Resources shared after the webinar, *Best Practices for Supporting Educators to Address Children's Behaviors that Challenge Adults*:

California PreK-TK Learning Foundations: https://www.cde.ca.gov/sp/cd/re/psfoundations.asp

NAEYC Principals of Child Development and Learning:
https://www.naeyc.org/resources/position-statements/dap/principles

Powerful Role of Play in Early Education:
https://www.cde.ca.gov/sp/cd/re/documents/powerfulroleofplay.pdf

Play-based Learning with Dr. Peter Gray:
https://www.youtube.com/watch?v=wJaAegok8L4

Child Development Institute: https://childdevelopmentinfo.com/

Active Education: Growing Evidence on Physical Activity and Academic Performance:https://activelivingresearch.org/sites/activelivingresearch.org/files/ALR_Brief_ActiveEducation_Jan2015.pdf

National Center for Pyramid Model Innovations (NCPMI):
https://challengingbehavior.org/

California Teaching Pyramid: https://cainclusion.org/teachingpyramid/

Center on PBIS (Positive Behavioral Interventions and Supports), Early Childhood PBIS: https://www.pbis.org/topics/early-childhood-pbis

California Multi-Tiered System of Supports (MTSS) Framework:
https://ocde.us/MTSS/Pages/CA-MTSS.aspx and Continuum of Support:
https://ocde.us/MTSS/Pages/CA-MTSS.aspx

Books to Promote Emotional Support (Teachstone):
https://info.teachstone.com/hubfs/En_PK_ESKit_Booklist_V1.1%201.pdf?hsCtaTracking=f9623c54-f534-4e74-855a-f5ef20524ec4%7C2ee004e1-112c-4216-a5d9-cc98158f2307

NCPMI Children's Books https://challengingbehavior.org/wp-content/uploads/2022/08/childrens-book_list.pdf

Reframing "Challenging Behavior": 3 Tips that Emphasize how our Response Matters

"Challenging Behavior" is always a hot topic for educators as we care for and guide young children's emotional well-being. It is especially important as we are now living through so many changes, transitions and adaptations young children are learning to experience the best they can.

[Creating Equitable Early Learning Environments for Young Boys of Color](#)
A CDE developed resource to help disrupt disproportionate discipline.

[State Superintendent Tony Thurmond Launches New "Education to End Hate" Initiative to Combat Bias, Bigotry, and Racism](#)
State Superintendent of Public Instruction Tony Thurmond announced a multifaceted "Education to End Hate" initiative designed to empower educators and students to confront the hate, bigotry, and racism rising in communities across the state and nation.

[Teachstone Webinar: Know, then Grow: Becoming an Anti-Racist, Anti-Biased, Trauma-Informed Educator](#)
In this webinar, Dr. Iheoma U. Iruka, the Chief Research Innovation Officer and Director of the Center for Early Education Research and Evaluation (CEERE) at HighScope Educational Research Foundation, will explore the reality of racism, white privilege, and implicit bias in learning settings and the links to trauma, often not acknowledged, discussed and addressed.

[NCPMI, Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension, and Expulsion](#)
This training provides information on the importance of culturally responsive practices in enhancing outcomes for all children, especially those from diverse backgrounds. In addition, issues concerning implicit bias are discussed. The development of this module was supported by the Pyramid Equity Project in collaboration with the University of South Florida, the University of Colorado Denver, and the PBIS Center with Preschool Development Grant national activity funding.

[Addressing Behaviors that Challenge](#)
"One size does not fit all" when responding to children's behaviors that challenge us. A relationship-based care approach to responding to children's behaviors supports child development. This 16-hour course offers participants practical opportunities to reflect deeply upon their own reactions to children's behavior, regulate their emotional reactions, and engage families to mutually understand the reasons for their children's behavior. Participants learn strategies that support the child's learning and development, along with their relationship with the child and their relationships within their family. Integrated throughout the course is a series of self-paced scenarios to

practice engaging with both children and families to respond to behaviors that challenge.

How do I learn more? How do I register? Visit [Learning Management System (LMS)](#) to register for upcoming offerings. You can register groups using the LMS.

[National Center for Pyramid Model Innovations Resource Library](#)

The National Center for Pyramid Model Innovations (NCPMI) is funded by the Office of Special Education Programs to improve state and local capacity to implement, scale-up, and sustain effective practices and policies to equitably support the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental delays or disabilities.

[Family Voice and Choice in the Individualized Behavior Support Process](#)

Empowering families to be active and valued participants in the Individualized Positive Behavior Support Plan (IPBS) is foundational to Pyramid Model implementation. This set of tips and strategies helps families ensure their values, assets, perspectives, and preferences are included in individualized support for their children.

[11 Ways to Encourage Friendship Skills and Social Play](#)

Tips and activity ideas you can use to promote friendships and encourage social play among children with and without disabilities.

[A review of the literature on social and emotional learning for students ages 3–8: Characteristics of effective social and emotional learning programs](#)

The purpose of the report series is to summarize the benefits of social and emotional learning (SEL) in early childhood and identify the characteristics of SEL interventions that are effective in school contexts. Responding to a need expressed by the Early Childhood Education Research Alliance, the research team conducted a systematic review and synthesis of recent research reviews and meta-analyses on the topic of SEL. The review identified effective SEL programs, strategies, and implementation practices. These effective components include aspects of program design, teacher training and technical assistance, and integration of SEL with existing structures.

[Preventing Suspension and Expulsion](#)

Head Start Program Performance Standard 45 CFR §1302.17(a),(b) requires programs to severely limit or prohibit the suspension and expulsion of all enrolled children. This standard refers to all children, including those with disabilities or suspected delays. Suspension and expulsion of young children is a widespread problem.

Teachstone Guiding Resources

As educators interact with children with disabilities, they connect in ways that cultivate emotionally supportive relationships, engage learners in ways that create a context for learning, and leverage instructional support tailored to the needs of each child in order to inspire learning. The resources on this page are designed to guide efforts to use CLASS® to capture these interactions.

Connecting Amidst Trauma: Strategies for Navigating Challenging Behaviors

In this episode, they explore the difficult topic of child trauma and challenging behaviors in the classroom. Join Dr. Johayra Bouza, an educator who has walked the path from poverty to academia thanks to the dedication and support of her educators. Dr. Bouza brings her rich insights and practical advice to address these pressing issues that have been amplified due to the pandemic and its associated social isolation.

Download a free printable resource from this episode of Teaching with CLASS **HERE**

Episode available in Spanish (Español): Conectando en Medio Del Trauma: Estrategias para Navegar Los Comportamientos Desafiantes

Getting Intentional About Relationship Building

In this episode, they discuss the profound impact of classroom relationships on learning and development. The guest in this episode is Kate Matthew. Kate is a co-author and Project Director of the STREAMin3 curriculum model from the Center of Advanced Study of Teaching and Learning (CASTL) at the University of Virginia. She shares enlightening insights that underscore the crucial role that relationships between educators and students play in shaping successful learning environments.

Download a free printable resource from this episode of Teaching with CLASS **HERE**

Creating a Culture of Belonging

In this podcast episode, you are introduced to the insightful Pamela Thompson, a director of teaching and learning at Neighborhood Villages in Boston. With a wealth of experience in early childhood education, Pamela shares her approach to fostering a sense of belonging in classrooms for children as young as 15 months

Download a free printable resource form this episode of Teaching with CLASS **HERE**

Engaging with Families while Accounting for Trauma

How can educators use trauma-informed strategies as they work to engage with the families of their students? In today's episode of this podcast, they dive deep into the

transformation of family engagement in education amidst the challenges posed by the pandemic.

Supporting Strong-Willed Children
This episode delves into the challenges and strategies associated with teaching strong-willed children. They discuss how temperament impacts behavior and classroom dynamics, strategies to identify rigid traits in toddlers and preschoolers, practicing flexibility and cooperation, the importance of setting boundaries and behavior expectations, and more.

Download a free printable resource from this episode of Teaching with CLASS **HERE**

Management Bulletin 23-08
Guidance on Suspension and Expulsion in the California State Preschool Program

Teaching Pyramid
The Teaching Pyramid Approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior a, and addresses problematic behavior.

California Early Childhood Online (CECO)
To support early childhood teachers, CECO provides modules based on state-of-the-art information and best practices in one centralized location to meet the ever-changing needs of the early childhood field. Sign up to get access to FREE early childhood professional development.

California Preschool Instructional Network (CPIN)
The California Preschool Instructional Network (CPIN) is funded by the California Department of Social Services, Child Care and Development Division and has provided high-quality professional learning, technical assistance, and support to California's preschool program administrators and teachers through its statewide network since 2004.

Infant and Early Childhood Mental Health Consultation Network
The California Infant and Early Childhood Mental Health Consultation (IECMHC) Network delivers no cost consultation services, resources, and training activities for early learning and care center-based program staff, family child care providers, and family, friend, and neighbor caregivers.

Quality Counts California Resource Library

Quality Counts California (QCC) is a statewide effort to strengthen California's early learning and care system to support young children and their families.

[Dual Language Learner Resource Guide](#)
This guide provides early learning programs that serve young DLLs (infants, toddlers, and preschoolers) with resources that highlight evidence-based strategies to improve the quality of instructional practices and interactions with young DLLs, including partnering with families in this effort.

CONTACT US

For additional resources, please visit the CDE's Preschool through Third Grade (P–3) Alignment web page at https://www.cde.ca.gov/ci/gs/p3/. If you have questions or concerns, please submit them to P3-Alignment@cde.ca.gov.

To subscribe to our P-3 listserv and ensure you receive the latest in P-3 news, email "subscribe" to subscribe-cdep3updates@mlist.cde.ca.gov.