



This list of helpful resources provides background information for anyone who might want to learn more about the practices presented in the in-service suite.

ARTICLES

Hyson, M., & Taylor, J. L. (2011). Caring about caring: What adults can do to promote young children's prosocial skills. *Young Children*, 66(4). Retrieved from http://www.naeyc.org/files/yc/file/201107/CaringAboutCaring_Hyson_OnlineJuly2011.pdf

The authors summarize research on young children's prosocial development and offer suggestions for practices teachers can use to promote empathy, helpfulness, and other caring behaviors in young children. Also provided is a list of resources and a checklist of everyday activities teachers can do to promote prosocial development.

McNamee, A., & Mercurio, M.L. (2007). Who cares? How teachers can scaffold children's ability to care: A case for picture books. *Early Childhood Research & Practice*, 9(1). Retrieved from <http://www.ecrp.uiuc.edu/v9n1/mcnamee.html>

This article discusses how to structure a caring classroom. It also describes the use of picture books as a means of helping young children learn to care for themselves, animals, and others. Book recommendations are included, along with criteria for assessing picture books.

BOOKS

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: National Association for the Education of Young Children.

Developmentally appropriate practice (DAP) articulates the principles that guide a teacher's decision-making in the classroom. Chapters describe extensive examples of teaching practices for children from birth through age eight. Included is a chapter about how to be an excellent teacher and how to create a caring community of learners.

Epstein, A.S. (2009). *Me, you, us: Social emotional learning in preschool*. Washington, DC: National Association for the Education of Young Children.

This book covers several aspects of social and emotional learning from developing a positive self-identity to developing a sense of community. The authors outline numerous teaching practices for promoting children's growth in these areas.

Stone, J.G. (2001). *Building classroom community: The early childhood teacher's role*. Washington, DC: National Association for the Education of Young Children.

This book describes how to foster positive values and a sense of community in young children. The author writes about how to instill respect, responsibility, and compassion in young children.

WEB RESOURCES

Center on the Social and Emotional Foundations for Early Learning (CSEFEL): Preschool Training Modules. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html

Module 1: Promoting Children's Success: Building Relationships and Creating Supportive Environments. This module offers resources for trainers, teachers and parents on the importance of building positive relationships with children.

Another useful resource on building relationships and creating a caring environment is Training Kit #20: Expressing Warmth and Affection to Children. This short training kit describes ways to organize your classroom to increase expressions of warmth and affection.

