

CONNECTICUT COMMUNITY COLLEGE RESOURCE LIBRARY | ECED 1001: INTRODUCTION TO EARLY CHILDHOOD CARE AND EDUCATION

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
1	Child Development	Center on the Developing Child, Harvard University	The Center's mission is to drive science-based innovation that achieves breakthrough outcome for children facing adversity. The resource library includes information on adult capabilities, brain architecture, executive functioning, life long health, mental health, play, program effectiveness, resilience, serve and return, and toxic stress. Resources include briefs, infographics, multimedia, presentations, reports and working papers, as well as tools and guides.	Website	Center on the Developing Child, Harvard University. (https://developingchild.harvard.edu/)
2	Child Development	Connecticut Early Learning and Development Standards	Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, science, and social studies) are explored by age range.	PDF	Connecticut Early Childhood Education Cabinet Working Group. (2014). CTELDS Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. Connecticut Office of Early Childhood. https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
3	Child Development	Early Learning Professional Development Packages	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Website	Cultivate Learning. (n.d.). Early Learning Professional Development Packages. University of Washington. Retrieved from https://cultivatelearning.webdamdb.com/cookieconsent.php?path=%2Fbp%2F#/brand-guidelines/3931/section/33740
4	Child Development	Play in Early Childhood: The Role of Play in Any Setting	Play in early childhood is an effective way of supporting responsive relationships, strengthening core life skills and reducing sources of stress. In this video, learn more about how play can foster children's resilience to adversity and how the complex interactions involved when children play help build their brains.(Video Length: 8:11)	Video	Center on the Developing Child Harvard University. (2019). Play in Early Childhood: The Role of Play in Any Setting [Video]. Center on the Developing Child Harvard University. https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/
5	Child Development	Why Preschool Can Save The World	Reviews the results from the Abecedarian and Perry Preschool Projects, specifically the life-long benefits for the children that participated in high quality preschool as well as the cost-benefits to society.	Podcast	Blumberg, A. (Host) & Campbell, F. (Special Guest). (2012, October 19). Why Preschool Can Save The World [411]. This American Life. NPR. https://www.npr.org/sections/money/2012/10/19/163256866/episode-411-why-preschool-can-save-the-world
6	Child Development	National Center for Pyramid Model Innovations (NCPMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/)

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7	Early Childhood Special Education	About IDEA	Introduction to the Individuals with Disabilities Education Act (IDEA), it's purpose and the history behind IDEA and Part B/619	Website	U.S. Department of Education: Individuals with Disabilities Education Act. (n.d.). About IDEA. Retrieved from https://sites.ed.gov/idea/about-idea/#IDEA-History
8	Early Intervention	About IDEA	Introduction to the Individuals with Disabilities Education Act (IDEA), it's purpose and the history behind IDEA and Part C	Website	U.S. Department of Education: Individuals with Disabilities Education Act. (n.d.). About IDEA. Retrieved from https://sites.ed.gov/idea/about-idea/#IDEA-History
	The Rehabilitation Act of 1973, Section 504	Section 504	Section 504 addresses protections for students with disabilities. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the department.	Website	U.S. Department of Education: Individuals with Disabilities Education Act. (n.d.). About IDEA. Retrieved from https://sites.ed.gov/idea/about-idea/#IDEA-History
9	Early Learning and Development Standards	Connecticut Early Learning and Development Standards	Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, science, and social studies) are explored by age range.	PDF	Connecticut Early Childhood Education Cabinet Working Group. (2014). CTElds Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. Connecticut Office of Early Childhood. https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
10	Early Learning and Development Standards	Supporting All Children Using the Connecticut Early Learning and Development Standards: Meeting the Needs of Diverse Learners	A companion document to the Connecticut Early Learning and Development Standards, the intent is to provide guidance for supporting young children with disabilities. Includes practices and processes that lead early childhood professionals to develop high expectations for young children with disabilities and ensure their full access, participation, and benefit in the early learning classroom.	PDF	Connecticut Office of Early Childhood (2016). Supporting All Children Using the Connecticut Early Learning and Development Standards: Meeting the Needs of Diverse Learners. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf
11	Family Engagement	Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education: A Position Statement of the National Association of Young Children (NAEYC)	Identifies recommendations for working with children that are linguistically and culturally diverse who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	Position Statement	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF

12	Family Engagement	<u>Where We Stand on Responding to Linguistic and Cultural Diversity</u>	Provides recommendations for working with families and young children with culturally and linguistically diverse backgrounds.	<i>PDF</i>	National Association for the Education of Young Children. (2009). Where We Stand on Responding to Linguistic and Cultural Diversity. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
13	Inclusion	About Universal Design for Learning in Pre-K Inclusive Environments	Provides examples of the three key elements of Universal Design for Learning in relation to the early learning classroom.	PDF	Technical Assistance and Training System & Florida Inclusion Network. (2011). About Universal Design for Learning in Pre-K Inclusive Environments. TATS & FIN Talk with Instructional Staff. (1) 1. https://tats.ucf.edu/wp-content/uploads/sites/9/2017/09/TATS-FIN_UDL1.pdf
14	Inclusion	CARA's (Creating Adaptations for Routines and Activities) Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning	Supports the design of adaptations in every day routines and activities to promote active participation of preschoolers with disabilities. Resource includes a handout and PowerPoint.	Website	International Early Childhood Inclusion Institute. (n.d.). CARA's Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning. https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning
15	Inclusion	Disability is Natural! Revolutionary Common Sense	Disability advocate, Kathie Snow, discusses the need for society to adopt a new paradigm of disability.	PDF	Snow, K. (2001-2016.). Disability Is Natural! Revolutionary Common Sense. https://nebula.wsimg.com/cfe0a26b8ae31c381421915ffed94479?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&allow-origin=1
16	Inclusion	Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and describes recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children & National Association for the Education of Young Children. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

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17	Inclusion	<u>Early Childhood Inclusion: A Summary of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</u>	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children & National Association for the education of Young Children. (2009). Early childhood inclusion: A summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globaly-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECSummary_A.pdf
18	Inclusion	<u>Early Childhood: Fostering Diversity and Inclusion</u>	Describes a model early learning program in regards to diversity and inclusion. (Video Length: 3:27)	Video	Ohio Department of Education. (2018, September 19). ODE Early Childhood: Fostering Diversity and Inclusion [Video]. YouTube. https://www.youtube.com/watch?v=Emhv4t63jyl&ab_channel=OhioDepartmentofEducation
19	Inclusion	<u>Including Children with Special Needs: Are You and Your Early Childhood Program Ready?</u>	Today, more and more children with disabilities are attending early care and education programs. Early childhood professionals can use the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Article	Watson, A., & McCathren, R. (2009). Including Children with Special Needs: Are You and Your Early Childhood Program Ready?. <i>Young Children</i> , 64(2), 20-26.
20	Inclusion	Susan Laughs by Jeanne Willis	Fosters conversation about ability and viewing others for who they are, not as the disability they may have. This story illustrates all that Susan, a young girl, loves to do and the emotions she experiences - on the last page of the story we learn Susan uses a wheelchair.	Children's Literature	Willis, J. (2000). <i>Susan laughs</i> . Macmillan.
21	Inclusion	<u>The Universal Design of Early Education: Moving Forward for All Children</u>	Physical and educational principles of Universal Design for Learning are reviewed. Questions for the early childhood professional are included to reflect on implementing Universal Design principles in the early learning classroom.	Article	Conn-Powers, M., Cross, A. F., Traub, E. K., & Hutter-Pishgahi, L. (2006). The Universal Design of Early Education. <i>Beyond the Journal: Young Children on the Web</i> .
22	Inclusion	<u>Why Inclusion Matters on the Playground</u>	Describes and illustrates how to engage children in conversations about social inclusion. (Video Length: 4:48)	Video	Edutopia. (2019). Why Inclusion Matters on the Playground [Video]. YouTube. https://www.youtube.com/watch?v=CX5RuM3L1lc&ab_channel=Edutopia
23	Inclusion	<u>Getting Kids Involved: Creating Opportunities for Learning</u>	Illustrates ways that adaptations can be used to promote the active participation of infants, toddlers and preschoolers with disabilities during literacy activities. Examples of adaptations in home and early learning classrooms, activities, materials and instructions are provided. (Video Length: 12:13)	Video	Davon, E. (2015). Getting Kids Involved: Creating Opportunities for Learning [Video]. Center for Early Literacy Learning. http://www.earlyliteracylearning.org/ta_pract_videos1.php

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24	Inclusion	<u>Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs</u>	Provides recommendations to states, local educational agencies (LEAs), schools and early care and education programs for increasing the inclusion of infants, toddlers and preschool children with disabilities in high-quality early care and education programs.	Policy Statement	U.S. Department of Health and Human Services & U.S. Department of Education. (2015). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
25	Inclusion	<u>National Center for Pyramid Model Innovations (NCPMI)</u>	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/)
26	Language and Literacy Development	<u>Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education: A Position Statement of the National Association of Young Children (NAEYC)</u>	Identifies recommendations for working with children that are linguistically and culturally diverse who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	Position Statement	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
27	Language and Literacy Development	<u>The Benefits of Being Bilingual</u>	Lists reasons why bilingualism is an asset to individuals, families and society as a whole.	PDF	National Center on Cultural and Linguistic Responsiveness. (2019). The benefits of being bilingual. https://eclkc.ohs.acf.hhs.gov/publication/benefits-being-bilingual
28	Language and Literacy Development	<u>Where We Stand on Responding to Linguistic and Cultural Diversity</u>	Provides recommendations for working with families and young children with culturally and linguistically diverse backgrounds.	PDF	National Association for the Education of Young Children. (2009). Where We Stand on Responding to Linguistic and Cultural Diversity. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
29	Leadership	<u>Code of Ethical Conduct Supplement for Early Childhood Adult Educators</u>	Emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions.	Position Statement	National Association for the Education of Young Children. (2004). Code of Ethical Conduct Supplement for Early Childhood Adult Educators. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf

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30	Leadership	<u>National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and Statement of Commitment</u>	Offers guidelines for responsible behavior of early childhood professionals and sets forth a common basis for resolving ethical dilemmas encountered in early childhood care and education.	Position Statement	National Association for the Education of Young Children. (2011). Code of Ethical Conduct and Statement of Commitment. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf
31	Leadership	Teaching the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct: A Resource Guide by Eva Moravcik, Nancy K. Freeman and Stephanie Feeney	Provides information and guidance to support early childhood professionals learn about professional ethics and the NAEYC Code of Ethical Conduct. Full of engaging, effective ways to introduce the NAEYC Code of Ethical Conduct and explore real-life, challenging ethical issues that face early childhood professionals the book includes tools and techniques the authors developed through their extensive experience teaching about ethics and the NAEYC Code.	Textbook	Moravcik, E., Freeman, K. N., & Feeney, S. (n.d.). Teaching the NAEYC Code of Ethical Conduct: A Resource Guide by Eva. National Association for the Education of Young Children. https://www.naeyc.org/resources/pubs/books/teaching-naeyc-code-revised-edition
32	Methods and Techniques	<u>About Universal Design for Learning in Pre-K Inclusive Environments</u>	Provides examples of the three key elements of Universal Design for Learning in relation to the early learning classroom.	PDF	Technical Assistance and Training System & Florida Inclusion Network. (2011). About Universal Design for Learning in Pre-K Inclusive Environments. TATS & FIN Talk with Instructional Staff. (1) 1. https://tats.ucf.edu/wp-content/uploads/sites/9/2017/09/TATS-FIN_UDL1.pdf
33	Methods and Techniques	<u>CARA's (Creating Adaptations for Routines and Activities) Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning</u>	Supports the design of adaptations in every day routines and activities to promote active participation of preschoolers with disabilities. Resource includes a handout and PowerPoint.	Website	International Early Childhood Inclusion Institute. (n.d.). CARA's Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning. https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning

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34	Methods and Techniques	<u>Developmentally Appropriate Practice by Sue Bredekamp and Carol Copple</u>	Describes research-based principles to guide the decision making of early childhood professionals. Topics include development, learning, effective practices and intentional teaching.	Textbook	Copple, C., & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. National Association for the Education of Young Children.
35	Methods and Techniques	<u>Early Learning Professional Development Packages</u>	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Website	Cultivate Learning. (n.d.). Early Learning Professional Development Packages. University of Washington. Retrieved from https://cultivatelearning.webdamdb.com/cookieconsent.php?path=%2Fbp%2F#/brand-guidelines/3931/section/33740
36	Methods and Techniques	<u>Getting Kids Involved: Creating Opportunities for Learning</u>	Illustrates ways that adaptations can be used to promote the active participation of infants, toddlers and preschoolers with disabilities during literacy activities. Examples of adaptations in home and early learning classrooms, activities, materials and instructions are provided. (Video Length: 12:13)	Video	Davon, E. (2015). Getting Kids Involved: Creating Opportunities for Learning [Video]. Center for Early Literacy Learning. http://www.earlyliteracylearning.org/ta_pract_videos1.php
37	Methods and Techniques	<u>Including Children with Special Needs: Are You and Your Early Childhood Program Ready?</u>	Today, more and more children with disabilities are attending early care and education programs. Early childhood professionals can use the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Article	Watson, A., & McCathren, R. (2009). Including Children with Special Needs: Are You and Your Early Childhood Program Ready?. <i>Young Children</i> , 64(2), 20-26.
38	Methods and Techniques	<u>Investigating</u>	Includes eight videos illustrating Dr. Jeffrey Trawick-Smith's Investigations Curriculum which centers on engaging children in projects on topics selected by children, early childhood professionals and families. (Video Length Ranging from: 10:10 to 13:21)	Video	Eastern Connecticut State University. (n.d.). Investigating... Retrieved from https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html
39	Methods and Techniques	<u>National Association for the Education of Young Children (NAEYC) Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8</u>	Promotes excellence in early childhood education by providing a framework for best practice. Grounded in research on child development and learning, as well as educational effectiveness, the framework outlines practice that promotes young children’s optimal learning and development.	Position Statement	National Association for the Education of Young Children. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf

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40	Methods and Techniques	<u>Play in Early Childhood: The Role of Play in Any Setting</u>	Play in early childhood is an effective way of supporting responsive relationships, strengthening core life skills and reducing sources of stress. In this video, learn more about how play can foster children’s resilience to adversity and how the complex interactions involved when children play help build their brains.(Video Length: 8:11)	Video	Center on the Developing Child Harvard University. (2019). Play in Early Childhood: The Role of Play in Any Setting [Video]. Center on the Developing Child Harvard University. https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/
41	Methods and Techniques	<u>The Universal Design of Early Education: Moving Forward for All Children</u>	Physical and educational principles of Universal Design for Learning are reviewed. Questions for the early childhood professional are included to reflect on implementing Universal Design principles in the early learning classroom.	Article	Conn-Powers, M., Cross, A. F., Traub, E. K., & Hutter-Pishgahi, L. (2006). The Universal Design of Early Education. Beyond the Journal: Young Children on the Web.
42	Methods and Techniques	<u>Circle Time Magazine</u>	Professional development web series for early childhood professionals. The hosts share their expertise, model learning experiences, review young children's literature, and share video examples of young children learning.	Website	Cultivate Learning. (n.d.). Early Learning Professional Development Packages. University of Washington. Retrieved from https://cultivatelearning.webdamdb.com/cookieconsent.php?path=%2Fbp%2F#/brand-guidelines/3931/section/33740
43	Observing and Collecting Data	<u>Early Learning Professional Development Packages</u>	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Website	Cultivate Learning. (n.d.). Early Learning Professional Development Packages. University of Washington. Retrieved from https://cultivatelearning.webdamdb.com/cookieconsent.php?path=%2Fbp%2F#/brand-guidelines/3931/section/33740
44	Observing and Collecting Data	<u>Pathways to Cultural Competence Programs 4 Underlying Principles</u>	Defines culture and cultural competence and provides a framework to reflect upon the cultural competence practices within the early learning classroom, included is a detailed cultural competence checklist.	PDF	Build Improving Cultural & Linguistic Competence in Quality Rating & Improvement Systems Initiative & Woods, T. (2012). Pathways to Cultural Competence Programs: 4 Underlying Principles. https://www.earlychildhoodnyc.org/resourceguide/resources/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf
45	Promoting Justice	<u>Advancing Equity in Early Childhood Education</u>	Outlines steps to provide high-quality early care and education programs that build on each child’s unique individual and family strengths, cultural background, languages, abilities and experiences and eliminates differences in educational outcomes as a result of who children are, where they live and what resources their families have.	Position Statement	National Association for the Education of Young Children. (2019). Advancing Equity in Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf
46	Promoting Justice	Anti-Bias Curriculum Tools for Empowering Young Children by Louise Derman-Sparks	Provides practical advice for creating an anti-bias early learning classroom environment, fostering young children's acceptance of and respect for all individuals, and empowering young children to stand up to bias.	Textbook	Derman-Sparks, L. (1989). Anti-bias curriculum: Tools for empowering young children. National Association for the Education of Young Children.

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47	Promoting Justice	Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and describes recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children & National Association for the Education of Young Children. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
48	Promoting Justice	Early Childhood: Fostering Diversity and Inclusion	Describes a model early learning program in regards to diversity and inclusion. (Video Length: 3:27)	Video	Ohio Department of Education. (2018, September 19). ODE Early Childhood: Fostering Diversity and Inclusion [Video]. YouTube. https://www.youtube.com/watch?v=Emhv4t63jyl&ab_channel=OhioDepartmentofEducation
49	Promoting Justice	No Mirrors in My Nana's House by Ysaye M. Barnwell	Based off of Dr. Ysaye M. Barnwell's song, No Mirrors in My Nana's House, the message of this book is that we are all worthy. An important fact, in African "Nana" refers to a respected leader or teacher.	Children's Literature	Barnwell, Y. M. (1998). No mirrors in my Nana's House. Houghton Mifflin Harcourt.
50	Promoting Justice	Pathways to Cultural Competence Programs 4 Underlying Principles	Defines culture and cultural competence and provides a framework to reflect upon the cultural competence practices within the early learning classroom, included is a detailed cultural competence checklist.	PDF	Build Improving Cultural & Linguistic Competence in Quality Rating & Improvement Systems Initiative & Woods, T. (2012). Pathways to Cultural Competence Programs: 4 Underlying Principles. https://www.earlychildhoodnyc.org/resourceguide/resources/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf
51	Promoting Justice	Susan Laughs by Jeanne Willis	Fosters conversation about ability and viewing others for who they are, not as the disability they may have. This story illustrates all that Susan, a young girl, loves to do and the emotions she experiences - on the last page of the story we learn Susan uses a wheelchair.	Children's Literature	Willis, J. (2000). Susan laughs. Macmillan.
52	Promoting Justice	Where We Stand on Responding to Linguistic and Cultural Diversity	Provides recommendations for working with families and young children with culturally and linguistically diverse backgrounds.	PDF	National Association for the Education of Young Children. (2009). Where We Stand on Responding to Linguistic and Cultural Diversity. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
53	Promoting Justice	Disability is Natural! Revolutionary Common Sense	Disability advocate, Kathie Snow, discusses the need for society to adopt a new paradigm of disability.	PDF	Snow, K. (2001-2016.). Disability Is Natural! Revolutionary Common Sense. https://nebula.wsimg.com/cfe0a26b8ae31c381421915ffed94479?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&allow-origin=1

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54	Promoting Justice	Early Childhood Inclusion: A Summary of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children & National Association for the education of Young Children. (2009). Early childhood inclusion: A summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECSummary_A.pdf
55	Promoting Justice	My Princess Boy by Cheryl Kilodavis	A young boys likes to wear dresses and tiaras - his family accepts and embraces it. This book promotes conversation about acceptance, compassion, and unconditional friendship and love.	Children's Literature	Kilodavis, C. (2011). My princess boy. Simon and Schuster.
56	Promoting Justice	Starting Small: Teaching Children Tolerance in Preschool and the Early Grades	This documentary, featuring Vivian Gussin Paley, showcases five early childhood professionals around the nation and how they promote racial and ethic awareness, fairness, justice, friendship, diversity, and inclusion within their early learning classrooms.	Documentary	Margie McGovern Films. (1997). Starting Small: Teaching Children Tolerance in Preschool and the Early Grades. [Film]. Southern Poverty Law Center.
57	Promoting Justice	Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education: A Position Statement of the National Association of Young Children (NAEYC)	Identifies recommendations for working with children that are linguistically and culturally diverse who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	Position Statement	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
58	Promoting Justice	What if We Were All the Same by C.M. Harris	Embraces all of our beautiful differences. Aimed to help children understand there are many great reasons for being friends with those who are different than they are. Our differences are what makes us unique and if we think about it, would you want to be the exact same as someone else?	Children's Literature	Harris, C. M., (2019). What if we were all the same. Purple Diamond Press.
59	Promoting Social and Emotional Competence	C is for Consent by Eleanor Morrison	Teaches children that it is okay to say no to hugs and kisses and that what happens to their bodies is up to them. Supports body confidence, comfort in expressing their physical boundaries, and respecting the boundaries of others.	Children's Literature	Morrison, E. (2018). C is for consent. Phonics with Finn.

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
60	Promoting Social and Emotional Competence	Center on the Developing Child, Harvard University	The Center's mission is to drive science-based innovation that achieves breakthrough outcome for children facing adversity. The resource library includes information on adult capabilities, brain architecture, executive functioning, life long health, mental health, play, program effectiveness, resilience, serve and return, and toxic stress. Resources include briefs, infographics, multimedia, presentations, reports and working papers, as well as tools and guides.	Website	Center on the Developing Child, Harvard University. (https://developingchild.harvard.edu/)
61	Promoting Social and Emotional Competence	Episode 1: What's the Real Economic Impact of Child Care?	Discusses reform of the U.S. child care system and the continued skepticism of public investment.	Podcast	Lindsay, J., & Delauro, R., Rosengren, E. (Guest), Mattingly, B. (Guest), Heggeness, M. (Guest). (n.d.). What's the real economic impact of child care? [S2,E1]. Federal Reserve Bank of Boston. https://www.bostonfed.org/publications/six-hundred-atlantic/season/two/ep-1-whats-the-real-economic-impact-of-child-care.aspx?utm_source=email-alert&utm_medium=email&utm_campaign=podcast-s2&utm_content=episode1-podcastlist21
62	Promoting Social and Emotional Competence	No Mirrors in My Nana's House by Ysaye M. Barnwell	Based off of Dr. Ysaye M. Barnwell's song, No Mirrors in My Nana's House, the message of this book is that we are all worthy. An important fact, in African "Nana" refers to a respected leader or teacher.	Children's Literature	Barnwell, Y. M. (1998). No mirrors in my Nana's House. Houghton Mifflin Harcourt.
63	Promoting Social and Emotional Competence	Starting Small: Teaching Children Tolerance in Preschool and the Early Grades	This documentary, featuring Vivian Gussin Paley, showcases five early childhood professionals around the nation and how they promote racial and ethnic awareness, fairness, justice, friendship, diversity, and inclusion within their early learning classrooms.	Documentary	Margie McGovern Films. (1997). Starting Small: Teaching Children Tolerance in Preschool and the Early Grades. [Film]. Southern Poverty Law Center.
64	Promoting Social and Emotional Competence	The Way I Feel by Janan Cain	All feelings are a normal part of life for children as well as adults. Author Janan Cain wants children to understand the concept of emotions and be able to express their feelings with words.	Children's Literature	Cain, J. (2000). The way I feel. Parenting Press, Inc.
65	Promoting Social and Emotional Competence	Understanding Challenging Behavior in Young Children	Early childhood professionals, family childcare providers and other experts discuss some of the possible influences of children's behavior and how to respond objectively. (Video Length: 16:22)	Video	Delapp, J. (2015). Understanding Challenging Behavior in Young Children [Video]. Eastern Connecticut State University. https://www.easternct.edu/center-for-early-childhood-education/supporting-development/understanding-challenging-behavior-in-young-children.html
66	Promoting Social and Emotional Competence	Why Preschool Can Save The World	Reviews the results from the Abecedarian and Perry Preschool Projects, specifically the life-long benefits for the children that participated in high quality preschool as well as the cost-benefits to society.	Podcast	Blumberg, A. (Host) & Campbell, F. (Special Guest). (2012, October 19). Why Preschool Can Save The World [411]. This American Life. NPR. https://www.npr.org/sections/money/2012/10/19/163256866/episode-411-why-preschool-can-save-the-world

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
67	Promoting Social and Emotional Competence	National Center for Pyramid Model Innovations (NCPMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/)
68	Understanding and Guiding Children's Behavior	Understanding Challenging Behavior in Young Children	Early childhood professionals, family childcare providers and other experts discuss some of the possible influences of children's behavior and how to respond objectively. (Video Length: 16:22)	Video	Delapp, J. (2015). Understanding Challenging Behavior in Young Children [Video]. Eastern Connecticut State University. https://www.easternct.edu/center-for-early-childhood-education/supporting-development/understanding-challenging-behavior-in-young-children.html
69	Understanding and Guiding Children's Behavior	National Center for Pyramid Model Innovations (NCPMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/)