



## ARTICLES

Queensberry, C., Hemmeter, M. L., Ostrosky, M. (2011). Addressing challenging behaviors in Head Start: A closer look at program policies and procedures. *Topics in Early Childhood Special Education*, 30(4), 209–220. Retrieved from <http://tec.sagepub.com/content/30/4/209>

This article describes an examination of Head Start policies and procedures related to child guidance and challenging behaviors, based on interviews with program staff and document analysis from six Head Start programs in the Midwest.

## BOOKS

Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. Clifton Park, NY: Delmar Learning.

This publication focuses on developmentally appropriate guidance in the classroom. In this book, the author describes how teachers can help children develop lifelong skills such as mutual acceptance and cooperation, creative and peaceful problem-solving strategies, and acceptable ways to express difficult emotions. The book also includes a chapter on differentiating mistaken behavior from misbehavior.

Webster-Stratton, C. (2000). *How to Promote Children's Social and Emotional Competence*. Thousand Oaks, CA: Sage Publications Ltd.

For teachers of children aged four to eight years, this book shows how teachers can set up individualized programs to address the special social and emotional needs of children at particular risk, because of issues such as learning difficulties, hyperactivity, impulsivity, attention deficit disorder, language and reading delays, and aggressive behavior. Based on the empirically validated Dinosaur Social Skills and Problem-solving Curriculum, this book emphasizes the management of hyperactive, inattentive, and aggressive children. It includes practical scripts, games, activities, pictures, and circle time role-plays and plans for use with children 4–8 years.

## WEBSITES

Center on the Social and Emotional Foundations for Early Learning.

<http://csefel.vanderbilt.edu/>

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social and emotional development and school readiness of young children from birth to age five. Included on this website is a training module, Promoting Children's Success: Building Relationships and Creating Supporting Environments, that provides information about effective practices for preventing challenging behaviors in the preschool classroom.

Technical Assistance Center on Social Emotional Intervention for Young Children

<http://www.challengingbehavior.org/>

The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) offers practical resources for trainers, teachers and families on evidence-based practices that support the social and emotional development of young children with, or at risk for, delays or disabilities. Among these resources is the Creating Teaching Tools for Young Children with Challenging Behavior which includes handouts, worksheets, visuals, and other materials that assist teachers in supporting children with challenging behaviors.



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.  
FALL 2012