



U.S. DEPARTMENT  
OF DEFENSE



## **FAMILY DEVELOPMENT** Military Families Learning Network

### **Social Emotional Development in the Early Years: Creating Supportive and Inclusive Environments**

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#### **Resources of Note Discussed in the Webinar:**

##### **Research Articles and Books:**

- Barton, E. E., Reichow, B., Wolery, M., & Chen, C. (2011). We can all participate! Adapting circle time for children with autism. *Young Exceptional Children*, 14(2), 2-21.  
doi:10.1177/1096250610393681 Available at:  
<http://yec.sagepub.com/cgi/reprint/14/2/2?ijkey=1gktQrNtokQR6&keytype=ref&siteid=pyec>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531. Available at:  
<http://cac.dept.uncg.edu/hdf/facultystaff/Tudge/Bronfenbrenner%201977.pdf>
- Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105, 2283-2290. doi: 10.2105/AJPH.2015.302630  
Available at: <http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2015.302630>
- Derman-Sparks, L., & Anti-Bias Curriculum Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington, D.C.: National Association for the Education of Young Children. Available at: <https://www.naeyc.org/store/node/181>
- Favazza, P. C., Ostrosky, M. M., Meyer, L. E., Yu, S., & Mourzourou, C. (2015). *The making friends program*. Baltimore, MD: Brookes Publishing.
- Favazza, P. C. & Odom, S. L. (1997). Promoting positive attitudes of kindergarten-age children toward people with disabilities. *Exceptional Children*, 63, 405-418. Available at:  
<http://ecx.sagepub.com/content/63/3/405.short>
- Gauvreau, A. N., & Schwartz, I. S. (2013). Using visual supports to promote appropriate behavior in young children with autism and related disabilities. In M. M. Ostrosky & S. R. Sandall (Eds.), *Addressing young children's challenging behaviors* (Young Exceptional Children Monograph Series No. 15) (pp. 29-44). Los Angeles, CA: The Division for Early Childhood of the Council for Exceptional Children. Available at: <http://www.dec-sped.org/mono15>
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday lives of American children*. Baltimore, MD: Brookes Publishing. Available at:  
<http://products.brookespublishing.com/Meaningful-Differences-in-the-Everyday-Experience-of-Young-American-Children-P14.aspx>
- Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun B. (2009). *Creating teaching tools for young children with challenging behavior* (3<sup>rd</sup> edition). Tampa, Florida: University of South Florida. Available at: <http://ecmhc.org/TTYC/>
- Wodtke, G. T., Elwert, F., & Harding, D. J. (2012). Poor families, poor neighborhoods: How family poverty intensifies the impact of concentrated disadvantage on high school graduation. *Population Studies Center Research Reports*, 12-776. Available at:  
<http://www.psc.isr.umich.edu/pubs/pdf/rr12-776.pdf>

## **Additional Useful Resources**

### **Websites:**

Center for the Developing Child at Harvard University

<http://developingchild.harvard.edu/>

Head Start Center for Inclusion - Visual Supports: "How to" Directions

<http://depts.washington.edu/hscenter/teacher-tools#visual>

National Center for Universal Design for Learning

<http://www.udlcenter.org/aboutudl>

### **Articles:**

Jamison, K., Forston, L., & Stanton-Chapman, T. (2012). Encouraging social skill development through play in early childhood special education classrooms. *Young Exceptional Children*, 15(2), 3-19. Available at: <http://eric.ed.gov/?id=EJ968392>

Odom, S., McConnell, S., & Chandler, L. (1993). Acceptability and feasibility of classroom-based social interaction interventions for young children with disabilities. *Exceptional Children*, 60. Available at:

<http://www.freepatentsonline.com/article/Exceptional-Children/14689576.html>

Ostrosky, M. M., Mouzourou, C., Dorsey, E. A., Favazza, P. C., & Leboeuf, L. M. (2015). Pick a book, any book: Using children's books to support positive attitudes toward peers with disabilities. *Young Exceptional Children*, 18(1), 30-43. Available at:

<http://yec.sagepub.com/content/18/1/30.refs>

World Health Organization. Creating an Environment for Emotional and Social Well-Being—An Important Responsibility of a Health-Promoting and Child Friendly School. Geneva: WHO; 2003. Information Series on School Health Document 10. Available at: [http://www.who.int/school\\_youth\\_health/media/en/sch\\_childfriendly\\_03.pdf](http://www.who.int/school_youth_health/media/en/sch_childfriendly_03.pdf)

### **Military Related Resources:**

Pafford, C. (2015). *Community garden brings residents together*. ARMY.MIL, Available at:

[http://www.army.mil/article/151601/Community\\_garden\\_brings\\_residents\\_together/](http://www.army.mil/article/151601/Community_garden_brings_residents_together/)

Parks, R. E. (2009). *Families in Belgium get new homes*. ARMY.MIL. Available at:

<http://www.army.mil/article/26453/families-in-belgium-get-new-homes/>

Stone, C. (2013). *Families begin move into new Army Family Housing*. ARMY.MIL. Available at:

<http://www.army.mil/article/98624/>

### **Books:**

Campbell, P., Kennedy, A. A., Milbourne, S. A. (2012). *CARA's Kit: Creating adaptations for routines and activities*. Baltimore, MD: Brookes Publishing. Available at: <http://www.dec-spced.org/caras>

Crawford, M. J., & Weber, B. (2014). *Early intervention every day!* Baltimore, MD: Brookes Publishing. Available at: <http://products.brookespublishing.com/Early-Intervention-Every-Day-P705.aspx>

Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press. Available at: <http://www.nap.edu/catalog/9824/from-neurons-to-neighborhoods-the-science-of-early-childhood-development>

### **Parent & Practitioner Resources:**

Illinois Early Intervention Clearinghouse Newsletters

See this issue on social and emotional development.

<http://www.eiclearinghouse.org/documents/newsletters/2015spring.pdf>

Pinterest, Toddler Daily Routines

<https://www.pinterest.com/explore/toddler-daily-routines/>

**Videos:**

Pretend Play with Big Boxes – A video example of Developmental Domains 2 & 4, Self-regulation, and two Approaches to Learning.

<http://illinoisearlylearning.org/videos/boxespretend.htm>

Toddlers and Boxes: “Hi! Hi!” – A video example of Developmental Domains 1-4; Self-regulation, and one Approaches to Learning.

<http://illinoisearlylearning.org/videos/boxestoddler.htm>