

Personas: Tools for Preparing Early Childhood Professionals to Support Each and Every Child and Family

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Key Terms

Early Childhood Inclusion

- Morgan, C. W., & Cheatham, G. A. (2021, September). Rationale for change: Reconceptualizing inclusive early childhood education through practice. *Young Exceptional Children*, 24(3), 115-123.
- Alternative Learning Positions: Supporting Children's Appropriate Motor Development
Marianne Gibbs, April 05, 2022, Community Playthings
<https://www.communityplaythings.com:443/resources/articles/2022/Alternative-Learning-Positions>
- National Academies of Sciences, Engineering, and Medicine. (2024). A new vision for high-quality preschool curriculum. Washington, DC: The National Academies Press. <https://nap.nationalacademies.org/catalog/27429/a-new-vision-for-high-quality-preschool-curriculum>

Professional Development

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf

Evidence-based Practice

https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/FPG_Snapshot33_2006.pdf

- ECE Professional Bookshelf made on a Padlet: <https://padlet.com/drjennece/ece-professional-bookshelf-3ey4ytr0ol7i0b6m>

Frameworks

Developmentally Appropriate Practice (DAP)

DAP position statement https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf

Universal Design for Learning

The UDL Guidelines <https://udlguidelines.cast.org/>

UDL Resource Collections

<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/NR%20Jan%202023%20UDL.pdf>

<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/May2021-UDL.pdf>

Circle Time is for Everyone: Using UDL to Promote Inclusion During Circle Times

<https://drive.google.com/drive/folders/1XaH0luHvCcxXoriQdUgSluI7jBNAS5cY?usp=sharing>

DEC Recommended Practices <https://divisionearlychildhood.egnyte.com/dl/7urLPWct5U> (English)

Also on the DEC site:

- RPs with embedded examples <https://divisionearlychildhood.egnyte.com/dl/b3QfKc3jsp>
- DEC RP Glossary https://www.dec-sped.org/_files/ugd/95f212_0e5eb9ba9e7342a9a734fc4e26d9be8b.pdf

Personas

Why Personas?

- MI Persona Project Survey Results <https://drive.google.com/drive/folders/1F3hRKXIOSiKCexmMEdTjfn4jJpTXbBPj>
- Karp, M. M. (2011). How non-academic supports work: Four mechanisms for improving student outcomes. *Community College Research Brief No. 54*. <https://files.eric.ed.gov/fulltext/ED518755.pdf>
- Karp, M.M. (2011). *Toward a new understanding of non-academic student support: Four mechanisms encouraging positive student outcomes in the community college*. New York: Teacher's College, Columbia University. <https://ccrc.tc.columbia.edu/media/k2/attachments/new-understanding-non-academic-support.pdf>

- Armstrong, A. L. (2022). *The representation of social groups in U.S. educational materials and why it matters: A research overview*. Washington, DC: New America. <https://www.newamerica.org/education-policy/reports/the-representation-of-social-groups-in-u-s-educational-materials-and-why-it-matter/>

Muniz, J. (2021). *Embracing culturally responsive and sustaining instructional materials: Promising strategies for state and district leaders*. Washington, DC: New America. <https://www.newamerica.org/education-policy/policy-papers/embracing-culturally-responsive-and-sustaining-instructional-materials/>

Finding Personas

Infant-toddler personas

<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Infant-Toddler%20Personas.pdf>

Preschool personas <https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Preschool%20Personas.pdf>

K-3 personas <https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Elementary%20personas.pdf>

Elementary personas <https://drive.google.com/drive/folders/1zN9xVXd0gUbcYZQ8Raty3RDeyAapd6qK>

Michigan Persona Project eBooks

https://eotta.ccesa.org/Files/Uploads/New/4095/Michigan_Persona_Project_Ebook_Part_1.pdf

https://eotta.ccesa.org/Files/Uploads/New/4095/Michigan_Persona_Project_Ebook_Part_2.pdf

Using Personas

Jamil

- The Importance of Home Language series <https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series>
- Specific Strategies to Support DLLs When Adults Do Not Speak Their Language <https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not>
- Stages and Strategies of Preschool Second Language Acquisition: The Soyul and Teacher Yvette Video Series <https://www.youtube.com/teachatborg>

Piper

- A Guide to Adaptations <https://stemie.fpg.unc.edu/guide-adaptations>
- Adaptations to Routines & Activities Make STEM Happen for Infants & Toddlers https://youtu.be/S_4GFz29agM?t=28
- Inclusive Learning Environments for Infants and Toddlers <https://eclkc.ohs.acf.hhs.gov/learning-environments/teacher-time-series/inclusive-learning-environments-infants-toddlers>

Joseph

- Why Storytelling Skills Matter for African-American Kids https://greatergood.berkeley.edu/article/item/why_storytelling_skills_matter_for_african_american_kids
- STEM Storybook Reading for Infants, Toddlers, and Young Children [https://rise.articulate.com/share/RNoLFRn02L0ftxfyW-5ooljAYqdhP3cY#/#/](https://rise.articulate.com/share/RNoLFRn02L0ftxfyW-5ooljAYqdhP3cY#/)

Trey

- Learning is Everywhere <https://papromiseforchildren.com/learning-is-everywhere/>

DEC RECOMMENDED PRACTICES – OVERVIEW AND RESOURCES

What are the Recommended Practices? <https://www.dec-sped.org/dec-recommended-practices>

The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them. While the benefits to children with or at risk for disabilities are clear, these evidence-based practices also support the other young children in any setting. The topics around which Recommended Practices have been gathered are:

Leadership	Assessment	Environment	Family
Instruction	Interaction	Teaming and Collaboration	Transition

Resources at this website include:

- Recommended Practices in English and Spanish
- Glossary of terms
- Recommended Practices with embedded examples (illustrations of what each practice might look like in different home and early childhood settings)
- Recommended Practices with interactive glossary (key terms are highlighted and linked to definitions)

Practice Improvement Tools: Using the DEC Recommended Practices <https://ectacenter.org/decrp/>

The Practice Improvement Tools were developed to support implementation of the evidence-based practices. They are based on the DEC Recommended Practices. Tools and resources are organized around the eight topics of the DEC Recommended Practices and are designed to guide educators, practitioners, administrators, and families in supporting young children who have, or are at-risk for, developmental delays or disabilities across a variety of early childhood settings. They include **performance checklists**, **practice guides**, and **professional development** guidance materials.

Performance Checklists (<https://ectacenter.org/decrp/type-checklists.asp>) can be used to learn about recommended practices, improve skills, plan interventions, and self-evaluate the use evidence-based practices. For example, under the Interaction topic, the **Child-Child Interaction Checklist** provided to individuals who are watching a video that shows children with and without disabilities in an inclusive classroom. Using the checklist, observers can identify the Recommended Practices that they see. They might then have a discussion of the Recommended Practices they don't see, and how those practices might be incorporated. All Performance Checklists are available in English and Spanish.

Practice Guides for Practitioners (<https://ectacenter.org/decrp/type-pgpractitioner.asp>) provide information and illustrations of Recommended Practices in each of the topical areas. For example, one of the Practice Guides under the topic of environment is Adapting Children's Learning Opportunities, which may be downloaded as a **PDF** or as a **Mobile PDF**. Each Practice Guide includes information about and examples of the practice, a video that shows the practice, and a vignette illustrates how the practice might be used in a real world setting. The final section of the Practice Guide supports progress monitoring by sharing examples of what you should see if the practice is working. **Family Practice Guides** are also available, in English and Spanish. Each Family Practice Guide includes the same features as the Practice Guides for Practitioners (examples, video, etc.).

Recommended Practice Modules (<https://rpm.fpg.unc.edu/>)

The Recommended Practice Modules are free modules developed for faculty and professional development providers. The modules support the implementation of the DEC Recommended Practices. There is a free, interactive, multimedia module for seven of the eight areas of Recommended Practice. Each module includes learning objectives, information, examples and activities, voices from the field, and opportunities for practice. In addition there is a searchable resource library (<https://rpm.fpg.unc.edu/resource-search-facets>) and an area with additional resources for faculty and instructors (<https://rpm.fpg.unc.edu/groups/instructor-area>).