

RESOURCE MATRIX for EDU 146: Child Guidance

Articles, Manuals, and Other Reports	
Citation	Green, K., Mays, N., & Jolivette, K. (2011). Making choices: A proactive way to improve behaviors for young children with challenging behaviors. <i>Beyond Behavior, Fall</i> , 25-31.
Description	This article provides strategies for giving children choices through embedded opportunities in the classroom.
Application	Information from this article will supplement content that will help students use strategies in the classroom to promote positive behavior.
Outcome	After reading this article, student will learn more about strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	<p>Additional articles related to strategies to promote self-regulation and self esteem are:</p> <p>Joseph, G. & Strain, P.S. (2003b). Helping young children control anger and handle disappointment. <i>Young Exceptional Children, 7(1)</i>, 21-29.</p> <p>Joseph, G. & Strain, P.S. (2003a). Enhancing emotional vocabulary in young children. <i>Young Exceptional Children, 6</i>, 18-26.</p> <p>Joseph, G. & Strain, P.S. (2004). Building positive relationships with young children. <i>Young Exceptional Children, 7</i>, 21-29.</p> <p>Lynch, S.A. & Simpson, C.G. (2010). Social Skills: Laying the Foundation for Success. <i>Dimensions of Early Childhood. 38(2)</i>, 3-12</p>
CEC Paraeducator Standards/NAEYC Core Standards	Learning environments and social interactions/Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

RESOURCE MATRIX for EDU 146: Child Guidance

Articles, Manuals, and Other Reports	
Citation	Leach, D., & LaRocque, M. (2011). Increasing social reciprocity in young children with autism. <i>Intervention in School and Clinic, 46</i> , 150-56.
Description	This article provides guidance for implementing intervention in the natural environment to promote the social reciprocity of young children with autism. It provides techniques for parent training and highlights strategies that can be used collectively during everyday routines and activities to help parents and other caregivers establish long chains of back-and-forth interactions with young children with autism.
Application	Information from this article will supplement content on building and promoting children’s social skills.
Outcome	After reading this article, student will be aware of additional techniques and strategies to use to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings.) [6.1]
Additional Information	Videos on reciprocity include: <i>Teaching Social Skills to Kids with Autism and Aspergers</i> --used in schools, homes and therapy centers [http://www.youtube.com/watch?v=J0nBatn5vUo] Carol Gray, creator of “Social Stories” speaks about autism [http://www.youtube.com/watch?v=VOHqcz9gZqk&feature=related]
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RESOURCE MATRIX for EDU 146: Child Guidance

Articles, Manuals, and Other Reports	
Citation	Womack, S., Marchant, M., & Borders, D. (2011). Literature-based social skills instruction: A strategy for students with learning disabilities. <i>Intervention in School and Clinic</i> , 46, 157-164.
Description	Embedding social skills instruction within literature during a read-aloud session taught in the general education setting takes advantage of the literature context and the naturally occurring classroom community to assist students in improvement. The strategy is explained, detailed instructions for implementation are outlined, and potential benefits for educators are described.
Application	Information from this article will supplement content on building and promoting children's social skills.
Outcome	After reading this article, student will be aware of additional techniques and strategies to use to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings.) [6.1]
Additional Information	<p>Sources of read-alouds for social skills instruction are:</p> <p style="padding-left: 40px;">Josephson Institute Center for Youth Ethics: Character Counts! [http://charactercounts.org/resources/booklist.php]</p> <p style="padding-left: 40px;">Monroe County Indiana Public Library [http://www.monroe.lib.in.us/childrens/booklists/socialbib.html]</p> <p style="padding-left: 40px;"><i>Preschool Paths Curriculum Booklist</i> [http://net.cmsdnet.net/opd/downloads/PATHSbooklistRedi9-09.pdf]</p>
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RESOURCE MATRIX for EDU 146: Child Guidance

Field Trips, Service Sites, and Other instructional Activities	
Citation	Visual Support video Series: <i>How to Use Picture and Object Schedules</i> [http://www.youtube.com/watch?v=FpsJoZSn61c]
Description	Many children with disabilities benefit from visual representations of information. There are simple ways to include visual supports in an inclusive setting. This video series will demonstrate ways to incorporate visual aids into the out-of-school time program routine and structure.
Application	The instructional activity introduced in this video supports course content on helping students become self-reliant and independent.
Outcome	This instructional activity provides information on how to promote self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher. [2.1]
Additional Information	Other videos in this series include <i>Introducing Challenging Behaviors in Your Children: Techniques and Solutions</i> http://www.youtube.com/watch?feature=endscreen&NR=1&v=ShMWkbhnr40 <i>Defining Expectations: how to Teach What is Expected of Them</i> http://www.youtube.com/watch?v=ZZb_FqBAu7Q&feature=relmfu
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX for EDU 146: Child Guidance

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Funny bone Readers: Developing Character, Family Fun Pack, Concord, MA: Red Chair Press.
Description	Funny Bone Readers: Family Fun Pack 1 includes 6 different books from the Developing Character series.
Application	Books will be introduced to students as examples of resources they might use in their classrooms to teach students social skills through read-alouds.
Outcome	This book series is an example of an appropriate instructional material to effectively teach children birth to 5 with exceptional needs. [3.2]
Additional Information	<p>More resources developed by Red Chari press can be retrieved from: www.redchairpress.com</p> <p>More resources for social stories can be retrieved from: http://csefel.vanderbilt.edu</p> <p><i>Top 5 Children's Books for Teaching Proper Behavior</i> can be retrieved from http://childrensbooksguide.com/behavior</p>
CEC Paraeducator Standards/NAEYC Core Standards	Instructional strategies/Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

RESOURCE MATRIX for EDU 146: Child Guidance

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Kaiser, B., & Rasminsky, J. K. (2007). <i>Challenging behavior in young children: Understanding, preventing, and responding effectively</i> (2nd ed.). Boston, MA: Pearson Education, Inc.
Description	This text maintains the personal touch and real-life examples teachers have grown to rely on. It includes new chapters on relationships and inclusion as well as the latest information on risk and protective factors, culture, the brain, self-reflection, working with families, and bullying.
Application	Information from this textbook will supplement content that will help students meet course objectives.
Outcome	Content and skills presented in this text will help paraprofessionals understand the challenges and needs of families of children with special needs as well as the skills students demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members. [7.2]
Additional Information	<p>Additional resources on responding to challenging behavior are:</p> <p><i>2013 CASEL Guide: Effective Social and Emotional Learning Programs: Preschool and Elementary Edition</i> [http://blogs.edweek.org/edweek/early_years/CASEL_Guide_FINAL.pdf]</p> <p>Video: Introducing Challenging Behavior in Young Children: Techniques and Solutions [http://www.youtube.com/watch?v=BpPcqBcMZgE]</p>
CEC Paraeducator Standards/NAEYC Core Standards	Collaboration/Engaging in continuous, collaborative learning to inform practice

RESOURCE MATRIX for EDU 146: Child Guidance

Websites and Other Electronic Media	
Citation	The Center on the Social and Emotional Foundations for Early Learning [http://csefel.vanderbilt.edu/]
Description	The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.
Application	Information and activities will support course content on promoting social emotional development.
Outcome	Content and skills learned through the use of this website will help students promote peer interaction skills and development of friendship in all children. (e.g., Teach children to effectively communicate their emotions and feelings. [6.1])
Additional Information	<p>Resources on this website include the following:</p> <p>On the homepage at http://csefel.vanderbilt.edu/ click on <u>Training Modules</u> under Resources by Type. Then click on <u>Preschool Modules</u>.</p> <p>Click on each module under Quicklinks to see the topics and resources available.</p> <p>View all of Module 2: Handout 1: Participant PowerPoint Slides: <i>Promoting Social Emotional Competence: Social Emotional Teaching Strategies</i>.</p> <p>Use <i>Resources by Group</i> to find scripted stories and a book list under <u>For Teachers/Caregivers</u>.</p> <p>Use Resource by Type to find Practical Strategies.</p>
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RESOURCE MATRIX for EDU 146: Child Guidance

Websites and Other Electronic Media	
Citation	Conscious Discipline Website http://consciousdiscipline.com/resources/handouts_and_slides.asp
Description	Conscious Discipline is a comprehensive self-regulation program that integrates social-emotional learning and discipline.
Application	Information and activities will support course content on promoting social emotional development.
Outcome	Content and skills learned through the use of this website will help students promote peer interaction skills and development of friendship in all children. (e.g., Teach children to effectively communicate their emotions and feelings. [6.1])
Additional Information	Resources on this website include the following: Handouts and Slides [http://consciousdiscipline.com/resources/handouts_and_slides.asp] Activities and Tools [http://consciousdiscipline.com/resources/activities_and_tools.asp] Interactive Extension Activities [http://consciousdiscipline.com/resources/shuberts_worksheets.asp] Implementation Guides [http://consciousdiscipline.com/resources/implementation_guides.asp]
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