



This list of helpful resources can help provide background information for anyone who might want to learn more about the practices presented in the suite.

ARTICLES

Da Ros-Voseles, D. & Fowler-Haughey, S. (2007). Why children's dispositions should matter to all teachers.

Beyond the Journal – Young Children on the Web, September 2007. Retrieved from <http://www.naeyc.org/files/yc/file/200709/DaRos-Voseles.pdf>

This article focuses on the importance of promoting positive dispositions to learning, including supporting children's ability to be self-sufficient and self-motivated. Assigning children to classroom chores is cited as one example of how to help young children develop and promote a sense of responsibility.

Hyson, M., & Taylor, J. L. (2011). Caring about caring. What adults can do to promote young children's prosocial skills.

Young Children, 66(4), 74–83. Retrieved from http://www.naeyc.org/files/yc/file/201107/CaringAboutCaring_Hyson_OnlineJuly2011.pdf

This article provides a broad context of why providing responsibilities is important in promoting prosocial behavior. More specifically it discusses the importance of creating a classroom community in which teachers scaffold supportive peer relationships, encourage children to help each other, and involve children in classroom jobs.

Jones, N. P. (2005). Big jobs: Planning for competence. *Young Children*, 60(2), 86–93. Retrieved from <http://www.naeyc.org/files/tyc/file/BigJobs.pdf>

In this article, teachers in a rural preschool describe how they involved children in various "jobs" to promote teamwork and children's sense of competency. The article also includes background information on theory and research on the role of the social context and collaborative work on children's emotional development.

BOOKS AND CHAPTERS

Epstein, A. S. (2009). Developing a sense of competence. In A. S. Epstein. *Me, you, us: Social-emotional learning in preschool* (pp. 45–55). Ypsilanti, MI: HighScope Press.

Chapter 5 provides an overview on the development of self-efficacy in young children and suggestions for teaching strategies that help promote feelings of competence, including supporting children's initiatives and providing opportunities for children to be leaders.

Landy, S. (2002). Social competence, empathy, and caring. In S. Landy. *Pathways to competence: Encouraging healthy social and emotional development in young children* (pp. 515–566). Baltimore, MD: Paul H. Brookes Publishing.

This chapter focuses on the development of social competence, empathy, and caring behaviors in young children. A section of the chapter describes principles and strategies for promoting cooperation, sharing, and caring behaviors toward peers, as well as teaching responsibility by having children do chores.