



ARTICLES

Blagojevic, B., Logue, M., Bennett-Armistead, V. S., Taylor, B., & Neal, E. (2011). Take a look! Visual supports for learning. *Teaching Young Children/Preschool, 66*, 10–13.

This article discusses how visual supports help children learn in a variety of ways. The authors explain how visual supports provide guidance to children and are supportive of diverse learners. Tips are also provided on creating visuals.

Kersey, K. C., & Masterson, M. L. (2011). Learn to say yes! When you want to say no! To create cooperation instead of resistance: Positive behavior strategies in teaching. *Young Children, 66* (4), 40–44.

Four specific strategies are outlined to help children in preschool learn how to be respectful and cooperative. These strategies help teachers focus on desired behaviors instead of focusing on behaviors that are not wanted in the preschool classroom.

Nemeth, K., & Brillante, P. (2011). Solving the puzzle: Dual language learners with challenging behaviors. *Young Children, 66* (4), 12–17.

Resources and strategies are presented in this article that are helpful to teachers who teach children who are dual language learners. One section titled *Prevent Challenging Behaviors Before They Start* is particularly relevant to the topic of stating behavioral expectations in advance.

Thelen, P., & Klifman, T. (2011). Using daily transition strategies to support all children. *Young Children, 66*, 92–98.

Transitions are often challenging times of the day in preschool classrooms. This article describes several strategies to support positive transitions throughout the day. The strategies are practical examples of stating behavioral expectations in advance.

BOOKS

Gartrell, D. (2011). Leadership communication with the group. In D. Gartrell, *A guidance approach for the encouraging classroom* (5th ed., pp. 255–301). Belmont, CA: Wadsworth.

This chapter provides guidelines for how teachers can build encouraging classroom environments by acquainting children with routines and guidelines. The author describes characteristics of effective classroom guidelines and the benefits of establishing clear expectations with children.

Hemmeter, M. L., Fox, L., & Doubet, S. (2006). Together we can! A program-wide approach to addressing challenging behavior. In E. Horn & H. Jones (Eds.), *Young Exceptional Children monograph series No. 8 social emotional development* (pp. 1–14). Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.

This monograph describes a framework developed for early childhood programs to provide guidance for how to promote social emotional development and address challenging behaviors. Identifying expectations for children's behaviors, developing strategies for teaching, acknowledging the expectations, and monitoring implementation are key elements of the framework.



Webster-Stratton, C. (2000). *How to promote children's social and emotional competence*. Thousand Oaks, CA: Sage Publications.

For teachers of children aged four to eight years, this book demonstrates how teachers can set up individualized programs to address the special social and emotional needs of children. It includes practical scripts, games, activities, pictures, and circle time role play to use with children in early childhood classrooms.

WEB RESOURCES

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

Early Learning Module 1: *Promoting Children's Success: Building Relationships and Creating Supportive Environments* has a section on the importance and development of classroom rules. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html

Head Start Center for Inclusion

The Classroom Visuals and Supports page contains an ever-growing library of commonly used pictures and visual supports. Retrieved from <http://depts.washington.edu/hscenter/classroom-visuals>

Visual Supports Learning Links and Visuals Templates from the University of Maine

These Visual Supports Learning Links and Visuals Templates are intended as a starting point to learn more about visual supports and to offer templates and suggestions to begin creating your own visual support materials. Retrieved from <http://www.ccids.umaine.edu/resources/ec/visual-supports/>



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

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