

Bank of Resources

ECE 1031: Guidance Strategies for Young Children

PROJECT EPIC-ECE: ENSURING PREPARATION OF INCLUSIVE EARLY
CHILDHOOD EDUCATORS



Award# H325N180005- Funded by the U.S. Department of Education, Office of Special Education Programs

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ECE 1031: Bank of Resources

This Bank of Resources was developed under Project EPIC-ECE (Award #H325N180005) funded by the U.S. Department of Education, Office of Special Education Programs. Project EPIC-ECE is a collaboration between the Paraprofessional Resource and Research (PAR²A) Center and the Early Childhood Special Education program in the School of Education and Human Development (SEHD) at the University of Colorado Denver (CU Denver), with the Early Childhood Education Statewide Community College Faculty Coalition, and Arapahoe Community College, Community College of Aurora, Pikes Peak Community College and Red Rocks Community College.



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Acknowledgements

The **Ensuring Preparation of Inclusive Early Childhood Educators** project (**Project EPIC-ECE**) is funded by the U.S. Department of Education, Office of Special Education Programs. Project EPIC-ECE is a collaboration between the Paraprofessional Resource and Research (PAR²A) Center and the Early Childhood Special Education program in the School of Education and Human Development (SEHD) at the University of Colorado Denver (CU Denver), with the Early Childhood Education Statewide Community College Faculty Coalition, and Arapahoe Community College, Community College of Aurora, Pikes Peak Community College and Red Rocks Community College. This project addresses the critical need for well-prepared associate degree-level personnel who use evidence-based practices (EBPs) for meaningful inclusion of young children (birth through 8) with disabilities and their families in early childhood programs and classrooms.


We acknowledge the ECE professionals and faculty members who supported the development of the Bank of Resources for **ECE 1031 – Guidance Strategies for Young Children** by recommending content that supports ALL children in the context of our work. We also extend our gratitude to the following individuals for their efforts in bringing the ECE 101 Bank of Resources to its current iteration:

- Ms. Juliane Daniel, Doctoral Student, University of Colorado Denver
- Dr. Michael A. Barla, Clinical Assistant Professor-ECE/ECSE, University of Colorado Denver

Finally, we would like to especially thank the lead faculty members of Arapahoe Community College, Community College of Aurora, Pikes Peak Community College and Red Rocks Community College for their engagement and support in gathering resources that inform the ECE 103 Bank of Resources.



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| Topic | Readings | Videos | Websites | Assignments |
|---|---|---|---|---|
| I. Foundations of guidance (Distinction between discipline, punishment & guidance; Theories: Developmental, Behavioral, Maturational, Constructivist; Current evidence-based approaches; Theory to practice | Theoretical Foundations of Positive Child Guidance by Mandeep Kaur https://www.hekupu.ac.nz/article/theoretical-foundations-positive-child-guidance | Attachment Theory-Understanding the Essential Bond http://www.youtube.com/watch?v=kwxjfuPIArY Growing and Learning In Preschool: Tools of the Mind http://www.youtube.com/watch?v=or10f-YcM8Q Eastern Connecticut State University: Guiding Young Children’s Behavior. https://www.easternct.edu/center-for-early-childhood-education/guiding-young-childrens-behavior/index.html | Early Learning Foundations Guidance Online Tool https://www.doe.in.gov/earlylearning/framework Theories of Child Development: Building Blocks of Developmentally Appropriate Practice http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=411 |  ECE 1031- Topic 1.pdf |



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| <p>II. Goals of guidance (Individual and group guidance and problem-solving techniques, Positive and supportive relationships with children and families, Positive social interaction among children, Positive strategies of conflict resolution, personal self-control, self-motivation, and self-esteem</p> | <p>Hemmeter, M.L. & Ostrosky, M. (n.d.) Identifying and monitoring outcomes related to children’s social emotional development https://challengingbehavior.cbcs.usf.edu/docs/RecommendedPractices_identifying-monitoring-outcomes.pdf</p> <p>Supporting Infants and Toddler with Challenging Behavior http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.6.pdf</p> <p>Linking Social Development and Behavior to School Readiness http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.3.pdf</p> | <p>Virtual Lab School – Promoting Guidance: Experiences and Activities https://www.virtuallabschool.org/preschool/guidance/lesson-4</p> <p>CSEFEL’s Looking at Behavior Video http://csefel.vanderbilt.edu/resources/inftodd/mod3/3-2.mpg</p> <p>CSEFEL’s Response to Challenging Behavior video http://csefel.vanderbilt.edu/resources/inftodd/mod3/3-6.mpg</p> <p>CSEFEL Social Emotional Video Resources http://csefel.vanderbilt.edu/resources/videos.html</p> | <p>ECTA’s Developing High-Quality Functional IFSP Outcomes and IEP Goals https://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp</p> <p>U.S. Department of Health & Human Services – Administration for Children & Families – Early Childhood Development: Early Childhood Guidance https://www.acf.hhs.gov/ecd/early-childhood-guidance-documents-and-initiatives</p> <p>University of Missouri-Extension: https://extension2.missouri.edu/gh6119</p> | <p>ECE 1031_ Assignm...</p> |
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| | <p>When to Seek Outside Help for Children's Problem Behavior http://csefel.vanderbilt.edu/documents/dmg_seek_outside_help.pdf</p> <p>Promoting Social, Emotional and Behavioral Outcomes of Your Children Served Under IDEA https://challengingbehavior.cbcs.usf.edu/docs/IssueBrief_promoting-outcomes-IDEA.pdf</p> | | | |
| <p>III. Factors that influence behavior expectations (The child: Growth and development, External influences: Media, Violence, Stress, Health and environment; The family: Dynamics,</p> | <p>NAEYC: Culturally Appropriate Positive Guidance with Young Children https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance</p> | <p>Clip 1.8: Adult Support of a Child With Fine Motor Delays http://csefel.vanderbilt.edu/resources/inf TODD/mod1/1-8.mpg</p> <p>Clip 2.9: Supporting Peer Friend Skills</p> | <p>NAEYC: Child Guidance https://www.naeyc.org/resources/topics/guidance-and-challenging-behaviors</p> <p>Zero to Three: Your Child's Development: Age-Based Tips from Birth to 36 Months https://www.zerotothree.org</p> | <p> ECE 1031- Topic 3.pdf</p> |



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| <p>Culture/diversity, Socioeconomics, Parenting style, Communications / partnerships with families; The caregiver(s) / teaching team: Caregiving approaches, Personality styles, Social and individual bias, Team processes; The classroom environment</p> | <p>Smith, B.J. (n.d.) Linking social emotional development and behavior to school readiness http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.3.pdf</p> <p>CSEFEL Developmental Continuum from Birth to Age 3 ½ : Social Emotional Indicators http://csefel.vanderbilt.edu/resources/trainings/1.7.pdf</p> <p>CSEFEL Development of Play Skills for Infants & Toddlers http://csefel.vanderbilt.edu/resources/inftodd/mod2/2.13.pdf</p> <p>CSEFEL Infant and Toddler Peer Behavior http://csefel.vanderbilt.edu/resources/inftodd/mod2/2.14.pdf</p> | <p>http://csefel.vanderbilt.edu/resources/inftodd/</p> <p>Culturally Appropriate Positive Guidance for Young Children in Our Care https://www.youtube.com/watch?v=JndJpUtSgQQ</p> | <p>org/resources/series/your-child-s-development-age-based-tips-from-birth-to-3-6-months</p> <p>Tutorial 10: Cultural and Linguistic Competence in Early Childhood Mental Health Consultation https://www.ecmhc.org/tutorials/competence/index.html</p> | |
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| | <p>Gonzalez-Mena, J., & Shareef, I. (2005). Discussing diverse perspectives on guidance. <i>Young Children</i>, 60(6), 34-38.</p> <p>DEC Position Statement on Cultural and Linguistic Responsiveness https://eclkc.ohs.acf.hhs.gov/culture-language/article/dec-position-statement-cultural-linguistic-responsiveness</p> <p>Barton, E. E. & Banerjee, R. (2013). Culturally responsive behavioral supports for children with challenging behaviors and their families. In M.M. Ostrosky & S. Sandall (Eds.) <i>YEC Monograph No. 15, Addressing young children's challenging behaviors</i> (pp. 76-94). Missoula, MT: The</p> | | |
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| | <p>Division of Early Childhood.</p> <p>Carlson, V. J., & Harwood, R. L. (1999/2000). Understanding and negotiating cultural differences concerning early developmental competence: The six-raisin solution. <i>Zero to Three, 20</i>, 19-24. https://www.researchgate.net/publication/282030014_Understanding_and_Negotiating_Cultural_Differences_Concerning_Early_Developmental_Competence_The_six_raisin_solution</p> | | | |
| <p>IV. Guidance techniques (Observation; Indirect strategies: Room arrangement, Daily routines and transitions,</p> | <p>Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., and Strain, P. S. (2003). The teaching pyramid: A model for supporting social</p> | <p>Virtual Lab School – Guidance: Preschool Children https://www.virtuallabsch</p> | <p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu</p> | <p> ECE 1031 Assignme...</p> |



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| <p>Curriculum, Adult / child ratio; Classroom atmosphere; Direct strategies: Setting limits, Modeling appropriate behaviors, Using praise and encouragement, Redirection, Ignoring behaviors, Communicating effectively, Natural and logical consequences, Conflict resolution and problem-solving, Direct teaching of appropriate behaviors, Supporting positive response relationships and environments</p> | <p>competence and preventing challenging behavior in young children. <i>Young Children</i>, 58, 48-52.</p> <p>Dunlap, G. & Powell, D. (2009). Promoting social behavior of young children in group settings: A summary of research https://challengingbehavior.cbcs.usf.edu/docs/roadmap/roadmap_3_promoting-social-behavior-of-young-children-in-group-settings.pdf</p> <p>CSEFEL: Attachment – What works? http://csefel.vanderbilt.edu/briefs/wwb_24.pdf</p> <p>CSEFEL: Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior</p> | <p>ool.org/preschool/guidance/lesson-2</p> <p>Pyramid Plus Framework https://www.pyramidplus.org/pyramid_model</p> <p>Teaching Preschool Children Conflict Resolution Skills https://www.youtube.com/watch?v=BQT1_2_2-48</p> <p>Pyramid Model: Practical Strategies for Teaching Social Emotional Skills https://www.youtube.com/watch?v=h973WVZ9eAw</p> | <p>National Center for Pyramid Model Innovations https://challengingbehavior.cbcs.usf.edu</p> <p>Center on Positive Behavioral Interventions & Supports (PBIS) https://www.pbis.org</p> <p>Character Education https://www.goodcharacter.com</p> | |
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| | http://csefel.vanderbilt.edu/briefs/handout10.pdf | | | |
| V. Classroom management issues (Identification, Individual needs and personalities, Strategies, Resources and supports) | <p>11 Proven Classroom Management Tips for Preschool Teachers https://www.rasmussen.edu/degrees/education/blog/classroom-management-tips/</p> <p>Early Childhood Classroom Management – Using Research and Evidenced-Based Strategies https://www.state.nj.us/education/ece/psguide/ClassroomManagementStrategies.pdf</p> <p>Fox, L. (n.d.) Program practices for promoting the social development of young children and addressing challenging behavior.</p> | <p>What are the Foundations of an Inclusive Classroom? http://depts.washington.edu/hscenter/disabilities-coordinator-01a-strengthening-foundation</p> <p>Pyramid Plus – Creating Supportive Environments: Teaching Expectations and Transitions Webinar https://www.pyramidplus.org/expectations-and-transitions-pyramid-plus-2014-webinar-series-2</p> <p>NAEYC – Planning for an Inclusive Classroom Webinar https://www.youtube.com/watch?v=NQUWPpq8BRs</p> | <p>About Head Start Center for Inclusion http://depts.washington.edu/hscenter/about</p> <p>Pyramid Plus Model-The Inclusion Model https://www.pyramidplus.org/inclusion_model</p> <p>FPG National Professional Development Center on Inclusion http://npdci.fpg.unc.edu/</p> <p>Quality Inclusive Practices: Resources and Landing Pads http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads</p> | <p>ECE 1031 Assignme...</p> |



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| | <p>https://challengingbehavior.cbcs.usf.edu/docs/RecommendedPractices_program-practices.pdf</p> <p>Universal Design (UD) / Universal Design for Learning (UDL) https://npdci.fpg.unc.edu/universal-design-ud-universal-design-learning-udl</p> <p>Embedded Instruction and Other Naturalistic Interventions https://npdci.fpg.unc.edu/embedded-instruction-and-other-naturalistic-interventions</p> <p>Scaffolding Strategies https://npdci.fpg.unc.edu/scaffolding-strategies</p> <p>IRIS Center – Early Childhood Environments: Designing Effective Classrooms https://iris.peabody.vanderbilt.edu/module/env/</p> | <p>Redirecting Behavior https://www.youtube.com/watch?v=SsapgGJOAwM</p> | <p>Pre-K Pages – Preschool Classroom Management https://www.pre-kpages.com/classroom-management/</p> <p>Zero to Three – Supporting Individual and Community Identity Development in Infant-Toddler Classrooms https://www.zerotothree.org/resources/3370-supporting-individual-and-community-identity-development-in-infant-toddler-classrooms</p> | |
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| <p>VI. Fostering pro-social skills (Definition of pro-social skills, Development of pro-social skills, Specific activities for nurturing pro-social skills)</p> | <p>Kansas Inservice Training System Newsletter – Preventing Challenging Behavior in Young Children: Effective Practices http://kskits.dept.ku.edu/publications/Newsletters/PDF/winter06.pdf</p> <p>CSEFEL What Works Briefs #1- 23: http://csefel.vanderbilt.edu/resources/what_works.html</p> <p>Practical Strategies for Teaching Social Emotional Skills http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills</p> <p>Teaching Tools for Young Children</p> | <p>Clip 2.8: Using a Friendship Book http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_8.MPG</p> <p>Pyramid Model – Providing Opportunities to Practice Pro-Social Skills https://www.youtube.com/watch?v=7vklxomobMI</p> <p>YaleCampus – Role-Playing Emotions in Early Childhood https://www.youtube.com/watch?v=OwEqmxRtrH4</p> | <p>Zero to Three - Tips for Promoting Social-Emotional Development http://www.zerotothree.org/child-development/social-emotional-development/tips-for-promoting-social-emotional-development.html</p> <p>Encyclopedia on Early Childhood Development: Prosocial Behaviour http://www.child-encyclopedia.com/prosocial-behaviour</p> <p>Parent Help Line at St. John’s Children’s Hospital – Pro-Social Skills Prepare Children for Lifelong Success</p> | <p>📎 ECE 1031 Assignme...</p> |
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| | <p>http://www.ecmhc.org/TYCY/index.html</p> <p>National Center for Pyramid Model Innovations Backpack Connections https://challengingbehavior.cbcs.usf.edu/Implementation/family.html#collapse2</p> <p>Gartrell, D. (2006). Guidance Matters: Build relationships through talk. <i>Young Children</i> 61(5), 50-52. Using Books to Support Social Emotional Development http://csefel.vanderbilt.edu/modules/module2/handout4.pdf</p> <p>Early Childhood News – Fostering Prosocial Behavior in Young Children http://www.earlychildhood.org</p> | | <p>http://www.parenthelpline.org/Global-PDFs/Skill-Time-Booklet</p> | |
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| | <p>dnews.com/earlychildhood/article_view.aspx?ArticleID=566</p> <p>NAEYC – Research in Review: Caring about Caring: What Adults Can Do to Promote Young Children’s Prosocial Skills https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/M11%20Caring%20About%20Caring.pdf</p> | | | |
| VII. Credible sources for evidence-based guidance practices (Research, Practical applications) | <p>U.S. Department of Health and Human Services & U.S. Department of Education: Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-</p> | <p>Eastern Connecticut State University – Reflecting on our Reactions and Responses to Children’s Behavior https://www.easternct.edu/center-for-early-childhood-education/supporting-development/reflecting-on-our-reactions-and-respo</p> | <p>National Center for Pyramid Model Innovations https://challengingbehavior.cbcs.usf.edu</p> <p>Center on the Developing Child at Harvard University https://developingchild.harvard.edu</p> | <p> ECE 1031 Topic 7.pdf</p> |



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| | <p>expulsions-suspensions.pdf</p> | <p>nses-to-childrens-behavior.html</p> | <p>Head Start Early Childhood Learning & Knowledge Center https://eclkc.ohs.acf.hhs.gov</p> <p>Early Childhood Technical Assistance Center https://ectacenter.org</p> <p>Center for Inclusive Child Care https://www.inclusivechildcare.org/resource-library</p> <p>Division for Early Childhood https://www.dec-sped.org</p> <p>National Association for the Education of Young Children https://www.naeyc.org</p> <p>IRIS Center https://iris.peabody.vanderbilt.edu</p> | |
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