

# Free and Fabulous: Evidence-Based Resources to Support Your Work



[http://www.fpg.unc.edu/~scpp/nat\\_allies/na\\_resources.cfm](http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm)

<b>Language and Literacy</b>	
Evidence	<ul style="list-style-type: none"> <li>Dunst, C.J., Trivette, C.M., &amp; Hamby, D.W. (2007). Predictors of and interventions associated with later literacy accomplishments, <i>CELLreviews</i>, 1(3). <a href="http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n3.pdf">http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n3.pdf</a></li> <li>Trivette, C.M., &amp; Dunst, C.J. (2007). Relative effectiveness of dialogic, interactive, and shared reading interventions. <i>CELLreviews</i>, 1(2). <a href="http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n2.pdf">http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n2.pdf</a></li> <li>Robyak, A., Masiello, T., Trivette, C.M., Roper, N., &amp; Dunst, C.J. (2007). Mapping the contemporary landscape of early literacy learning. <i>CELLreviews</i>, 1(1). <a href="http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n1.pdf">http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n1.pdf</a></li> <li><i>Supporting Positive Language and Literacy Development in Young Language Minority Children: Research, Policy, and Practice</i> <a href="http://www.icpsr.umich.edu/icpsrweb/childcare/meetings/ell/index.jsp;jsessionid=4C2D512D75BBE0CC2568DEBB30739962">http://www.icpsr.umich.edu/icpsrweb/childcare/meetings/ell/index.jsp;jsessionid=4C2D512D75BBE0CC2568DEBB30739962</a></li> </ul>
Audiovisual	<ul style="list-style-type: none"> <li><i>Books, nooks, literacy and hooks</i> (6:15) <a href="http://www.earlyliteracylearning.org/books_nooks_literacy_hooks.php">http://www.earlyliteracylearning.org/books_nooks_literacy_hooks.php</a></li> <li><i>Get in step with responsive teaching</i> (8:30) <a href="http://www.earlyliteracylearning.org/get_in_step_with_resp_teach.php">http://www.earlyliteracylearning.org/get_in_step_with_resp_teach.php</a></li> <li><i>Interests lead to learning</i> (11:00) <a href="http://www.earlyliteracylearning.org/interests_lead_to_learn.php">http://www.earlyliteracylearning.org/interests_lead_to_learn.php</a></li> <li><i>Making room for literacy</i> (5:40) <a href="http://www.earlyliteracylearning.org/make_room_for_lit.php">http://www.earlyliteracylearning.org/make_room_for_lit.php</a></li> <li><i>Pathways to literacy</i> (4:30) <a href="http://www.earlyliteracylearning.org/pathways_to_literacy.php">http://www.earlyliteracylearning.org/pathways_to_literacy.php</a></li> <li>Reading Rockets videos and podcasts <a href="http://www.readingrockets.org/podcasts">http://www.readingrockets.org/podcasts</a></li> </ul>
Web Sites	<ul style="list-style-type: none"> <li>Adapting literacy learning practices for young children with disabilities <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Services%20to%20Children%20with%20Disabilities/Individualization/AdaptingLiteracy.htm">http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Services%20to%20Children%20with%20Disabilities/Individualization/AdaptingLiteracy.htm</a></li> <li>Center for Early Literacy Learning (CELL) <a href="http://www.earlyliteracylearning.org/">http://www.earlyliteracylearning.org/</a></li> <li><i>The cognitive consequences of early bilingualism</i> <a href="http://www.zerotothree.org/site/DocServer/29-2_Yoshida.pdf?docID=6821">http://www.zerotothree.org/site/DocServer/29-2_Yoshida.pdf?docID=6821</a></li> <li>¡Colorín Colorado! <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></li> <li>Reading Rockets <a href="http://www.readingrockets.org/">http://www.readingrockets.org/</a></li> <li><i>Supporting Early Literacy in Natural Environments</i> <a href="http://www.wlearning.com/resources/preschool/">http://www.wlearning.com/resources/preschool/</a> (English and Spanish)</li> <li>Meeting the literacy needs of English Language Learners <a href="http://knowledgeloom.org/elemlit/ells_meetnds.jsp">http://knowledgeloom.org/elemlit/ells_meetnds.jsp</a></li> </ul>

<b>Culture / Diversity</b>	
Evidence	<ul style="list-style-type: none"> <li>• Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education <a href="http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF">http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF</a></li> <li>• Where We Stand: Many Languages, Many Cultures: Respecting and Responding to Diversity <a href="http://www.naeyc.org/about/positions/pdf/diversity.pdf">http://www.naeyc.org/about/positions/pdf/diversity.pdf</a></li> <li>• <i>The Changing Face of the United States: The Influence of Culture on Early Child Development</i> <a href="http://www.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921">http://www.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921</a></li> <li>• Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice <a href="http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf">http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf</a> (position statement)</li> <li>• Disparities in Early Learning and Development <a href="http://www.childtrends.org/Files/Child_Trends-2009_07_10_FR_DisparitiesEL.pdf">http://www.childtrends.org/Files/Child_Trends-2009_07_10_FR_DisparitiesEL.pdf</a></li> </ul>
Audiovisual	<ul style="list-style-type: none"> <li>• America's invisible children <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/AmerisIvisible.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/AmerisIvisible.htm</a></li> <li>• The Human Race: Diversity through the Eyes of Children <a href="http://www.youtube.com/watch?v=GCp9Be6ec04&amp;feature=related">http://www.youtube.com/watch?v=GCp9Be6ec04&amp;feature=related</a></li> <li>• Multicultural and Diverse Learners <a href="http://www.youtube.com/watch?v=DefG6zMpWPc&amp;feature=fvw">http://www.youtube.com/watch?v=DefG6zMpWPc&amp;feature=fvw</a></li> </ul>
Web Sites	<ul style="list-style-type: none"> <li>• Assistive Technology and Diversity Issues <a href="http://www.nectac.org/~pdfs/pubs/at.pdf">http://www.nectac.org/~pdfs/pubs/at.pdf</a></li> <li>• Cultural Influences on Early Language and Literacy Teaching Practices <a href="http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf?docID=11661">http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf?docID=11661</a></li> <li>• Building Culturally &amp; Linguistically Competent Services to Support Young Children, Their Families and School Readiness <a href="http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED485881">http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED485881</a></li> <li>• Cultural Competency: What It Is and Why It Matters <a href="http://www.californiatomorrow.org/media/ccompetecy.pdf">http://www.californiatomorrow.org/media/ccompetecy.pdf</a></li> <li>• National Center for Children in Poverty <a href="http://www.nccp.org/">http://www.nccp.org/</a></li> <li>• National Center for Cultural Competence <a href="http://www11.georgetown.edu/research/gucchd/nccc/">http://www11.georgetown.edu/research/gucchd/nccc/</a></li> <li>• Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Services and Supports to Children in Early Intervention and Early Childhood Settings <a href="http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIE.C.doc.pdf">http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIE.C.doc.pdf</a></li> <li>• Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families <a href="http://www.clasp.org/publications/child_care_immigrant.pdf">http://www.clasp.org/publications/child_care_immigrant.pdf</a> (full document)</li> <li>• <i>Taking the Next Step: Preparing Teachers to Work with Culturally and Linguistically Diverse Children</i> <a href="http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf">http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf</a></li> </ul>

<b>Dual Language Learners</b>	
Evidence	<ul style="list-style-type: none"> <li>• Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education <a href="http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF">http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF</a></li> <li>• Where We Stand: Many Languages, Many Cultures: Respecting and Responding to Diversity <a href="http://www.naeyc.org/about/positions/pdf/diversity.pdf">http://www.naeyc.org/about/positions/pdf/diversity.pdf</a></li> <li>• The Cognitive Consequences of Early Bilingualism <a href="http://www.class.uh.edu/psyc/cogdev/__docs/Zero_Yoshida.pdf">http://www.class.uh.edu/psyc/cogdev/__docs/Zero_Yoshida.pdf</a></li> <li>• Early Dual Language Learning <a href="http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf">http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf</a></li> </ul>
Audiovisual	<ul style="list-style-type: none"> <li>• <b>How do you support second-language learners in the classroom?</b> <a href="http://www.youtube.com/watch?v=iXDJLNrsNgl">http://www.youtube.com/watch?v=iXDJLNrsNgl</a></li> <li>• Importance of being bilingual <a href="http://www.youtube.com/watch?v=uG4Twy347IM&amp;feature=related">http://www.youtube.com/watch?v=uG4Twy347IM&amp;feature=related</a></li> <li>• Linking Language and Literacy: Implications for Serving Linguistically Diverse Children Audio Cast <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Linking%20Language%20and%20Literacy%20Audio%20Cast/LinkingLanguage.htm</a></li> </ul>
Web Sites	<ul style="list-style-type: none"> <li>• Building Culturally &amp; Linguistically Competent Services to Support Young Children, Their Families and School Readiness <a href="http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?acco=ED485881">http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?acco=ED485881</a></li> <li>• Center for Early Care and Education Research – Dual Language Learners (CECER-DLL) <a href="http://cecerdll.fpg.unc.edu/">http://cecerdll.fpg.unc.edu/</a></li> <li>• Challenging Common Myths about Young English Language Learners <a href="http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners">http://www.fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners</a></li> <li>• Colorín Colorado <a href="http://www.colorincolorado.org">http://www.colorincolorado.org</a></li> <li>• Dual Language Learners in Early Care and Education Settings <a href="http://www.zerotothree.org/site/R?i=V2R04ARLwVgNuhXZ3hwl-A">http://www.zerotothree.org/site/R?i=V2R04ARLwVgNuhXZ3hwl-A</a></li> <li>• Dual Language Learning: What Does It Take? <a href="http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL%20Early%20Childhood%20Development%20&amp;%20Health/Education/DLL%20Assessment/DualLanguageLea.htm">http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL%20Early%20Childhood%20Development%20&amp;%20Health/Education/DLL%20Assessment/DualLanguageLea.htm</a></li> <li>• Early Childhood Learning &amp; Knowledge Center (ECLKC) <a href="http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners">http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners</a> (general information) <a href="http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL_%20Resources/GuidetoDualLan.htm">http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL_%20Resources/GuidetoDualLan.htm</a> (multimedia resources) <a href="http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/glosario/Bilingual-Glossary-Glosario-Bilingue-20100610.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/glosario/Bilingual-Glossary-Glosario-Bilingue-20100610.pdf</a> (glossary)</li> <li>• National Center on Cultural and Linguistic Responsiveness <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic</a></li> <li>• National Clearinghouse for English Language Acquisition &amp; Language Instruction Educational Programs (NCELA) <a href="http://www.ncele.gwu.edu/">http://www.ncele.gwu.edu/</a></li> <li>• Resources on Linguistically Diverse Young Children and English Language Learners (ELL) <a href="http://www.ecehispanic.org/work.html#briefs">http://www.ecehispanic.org/work.html#briefs</a></li> </ul>

<b>Inclusion</b>	
Evidence	<ul style="list-style-type: none"> <li>• DEC-NAEYC Definition and Position Statement on Early Childhood Inclusion <a href="http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion/">http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion/</a></li> <li>• National Professional Development Center on Inclusion. (2009). <i>Research synthesis points on early childhood inclusion</i>. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. <a href="http://community.fpg.unc.edu/npdci">http://community.fpg.unc.edu/npdci</a></li> </ul>
Audiovisual	<ul style="list-style-type: none"> <li>• <i>Building Inclusive Child Care: Universal Design for Learning</i> <a href="http://webapp.northampton.edu/video/bicc.wmv">http://webapp.northampton.edu/video/bicc.wmv</a></li> <li>• Bus Stop Tours of Inclusive Classrooms with Assistive Technology <a href="http://www2.edc.org/NCIP/tour/Bus_stops.html">http://www2.edc.org/NCIP/tour/Bus_stops.html</a></li> <li>• CONNECT Module 1: Embedded Interventions <a href="http://community.fpg.unc.edu/connect-modules/learners/module-1">http://community.fpg.unc.edu/connect-modules/learners/module-1</a></li> <li>• CONNECT Module 3: Communication for collaboration <a href="http://community.fpg.unc.edu/connect-modules/learners/module-3">http://community.fpg.unc.edu/connect-modules/learners/module-3</a></li> <li>• CONNECT Module 4: Family-Professional Partnerships <a href="http://community.fpg.unc.edu/connect-modules/learners/module-4">http://community.fpg.unc.edu/connect-modules/learners/module-4</a></li> <li>• Green, T. (2006). <i>I'm Tyler</i>. Waterloo, IA: Ability Awareness. <a href="http://www.imtyler.org">http://www.imtyler.org</a></li> <li>• IEP Basics <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/iep%20Video%20clips/IEPBasics.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/iep%20Video%20clips/IEPBasics.htm</a></li> <li>• Special Quest Multimedia Training Library: Including Infants and Toddlers with Disabilities <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/specialquest-multimedia-training-library.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/specialquest-multimedia-training-library.html</a></li> <li>• Strategies for including children with disabilities in classroom activities <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/StrategiesforIn1.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/StrategiesforIn1.htm</a></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>An administrator's guide to preschool inclusion</i> <a href="http://www.fpg.unc.edu/~publicationoffice/pdfs/AdmGuide.pdf">http://www.fpg.unc.edu/~publicationoffice/pdfs/AdmGuide.pdf</a></li> <li>• CONNECT Modules 1-4 (see above)</li> <li>• Devard, S.K. (2010). <i>Delaware MAPS (Meaningful Access Participation Supports): A guide to high quality inclusion of children with disabilities for families and their communities</i>. Dover, DE: DE Early Childhood Center; Birth to Three Early Intervention System; DE Dept of Health and Human Services; and DE Dept of Education. <a href="http://community.fpg.unc.edu/resources/community-contributed-content/Inclusion-Toolkit-1-2011-3.pdf">http://community.fpg.unc.edu/resources/community-contributed-content/Inclusion-Toolkit-1-2011-3.pdf</a></li> <li>• Finley's Parent Teacher Conference <a href="http://www.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp">http://www.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp</a></li> <li>• Head Start Center for Inclusion <a href="http://depts.washington.edu/hscenter/">http://depts.washington.edu/hscenter/</a></li> <li>• <i>Inclusion in Least Restrictive Environments</i> <a href="http://www.nectac.org/inclusion/Default.asp">http://www.nectac.org/inclusion/Default.asp</a></li> <li>• <i>Inclusion Matters podcast series</i> <a href="http://www.inclusivechildcare.org/podcast.cfm#10">http://www.inclusivechildcare.org/podcast.cfm#10</a></li> <li>• <i>A Thinking Guide to Inclusive Childcare</i> <a href="http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf">http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf</a></li> <li>• <i>Tots-n-Tech Research Institute</i> <a href="http://tnt.asu.edu/">http://tnt.asu.edu/</a></li> </ul>

<b>Play</b>	
Evidence	<ul style="list-style-type: none"> <li>American Occupational Therapy Association's Societal Statement on Play <a href="http://www.google.com/url?sa=t&amp;source=web&amp;cd=21&amp;ved=0CBQQFjAAOBQ&amp;url=http%3A%2F%2Fwww.aota.org%2FNews%2FMedia%2FStatements%2F41043.aspx&amp;rct=j&amp;q=naecs%20recess%20play&amp;ei=IDazTffiOYa3tgeTmZTqDg&amp;usg=AFQjCNEQgZ2vKUvDGcQTVB6S78IFU36bWA&amp;cad=rja">http://www.google.com/url?sa=t&amp;source=web&amp;cd=21&amp;ved=0CBQQFjAAOBQ&amp;url=http%3A%2F%2Fwww.aota.org%2FNews%2FMedia%2FStatements%2F41043.aspx&amp;rct=j&amp;q=naecs%20recess%20play&amp;ei=IDazTffiOYa3tgeTmZTqDg&amp;usg=AFQjCNEQgZ2vKUvDGcQTVB6S78IFU36bWA&amp;cad=rja</a></li> <li>The importance of play in promoting health child development and maintaining strong parent-child bonds <a href="http://www.aap.org/pressroom/PLAYfinal.pdf">http://www.aap.org/pressroom/PLAYfinal.pdf</a></li> <li>Outdoor play: Combating sedentary lifestyles <a href="#">outdoorplay_thigpen.pdf (application/pdf Object)</a></li> <li>Recess and the importance of play: A position statement <a href="http://www.google.com/url?sa=t&amp;source=web&amp;cd=1&amp;ved=0CBUQFjAA&amp;url=http%3A%2F%2Fectc.education.ne.gov%2FEdlinks%2Frecess.pdf&amp;rct=j&amp;q=naecs%20recess%20play&amp;ei=0zSzTbOcCNO_tgfK9Z3qDg&amp;usg=AFQjCNHMR8Ba5w9laG9PcFfdMQvNhDsJg&amp;cad=rja">http://www.google.com/url?sa=t&amp;source=web&amp;cd=1&amp;ved=0CBUQFjAA&amp;url=http%3A%2F%2Fectc.education.ne.gov%2FEdlinks%2Frecess.pdf&amp;rct=j&amp;q=naecs%20recess%20play&amp;ei=0zSzTbOcCNO_tgfK9Z3qDg&amp;usg=AFQjCNHMR8Ba5w9laG9PcFfdMQvNhDsJg&amp;cad=rja</a></li> <li>The value of play <a href="http://www.playcore.com/upload/Value%20of%20Play%20sheet.pdf">http://www.playcore.com/upload/Value%20of%20Play%20sheet.pdf</a></li> </ul>
Audiovisual	<ul style="list-style-type: none"> <li>Implications of play in early childhood <a href="http://www.youtube.com/watch?v=nmwzNTpH40E&amp;feature=related">http://www.youtube.com/watch?v=nmwzNTpH40E&amp;feature=related</a></li> <li>Importance of play <a href="http://www.youtube.com/watch?v=mIayLh2P5C0&amp;feature=related">http://www.youtube.com/watch?v=mIayLh2P5C0&amp;feature=related</a></li> <li>Outdoor play for young children <a href="http://www.youtube.com/watch?v=hvYDT2u1Cfg">http://www.youtube.com/watch?v=hvYDT2u1Cfg</a></li> <li>The power of play <a href="http://www.youtube.com/watch?v=XXyYQccegEk&amp;feature=related">http://www.youtube.com/watch?v=XXyYQccegEk&amp;feature=related</a></li> <li>Play: A Vygotskian approach <a href="http://www.youtube.com/watch?v=-SpC0INWo3o&amp;feature=related">http://www.youtube.com/watch?v=-SpC0INWo3o&amp;feature=related</a></li> <li>Preschoolers and rough and tumble play <a href="http://www.youtube.com/watch?v=8WJkz6i9bgl&amp;feature=fvwrel">http://www.youtube.com/watch?v=8WJkz6i9bgl&amp;feature=fvwrel</a></li> <li>Young Cambodian children play on a homemade seesaw <a href="http://www.youtube.com/watch?v=DCVYVmgibcU">http://www.youtube.com/watch?v=DCVYVmgibcU</a></li> </ul>
Web Sites	<ul style="list-style-type: none"> <li>The case for play <a href="http://chronicle.com/article/The-Case-for-Play/126382/">http://chronicle.com/article/The-Case-for-Play/126382/</a></li> <li>Fair play for children <a href="http://www.fairplayforchildren.org/">http://www.fairplayforchildren.org/</a></li> <li>Freeplay network <a href="http://www.freeplaynetwork.org.uk/">http://www.freeplaynetwork.org.uk/</a></li> <li>Great play <a href="http://www.greatplay.com/resources/links.html">http://www.greatplay.com/resources/links.html</a></li> <li>The importance of pleasure in play <a href="http://teacher.scholastic.com/professional/bruceperry/pleasure.htm">http://teacher.scholastic.com/professional/bruceperry/pleasure.htm</a></li> <li>Playlink <a href="http://www.playlink.org/">http://www.playlink.org/</a></li> <li>Readings on play for all young children <a href="http://www.google.com/url?sa=t&amp;source=web&amp;cd=17&amp;ved=0CDwQFjAGOAo&amp;url=http%3A%2F%2Fjournal.naeyc.org%2Fbtj%2F200305%2FFurtherReadings.pdf&amp;rct=j&amp;q=naecs%20recess%20play&amp;ei=-zWzTaboEoyltwfu2ljqDg&amp;usg=AFQjCNGpujc02-EdluHx-W3WrFjz1OThjw&amp;cad=rja">http://www.google.com/url?sa=t&amp;source=web&amp;cd=17&amp;ved=0CDwQFjAGOAo&amp;url=http%3A%2F%2Fjournal.naeyc.org%2Fbtj%2F200305%2FFurtherReadings.pdf&amp;rct=j&amp;q=naecs%20recess%20play&amp;ei=-zWzTaboEoyltwfu2ljqDg&amp;usg=AFQjCNGpujc02-EdluHx-W3WrFjz1OThjw&amp;cad=rja</a></li> </ul>

<b>Social-Emotional Development</b>	
Evidence	<ul style="list-style-type: none"> <li>• Evidence-Based Social-Emotional Curricula for Children 0-5 Years and Their Families <a href="http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf">http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf</a></li> <li>• <b>Promoting Social Behavior of Young Children in Group Settings: A Summary of Research</b> <a href="http://www.challengingbehavior.org//do/resources/documents/roadmap_3.pdf">http://www.challengingbehavior.org//do/resources/documents/roadmap_3.pdf</a></li> <li>• Working Paper on the Importance of Addressing Serious Emotional and Behavioral Problems Early <a href="http://www.developingchild.net/pubs/wp-abstracts/wp6.html">http://www.developingchild.net/pubs/wp-abstracts/wp6.html</a></li> </ul>
Audiovisual	<ul style="list-style-type: none"> <li>• Center on the Social and Emotional Foundations for Early Learning (CSEFEL) <a href="http://www.vanderbilt.edu/csefel/resources/videos.html">http://www.vanderbilt.edu/csefel/resources/videos.html</a></li> <li>• Laying foundations: Social and emotional development in the earliest years <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/EHS%20NRC%20Audio%20Cast/LayingFoundation.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/EHS%20NRC%20Audio%20Cast/LayingFoundation.htm</a></li> <li>• Studies in challenging behavior: Keys to understanding <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/EHS%20NRC%20Audio%20Cast/StudiesinChall.htm">http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/EHS%20NRC%20Audio%20Cast/StudiesinChall.htm</a></li> </ul>
Web Sites	<ul style="list-style-type: none"> <li>• Creating Teaching Tools for Young Children with Challenging Behavior <a href="http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm">http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm</a></li> <li>• Early Childhood Mental Health, Social-Emotional Development, and Challenging Behaviors <a href="http://www.nectac.org/topics/menhealth/menhealth.asp">http://www.nectac.org/topics/menhealth/menhealth.asp</a></li> <li>• Key Measurement Issues in Screening, Referral, and Follow-Up Care for Social and Emotional Development <a href="http://www.nashp.org/sites/default/files/key_measurement_issues.pdf">http://www.nashp.org/sites/default/files/key_measurement_issues.pdf</a></li> <li>• Making Friends: Assisting Children’s Early Relationships <a href="http://www.fpg.unc.edu/~snapshots/snap55.pdf">http://www.fpg.unc.edu/~snapshots/snap55.pdf</a></li> <li>• Most Popular Resources on Promoting Social Emotional Development <a href="http://www.zerotothree.org/child-development/social-emotional-development/popular-resources-on-social.html">http://www.zerotothree.org/child-development/social-emotional-development/popular-resources-on-social.html</a></li> <li>• Parent Training Modules <a href="http://csefel.vanderbilt.edu/resources/training_parent.html">http://csefel.vanderbilt.edu/resources/training_parent.html</a></li> <li>• Play and friendship for children with disabilities <a href="http://raisingchildren.net.au/articles/disabilities_play_and_friendship.html">http://raisingchildren.net.au/articles/disabilities_play_and_friendship.html</a></li> <li>• Promoting Social and Emotional Competence Modules <a href="http://csefel.vanderbilt.edu/resources/training_modules.html">http://csefel.vanderbilt.edu/resources/training_modules.html</a></li> <li>• Review of Screening Instruments for Social Emotional Concerns <a href="http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf">http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf</a></li> <li>• Teaching Tools for Young Children with Challenging Behavior <a href="http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm">http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm</a></li> <li>• What Works Briefs <a href="http://csefel.vanderbilt.edu/resources/what_works.html">http://csefel.vanderbilt.edu/resources/what_works.html</a></li> </ul>

<b>Observation/ Documentation/ Evaluation / Assessment</b>	
Evidence	<ul style="list-style-type: none"> <li>• Early Childhood Curriculum, Assessment, and Program Evaluation <a href="http://www.naeyc.org/positionstatements/cape">http://www.naeyc.org/positionstatements/cape</a></li> <li>• Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation <a href="http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf">http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf</a></li> </ul>
Audiovisual	<ul style="list-style-type: none"> <li>• Authentic Assessment in Early Intervention <a href="http://www.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInE I_SA.asp">http://www.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInE I_SA.asp</a></li> <li>• Clips for Practicing Observation, Documentation and Assessment Skills <a href="http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#01">http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#01</a></li> <li>• Documentation as a Habit <a href="http://www.cde.state.co.us/media/resultsmatter/RMSeries/DocumentationAsAHabit_SA.asp">http://www.cde.state.co.us/media/resultsmatter/RMSeries/DocumentationAsAHabit_SA.asp</a></li> <li>• Linking Documentation and Curriculum <a href="http://www.cde.state.co.us/media/resultsmatter/RMSeries/LinkingDocumentationAndCurriculum_SA.asp">http://www.cde.state.co.us/media/resultsmatter/RMSeries/LinkingDocumentationAndCurriculum_SA.asp</a></li> <li>• New Mexico Pre-K Teacher Training Video <a href="http://www.media-designs.com/prekfinal/">http://www.media-designs.com/prekfinal/</a></li> <li>• Using Documentation at Emerald Preschool <a href="http://www.cde.state.co.us/media/resultsmatter/RMSeries/UsingDocumentationAtEmeraldPreschool_SA.asp">http://www.cde.state.co.us/media/resultsmatter/RMSeries/UsingDocumentationAtEmeraldPreschool_SA.asp</a></li> <li>• Watching Video Documentation with Children <a href="http://www.cde.state.co.us/media/resultsmatter/RMSeries/WatchingVideoDocumentationWithChildren_SA.asp">http://www.cde.state.co.us/media/resultsmatter/RMSeries/WatchingVideoDocumentationWithChildren_SA.asp</a></li> </ul>
Web Sites	<ul style="list-style-type: none"> <li>• Asking the right questions in the right ways: Strategies for ethnographic interviewing <a href="http://www.cde.state.co.us/cdesped/download/pdf/ELL_503b.pdf">http://www.cde.state.co.us/cdesped/download/pdf/ELL_503b.pdf</a></li> <li>• Assessing young children’s progress appropriately <a href="http://www.ncrel.org/sdrs/areas/issues/students/earlyclde/ea500.htm">http://www.ncrel.org/sdrs/areas/issues/students/earlyclde/ea500.htm</a></li> <li>• Assessment considerations for young English Language Learners <a href="http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf">http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf</a></li> <li>• Assessment of culturally and linguistically diverse students for special education eligibility <a href="http://www.ericdigests.org/2001-4/assessment.html">http://www.ericdigests.org/2001-4/assessment.html</a></li> <li>• Early identification of culturally and linguistically diverse children (aged 0-5) <a href="http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf">http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf</a></li> <li>• Evaluation and assessment in early childhood special education: Children who are culturally and linguistically diverse <a href="http://www.k12.wa.us/SpecialEd/pubdocs/CLD.pdf">http://www.k12.wa.us/SpecialEd/pubdocs/CLD.pdf</a></li> <li>• Screening and assessment of young English language learners <a href="http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf">http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf</a></li> <li>• Technical assistance document for nondiscriminatory assessment of culturally and linguistically diverse preschool students <a href="http://www.ped.state.nm.us/seo/assessment/preschool_cld.pdf">http://www.ped.state.nm.us/seo/assessment/preschool_cld.pdf</a></li> </ul>