This list of resources is to provide additional information for presenting the *Building a Solid Foundation* in-service suite. These resources are not intended for the participants, but rather to provide presenters with background information. The *Helpful Resources* handout is designed to be shared with participants.

ARTICLES

Cohn, J. F., & Tronick, E. (1989). Specificity of infants' response to mothers' affective behavior. *Journal of the American Academy of Child & Adolescent Psychiatry, 28*(2), 242–248.

This article provides detailed information regarding the still face experiment outlined in the optional learning activity.

Gallagher, K. C., & Mayer, K. (2008). Research in review: Enhancing development and learning through teacher-child relationships. *Young Children, 63*(6), 80–87.

This article outlines research on the importance of teacher-child relationships for infants, toddlers, preschoolers, and primary-age children. It provides ideas for how teachers can reflect on and enhance their relationships with children.

Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? *Child Development, 76*(5), 949–67.

Based on kindergarten teacher reports of behavioral, attention, academic, and/or social problems, this study reveals how classrooms with strong instructional and emotional support contribute to higher achievement scores and student-teacher relationships for first-grade children at risk for school success. Findings contribute to understanding how classrooms with engaging interactions and environments and teacher support benefit children at risk for school failure.

JMashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., … Howes, C. (2008). Measures of classroom quality in pre-kindergarten and children's development of academic, language, and social skills. *Child Development, 79*(3), 732–749.

This article describes a study of academic, language, and social skills among children in Pre-K classrooms across 11 states. Findings reveal teachers' instructional interactions predicted children's academic and language skills. Further, teachers' emotional interactions predicted teacher-reported social skills.

Munro, S. (2008). Opportunity lies in teacher-child interaction. *The Education Digest, 73*(6), 46–48.

This three-page article provides an overview of important elements of quality early childhood classrooms. Specifically focusing on emotional support, instructional support, and organizational management, this article outlines the need to create classroom environments that excel in these three domains.

National Center on Quality Teaching and Learning (NCQTL). (2011). *Curriculum, assessment and the Head Start Framework: An alignment review tool.* Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Alignment-Guide-2.pdf

This tool was created to help programs align early childhood curriculum and assessment with the domains of the Head Start Child Development and Early Learning Framework (HSCDELF).

National Center on Quality Teaching and Learning (NCQTL). (2011). *Framework for effective everyday practice: Support school readiness for all children*. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/House-Framework-110311.pdf

This article describes the National Center on Quality Teaching and Learning House framework. It represents the four key elements of effective practices to support children's learning and development including engaging interactions and environments, research-based curricula and teaching practices, ongoing child assessment, and individualized teaching and learning.

Head Start Resource Center. (2011). The Head Start Child Development and Early Learning Framework: Promoting positive outcomes in early childhood programs serving children 3 to 5 years old. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf

This document introduces the HSCDELF. The learning domains, domain elements, and examples are described in detail.

Whittaker, J. E. V., & Harden, B. J. (2010). Teacher-child relationships and children's externalizing behaviors in Head Start. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 13*(3), 141–67.

This research study focused on the quality of teacher-child relationships and children's externalizing behaviors in Head Start classrooms. Findings revealed that teacher-child conflict was the strongest and most consistent predictor of children's externalizing behaviors.

BOOKS

Bardige, B. S. (2009). *Talk to me, baby! How you can support young children's language development*. Baltimore, MD: Paul H. Brookes Publishing Co.

This book focuses on the importance of engaging children in playful and engaging talk, and outlines how these interactions are the foundation of language, intellectual, and social-emotional development. Helpful suggestions are included for how parents and professionals can support young children's emerging language skills.

Dombro, A. L., Jablon, J., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning.* Washington, DC: National Association for the Education of Young Children.

This book outlines how teachers can create engaging interactions with children in their classrooms. It provides strategies for creating meaningful interactions, as well as information on research findings that support the importance of interactions in the early childhood classroom.

National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.

This book focuses on children's development within the context of which they learn and grow. Drawing on research, this book provides evidence supporting the importance of the early years for building a strong foundation for children's development and learning all the way into their adult years.

Pianta, R. C., LaParo, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System™ (CLASS™) Manual, Pre-K*. Baltimore, MD: Paul H. Brookes Publishing Co.

The CLASS Pre-K manual provides an overview of the CLASS™ observational tool and outlines the three broad domains (emotional support, classroom organization, and instructional support) that support children's learning and development. These three domains make up the foundation of House framework.

VIDEO

Center on the Developing Child at Harvard University (Producer). (2010). *InBrief: The science of early childhood development*. Available from http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_science_of_ecd/

This video is used in this in-service suite to demonstrate the importance of early experiences and interactions on young children's development.

Zero to Three. (Producer). *The "Still Face" Experiment*. Available from http://www.zerotothree.org/child-development/early-childhood-mental-health/

This video is used in the optional learning activity for this in-service suite. It focuses on the importance of social interactions with young children and demonstrates how infants respond to engaging and non-engaging parental facial responses.

WEB RESOURCES

Early Head Start National Resource Center
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc

The Early Head Start National Resource Center website provides a wealth of resources focused on the importance of child development and relationships during the early years of a child's life.

Zero to Three: National Center for Infants, Toddlers, and Families
http://www.zerotothree.org

This website is filled with resources focusing on the importance of the early years for children's development. The website contains articles, visuals, recorded conversations with experts, and many more materials that provide rich content on young children's behavior, development, care, and education.

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