

Two Mathematical Heads Are Better Than One: The Benefit of Peer-Based Learning in Preschool

<https://www.naeyc.org/resources/pubs/yc/fall2022/peer-based-math-learning>

In this article, the authors provide a brief literature review on the significance of partner work for young children's linguistic and academic development. They include the strategies they used to scaffold children's mathematical understanding, and they present descriptions of three themes that emerged from an analysis of their observational data related to how children expressed their mathematical understanding: drawings; physical movement; and representation through concrete materials. Although the work of the authors focused on children in dual language classrooms, they conclude the article by offering implications for early childhood teachers in a variety of settings.

Six Tips for Supporting Positive Peer Relations

<https://familiescanada.ca/2022/10/04/6-tips-to-support-positive-peer-relations-in-early-childhood-development/>

This webinar shared 6 ways educators and parents can promote positive peer relations amongst children. Positive peer relations are beneficial skills to support children individually and as a group in social settings.

Playing Together: Inclusive Social Interactions

<https://cultivatelearning.uw.edu/circle-time-magazine/season-3/episode-4/>

This evidence-based set of resources explores options for facilitating social interactions in inclusive settings, teaching friendship skills, and creating caring environments.

Adult's Role in Supporting Peer Relationships

<https://eclkc.ohs.acf.hhs.gov/video/adults-role-supporting-peer-relationships>

In this webinar, presenters address four main questions around peer relationships: Why are friendships important? Why are friends hard to find? How can adults facilitate the development of friendships between young children? How can adults help children navigate their own search for friends?

Examples of Peer Support

<https://connectmodules.dec-sped.org/wp-content/uploads/2018/11/CONNECT-Handout-1-2.pdf>

This resource illustrates ways in which peers may be encouraged to invite another child to join an activity, help a child to complete a task, show a child new skills, and respond appropriately.

Interaction with Children with Disabilities <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/interaction>

Effective interactional practices are engaging, sensitive, and responsive to children's developmental, cultural, and linguistic backgrounds. This is especially important for children at risk for or diagnosed with disabilities. Resources at this site are organized based on their level of impact for learning and are only a sampling of the resources available on these practices. Available in English and [Spanish](#).

Interaction Checklists <http://ectacenter.org/decrp/topic-interaction.asp>

These Recommended Practice checklists focus on the evidence-based components of interactions among peers and with adults. For example, the **Child-Child Interaction Checklist** includes practices that can be used to encourage and support peer exchanges to promote positive interactions and play. In English and [Spanish](#).

A Gumdrop: Friendship, Inclusion and Learning

<https://www.cde.state.co.us/sites/default/files/video/resultsmatter/FriendshipInclusionAndLearning.mp4>

This story is about a beautiful friendship that blossomed between two young girls in a preschool classroom. The children's parents and teacher describe how the friendship helped both girls learn social and academic skills.

Natural Resources is a free, monthly, one-way listserv. Each issue features readily available and free resources on a specific topic related to children from birth through Grade 3 and their families. [Highlighted resources are available in English and Spanish](#). Natural Resources is compiled and distributed by Camille Catlett. Past issues are archived at <https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter> To subscribe or unsubscribe, please contact Camille Catlett at camille.catlett@unc.edu