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FACULTY FINDS

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Resources from 2025 International Early Childhood Inclusion Institute Faculty-PD Strand

Threaded throughout the May 2025 FPG International Inclusion Institute was a sequence of offerings designed to support early childhood faculty members and instructors in addressing quality inclusion. Sessions focused on increasing emphasis on inclusion in courses and professional development.

Session Title/Content	Session Resources
Preparing Inclusion Advocates and Leaders: Tools and Strategies for Faculty and PD Providers This session focused on ways to build the capacity for early childhood educators to recognize, create, implement, evaluate, and advocate for high-quality inclusive learning and development opportunities for young children. Tools and strategies that help promote emphasis on the full participation of each child and their family were be highlighted. Presenters shared examples of how to bring an inclusive lens to any course or professional development offering.	**Participant Resources - PreInstitute Session - Google Drive**
Tools for Preparing Adult Learners to Individualize to Support Each and Every Child This session focused on options for designing effective coursework and professional development that support participants to learn, try out, and apply practices for supporting each and every learner. Techniques for addressing adaptations and evidence-based teaching practices were offered, including ways in which to use place-based personas to support each child's full participation.	**Participant Resources - Individualizing - Google Drive**
Incorporating Universal Design 3.0 in Coursework and Professional Development 2024 revealed the long-awaited updates to the Universal Design for Learning (UDL) guidelines, with greater attention to issues of diversity, equity, and inclusion. This session started by sharing options for faculty and PD providers to discover, practice, and apply those guidelines in their learning opportunities and assignments. Then it shared examples of ways to help students and learners to learn about and apply UDL principles in their work with children and families.	**Participant Resources - UDL - Google Drive**

Updated AFIRM Website Offers Resources for Addressing Autism

For the past 10 years members of the autism team at the UNC Frank Porter Graham Child Development Institute have provided Autism Focused Intervention Resources & Modules (AFIRM), offering evidence-based practices to support learners on the spectrum from birth to 22 years of age. The AFIRM team launched its **new website** in April. This wasn't the only milestone to acknowledge—AFIRM is now reaching more than 400,000 users worldwide. If you're looking for excellent materials for incorporating content on autism, check out this website.

Find additional information about the AFIRM resources in this overview article

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Artificial Intelligence (AI) Recommendations Are you curious about the implications of AI for your program and practices? This Artificial Intelligence Teaching Guide from the Stanford University Teaching Commons is for all instructors and teaching teams approaching the topic of generative AI tools in education, whether for the first time or as part of your ongoing engagement with the topic	Artificial Intelligence Teaching Guide
What are YOU Looking For? A speech-language pathologist asked for examples that can help both educators and therapists to learn how to effectively address IFSP and IEP goals within the classroom setting. Knowing terms like embedded instruction and integrated therapy is a start, but here are some more specific examples that may be helpful. Start by watching Routine in a program – reading at circle time to see how a speech language pathologist and a teacher have teamed up to support Jacob and his friends in learning together. Then watch Routine in a program – rolling with friends to see an example of how a physical therapist can provide a fun group activity in which all children are participating and providing models, instead of pulling Jake out for therapy. And then explore the activities, handouts, video and audio clips, and research findings in CONNECT Module 1: Embedded Interventions.	• Routine in a program – reading at circle time • Routine in a program – rolling with friends • CONNECT Module 1
Preparing Students to Support Emergent Curriculum Faculty frequently identify the implementation of emergent curriculum approaches as an area in which students struggle. Here's a sequence that may help. 1. **LEARN:** Ask students to read Toddlers as Investigators: Understanding Emergent Curriculum. Melissa Pinkham's article offers clear, thoughtful examples of using the emergent curriculum to create toddler rooms filled with exploration and curiosity. 2. **PRACTICE:** Discuss the article, then ask students to apply the ideas in the article using a persona. For example, they might work as a whole group or in small groups to consider how they would use a specific persona's interests to support their engagement in fine motor activities. 3. **APPLY:** Create an assignment that requires students to apply concepts related to emergent curriculum using a different persona or personas.	Toddlers as Investigators: Understanding Emergent Curriculum
Closing the Opportunity Gap for Young Children A committee assembled by the National Academies of Sciences, Engineering, and Medicine, that included experts in public policy, health, sociology, early childhood and primary education, neuroscience, child development, demography, philanthropy, and economics, reviewed the research and available evidence on the potential causes and societal conditions that preclude equal access to opportunity in order to make recommendations on how to improve conditions and promote success for children—at home, in communities, and in schools. A cool interactive overview, report highlights, report recommendations, and the full report are available to download. The findings and recommendations are worth reflecting on and discussing with students (e.g., fully integrating programming for children with disabilities into general early childhood and K-12 education at federal, state, and district levels).	Closing the Opportunity Gap for Young Children

Resources from Cultivate Learning/EarlyEdU

Incorporating Family Engagement

When collaborating as partners with families in young children's development and learning through reciprocal relationships and engagement, what you do and say matters! These relationships are key to our work with children and families, including the journey toward school readiness. Explore and practice everyday strategies to develop positive, goal-oriented relationships with a family with these resources.

1. Parent, Family, and Community Engagement Simulation: Boosting School Readiness Through Effective Family Engagement Series from HeadStart.gov
2. View both a teacher's viewpoint and a family's viewpoint related to an example classroom dilemma in these videos from CONNECT Modules:
    a. Video 4.1: The teacher's viewpoint
    b. Video 4.2: The family's viewpoint

Play the Head Start Way—Outdoors

You'll find loads of exciting, open-ended outdoor play descriptions for children and families in Play the Head Start Way: Nature Walk and Roll. Each topic includes joyful activities, ideas for materials and adaptations, and resources to help you dig deeper into play and child development. Discover how different play activities support children's development across Head Start Early Learning Outcomes Framework domains. Share in the fun as you learn and play together!

Time in Nature Helps Heal Trauma

Cultivate Learning's "Showing Up" podcast discusses trauma-informed practices and offers tip sheets with each episode. Episode 10: Nature-Based Experiences explores how culturally sustaining land- and nature-based experiences can help children develop a positive identity and support their developing nervous system. Learn how nature-based programs can incorporate trauma-informed care principles and include culturally sustaining practices. Hear from Environmental Youth Alliance program director Erica and 14-year-old Arwen, a youth participant. Then listen as Rae from EarthGen discusses their research on nature-based experiences and trauma-informed care.

You can also find Showing Up on Spotify, Amazon Podcasts, or Podchaser.

A Few Words About Faculty Finds

Faculty Finds is distributed six times per year. Each issue focuses on early childhood content resources, instructional resources, and information about the effective preparation of early childhood and early childhood special education professionals. All resources are free. Sign up to receive Faculty Finds every other month at **EarlyEdU Alliance®**

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