Bank of Resources

ECE 260: The Exceptional Child

PROJECT EPIC-ECE: ENSURING PREPARATION OF INCLUSIVE EARLY CHILDHOOD EDUCATORS

Award# H325N180005- Funded by the U.S. Department of Education, Office of Special Education Programs

ENSURING PREPARATION OF INCLUSIVE EARLY CHILDHOOD EDUCATORS

ECE 260: Bank of Resources

This Bank of Resources was developed under Project EPIC-ECE (Award #H325N180005) funded by the U.S. Department of Education, Office of Special Education Programs. Project EPIC-ECE is a collaboration between the Paraprofessional Resource and Research (PAR^{2}A) Center and the Early Childhood Special Education program in the School of Education and Human Development (SEHD) at the University of Colorado Denver (CU Denver), with the Early Childhood Education Statewide Community College Faculty Coalition, and Arapahoe Community College, Community College of Aurora, Pikes Peak Community College and Red Rocks Community College.

Acknowledgements

The **Ensuring Preparation of Inclusive Early Childhood Educators** project **(Project EPIC-ECE)** is funded by the U.S. Department of Education, Office of Special Education Programs. Project EPIC-ECE is a collaboration between the Paraprofessional Resource and Research (PAR^{2}A) Center and the Early Childhood Special Education program in the School of Education and Human Development (SEHD) at the University of Colorado Denver (CU Denver), with the Early Childhood Education Statewide Community College Faculty Coalition, and Arapahoe Community College, Community College of Aurora, Pikes Peak Community College and Red Rocks Community College. This project addresses the critical need for well-prepared associate degree-level personnel who use evidence-based practices (EBPs) for meaningful inclusion of young children (birth through 8) with disabilities and their families in early childhood programs and classrooms.

We acknowledge the ECE professionals and faculty members who supported the development of the Bank of Resources for ECE 260 – The Exceptional Child by recommending content that supports ALL children in the context of our work. We also extend our gratitude to the following individuals for their efforts in bringing the ECE 101 Bank of Resources to its current iteration:

- Ms. Juliane Daniel, Doctoral Student, University of Colorado Denver
- Dr. Michael A. Barla, Clinical Assistant Professor-ECE/ECSE, University of Colorado Denver

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ECE 260 Bank of Resource for Selected Topics

Topic	Readings	Videos	Websites	Assignments
I. Child development overview (Typical: Physical (gross motor, fine motor, vision, hearing); Cognitive; Speech/language; Social/emotional; Adaptive; Atypical: Physical (gross motor, fine motor, vision, hearing); Cognitive; Speech/language; Social/emotional; Adaptive; Factors influencing development:	Colorado Early Learning & Development Guidelines: Early learning and developmental guidelines Head Start Early Learning Outcomes Framework: Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five | ECLKC NAEYC Principles of Child Development: NAEYC Principles of Child Development School Readiness through Play:	Center on the Developing Child: Harvard University: The Science of Early Childhood InBrief: The Science… Zero to Three: Promoting Early Language and Literacy Development A Window To The … Wisconsin Department of Public Instruction: Early Childhood Social Emotional Development: Early Childhood Soc… Albert Einstein College of Medicine: Baby	CDC: Learn the Signs, Act Early Developmental Milestone Checklists: Milestone Checklist Pathways.org: Early Developmental Milestones https://pathways.org/all-ages/milestones/ Child Mind Institute: Parents Guide to Developmental Milestones https://childmind.org/guide/developmental-milestones/	ECE 260_ Child Dev…

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Biological, Environmental, Socio-cultural)	https://www.beststart.org/OnTrack_English/pdf/OnTrack-Section4.pdf Pew Charitable Trust: Assessment Considerations for Young English Language Learners: Assessment Considerations for Young English Language Learners Across Different Levels of Accountability	Milestones, Motor Development: Baby Milestones M… Piaget's Theory of Cognitive Development: Piaget's Theory of … Cognitive Development and Learning in Young Children: Cognitive Develop… Center on the Developing Child: How Early Childhood Experiences Affect Lifelong Health and Learning How Early Childhoo…		

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Topic	Readings	Videos	Websites	Assignments
I. Legal components (Early intervention: Public awareness, Referral (Eligibility processes – screening, evaluation) Limitations of service; Individual and Family Service Plan (IFSP, ages birth-3) development and review: Team members, Outcomes/goals, Services/support delivery, Ongoing assessment, Transition; Inclusion – Natural	IDEA Infant & Toddler Coordinator Association: Part C Eligibility Eligibility Considerations IDEA Infants/Toddlers Coordinators Association: Autism Spectrum Disorder: Guidelines for Services https://www.ideainfanttoddler.org/pdf/2021-Autism-Position-Statement.pdf Federal Register: Part C regulations Federal Register :: Early Intervention Program for Infants and Toddlers With Disabilities	NYCHealth: Observing Development in Child Care Settings and Making a Referral to Early Intervention: Observing Develop… Maryland Part C Services: How to Make an Early Intervention Referral: How to do an Early … Missouri First Steps: Understanding the IFSP Understanding the … IFSP Outcomes: IFSP Outcomes Part…	ECTA Center: 5 Reasons Why Early Intervention is Valuable ECTA Center: Part C of IDEA Natural Environment: eCFR :: 34 CFR Part 303 -- Early Intervention Program for Infants and Toddlers With Disabilities eCFR :: 34 CFR Part 303 -- Early Intervention Program for Infants and Toddlers With Disabilities ECTA: Seven Key Principles of providing Early Intervention in Natural Environments: SEVEN KEY PRINCIPLES: LOOKS LIKE / DOESN'T LOOK LIKE	ECE 260_ Legal Co…

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environments (ages birth-3), Least restrictive environment (ages 3-8), Parental rights/responsibilities); Child Find (Public awareness, Referral – Eligibility processes for Screening & Evaluation, Limitations of service); Individual Education Plan (IEP, ages 3 and up) development and review: Team members, Outcomes/goals,	National Institute for Early Education Research: A Policy Brief on Early Childhood Assessment: Preschool Assessment: A Guide to Developing a Balanced Approach ECTA: Part B, Section 619 of IDEA ECTA Center: Part B, Section 619 of IDEA IRIS Module: Accessing the General Education Curriculum for Students with Disabilities IRIS | Perspectives & Resources IRIS Module: Developing High Quality Individualized Education Programs: IEPs: Developing High-Quality Individualized Education Programs	Early Intervention Illinois: Natural Partners in Natural Settings: Early Intervention a… Fairfax County Public Schools: Child Find in Early Childhood: ECAT/Child Find Preschool Environments for Students with IEPS: Indicator 6 - Presch… Utah Parent Center: Transition from EI to Preschool, A Model IEP meeting Transition from Earl…	ECTA: Child Find ECTA Center: Evaluation and Assessment ECTA: Specific Disability Populations and Children at Risk: ECTA Center: Specific Disability Populations and Children At-Risk IRIS: Dual Language Learners who have a Disability: IRIS | Dual Language Learners with Disabilities: Supporting Young Children in the Classroom Ability Connection Colorado https://www.abilityconnectioncolorado.org/p2p-co/resource-storeroom/edu	

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Topic	Readings	Videos	Websites	Assignments
Service/support delivery, Ongoing assessment, Transition); Inclusion (Natural environments (ages birth-3, Least restrictive environment (ages 3-8); Parental rights/entitlements); Parental rights/entitlements	DEC: Inclusion Position Statement: Position Statement - Inclusion		cation/early-childhood-education/	

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I. Evidence-based supports and services (Practices: Integrated services, Embedded instruction, Adaptations / accommodations, Barriers); Response to intervention (RTI) process: Tiered model of instruction (Tier 1-Instruction for all children, Tier 2-Instruction for some children, Tier 3-Instruction for few children)	CONNECT Module: Research Summary on Embedded Interventions: https://connectmodules.dec-sped.org/handout-1-3-research-w-graphic/ IRIS Module: Response to Intervention: RTI (Part 1): An Overview Center on Evidence Based Practice, funded by OSEP: Research Foundations for Evidence Informed Early Childhood Intervention Performance Checklists: http://www.puckett.org/Research-Foundations-for%20Evidence-Informed-Early-Childhood-Intervention-Performance-Checklists.pdf	Why is Evidence Based Practice Important? https://www.youtube.com/watch?v=lSvCgSDRMY0 Environmental Adaptations in Early Childhood Early Childhood Inc… Brookes Publishing: Promoting Evidence Based Practices for Children with Autism Promoting Evidenc… ECPC: Naturalistic Instruction https://ecpcprofessionaldevelopment.dec-sped.org/wp-content/uploads/articulate_uploads/Naturalistic-Instruction-Lesson-3/index.html	Robin McWilliams: Routines Based Early Intervention: ROUTINES-BASED MODEL	ram-group Puckett Institute: Everyday Children's Learning Opportunities: http://www.puckett.org/everydaychildlearningopps.php Primary Coach Approach to Teaming: http://www.coachinginearlychildhood.org/pcateaming.php What Works Clearing House: Evidence Based Practices for Early Childhood:	ECE 260_ Evidence …

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	ECTA: Practice Improvement Tools using the DEC Recommended Practices https://ectacenter.org/decrp/ Developing Early Literacy: Report of the National Early Learning Panel https://www.familieslearning.org/uploads/editor/files/NELP%20Report.pdf Home Visiting Evidence of Effectiveness https://homvee.acf.hhs.gov/HRSA-Models-Eligible-MIECHV-Grantees Administration for Children and Families: Self Regulation and Toxic Stress, a Comprehensive	CELL: Adapting Children's Learning Opportunities Adapting Children's Learning Opportunities CONNECT modules: Tiered Instruction https://connectmodules.dec-sped.org/connect-modules/learners/module-7/introduction/ CONNECT Modules: Embedded Instruction: Using Sign Language and Turn Taking to Facilitate Communication: https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-6/ CONNECT modules: Dialogic Reading	https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Pre-K Center on the Developing Child: Harvard University, Reports and Working papers: https://developingchild.harvard.edu/resourcecategory/reports-and-working-papers/ National Center for Pyramid Model Interventions: https://challengingbehavior.cbcs.usf.edu/index.html	

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	Review of Self-Regulation Interventions: https://www.acf.hhs.gov/opre/report/self-regulation-and-toxic-stress-report-3-comprehensive-review-self-regulation	Practices: https://connectmodules.dec-sped.org/connect-modules/learners/module-6/ CONNECT modules: Using visuals as a scaffold in the dramatic play center https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-7-18/ Responsive Teaching: https://www.youtube.com/watch?v=OQySod3SCiU CONNECT modules: Peer Supports as Scaffolds: https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-7-19/		

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