



This list contains helpful resources for anyone who wants to learn more about being aware of and responding to children's needs.

ARTICLES

Cranley Gallagher, K., & Mayer, K. (2008, November). Enhancing development and learning through teacher-child relationships. *Young Children*, 80–87.

This article reviews research on relationships between young children and their teachers. It offers research-based strategies teachers can use to build high-quality relationships with children in the classroom.

Dangel, J. R., & Durden, T. R. (2010, January). The nature of teacher talk during small group activities. *Young Children*, 74–81.

This article discusses the importance of teacher's language in children's learning, early literacy, perceptions of self and others, and in facilitating play.

Dombro, A. L., Jablon, J. R., & Stetson, C. (2011, January). Powerful interactions. *Young Children*, 12–20.

This article discusses the importance of teacher-child interactions. It outlines ways in which teachers can help move children's development forward each time they engage in thoughtful and powerful interactions.

Joseph, G. E., & Strain, P. S., (2004, July). Building positive relationships with young children. *Young Exceptional Children*, 7, 21–28. doi:10.1177/109625060400700403

This article discusses the importance of building positive relationships with children and provides multiple strategies to use in the classroom which support this topic.

BOOKS

Dombro, A. L., Jablon, J. R., & Stetson, C. (2000). *Powerful interactions: How to connect with children to extend their learning*. Washington, DC: NAEYC.

This book emphasizes the importance of intentional everyday teacher-child interactions for extending young children's learning across the preschool curriculum. The beginning chapters specifically address strategies for building positive teacher-child relationships, such as listening to children to encourage further conversation and personalizing interactions to create meaningful connections with children.

BOOK CHAPTERS

Hyson, M. (2008). Tools to build closer relationships with all children. In L. R. Williams (Ed.), *Enthusiastic and engaged learners* (pp. 57–67). New York: Teachers College Press, Columbia University.

This chapter outlines several key tools teachers may find useful when building relationships with children. It explains how responding to children's needs supports child engagement and learning.

WEB SITES

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

CSEFEL is focused on promoting the social and emotional development and school readiness of young children birth to age 5.

Retrieved from <http://csefel.vanderbilt.edu/index.html>

Technical Assistance Center on Social Emotional Intervention

Retrieved from <http://www.challengingbehavior.org/>

VIDEOS

Promoting Social and Emotional Competence

Retrieved from http://csefel.vanderbilt.edu/resources/social_emotional_competence.html

Practical Strategies

Retrieved from http://csefel.vanderbilt.edu/resources/practical_%20strategies.html



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

FALL 2012