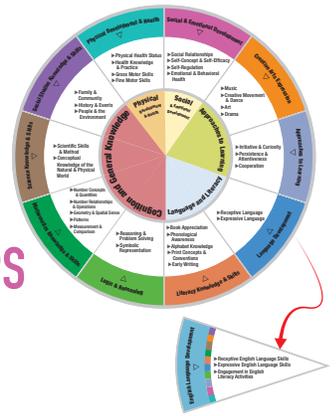


THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT: SOCIAL RELATIONSHIPS



RESOURCES: HIGHLIGHTS FROM ECLKC

TITLE OF RESOURCE	TYPE OF RESOURCE	DESCRIPTION
Why Research? Strategies to Promote Language and Social Development	Bulletin	Program managers and content specialists can access findings from Head Start research on social development as well as experiences of Head Start grantees involved in research. Research results are used to inform policy and practice in ways that continue to benefit Head Start children and families.
Part 3: Social and Emotional Development Webcast Webcast	Webcast	Program staff can reflect on the advice given in this webcast to assess their own cultural identities and biases to improve the ways they address the social and emotional needs of their multicultural students.
Fathers and Father-Figures: Their Important Role in Children's Social and Emotional Development	Article	Family service staff can review content that reinforces the importance of engaging fathers in Head Start. Resources and websites are included.

REFERENCES FOR EVIDENCE-BASED PRACTICES

- Conners-Burrow, N. A. (2011). Social outcomes associated with media viewing habits of low-income preschool children. *Early Education and Development, 22*(2), 256-273.
- Luchtel, M. (2010, April). A comparison of teacher-related classroom conduct, social skills, and teacher-child relationship quality between preschool English learners and preschool English speakers. *NHSA Dialog, 13*(2), 92-111.
- Naerland, T. (2011, April). Child-child interactions and positive social focus among preschool children. *Early Child Development and Care, 181*(3), 361-370.
- Schultz, B. L. (2011, June). A preschool pilot study of Connecting With Others: Lessons for teaching social and emotional competence. *Early Childhood Education Journal, 39*(2), 143-148.
- Spritz, B. (2010, July). Models of emotion skills and social competence in the Head Start classroom. *Early Education and Development, 21*(4), 495-516.

