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|  |  | |  | | **Full Participation**  **Free Resources to Support Each**  **New Mexico Preschool Child** | | |
| This month’sissuefocuses on the Approaches to Learning domain of the [**New Mexico Early Learning Guidelines**](http://www.earlylearningnm.org/early-learning-guidelines) | | | | | | **Issue No. 13 October 2017** | |
| **Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs** [**https://www.acf.hhs.gov/sites/default/files/ecd/dll\_policy\_statement\_final.pdf**](https://www.acf.hhs.gov/sites/default/files/ecd/dll_policy_statement_final.pdf)  *This joint policy statement from the US Departments of Health and Human Services, and Education, was created to support early childhood programs and states by providing recommendations that promote the development and learning of young children, birth to age five, who are dual language learners (DLLs). The document describes specific challenges in policies and practices and makes recommendations to states.*  **Creating Environments That Reflect Children’s Home Languages and Cultures**  [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-creating-environments.pdf**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-creating-environments.pdf)  *This resource highlights strategies for incorporating home languages and supporting children who are dual language learners.*  **Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language** **Learners** [**http://www.naeyc.org/yc/files/yc/file/201303/Many\_Languages\_Margruder\_0313\_0.pdf**](http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf)  *This article highlights effective strategies for monolingual English-speaking teachers to use to promote language and literacy growth for children who are dual language learners, with emphasis on growth in the home language.*  **Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide** [**http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf**](http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf)  *This resource provides the knowledge, practices, and tools to educate preschool English learners most effectively.*  **The Young Dual Language Learner: 20 Short Videos**  [**https://www.youtube.com/channel/UCKQ5FgGVIFpdt36\_sv9FL-Q/featured?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**](https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)  *Visit this URL to discover wonderful videos that illustrate evidence-based approaches to supporting preschoolers who are dual language learners.* *For monolingual and bilingual teachers alike, the videos feature the stages and strategies of preschool second language acquisition and give a bird’s eye view of the trajectory of language development—across time. Don’t miss Making Butter!*  ¡[**Colorín Colorado!**](http://www.colorincolorado.org/)[**http://www.colorincolorado.org/**](http://www.colorincolorado.org/)  *This is a bilingual site for families and educators of English language learners, featuring articles, videos, and resources.*  [**Building Language Through Thematic Learning**](https://www.teachingchannel.org/videos/dual-language-programs) [**https://www.teachingchannel.org/videos/dual-language-programs**](https://www.teachingchannel.org/videos/dual-language-programs)  *The preschool program at Mission Neighborhood Center features a teacher-based dual language model, where students learn from English and Spanish role models. Watch students working on a thematic unit while simultaneously building language skills.* | | | | | | | |
| **Full Participation** is a one-way resource listserv that is distributed monthly. Each issue features resources to support the learning and development of preschool age children, with emphasis on four dimensions of full participation: 1) family engagement; 2) inclusive practices for children with developmental delays and disabilities; 3) culture and language, including support of dual language learners; and 4) promoting social relationships. All resources are readily available and **free**. All or part of **Full Participation** may be freely shared or reproduced. Previous issues of **Full Participation** are posted at [**http://fpg.unc.edu/presentations/full-participation**](http://fpg.unc.edu/presentations/full-participation)Highlighted resources are available in English and Spanish.  **Full Participation** is compiled by Camille Catlett. Staff and contractual support are provided by the UNM Center for Disability and Development, supported by funds from the Race to the Top Early Learning Challenge grant.  To receive the listserv every month, send an email **with no message** to [**subscribe-fullparticipation@listserv.unc.edu**](mailto:subscribe-fullparticipation@listserv.unc.edu) To suggest resources, please contact Camille Catlett at [**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu) | | | | | | | |
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