Online Technology Integration Workshops for Early Childhood Educators

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Center for Best Practices in Early Childhood
Western Illinois University
www.wiu.edu/thecenter

NAEYC Professional Development Institute
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Early Childhood Technology
Integrated Instructional System

Online Workshops for Early Childhood Educators and Families

www.wiu.edu/ectiis/

EC-TIIS: Early Childhood Technology Integrated Instructional System

Workshop Topics include: Adaptations, Curriculum Integration, Computer Environment, Expressive Arts, Emergent Literacy, Math, Science, and Social Studies, Technology Assessment, Software Evaluation, and Family Participation. Each workshop contains written information, graphics, and links to outside resources and downloadable curriculum activities and articles.

Participation in the EC-TIIS Workshops is Free

You will need to register and complete a technology survey, a preschool educator or family survey and a short pre-assessment before reviewing the workshops.

Professional Development Credit Available

Certificate of Completion is available from the Center for Best Practices in Early Childhood. Contact hours are earned by reviewing the content in one or more of the workshops and completing the requirements. No charge for the Certificate.

Continuing Education Units (CEU) are available from Western Illinois University. The person requesting CEUs must review all of the workshops and complete the requirements. University fee applies.

Continuing Professional Development Units (CPDUs) are available from the State of Illinois for each completed workshop. You will receive an Evidence of Completion certificate that you can submit to your local professional development committee. If you teach outside of Illinois, you will need to check with your state Board of Education to see if Illinois CPDUs are honored in your state. No charge for CPDUs.

Graduate Credit: IDT 573 is available from Western Illinois University's Instructional Design and Technology Department and the School of Extended Studies. Participants can earn 3 semester hours of graduate credit. Registration through WIU (www.wiu.edu/ses/) is required.

For further information, visit the FAQ page on EC-TIIS website **www.wiu.edu/ectiis/**
or contact EC-TIIS Co-Director, Linda Robinson, L-Robinson1@wiu.edu, 309-298-1634 ext.250.

Your Preschool Classroom Computer Center: How Does It Measure Up?

Staff at the Center for Best Practices in Early Childhood have been working with young children, computers, teachers, and families for 20 years. The Center's expertise and experiences can help you make your classroom computer center an effective, appropriate learning environment. Take this handy quiz to assess your preschool classroom's computer center. Then turn the page and discover some important factors to consider about each question. Use the information to improve (or validate) your use of the computer center in your classroom.

	Yes	No
1. Is your classroom computer accessible to *all* children?	☐	☐
2. Is your computer center a safe place for children to learn?	☐	☐
3. Are multiple child-size chairs available for the children at the computer center?	☐	☐
4. Is the computer monitor placed at a child's eye level?	☐	☐
5. Are children allowed to use the computer independently?	☐	☐
6. Do children use a sign up book to manage turntaking?	☐	☐
7. Is turn-taking managed in ways other than through use of a timer?	☐	☐
8. Are props (toys, games, books) related to the software provided at or near the computer center?	☐	☐
9. Are classroom CD-ROMs easy for children to access?	☐	☐
10. Do you use *KidDesk* (Family Edition and/or Internet Safe) as a desktop management program?	☐	☐

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1. Is your classroom computer accessible to *all* children?

If you answered *yes*, children in your classroom are given opportunities to participate equally in technology activities. No one is denied access to the computer because of a disability.

If you answered *no*, you probably aren't familiar with adaptations that make the computer accessible so all children can participate equally in technology activities. A variety of alternative input devices can help children with physical disabilities be successful and gain independence as they use the computer. Adaptive devices include switches, switch interfaces (Discover:Kenx, IntelliKeys, Switch Interface), and touch tablets (TouchWindow, Key Largo, and IntelliKeys).

2. Is your computer center a safe place for children to learn?

If you answered *yes*, you undoubtedly have taken precautions so children cannot trip over electrical cords or pull equipment off the table by pulling on exposed cords.

If you answered *no*, you need to consider the location of the computer in your classroom. The computer should be placed against a wall and near an outlet, so that electrical cords are hidden from view and away from children. If wires do need to stretch across the room, they should be secured with tape or covered so children do not trip over them or accidentally pull a piece of equipment off the table. The computer center should also be in a low traffic area. Not only is it safer but children will also be able to attend more to the computer if there are fewer distractions. The monitor and input devices should be placed in secure positions with extra wires hidden from children's view or placed out of children's reach. A computer center that is free of extraneous cords is not only a safe center, but one that is more friendly and inviting to children.

3. Are multiple child-size chairs available for the children at the computer center?

If you answered *yes*, you are aware that having at least two child-size chairs at the computer center encourages children to work together to develop cooperative learning, language, and social skills.

If you selected *no,* then re-evaluate the purpose of your classroom computer center and consider the many proven benefits of children to working together at the computer. Consider the space in which your computer is located. There should be room for at least two child-size chairs to encourage social interaction among children. Children's feet should touch the floor while they are seated at the computer, and they should not have to crane their necks to see the computer monitor.

4. Is the computer monitor placed at a child's eye level?

If you answered *yes*, you have created a comfortable setting in which children can interact with the computer. Placing the computer monitor at the children's eye level means children do not have to strain their necks just to see the screen.

If you answered *no,* you might consider placing the computer on a low table, preferably one that is adjustable. It works well to use a computer cart so the computer can be moved for small and/or large group activities. Also, the top shelf on a computer cart can be removed so the monitor can sit on the main surface. Do not be afraid to move the monitor; if necessary it can be placed on the floor or on a plastic milk crate. To position the monitor screen at the child's eye level, you may need to adjust both the height and angle of the monitor. The monitor should be between 18" and 26" from the child's eyes. Omit screen glare by adjusting the lighting and/or closing window blinds/shades. For further information, visit the Computer Ergonomics for Elementary Schools web site at <http://www.open.k12.or.us/cergos/>. This web site offers information about what teachers can do to make working at a computer more comfortable and healthier for a child's body.

5. Are children allowed to use the computer independently?

If you answered *yes*, you know that many children can use the computer independently with the help of rules, *KidDesk,* and touch screens or other alternative input devices. You know that adults can monitor the computer area to *facilitate* learning experiences but do not have to be at the computer center directing children's activities.

If you answered *no,* consider ways to help children become more independent at the computer center. Children should be taught rules for responsible behavior in the computer center; however, you will find that the equipment is not so delicate and fragile as you might think. Many children are able to remove CD-ROMs from their cases, insert them in the drive, and close the door. If *KidDesk* or other desktop protection software is used, a child can also select a software program he/she desires. Touch screens and other alternative input devices provide a means to use the computer independently for children who may not be able to use a mouse well.

6 Do children use a sign up book to manage turntaking?

If you said *yes*, children are facilitating their own turntaking. The center is child managed and adult facilitated. Children are writing for a purpose and have the opportunity to recognize other children's names. You realize that while some children write their names with conventional spellings, others may use invented spelling or a scribble as their mark. You may be using an adaptation of a bound blank sign up book. Children are encouraged to sign their name in the book for a turn at the computer. Names are carried over each day with a new section started at the beginning of each week. Children who sign up are the mouse users at the computer. Peers may come and go and participate without signing up.

If you said *no*, consider using a sign up book in your classroom to facilitate a child-managed technology center. With the sign up book, children are less anxious about not having a turn today because they know they will get a turn tomorrow. To make a sign up sheet, bind 30 blank pages (the back of scrap paper works great) together between card stock. Use one book each month. Place the book and a pencil next to the computer. Each day, open the book up to a new page and record the date on the top of the page. Encourage each child to write his/her own name and accept any stage of writing. To help adults recognize a child's name, you could write the child's name in parentheses next to the child's writing and place a number by the child's name to track the order of sign up. Tracking children's writing samples over time reveals that children gradually move to the left and the top as they move through the writing stages. An added advantage to the sign up book is that it can be used to document changes in children's writing as the school year progresses.

7. Is turn-taking managed in ways other than through use of a timer?

If you answered *yes,* you understand that children need time to create and accomplish tasks on the computer. Without a timer and with other appropriate management techniques (such as a sign up book) in place, children learn to manage their own turntaking and exhibit fewer anxious and less aggressive behaviors.

If you answered *no*, you might be a teacher who thinks using the computer is so important that each child should get to use it everyday, even if for only a few minutes. However, consider the restrictions using a timer puts on children. It inhibits quality time for creating and exploring. A timer also makes children feel rushed and uneasy. They are more concerned with how much time they have rather than with what they are doing on the computer. Using a timer encourages aggressive behaviors in children waiting for their turn or in a child using the computer and trying to finish before his/her turn is up. You probably do not use a timer at the other classroom centers but, instead, allow children freedom to create, explore, and interact with classmates. Treat the computer center the same and you will get better results in behavior, cooperation, and turn-taking.

8. Are props (toys, games, books) related to the software provided at or near the computer center?

If you answered *yes*, you understand that many interactive early childhood software programs are perfect for extending activities or for providing the basis for exploring science and math concepts, experiencing music and dramatic play, creating images, and extending interest in emergent writing. Children enhance their learning experiences when props (toys, games, books) are provided and the computer center becomes an extension of other learning centers.

If you answered *no*, think about the benefits of integrating the computer center as explained above. Choosing software that relates to classroom projects and topics, then providing appropriate props, encourages children to make connections and extend their learning.

9. Are classroom CD-ROMs easy for children to access?

If you said *yes*, you have a system that allows the children in your classroom to make their own decisions about software from the titles you have designated, and you have made it easy for them to find, select, and load a CD-ROM into the computer.

If you said *no*, consider the following when making software accessible to children: Keep the CD-ROM storage at a child's eye level and, regardless of how it is stored, provide clues with each title that will tell the children what the title is. Portions of the software box or manual can be attached to the modified method of storage and used as identification clues.

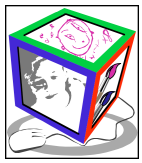
If children are able to open the jewel cases, a unit designed for storing CDs can be used. It should be located at a level where children can see all the software and have access to all the titles you have designated for their use. Easy access for all children may make it necessary to remove the CDs from the jewel cases and place them in a different type of container. Some children are unable to open the cases and will benefit from the CD-ROMs being stored in heavy paper or vinyl pockets with some type of picture label attached to the pocket.

Most children are able to retrieve software from a hanging shoe bag (or something similar) if the bag is hung so they can reach the top and bottom pockets. Again, some type of picture representation should be attached to each pocket, indicating the software title to be found in the pocket. Heavy paper pocket folders also work well to store individual CDs. The folders' size allows part of the software box to be glued or taped to the front as a visual cue to the contents.

10. Do you use *KidDesk* (Family Edition and/or Internet Safe) as a desktop management program?

If you answered *yes*, you are aware that children can manage turn taking and software choices at the computer if they use the *KidDesk* program. It protects the computer's hard drive and gives children the freedom to make software choices from selections the teacher has already chosen. *KidDesk* allows children to safely and independently navigate through programs.

If you answered *no*, you may not be familiar with *KidDesk* and may be unaware of its many advantages. By using a program like *KidDesk*, children can safely use the computer with little or no adult intervention. The program allows children to make independent software choices, electronically interact with other children in the classroom, and safely exit programs. Its many clever and child-appealing features entice children to explore and experiment with tools they see their teachers and parents using. A teacher can also customize the desktop to allow each child access to certain software programs or to set up scanning for a child who needs to use a switch instead of the mouse. *KidDesk's* many desktop accessories encourage the development of emergent literacy skills. Children read environmental print when choosing the accessories or software programs on the desktop. They develop concepts of word and story when they send e-mail to a classmate, communicate with family members by "writing" notes, produce calendars, and open their own electronic mail and "read" messages sent by classmates. *KidDesk* features that support emergent literacy include the picture frame, address card file, phone/voice mail, mailbox/e-mail, note pad, calendar, and the name plate.



The following activity is taken from:
Young Children as Explorers: Interactive Learning Experiences, Center for Best Practices in Early Childhood, Western Illinois University

Fisher-Price Time to Play Pet Shop

Publisher
Mattel

Description
Children learn about taking care of pets in *Time to Play Pet Shop*. Activities include ordering, feeding, and grooming pets, along with building a fish tank, a veterinarian center, and a sing-a-long. A variety of pets are found in the pet shop, including dogs, cats, rabbits, parrots, hamsters, iguana, chameleons, and snakes.

System Requirements

Macintosh
- Power Macintosh
- System 7.5.1 or higher
- 16 MB RAM
- 7 MB hard disk space
- 4X CD-ROM drive
- 256-color, 14" monitor

Windows
- 486/66 MHz processor
- Windows 95, 98, 3.1x
- 16 MB RAM
- 15 MB hard disk space
- 4X CD-ROM drive
- 256- color, 640x480 display
- Sound Blaster or compatible sound card

Optional
- External speakers
- Printer
- Touch screen

Introductory Activity

At group time, discuss the different types of pets children have. The types and number of pets can be graphed in a variety of ways. Use *My First Incredible, Amazing Dictionary* software to find pictures and information about the pets. The software may have information about a specific breed of dog or cat if the children are interested.

Child Outcomes and Standards Addressed

Children will:

- Compare and contrast the different types of pets people have.
  Science: Life Science
  Social Studies: People, Places, and Environments
- Identify what pets need to survive.
  Science: Life Science; Science as Inquiry
  Social Studies: People, Places, and Environments
- Record and report classroom data about pets.
  Math: Number and Operation; Data Analysis and Probability; Communication; Representation
- Dramatize the roles of petstore owner, veterinarian, and consumer.
  Social Studies: Production, Distribution, and Consumption; People, Places, and Environments
- Make pet treats.
  Math: Measurement
  Science: Unifying Concepts and Processes; Science as Inquiry; Physical Science
  Social Studies: Civic Ideals and Practices

Materials

- *Time to Play Pet Shop*
- Biscuit cookie cutters
- Recipe and ingredients for dog biscuits or other pet treats
- Pet taxis
- Pet supplies
- Toy animals
- Veterinarian supplies
- Play money
- Magnifying glass
- Microscope

Ahead of Time

Install the *Time to Play Pet Shop* software on the computer. Set up the dramatic play center as a pet shop with pet taxis, cages, toy animals, and pet supplies. Arrange the dramatic play area as veterinarian's office with various veterinarian supplies including bandages, stethoscopes, and other equipment or as a pet shop and grooming parlor or animal adoption center.

Computer Activity

Make a *HyperStudio* stack about one specific pet or a variety of pets. Ask families to send a picture of their family pet to school. These pictures can then be scanned and imported into the program. Digital pictures and videotape could also be taken if families bring a pet to school. If some children do not have pets, they can draw the type of pet they would like to have. The video, pictures, and artwork could be combined with audio recordings of the children talking about their pet. Throughout the year, children will enjoy revisiting this stack.

Related Activities

Math

- Make a graph with several pets listed across the top. Talk about the pets the children have and put their names in the appropriate categories. Count names for each type of pet and talk about which category contained the most names and which had the fewest names.
- Create a graph that includes numbers so that children begin to associate a number with the amount of names in each category. Children begin to develop an understanding of concepts of quantities, more and less, and compare numbers across all categories. The children also learn how to summarize the information obtained from a graph and how to make conclusions.
- Make a graph according to the size of the pet—is it small, medium, or large?
- Measure ingredients for dog biscuits, cat treats, or other animal snacks.
- "Purchase" supplies at the pet store. Encourage children to "pay" for the items and to receive change.

Science

- Make dog biscuits and cat treats for their own pets or for animals at a local shelter. Observe the changes that take place through mixing and baking.
- Compare the coats and skin of different pets. Some have fur, others have feathers, and still others have scales. Even different varieties of the same animal have different fur. Discuss why this may be.
- Compare pets with people. Discuss what is similar and what is different about pets and people.
- Care for classroom pets. Before deiciding whether to get a classroom pet, seriously consider what type of environment the animal needs, who will take care of the pet during long breaks, and if a classroom is a good setting for the animal.

Social Studies

- Design centers around a specific pet, such as a dog, or a combination of pets. Dogs might be the focus for part of a pet unit and fish during another part of the study. Incorporate taxis, stuffed dogs, food dishes, and a leash into the dramatic play area. The children enjoyed taking care of the dogs, taking them for walks, and playing with them.
- Take a field trip to a veterinarian's office to learn what veterinarians do and how to take care of pets.

- Ask someone from the local animal shelter or humane society to talk about responsible pet ownership.
- Visit a pet groomer and watch as a pet is groomed.
- Visit a pet store. Recreate a pet store in the dramatic play area, encouraging children to explore the roles of owner and customer.

Other Related Activities

- Turn the water table into a dog wash station in which children can use sponges to wash small plastic dogs.
- Build doghouses in the construction area.
- Create a book about pets in the writing center.
- Include variety of books on pets could be available in the reading center.

Family Activities

- Invite family members to bring pets in for a visit.
- If a family member is a veterinarian, pet groomer, or veterinary technician, ask them demonstrate what they do at work.

Related Software

- *Barbie Pet Rescuer*
- *Rescue Heroes Hurricane Havoc*
- *TechPlaces*

Related Internet Sites

American Kennel Club Kids Korner:
http://www.akc.org/love/dah/kidskorn/spring00/spring2000_index.html
Disney Pet Store Fiesta: http://disney.go.com/animals/fiesta/index.html

Children's Literature

Bridwell, N. (1985). *Clifford, the big red dog*. New York: Scholastic.
Brown, M. W. (1972). *The pokey little puppy*. New York: Harper & Row.
Brown, M. W. (1989). *Baby animals*. New York: Random House.
Day, A. (1996). *Good dog, Carl*. New York: Little Simon.
Driscoll, L. (1998). *All about dogs and puppies*. New York: Grosset & Dunlap.
Geisel, T. S. (1957). *The cat in the hat*. New York: Random House.
Keats, E. J. (1988). *Hi cat!* New York: Simon & Schuster.
Kirkpatrick, J. (1999). *Barn kitty*. Santa Fe, NM: Azro Press.
Petty, K., Perry, K., & Thompson, G. (1995). *Gerbils (First Pets)*. Hauppauge, NY: Barron's Juveniles.
Salsem, M. E. (1992). *How kittens grow*. New York: Scholastic.
Wells, R. (1997). *McDuff moves in*. New York: Hyperion Books.

Recommended Books and Other Print Materials Related to Assistive Technology and Early Childhood

Boston Public Schools Access Technology Center (November 2001). *Student access map*. http://boston.k12.ma.us/teach/technology/emmanuel.asp

Gould, P. & Sullivan, J. (1999). *The inclusive early childhood classroom*. Beltsville, MD: Gryphon House.

Haugen, Kirsten. (January/February, 2005). Learning materials for children of all abilities: Begin with universal design. *Child Care Exchange*, 45-48. (www.childcareexchange.com)

Hutinger, P., Beard, M., Bell, C., Bond, J., Robinson, L., Schneider, C., & Terry, C. (2001). *eMERGing literacy and technology: Working together*. Macomb, IL: Western Illinois University, Center for Best Practices in Early Childhood.

Hutinger, P., Betz, A., Bosworth, J., Potter, J., & Schneider, C. (2001). *ArtExpress*. Macomb, IL: Western Illinois University, Center for Best Practices in Early Childhood.

Hutinger, P., Johanson, J., Robinson, L., & Schneider, C. (1997). *Building interACTTive futures*. Macomb, IL: Western Illinois University, Center for Best Practices in Early Childhood.

Hutinger, P., Johanson, J., Robinson, L, & Schneider, C. ((1995). *The technology team assessment process*. Macomb, IL: Western Illinois University, Center for Best Practices in Early Childhood.

Isbell, C. & Isbell, R. (2005). *The inclusive learning center book for preschool children with special needs*. Beltsville, MD: Gryphon House.

Judge, S.L. & Parette, H.P. (1998). *Assistive technology for young children with disabilities: A guide to family-centered services*. Cambridge, MA: Brookline Books.

Musselwhite, C., & King-DeBaun, P. (1997). *Emergent literacy success: Merging technology and whole language for students with disabilities*. Park City, UT: Creative Communicating.

Neuman, S., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, D.C.: National Association for the Education of Young Children.

Purcell, S.L. & Grant, D. (2002). *Assistive technology solutions for IEP teams*. Verona, WI: IEP Resources.

Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (Eds.). (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West.

Sandall, S., & Schwartz, I. S. (2002). *Building blocks for teaching preschoolers with special needs*. Baltimore,MD: Brookes Publishing.

EC-TIIS Continuing Education Units (CEU) Option

Continuing Education Units (CEUs) are available from Western Illinois University for participation in EC-TIIS Workshops. Person requesting CEUs must review all of the workshops and complete the requirements listed below for each workshop. After this is completed, you will be awarded 2 CEUs for the 20 contact hours earned.

Number of contact hours for reviewing workshop content:

- Adaptations - 2 hours
- Computer Environment – 1 hour
- Curriculum Integration – 2 hours
- Emergent Literacy – 3 hours
- Expressive Arts – 3 hours
- Family Participation – 2 hours
- Math, Science, Social Studies – 3 hours
- Software Evaluation – 2 hours
- Technology Assessment – 2 hours

Once you review the EC-TIIS workshops, follow these steps to receive CEUs:

1. Complete ***Post Assessment*** from EC-TIIS *Progress Page* (click *Check My Progress* in upper right hand corner of any workshop page) for **each workshop** you have reviewed.
2. Answer ***Exit Survey*** questions from EC-TIIS *Progress Page* for **each workshop** you have reviewed.
3. Complete one ***Workshop Evaluation*** (click *Evaluate Workshop* in upper right corner of *Progress Page*). Only one Evaluation needs to be completed. You will evaluate all of the workshops on the one form.
4. After completing all of the above requirements, send an e-mail message to Carol Schneider, CL-Schneider@wiu.edu, requesting CEUs. You will then receive verification via e-mail in one to two weeks.
5. After your completion of the requirements is verified, you will then receive a ***Request for Continuing Education Units*** form as a pdf file through e-mail. You will need to print the form, fill in your Social Security number and sign the form.
6. Send the completed *Request for Continuing Education Units* form and $35 payment (***check or money order payable to Western Illinois University***) to Director of Non-Credit Programs, Western Illinois University, Horrabin Hall Room 6, Macomb, Illinois 61455. You will then receive a certificate via mail from the Non-Credit Programs stating that you have earned 2 CEUs from your participation in the EC-TIIS Workshops.

Note: Each person requesting credit or a certificate must use his/her own e-mail address to Login and participate in EC-TIIS Workshops.

EC-TIIS Continuing Professional Development Units (CPDU) Option

Continuing Professional Development Units (CPDUs) from the State of Illinois are available for each completed workshop. The number of units awarded has been determined by the number of hours required to complete each workshop.
CPDUs may be earned by reviewing content in one or more EC-TIIS online workshops and completing the minimum requirements listed below. You will receive an Evidence of Completion certificate via e-mail that you can submit to your local professional development committee. If you teach outside of Illinois, you will need to check with your state Board of Education to see if Illinois CPDUs are honored in your state.

Number of contact hours available for reviewing workshop content:

Adaptations - 2 hours
Computer Environment – 1 hour
Curriculum Integration – 2 hours
Emergent Literacy – 3 hours
Expressive Arts – 3 hours
Family Participation – 2 hours
Math, Science, Social Studies – 3 hours
Software Evaluation – 2 hours
Technology Assessment – 2 hours

If you would like to earn more contact hours, refer to ***Requirements for Additional EC-TIIS Workshop Credit: Performance Indicators***. Hours can be earned according to work completed.

Once you review the desired number of EC-TIIS workshops, complete the following steps to receive CPDUs:

1. Complete ***Post Assessment*** from EC-TIIS *Progress Page* (click *Check My Progress* in upper right hand corner of any workshop page) for **each workshop** you have reviewed.
2. Answer ***Exit Survey*** questions from EC-TIIS *Progress Page* for **each workshop** you have reviewed.
3. Complete one ***Workshop Evaluation*** (click *Evaluate Workshop* in upper right corner of *Progress Page*). The form will ask which workshops you reviewed. Only one Evaluation needs to be completed.
4. Complete ***CPDU Evaluation Form*** from EC-TIIS *Progress Page* for each workshop completed. Send or fax form to EC-TIIS as indicated on form.
5. Receive e-mail from EC-TIIS staff confirming receipt of form and number of credits earned. Evidence of Completion Certificate will then be sent to you.
6. You may earn additional CPDUs at a later date by completing Performance Indicators or reviewing any workshops not previously completed. Send an e-mail message to Carol Schneider, CL-Schneider@wiu.edu requesting further credits.

Note: Each person requesting credit or a certificate must use his/her own e-mail address to Login and participate in EC-TIIS Workshops.

EC-TIIS Certificate of Completion Option

A Certificate of Completion is available for participation in the EC-TIIS Workshops. Contact hours are earned by reviewing content in one or more workshops and completing requirements listed below.

Number of contact hours available for reviewing workshop content:

- Adaptations - 2 hours
- Computer Environment – 1 hour
- Curriculum Integration – 2 hours
- Emergent Literacy – 3 hours
- Expressive Arts – 3 hours
- Family Participation – 2 hours
- Math, Science, Social Studies – 3 hours
- Software Evaluation – 2 hours
- Technology Assessment – 2 hours

If you would like to earn more contact hours, refer to ***Requirements for Additional EC-TIIS Workshop Credit: Performance Indicators***. Hours can be earned according to work completed.

Once you review the desired number of workshops, complete the following steps to receive a Certificate of Completion**:**

1. Complete ***Post Assessment*** from EC-TIIS *Progress Page* (click *Check My Progress* in upper right hand corner of any workshop page) for **each workshop** you have reviewed.
2. Answer ***Exit Survey*** questions from EC-TIIS *Progress Page* for **each workshop** you have reviewed.
3. Complete one ***Workshop Evaluation*** (click *Evaluate Workshop* in upper right corner of *Progress Page*). The form will ask which workshops you reviewed. Only one Evaluation needs to be completed.
4. Send e-mail message to Carol Schneider, CL-Schneider@wiu.edu, requesting Certificate of Completion. Please list workshops and any additional Performance Indicators you have completed. You will receive your Certificate via e-mail in one to two weeks.

Note: Each person requesting credit or a certificate must use his/her own e-mail address to Login and participate in EC-TIIS Workshops.

Center for Best Practices in Early Childhood Resources

Center for Best Practices in Early Childhood

www.wiu.edu/thecenter/

The Center is a research and development unit within the College of Education and Human Services at Western Illinois University. The Center's mission is to develop and promote practices designed to improve education opportunities for all young children. Although the Center started as Macomb Projects in 1975 focusing on early intervention model development and training, the majority of its work since 1982 has centered the use of technology as a tool to access curriculum. The Center has implemented over 25 technology-related projects funded through U.S. Office of Special Education and the U.S. Department of Health and Human Services. The Center also has two state-funded projects providing training to families and educators and credentialing to early interventionists.

Products developed by the Center are diverse in nature covering a variety of topics related to assistive technology and early childhood education, ranging from switch construction, adapting toys, and integrating software into early math activities to discussing the importance of music and movement during a monthly webcast. Products include four curricula, a technology team assessment manual, a switch construction manual, a variety of videotapes and DVDs, a monthly webcast, and two sets of online workshops. Further information can be found at the Center's website.

Online Workshops for Families and Educators

www.wiu.edu/ectiis/

EC-TIIS: Early Childhood Technology Integrated Instructional System at Western Illinois University has developed nine online workshops for families and educators of young children. Topics include *Adaptations, Curriculum Integration, Computer Environment, Expressive Arts, Emergent Literacy, Math, Science, and Social Studies, Technology Assessment, Software Evaluation,* and *Family Participation*. Each workshop contains written information, graphics, links to outside resources, and downloadable curriculum activities and articles.

Participation in the workshops is free. You will need to register and complete a technology survey, a preschool educator or family survey and a set of short pre-assessments before reviewing the workshops. Professional development credit options, including a Certificate of Completion, CPDUs, CEUs, and graduate credit are available.

For more information, visit the EC-TIIS website, www.wiu.edu/ectiis/. You can view sample workshops before registering. If you have questions or want information on credit or a certificate, please contact EC-TIIS Co-Director, Linda Robinson, L-Robinson1@wiu.edu, or call 309-298-1634 ext.250.

Literacy Online Workshops
www.wiu.edu/itlc/

Interactive Technology Literacy Curriculum Online, a U.S. Department of Education, Steppingstones of Technology Innovation project, developed six online workshops focusing on assistive technology and emergent literacy. The workshops are based on the work of model demonstration and research projects at the Center for Best Practices in Early Childhood. Center staff developed and tested a technology literacy curriculum with children, three to five years of age with disabilities. Content for the online workshops is based on the technology literacy curriculum, supporting materials, and research results obtained over the past ten years.

The online workshops are intended for early childhood staff and families interested in learning how technology and assistive technology can be used to help young children develop early literacy skills. ITLC Online Workshops include: *Literacy Foundations; Literacy-Rich Environment; Children's Software; Authoring Software; Technology Integration*; and *Literacy Assessment*.

Adaptations to ensure participation of all children in literacy activities are addressed throughout the website. Technology activities, resources, and articles can be printed and used at school or home. There is no charge for participation in the workshops.

APPLES Magazine – Monthly Webcast
www.wiu.edu/users/starnetv/mov/apples.html

STARNET, a Center project funded by the Illinois State Board of Education, produces APPLES Video Magazine, a monthly inservice training program that can be viewed in DVD or video format or online as a webcast. The programs are designed specifically around early childhood issues for practitioners and families. The February 2007 edition features strategies for using assistive technology as a learning and inclusion tool.

APPLES Magazine can be access by families and educators worldwide. For information on further services and products for Illinois residents, see STARNET's website, www.wiu.edu/starnet/

Early Childhood Technology Curricula Products

eMERGing Literacy and Technology: Working Together
This guide contains curriculum activities and off-computer ideas that combine an emergent literacy approach with successful assistive technology experiences. Included are activities for commercial software according to five interactivity levels, as well as many ways to customize activities through authoring software. Content also includes adaptations with alternate input devices and specialized set-ups, and information on designing the environment, family involvement, teaching strategies, and children's learning styles.

Young Children as Explorers: Interactive Learning Experiences
This curriculum, designed for young children ages 3-6, focuses on math, science, and social studies and includes integrated activities to use with over 30 software titles. Included are ideas for adapting activities for children with disabilities; suggestions and activities for family involvement; and resources for adaptive equipment, software, and materials.

DVDs Focusing on Technology and Young Children

Your Preschool Classroom Computer Center: How Does It Measure Up?
This video provides guidelines for teachers who are trying to make the computer center an integral part of their classroom. Viewers will hear comments from preschool teachers regarding changes they made and the results of those changes. The video also shows footage of computer center arrangements and of children as they use software and equipment in the computer center.

Supporting the Early Childhood Curriculum with Technology
This video product addresses technology integration and how teachers enhance and support thematic units with software and related materials. Plan on seeing a creepy, crawly adventure with bugs, investigating interesting and familiar body parts with *Mr. Potato Head*, and modeling nutrition experiences with *DW the Picky Eater*. Join preschool teachers as they give us a peek into their classrooms to observe technology integration in action!

A Guide to Selecting Software for Young Children
Use this video to help you solve the software selection dilemma! The video features and discusses a variety of software, including graphic, tool, and authoring programs. The "Software Evaluation Checklist" is introduced, and a facilitator demonstrates and explains five levels of interactivity to consider as you choose appropriate software to help meet young children's individual needs.

For further information on the Center's products, see the website, www.wiu.edu/thecenter/ or contact Linda Robinson, 309-298-1634 ext. 250 or L-Robinson1@wiu.edu.