

**Preschool English Learners**  
**Principles and Practices to Promote Language, Literacy, and Learning**  
**A Resource Guide, Second Edition**

<b>CHAPTER 7 English Learners with Disabilities or Other Special Needs</b>
<b>PRINCIPLE 8</b>
<b>Coordination and collaboration among families, teachers, and specialists become crucial in supporting the language and literacy development of children with disabilities and other special needs.</b>

<b>CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX</b>	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 1: Promoting Child Development and Learning NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 1: Understanding Young Children Standard 4: Promoting Child Development and Learning Standard 5: Knowledge of Integrated Curriculum	
<b>KNOWLEDGE</b> <b>Students demonstrate an understanding of:</b>	<b>SKILLS</b> <b>Students are able to:</b>
1.1 How the social interactions and physical environment of an early childhood setting impact children’s well-being and development 1.2 The impact of adult and peer relations on development and learning 1.3 Theory and research about the importance and impact of relationships and quality interactions in early childhood settings and the family 1.4 The importance of respecting each child as an individual with his/her own abilities, feelings, and culture 1.5 Language and literacy development 1.6 Theoretical basis for supporting bilingualism with children who have disabilities 1.7 Differences in children’s approaches to learning, knowledge bases, behaviors, and language skills 1.8 Language disorders	1.1 Consider and plan for how language learning, home language support, and communication goals will be addressed in the program and for all children 1.2 Build on previous linguistic experiences of children, particularly what children know in their home languages 1.3 Articulate and demonstrate practical ways to connect first and second languages 1.4 Develop and implement strategies to support children’s language and literacy development 1.5 Distinguish between differences in children’s approaches to learning, knowledge bases, behaviors, and language skills and language disorders

<b>CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX</b>	
NAEYC STANDARDS FOR DEGREE PROGRAMS Standard 2: Building Family and Community Relationships NBPTS EARLY CHILDHOOD GENERALIST STANDARDS Standard 7: Family and Community Partnerships	
<b>KNOWLEDGE</b> <b>Students demonstrate an understanding of:</b>	<b>SKILLS</b> <b>Students are able to:</b>
2.1 The importance of establishing positive relationships with families of children in programs	2.1 Create culturally responsive programs that utilize a variety of strategies to communicate with families about routines, customs, home

<p>2.2 Various methods of communicating information to families that foster strong relationships</p> <p>2.3 Ways to involve families in their children’s development and learning</p> <p>2.4 Strategies to help parents feel welcomed and involved in the program</p> <p>2.5 Methods to connect home and language practices</p> <p>2.6 The range of parents’ knowledge about the ways that language is learned and bilingualism</p> <p>2.7 The importance of coordinating and collaborating with families to support children</p>	<p>environments, and communities</p> <p>2.2 Incorporate parents’ preferences and goals, related to their children’s development and educational experience, and support the involvement of parents in helping children to attain those goals</p> <p>2.3 Incorporate families’ languages, cultures, and customs into the program</p> <p>2.4 Provide opportunities for all families to become engaged in the program and their children’s learning and development</p> <p>2.5 Explain specific information regarding program expectations, early learning foundations, and transition to kindergarten</p> <p>2.6 Listen to and learn from families, using a variety of means</p> <p>2.7 Incorporate families’ knowledge of their children’s development, abilities, and learning challenges into assessment results when eligibility for services is being determined</p>
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**CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX**

NAEYC STANDARDS FOR DEGREE PROGRAMS  
 Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families  
 NBPTS EARLY CHILDHOOD GENERALIST STANDARDS  
 Standard 3: Assessment  
 Standard 5: Knowledge of Integrated Curriculum

<b>KNOWLEDGE</b> <b>Students demonstrate an understanding of:</b>	<b>SKILLS</b> <b>Students are able to:</b>
<p>3.1 Current research regarding assessment, related ethical issues, and use with children from diverse backgrounds and who may have disabilities</p> <p>3.2 Local and state curriculum standards and learning foundations</p>	<p>3.1 Evaluate the implications of using various assessment approaches and interpreting the results with children from diverse cultural and linguistic backgrounds</p> <p>3.2 Implement assessments in children’s home language(s)</p> <p>3.3 Incorporate families’ knowledge of their children’s development, abilities, and learning challenges into assessment results when eligibility for services is being determined</p> <p>3.4 Develop plans to support families’ goals while addressing goals for the classroom and for the IEP</p> <p>3.5 Connect learning goals and activities to local and state curriculum standards and learning foundations</p>

**CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX**

NAEYC STANDARDS FOR DEGREE PROGRAMS  
 Standard 4: Teaching and Learning  
 NBPTS EARLY CHILDHOOD GENERALIST STANDARDS  
 Standard 1: Understanding Young Children  
 Standard 2: Equity, Fairness, and Diversity

<b>KNOWLEDGE</b>	<b>SKILLS</b>
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<b>Students demonstrate an understanding of:</b>	<b>Students are able to:</b>
<p>4.1 How culturally responsive teaching practices, curricula, and program environments can influence children’s learning and development</p> <p>4.2 The teacher’s role in encouraging and supporting appreciation and respect for individual and group similarities and differences</p> <p>4.3 The importance of supporting children’s development of their primary language and culture as a foundation for continued learning</p> <p>4.4 The value of establishing a system of coordination among professionals and families to address children’s developmental needs</p> <p>4.5 Program modifications that may assist children with disabilities</p>	<p>4.1 Develop curriculum and learning materials, as well as demonstrate interactions and teaching practices that foster children’s development with sensitivity to language and culture</p> <p>4.2 Develop processes for integrating families’ child-rearing and language practices in the program</p> <p>4.3 Support and teach children to appreciate and reflect on individual and group similarities and differences</p> <p>4.4 Support children’s development of their primary language</p> <p>4.5 Establish and/or participate in a collaborative team to develop and coordinate language and communication goals</p> <p>4.6 Modify the program to meet the needs of children with disabilities, including making environmental changes, offering adapted materials, using technology, increasing learning opportunities through the use of the senses, and using props and visual cues.</p>

**CDE/ECE FACULTY INITIATIVE PROJECT – INITIATIVE MATRIX**

**NAEYC STANDARDS FOR DEGREE PROGRAMS**

Standard 5: Growing as a Professional

**NBPTS EARLY CHILDHOOD GENERALIST STANDARDS**

Standard 8: Professional Partnerships

Standard 9: Reflective Practice

<b>KNOWLEDGE</b>	<b>SKILLS</b>
<b>Students demonstrate an understanding of:</b>	<b>Students are able to:</b>
<p>5.1 Current issues and topics in the field of early childhood education, such as the need for high-quality preschool programs, the impact of societal changes on the need for preschool, research on early brain development, the needs of English language learners, and preparing children for kindergarten</p> <p>5.2 Current research regarding assessment, related ethical issues, and use with children from diverse backgrounds and differing abilities</p>	<p>5.1 Identify and describe current issues in the field of early childhood education</p> <p>5.2 Educate policy makers, parents, and community members about early childhood education practices</p> <p>5.3 Evaluate the implications of using various assessment approaches and interpreting the results with children from diverse cultural and linguistic backgrounds and with differing abilities</p>