallery of learning.** Activity for the end of class, unit, semester, etc. Put paper or use board and put headings such as "What I have learned, What I will take with me, What has meaning to my job, What I still have questions about, etc.". Give participants post-it notes and have them write comments under headings. *

ACTIVITIES

<p>Standard 5 BECOMING A PROFESSIONAL</p>	<ol style="list-style-type: none"> 1. Tinkertoy activity. Assemble a small box of Tinkertoys for each group. Divide participants into groups (8-10 works well). Tell groups to divide themselves into two smaller groups, one of which will be architects and the other of which will be builders. Ask the builders to leave the room for exactly 10 minutes. As soon as the builders leave, give the architects the Tinkertoy boxes with instructions (they have 10 minutes; they may not build with or connect the Tinkertoys; they must design the tallest possible structure, write down the plans and give them to the builders. Stop the architects after 10 minutes and have them put the Tinkertoys back in the boxes. Ask the architects to give the box of Tinkertoys and their building plans to a team of builders. Architects should observe the builders while they endeavor to create a building from the plans provided. Stop the builders after 10 minutes. Discuss the process, emphasizing how important it is for professionals to have good communication skills. 2. Build a tower. Divide participants into small groups (6-10). Give each group a stack of newspapers, a set of magic markers, and a role of masking tape. Instruct groups that they are each to build a freestanding (not leaning against anything) tower. Their constructions will be judged on height, stability and aesthetics. There will be one stapler and one pair of scissors at the front of the room for all to share. Give the groups 15-20 minutes to complete the task. Under the pretext of scoring, wander around during the tower building to observe teaming styles, leadership patterns, etc. Debrief by asking participants for their reflections on the same characteristics of teamwork. End by giving all the towers and teams a first prize for effort. 3. Using a hypothetical child with a potential disability, discuss the steps through which that child could enter and participate in the special education system. Start with screening and end with placement. For each step discuss implications for child and family as well as regular educator. 4. Prepare different situations that might occur in a conference. Have some participants “play” the part of the parent and others “play” the part of the teacher. Have the rest of the class critique the interaction. 5. My role in the “system”. Have participants answer these questions at the beginning of the semester. They are useful in encouraging conversation about non-traditional participants’ role in the college classroom and their role in the classroom. 6. Put yourself on the continuum. Have participants line up against the wall and explain that they should place themselves on the wall (under signs such as (5) Extremely well, (4) Well, etc.) based on their perception of how well they can complete a task (e.g., bake a cake, write a lesson plan, change a tire, change a diaper). This activity provides a good discussion of how children change in their abilities when they have instruction and how we are all different in our abilities. ** 7. Jeopardy. Have answers to questions about the special education process and different disabilities on cards. Put the participants on teams and have them pose questions to the answers. 8. Job game. Make cards with a job title written on each one and give to the participants. Include jobs such as public relations, musician, plumber, journalist, etc. As participants circulate to look at each other’s cards, they may trade to find one they would like to be. Then involve them in a discussion about how what they do is related to the job on their card and discuss similarities between these jobs and our jobs (pay, hours, rewards). **
--	--

**These activities were taken or adapted from Carter, M., & Curtis, D. (1994). *Training for teachers: A harvest of theory and practice*. St. Paul, MN: Redleaf Press.

* These activities were taken or adapted from Silberman, M. (1995). *101 ways to make training active*. San Francisco: Jossey-Bass Pfeiffer.

Handout 6		PRINT MATERIALS
<p>Standard 1 PROMOTING CHILD DEVELOPMENT & LEARNING</p>	<ol style="list-style-type: none"> 1. Bailey, P., Cryer, D., Harms, T., Osborne, S., & Kniest, B. A. (1996). <i>Active learning for children with disabilities</i>. Reading, MA: Addison-Wesley Publishing Co. RG PAGE 31 2. Blose, D. & Smith, L. (1995). <i>Thrifty nifty stuff for little kids: Developmental play using home resources</i>. Austin, TX: PRO-ED, Inc. RG DATABASE 3. Crary, E. (1993). <i>Without spanking or spoiling: A practical approach to toddler and preschool guidance</i>. Seattle: Parenting Press, Inc. RG DATABASE 4. Gould, P., & Sullivan, J. (1999). <i>The inclusive early childhood classroom: Easy ways to adapt learning centers for all children</i>. Beltsville, MD: Gryphon House. RG PAGE 71 5. Hewitt, D. (1995). <i>So this is normal too? Teachers and parents working out developmental issues in young children</i>. St. Paul, MN: Redleaf Press. RG DATABASE 6. Hull, K., Goldhaber, J., & Capone, A. (2002). <i>Opening doors: An introduction to inclusive early childhood</i>. Boston: Houghton Mifflin. RG PAGE 72 7. Miller, R. (1996). <i>The developmentally appropriate inclusive classroom in early education</i>. Florence, KY: Delmar. RG PAGE 68 8. Morris, L.R. & Schulz, L. (1989). <i>Creative play activities for children with disabilities</i>. Champaign, IL: Human Kinetics Books. 9. Odom, S.L. (Ed.) (2002). <i>Widening the circle: Including children with disabilities in preschool programs</i>. New York: Teachers College Press. RG PAGE 77 10. Schwartz, S., & Miller, J.E.H. (1996). <i>The new language of toys: Teaching communication skills to children with special needs</i>. Bethesda, MD: Woodbine House. 12. Weitzman, E. (1992). <i>Learning language and loving it: A guide to promoting children's social and language development in early childhood settings</i>. Toronto: The Hanen Centre. 	
<p>Standard 2 BUILDING FAMILY & COMMUNITY RELATIONSHIPS</p>	<ol style="list-style-type: none"> 1. Kennedy Krieger Institute. (1992). <i>Building parent/professional collaboration</i>. St. Paul, MN: Pathfinder Resources, Inc. RG PAGE 54 2. Powell, D.R. (2000). Preparing early childhood professionals to work with families. In National Institute on Early Childhood Development and Education, <i>New teachers for a new century: The future of early childhood professional preparation</i>. Washington, DC: GPO. RG PAGE 119 3. Rosin, P., Whitehead, A., Tuchman, L.I., Jesien, G.S., Begun, A.L., & Irwin, L. (1996). <i>Partnerships in family-centered care: A guide to collaborative early intervention</i>. Baltimore: Brookes. RG PAGE 59 4. Turnbull, A.P., & Turnbull, H.R. (2001). <i>Families, professionals and exceptionality: Collaborating for empowerment</i>. Des Moines, IA: Merrill Publishing Co. RG PAGE 56 	
<p>Standard 3 OBSERVING, DOCUMENTING & ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</p>	<ol style="list-style-type: none"> 1. Grisham-Brown, J. & Haynes, D.G. (1999). <i>Reach for the stars, planning for the future</i>. Louisville, KY: American Printing House for the Blind, Inc. RG PAGE 64 2. Linder, T. W. (1993). <i>Transdisciplinary play-based assessment</i>. Baltimore: Paul Brookes. RG PAGE 53 3. Losardo, A., & Notari-Syverson, A. (2001). <i>Alternative approaches to assessing young children</i>. Baltimore: Paul Brookes. RG PAGE 50 4. Meisels, S.J., & Provence, S. (1989). <i>Screening and assessment: Guidelines for identifying young disabled and developmentally vulnerable children and their families</i>. Washington, DC: ZERO TO THREE. RG PAGE 53 5. Ostrosky, M.M. & Horn, E. (eds.) (2002). <i>Assessment: Gathering meaningful information</i>. Monograph Series No. 4. Denver, CO: Sopris West. RG PAGE DATABASE 	

PRINT MATERIALS

<p>Standard 4 TEACHING & LEARNING</p>	<ol style="list-style-type: none"> 1. Bailey, P., Cryer, D., Harms, T., Osborne, S., & Kniest, B. (1996). <i>Active learning for children with disabilities</i>. Reading, MA: Addison-Wesley. RG PAGE 31 2. Bricker, D., Veltman, P., & Munkres, A., (1995). <i>Activity-based intervention</i>. Baltimore: Brookes. RG PAGE 32 3. Cavallaro, C., & Haney, M. (1999). <i>Preschool inclusion</i>. Baltimore: Brookes. RG PAGE 73 4. Doyle, M. B. (2002). <i>Paraprofessional's guide to the inclusive classroom</i>. Baltimore: Paul Brookes. RG PAGE 91 5. Kuschner, A., Cranor, L., & Brekken, L. (Eds.). (1996). <i>Project EXCEPTIONAL (Exceptional Children: Education in preschool techniques for inclusion, opportunity-building, nurturing and learning)</i>. Sacramento, CA: CA Dept of Education. RG PAGE 73 6. Montana University Affiliated Institute on Disabilities. (1999). <i>Child Care+ curriculum on inclusion: Practical strategies for early childhood programs</i>. Missoula, MT: Author. RG PAGE 67 7. Pierce, P. (1994). <i>Baby power: A guide for families for using assistive technology in early intervention/early childhood special education</i>. Raleigh, NC: NC Dept. of Health and Human Services. RG PAGE 1 8. Sandall, S., McLean, M.E., & Smith, B.J. (2001). <i>DEC recommended practices in early intervention/early childhood special education</i>. Longmont, CO: Sopris West. RG PAGE 35 9. Sandall, S. & Ostrosky, M. (Eds.) (2001). <i>Teaching strategies: What to do to support young children's development</i>. Longmont, CO: Sopris West. RG PAGE 48 10. Sandall, S.R., & Schwartz, I.S. (2002). <i>Building blocks for teaching preschoolers with special needs</i>. Baltimore: Paul Brookes. RG PAGE 33 11. Wesley, P.W., & Dennis, B. (2001). <i>Inclusive childcare: A training series for early childhood professionals</i>. Chapel Hill, NC: Partnerships for Inclusion, FPG Child Development Institute, University of North Carolina. RG PAGE 70 12. Wesley, P.W., Dennis, B.C., & Tyndall, S.T. (1998). <i>QuickNotes: Inclusion resources for early childhood professionals</i>. Lewisville, NC: Kaplan Press. RG PAGE 74 13. Wolery, M., & Wilbers, J.S. (Eds.) <i>Including children with special needs in early childhood programs</i>. Washington, DC: NAEYC. RG PAGE 70 14. Wolery, R.A., Odom, S.L.. (2000). <i>An administrator's guide to preschool inclusion</i>. Chapel Hill, NC: University of North Carolina, FPG Child Development Institute. RG PAGE 65
<p>Standard 5 BECOMING A PROFESSIONAL</p>	<ol style="list-style-type: none"> 1. Dettmer, P., Thurston, L.P., & Dyck, N. (2002). <i>Consultation, collaboration and teamwork for students with special needs</i>. Boston: Allyn and Bacon. RG PAGE 98 2. Fishbaugh, M.S.E. (2000). <i>The collaboration guide for early career educators</i>. Baltimore: Paul Brookes. RG PAGE 97 3. Guralnick, M. (Ed.) (2001). <i>Early childhood inclusion: Focus on change</i>. Baltimore: Paul Brookes. RG PAGE 68 4. Kostelnik, M.J., Onaga, E., Rohde, B., & Whiren, A. (2002). <i>Children with special needs: Lessons for early childhood professionals</i>. New York: Teachers College Press. RG PAGE 67 5. McGregor, G., & Vogelsberg, R.T. (1998). <i>Inclusive schooling practices: Pedagogical and research foundations</i>. Baltimore: Paul Brookes. RG PAGE 71 6. Miller, P., Fader, L., & Vincent, L.J. (2000). Preparing early childhood educators to work with children who have exceptional needs. In National Institute on Early Childhood Development and Education, <i>New teachers for a new century: The future of early childhood professional preparation</i>. Washington, DC: U.S. GPO. RG PAGE 119 7. Snell, M.E., & Janney, R. (2000). <i>Teachers' guide to inclusive practices: Collaborative teaming</i>. Baltimore: Paul Brookes. RG PAGE 31 8. Tertell, E.A., Klein, S.M., & Jewett, J.L. (Eds.) (1998). <i>When teachers reflect: Journeys toward effective, inclusive practice</i>. Washington, DC: NAEYC. RG PAGE 77

For ordering information go to <http://www.fpg.unc.edu/~scpp/~resourceguide/> and search by title or author.

Catlett & Wittmer (2002). Adapted from Bryde, S. & Catlett, C. (2001). Handout for NAEYC Professional Development Institute.

Handout 7	VIDEOTAPES & CDs
<p>Standard 1 PROMOTING CHILD DEVELOPMENT & LEARNING</p>	<ol style="list-style-type: none"> 1. Center on the Social and Emotional Foundations for Early Learning. (2003). <i>Promoting social and emotional competence</i>. Champaign, IL: Author. RG DATABASE 2. Harden, S.B. & Corrigan, M. (2003). <i>Emma's gifts</i>. Charlotte, NC: Endless Horizon Productions. RG DATABASE 3. I Am Your Child Public Engagement Campaign. (1997). <i>The first years last forever</i>. New York: Author. RG PAGE 39 4. Lally, J.R. (Ed.). (1990). <i>Infant-toddler caregiving: A guide to social-emotional growth and socialization</i>. Sacramento, CA: California Department of Education. (Set includes three videos: <i>First moves</i>, <i>Flexible, fearful, or feisty</i>, and <i>Getting in tune</i>). RG PAGE 40 5. National Center for Family Literacy. (1998). <i>Small wonders: Early brain development</i>. Louisville, KY: Author. RG PAGE 47 6. Robert R. McCormick Foundation. (1997). <i>Ten things every child needs</i>. Chicago, IL: Author. RG PAGE 48 7. SKI*HI Institute. (2002). <i>It makes sense: Providing services in the natural environment</i>. Logan, UT: Author. RG DATABASE 8. Squires, J. (1998). <i>Playing with the standards: Achieving outcomes through children's play</i>. Montpelier, VT: Vermont Department of Education. RG DATABASE
<p>Standard 2 BUILDING FAMILY & COMMUNITY RELATIONSHIPS</p>	<ol style="list-style-type: none"> 1. Early Connections for Infants, Toddlers and Families, Colorado Department of Education. (1998). <i>One of the family</i>. Denver: Western Media Products. RG PAGE 59 2. Edelman, L. (1991). <i>Delivering family-centered, home-based services</i>. Baltimore: Kennedy Krieger Institute. RG PAGE 55 3. El Valor. (1998). <i>My parents, my teachers</i>. Chicago: ZERO TO THREE. RG PAGE 43 4. Gonzales-Mena, J. (1996). <i>Diversity</i>. Crystal Lake, IL: Magna Systems. RG PAGE 12 5. The SPECTRUM Project and Project ACT of the University of Colorado at Boulder, Department of Speech, Language and Hearing. (1999). <i>A three-way conversation</i>. Denver: Western Media Products. RG PAGE 28 6. West Virginia Documentary Consortium & Spectra Media, Inc. (1997). <i>Freedom of speech</i>. South Charleston, WV: Author. RG PAGE 1
<p>Standard 3 OBSERVING, DOCUMENTING & ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</p>	<ol style="list-style-type: none"> 1. Child Development Division, California Department of Education. (1998). <i>Observing preschoolers: Assessing first and second language in early childhood</i>. Sacramento, CA: California Department of Education. RG PAGE 21 2. Child Development Resources, Inc. (1992). <i>Transdisciplinary arena assessment process: A resource for teams</i>. Norge, VA: Author. RG PAGE 53 3. Drake, A., & Kubetz, D. (1994). <i>Child observation techniques</i>. Glen Ellyn, IL: Office of Instructional Design, College of DuPage. RG PAGE 51 4. Institute for Families of Blind Children. (1990). <i>Breaking the news</i>. Los Angeles, CA: Author. RG PAGE 50 5. McClain, C., & Osbourn, P. (1993). <i>But he knows his colors: Characteristics of autism in children birth to three</i>. Van Nuys, CA: Child Development Media, Inc. RG PAGE 51 6. Pathways Awareness Foundation. (1993). <i>Is my baby ok?</i> Chicago, IL: Author. 7. Project Enlightenment. (1989). <i>First years together: Involving parents in infant assessment</i>. Raleigh, NC: Author. RG PAGE 52 8. Squires, J. (2000). <i>Learning about young children: Play-based screening in early childhood</i>. Montpelier, VT: Vermont Dept. of Education. RG DATABASE 9. Zbar, L. & Lerner, C. (2003). <i>Learning through observation: Five video vignettes to spark reflection and discussion</i>. Washington, DC: ZERO TO THREE. RG DATABASE

VIDEOTAPES & CDs

<p>Standard 4 TEACHING & LEARNING</p>	<ol style="list-style-type: none"> 1. Cripe, J.J.W. (1995). <i>Family-guided activity-based intervention for infants and toddlers</i>. Baltimore: Brookes. RG PAGE 38 2. Ambrose Video Publishing, Inc. (1993). <i>Educating Peter</i>. New York: Author. RG PAGE 68 3. Children's Foundation. (1995). <i>Yes, you can do it! Caring for infants and toddlers with disabilities in family childcare</i>. Washington, DC: Author. RG PAGE 77 4. Daniels, E.R. & Stafford, K. (1999). <i>Creating inclusive classrooms</i>. Washington, DC: Children's Resources International, Inc. RG DATABASE 5. Dependent Care Management Group. (1993). <i>ABCs of inclusive childcare</i>. San Antonio, TX: Texas Developmental Disabilities Planning Council. RG PAGE 65 6. Edelman, L. (2001). <i>Just being kids: Supports & services for infants and toddlers and their families in everyday routines, activities & places</i>. Denver: Western Media Products. RG PAGE 71 7. Epiphany Early Intervention Training Program. (1997). <i>The healing cycle: Infants in recovery</i>. Van Nuys, CA: Child Health and Development Media, Inc. RG DATABASE 8. Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). <i>Welcoming all children: Creating inclusive child care</i>. Bloomington, IN: Indiana Institute on Disability and Community. RG PAGE 77 9. Indiana Family and Social Services Administration. (1994). <i>Painting a positive picture: Proactive behavior management</i>. Washington, DC: NAEYC. RG PAGE 43 10. Learner Managed Designs, Inc. (1989). <i>A circle of inclusion</i>. Lawrence, KS: Author. RG PAGE 67 11. Lindeman, D.P., & Adams, T. (1997). <i>Shining bright: Head Start inclusion</i>. Baltimore: Paul Brookes. RG PAGE 75 12. National Association for the Education of Young Children (NAEYC). (2000). <i>Child care and children with special needs</i>. Washington, DC: NAEYC. RG PAGE 67 13. National Center to Improve Practice, Education Development Center, Inc. (1994). <i>Welcome to my preschool! Communicating with technology</i>. Newton, MA: Author. RG PAGE 2 14. Orlena Hawks Puckett Institute. (2002). <i>Possibilities: A mother's story</i>. Morganton, NC: Winterberry Press. RG PAGE 73 15. Partnerships for Inclusion (1993). <i>Can I play too?</i> Chapel Hill: University of North Carolina, FPG Child Development Institute. RG PAGE 66 16. Portage Project. (1995). <i>To have a friend</i>. Portage, WI: Author. RG PAGE 76 17. Purdue University, Continuing Education Administration. (1992). <i>Same time, same place</i>. West Lafayette, IN: Author. RG PAGE 75 18. Teaching Research Division, Western Oregon State College. (1996). <i>Giving our children the best: Recommended practices in ECSE</i>. Monmouth, OR: Author. RG PAGE 39 19. Waletzko, P., & Ressemann, S. (1997). <i>Recipe for life</i>. Waite Park, MN: The IDEA Group. RG PAGE 74
<p>Standard 5 BECOMING A PROFESSIONAL</p>	<ol style="list-style-type: none"> 1. Child Development Resources. (1999). <i>Early intervention on the move</i>. Norge, VA: Author. RG PAGE 80 2. Council for Exceptional Children. (2002). <i>Discover IDEA 2002</i>. Reston, VA: Author. RG PAGE 80 3. Munroe-Meyer Institute. (2001). <i>IDEA 2001 CD-ROM</i>. Omaha, NE: Author. RG PAGE 80 4. Olson, J. (1994). <i>Navigating new pathways: Obstacles to collaboration</i>. Moscow, ID: Idaho Center on Developmental Disabilities, University of Idaho. RG PAGE 99 5. Olson, J., & Murphy, C. (1997). <i>Building Effective Successful Teams training manual & videos</i>. Moscow, ID: Idaho Center on Developmental Disabilities, University of Idaho. RG PAGE 101 6. Poulsen, M.K. & Cole, C.K. (1996). <i>Project Relationship: Creating & sustaining a nurturing community</i>. Los Angeles: Los Angeles Unified School District. RG PAGE 100

For ordering information go to <http://www.fpg.unc.edu/~scpp/~resourceguide/> and search by title or author.

Catlett & Wittmer (2002). Adapted from Bryde, S. & Catlett, C. (2001). Handout for NAEYC Institute.

Handout 8	WEB SITES
<p>Standard 1 PROMOTING CHILD DEVELOPMENT & LEARNING</p>	<ol style="list-style-type: none"> 1. <i>Bright Futures/Promotion of Mutually Enjoyable Parent-Infant</i> www.brightfutures.org/pr/glprus.htm 2. Developmental Milestones www.zerotothree.org/parent.html?Load=parent_intro.html 3. Dodge, D.T., & Heroman, C. (1999). <i>Building your baby's brain: A parent's guide to the first 5 years</i>. Washington, DC: Dept. of Education. English & Spanish. www.creativecurriculum.com/getpage.cfm?file=titles/100084.html&userid=10148640 4. <i>First Words project</i> firstwords.fsu.edu/ 5. The Magic of Everyday Moments www.zerotothree.org/magic/ 6. Starting Smart: How Early Experiences Affect Brain Development www.bcm.tmc.edu/civitas/links/ounce.htm
<p>Standard 2 BUILDING FAMILY & COMMUNITY RELATIONSHIPS</p>	<ol style="list-style-type: none"> 1. Family & Child Transitions into Least Restrictive Environments http://facts.crc.uiuc.edu 2. Family Voices www.familyvoices.org/ 3. Institute for Family-Centered Care www.familycenteredcare.org/ 4. Parent Soup www.parentsoup.com/edcentral/flc/index.html 6. Parents Place www.parentsplace.com/
<p>Standard 3 OBSERVING, DOCUMENTING & ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</p>	<ol style="list-style-type: none"> 1. New visions: A parent's guide to understanding developmental assessment www.zerotothree.org/parent.html?Load=parent_intro.html 2. Including young children with disabilities in school readiness www.nectac.unc.edu/readiassess/readinessppt/ 3. Using accommodations in the assessment of young children with disabilities www.regionvqnet.org/qnet/research/R12002/pdfs/MMarticle.pdf
<p>Standard 4 TEACHING & LEARNING</p>	<ol style="list-style-type: none"> 1. Circle of Inclusion www.circleofinclusion.org/ 2. Child Care+ http://www.ccplus.org/ 3. Children's Literature and Disability www.nichcy.org/pubs/bibliog/bib5.pdf 4. Early Childhood Research Institute on Inclusion www.fpg.unc.edu/~ecri/ 5. Education World: Parent's Guide to Resources for Children with Special Needs www.education-world.com/parents/special/index.shtml 6. Connecticut Natural Environments Task Force www.birth23.org/naturalenv.htm 7. <i>Diversity in children's lives: Children's books and classroom helps</i> www.fpg.unc.edu/~pfi/Pages/Products/Diversity%20Booklist.pdf 8. Family Guided Approaches to Early-intervention Training and Services (FACETS) www.parsons.lsi.ukans.edu/facets/index.html 9. Guide to Disability Resources on the Internet www.disabilityresources.org/ 10. <i>An administrator's guide to preschool inclusion</i> http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf
<p>Standard 5 BECOMING A PROFESSIONAL</p>	<ol style="list-style-type: none"> 1. <i>The Individuals with Disabilities Education Act Amendments of 1997: Curriculum</i> www.nichcy.org/Trainpkg/trainpkg.htm 2. NECTAS Inclusion Web Site: www.nectas.unc.edu/inclusion 3. <i>Parallels in time</i> www.mncdd.org/parallels/ 4. Project INTEGRATE www.fpg.unc.edu/~integrate/ 5. Utah's Project for Inclusion Virtual Library www.usoe.k12.ut.us/sars/Upi/virtual_library.htm 6. WEAC resources on inclusion www.weac.org/resource/june96/speced.htm

Handout 9**PERFORMANCE ASSESSMENT OPTIONS****Standard 1
PROMOTING CHILD
DEVELOPMENT &
LEARNING**

1. Use a case study including a family with a child with disabilities or child at-risk for disabilities. Discuss the conditions that may affect development and how developmental milestones may be different for children with disabilities. Have students develop possible home/classroom strategies and interventions that may be appropriate.
2. Students will investigate different health or medical conditions that might affect young children's development through the internet, interviews, books, articles and other resources and write a paper summarizing their findings. If students are working with children, they could select a condition that may be present in a child with whom they are familiar.
3. Students will review both professional and popular "literature" (magazine articles, television programs, etc.) on brain research and compare the information obtained. They can in writing or through presentation (poster, power point, activity) present implications for the classroom.
4. Students will observe children with disabilities in both integrated and segregated settings and write a summary of adaptations noted in each setting. Report on similarities and differences.
5. Provide students a list of "skills" children normally acquire at certain chronological ages. With each skill, students will list both appropriate and inappropriate activities that will allow children to practice skills, along with a rationale for each activity and why it is appropriate or inappropriate.
6. Provide a list of disabilities and have students list stereotypes or beliefs about the disabilities. Then students investigate the facts about the disability by reading, interviewing, using internet and other professional sources and provide a side by side chart of stereotypes and facts.
7. Students will develop a "child study" over several months in coordination with a program's teachers and administrator (This also meets the requirement of a performance-based assessment for Standard 3.) Student will explore the multiple influences on development including the cultural and linguistic contexts for development, relationships with adults and peers, economic conditions of the child and family, health status and disabilities, individual variations and learning styles, opportunities to play and learn, and family and community characteristics. The program teachers and the professor of the class collaborate in supporting and evaluating the student.
8. Students will analyze an article on discipline found in a popular magazine and present what theory (theories) are the authors using as a foundation for their advice? For example, an author using behavioral theories will discuss the importance of reinforcing positive behavior. An author using attachment theory will discuss the importance of relationships.
9. Students, in a field setting, identify how they are demonstrating the four critical features of developing a supportive environment for young children:
 - Healthy and safe
 - Reflect respect for children's/families/ cultures, home languages, abilities
 - Be supportive-demonstrate their belief in each child's ability to learn
 - Challenging-provide achievable, yet "stretching" experiences for children.

Standard 2
BUILDING FAMILY &
COMMUNITY
RELATIONSHIPS

1. Students role-play parts in an IEP/IFSP meeting with a prepared script. Participants take on the role of professionals or parents and perform in front of the class. Request feedback on knowledge, skills, and attitudes necessary for the different roles.
2. Students attend an IFSP or IEP meeting and write a reflection of their experiences.
3. Students participate in IEP/IFSP meetings with feedback on their performance from the team, including the families.
4. Provide short family reports of a brief vignette about families with children with disabilities. In addition to the report, provide direct and probing questions regarding the families that students may answer in small groups. Comparison of how different students answer these questions leads to good group discussions.
5. Pair a student with a family that has a child with a disability. Have the student prepare questions to ask the family to learn more about the child and family. Students practice asking the questions to each other and refine them with feedback received. Students then interview the family and provide a report of their interview. Student includes a plan for how to work with the family to assist them in achieving their goals for the child and themselves. The family gives feedback to the student regarding performance.
6. Students compile a list of agencies in the community that may be of assistance to families of children with disabilities. Match a real or hypothetical family to the agencies.
7. Students develop, with a parent of a child with a disability, a presentation to the class on a topic related to supporting families. Topics could include information on a particular disability, how families would like to be supported and involved, the culture of the family and the student, and what the term "parents as the primary teachers of their children" means.

Standard 3
OBSERVING,
DOCUMENTING &
ASSESSING TO
SUPPORT YOUNG
CHILDREN AND
FAMILIES

1. Provide a case study of a child with behavior problems. Students must identify problem behaviors, provide classroom and home interventions, and a plan to involve family members.
2. Upon reviewing different classroom tasks in which young children may engage, students should develop a record keeping form for observational notations.
3. Students observe a child with a disability in an inclusive classroom. Develop a portfolio of the child's development; documenting development in a variety of ways (photographs, video-clips, anecdotal records, developmental checklists).
4. Present a video clip of a child with disabilities. Students observe for the child's unique qualities, strengths, interests, and behavior to demonstrate a strength-based, child-first approach.
5. Students observe screening and assessment opportunities provided by local school districts and agencies. They then write a reflection about this opportunity and how it matches developmentally appropriate assessment and evaluation.
6. Students, in collaboration with a teacher who works in an infant/toddler, preschool, or primary classroom, prepare a presentation for class on how (the steps to take) to refer a child in the classroom who is suspected of having a disability to Child Find. Include how to collaborate with the family during the process.
7. Students map the process of determining that a child has a disability. Start with referral for screening, the evaluation to determine eligibility, the IFSP/IEP development, and the family's selection of a program.
8. Students either individually or in groups review standardized assessment instruments and play-based assessments often used with young children. They should provide a review for classmates discussing items such as positive and negative aspects of the instrument, technical adequacy, developmental appropriateness, etc.
9. Students review an IFSP or IEP written for a young child and develop methods for recording children's progress on IFSP and IEP objectives in an inclusive classroom.

Standard 4
TEACHING &
LEARNING

1. Students prepare a room arrangement for an early childhood classroom. Have them provide accommodations for children with disabilities within the room arrangement.
2. Students take an existing toy and adapt it for children with disabilities.
3. In discussing steps of the special education process, have students prepare alternative intervention strategies that could be used on either a child they have worked with in a field experience or a hypothetical child (with information prepared by instructor).
4. Set up traditional "centers" in your college classroom. Have students go through each center and write about the following: areas of development used in the area (i.e. physical, cognitive, etc.), other ways the center may be utilized, ways center may be adapted for children with disabilities.
5. Divide your class into groups and assign them one side or the other of a debate on classroom practices or theoretical positions. Students should research each side and present what they have learned in a debate type format.
6. Write a lesson plan that highlights and integrates different developmental areas (physical, cognitive, social development, etc.) with adaptations for children with special needs.
7. Students develop a teacher directed lesson for a group of young children in an inclusive classroom where there are some children with disabilities. Have students then develop a more child-initiated lesson using the same topic. Both lessons need to provide documentation of accommodations for the children with disabilities. After teaching both lessons, have students provide a written reflection of both lessons providing information on success of lesson, differences noted in children's behavior and outcomes.
8. Students develop a literacy plan for a child with a disability.
9. Students videotape themselves in an interaction with a child with a disability. The student then analyzes the adult-child interactions and their effectiveness for student engagement.

**Standard 5
BECOMING A
PROFESSIONAL**

1. Collect state and federal legislation regarding disability and educational issues. After reviewing in class, have students write position papers on legislative issues.
2. Encourage students to join professional organizations and attend professional development meetings. Students then write a report or present to other students on the content and process of the meeting.
3. Given different ethical situations involving young children and their families, have students use the NAEYC and DEC Codes of Ethics to prepare their own responses to the situations and describe them to the class. Students then debate the responses.
4. Students can meet with different child advocacy groups in the community and develop resource guide that lists group and services they provide.

Wittmer (2002), adapted from Bryde, S. (2001). Handout for NAEYC Professional Development Institute.