

Early Childhood Mental Health Resources and Tools to Support Social and Emotional Development

WEBSITES:

Bright Futures

Bright Futures is a national health promotion initiative dedicated to the principle that every child deserves to be healthy and that optimal health involves a trusting relationship between the health professional, the child, the family, and the community as partners in health practice. Launched by HRSA's Maternal and Child Health Bureau in 1990, the Bright Futures initiative is focused at the American Academy of Pediatrics and a collaborative of other federally- and State-funded Bright Futures projects.

<http://www.brightfutures.org>

Center for Early Childhood Mental Health Consultation

The Center for Early Childhood Mental Health Consultation was created through a grant from the Office of Head Start. The target audience includes: Mental Health Consultants; Head Start Program Administrators; Head Start Staff; Training & Technical Assistance Providers; and Families. The Center translates research in healthy mental development into materials tailored to the needs of each of the target audiences. The Center gathers in one place a wide range of materials that address the needs of HS staff and families for practical guidance on effective ways to promote young children's social and emotional development, and reduce challenging behaviors.

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

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

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 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.

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

Child & Family WebGuide

The Child & Family WebGuide provides approved links to websites and videos on topics of interest to parents. It is also used by students and professionals in the fields of child development, education, and psychology. The WebGuide primarily provides links to organizations and videos that have a legitimate research basis for the material they provide.

<http://www.cfw.tufts.edu/?/category/health/1/topic/behavior-problems/40/>

Conscious Discipline

Conscious Discipline is a comprehensive self-regulation program that integrates social-emotional learning and discipline. It is a longtime leader in the integration of classroom management with social-emotional learning, utilizing everyday events as the curriculum and addressing the adult's emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. Conscious Discipline is evidence-based, and was named as a national model for character education by the Florida State Legislature.

<http://consciousdiscipline.com/>

Devereux Center For Resilient Children

DCRC's Mission is to promote social and emotional development, foster resilience and build skills for school and life success in children birth through school-age, as well as to promote the resilience of the adults who care for them. The Devereux Center for Resilient Children offers a variety of resources designed to promote resilience of young children, birth through the 8th grade, as well as for the adults who care for them.

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

Early Childhood Ohio

This site has been designed to provide early childhood professionals with the latest resources and updates to promote school readiness for the children in Ohio.

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

The Georgetown University Center for Child and Human Development

The Georgetown University Center for Child and Human Development (GUCCHD) was established more than four decades ago to improve the quality of life for all children and youth, especially those who are at risk for special needs. Located in the nation's capital, this exceptional center both directly serves vulnerable children and their families, as well as influences local, state, national and international programs and policy.

<http://gucchd.georgetown.edu/>

Incredible Years Program for Parents, Teachers and Children

The Incredible Years Program is an award-winning parent training, teacher training and child social skills training series selected by the U.S. Office of Juvenile Justice and Delinquency Prevention as an "exemplary" best practice.

<http://www.incredibleyears.com/>

National Child Traumatic Stress Network (NCTSN) - Early Childhood Trauma

Early childhood trauma generally refers to the traumatic experiences that occur to children aged 0-6. Because infants' and young children's reactions may be different from older children's, and because they may not be able to verbalize their reactions to threatening or dangerous events, many people assume that young age protects children from the impact of traumatic experiences. When young children experience or witness a traumatic event, sometimes adults say, "They're too young to understand, so it's probably better if we don't talk to them about it." However, young children are affected by traumatic events, even though they may not understand what happened.

<http://www.nctsn.org/trauma-types/early-childhood-trauma>

PBS Parents

PBS Parents is a trusted resource that's filled with information on child development and early learning. It also serves as a parent's window to the world of PBS KIDS, offering access to educational games and activities inspired by PBS KIDS programs. Almost every family has experienced a time when their child behaves in ways that seem very different from her usual behavior. There are many types of challenging behavior that may seem confusing, inappropriate or even frightening. Some children may act out in

violent ways, like biting, kicking, or hitting themselves or others with objects. Understanding why this behavior occurs and addressing it in a positive way can help prevent future occurrences.

http://www.pbs.org/parents/inclusivecommunities/challenging_behavior.html

Technical Assistance Center on Social Emotional Interventions (TACSEI)

TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.

www.challengingbehavior.org

Zero to Three

Zero to Three's mission is to support the healthy development and well-being of infants, toddlers and their families. Challenging behavior can mean many things to many people. ZERO TO THREE has developed a set of resources to help parents and professionals better understand and respond to some of the most common and typical challenges that crop up in children's early years: Aggression, defiance, inconsolable crying, children who are slow-to-warm-up, and sleep challenges.

<http://www.zerotothree.org/child-development/challenging-behavior/>

TOOLS

1-2-3 Magic

The 1-2-3 Magic for Teachers program offers effective classroom discipline techniques for pre-K through the eighth grade. It's easy-to-learn, classroom rules and disciplinary procedures are perfectly clear, making for more order in the classroom.

<http://www.123magic.com/All-Products/Teachers>

Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE)

The early identification of social and emotional problems in infants and young children is essential. ASQ:SE is a screening tool that identifies infants and young children whose social and emotional development requires further evaluation to determine if referral for intervention services is necessary.

<http://agesandstages.com/asq-products/asqse/>

Behavior Problem Solver

<http://www.babycenter.com/preschooler-behavior-problems>

Bright Futures in Practice: Mental Health (2002) is a two-volume set considering the mental health of children in a developmental context, presenting information on early recognition and intervention for specific mental health problems and mental disorders, and providing a tool kit with hands on tools for health professionals and families for use in screening, care management, and health education.

<http://www.brightfutures.org/georgetown.html>

Children's Problem Solving Series

by Elizabeth Crary, M.S.

Second Edition

Interest in this classic series has never diminished since the six books were first published in the years between 1982 and 1986. This series helps preschool and elementary school-aged children begin to learn problem-solving skills. Each book introduces a specific problem familiar to most children and then prompts the child to consider alternative solutions. These books encourage critical thinking and exploration of ideas within a familiar situation. An introduction explains the way in which these books may be used, and provides helpful tips to assist you in drawing your child out. Ideal beginner books on conflict resolution for children, parents, and teachers.

http://www.parentingpress.com/b_cps.html

The Classroom Assessment Scoring System (CLASS)

The CLASS is an observational tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning. Data from CLASS™ observations are used to support teachers’ unique professional development needs, set school-wide goals, and shape system-wide reform at the local, state, and national levels.

<http://www.teachstone.org/about-the-class/>

Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management

This book is the foundational literature for implementing Conscious Discipline. Conscious Discipline is a life-changing, research-based classroom management system and social-emotional learning program for early childhood and elementary schools. It revolutionizes the classroom approach to social-emotional learning by addressing the adult's skill set and internal states first, and then empowering the adult to teach and model these skills with children. Conscious Discipline is structured around the seven powers for self-control and the seven skills of basic discipline.

<http://consciousdiscipline.com/store/pc/Conscious-Discipline-4p7.htm>

Creating Teaching Tools for Young Children with Challenging Behavior is a free product developed by the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) that gives teachers practical strategies, developed from TACSEI’s research activities and experiences in Positive Behavior Support, to create a plan to support young children who are having challenging behavior.

http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm

DECA For Infants And Toddlers Strategies Guide

This guide provides research-based, simple, easy to use social and emotional strategies for the home and child care setting. With hundreds of strategies organized into five chapters, this guide is a wonderful reference for any caregiver who is interested in promoting the social and emotional health of infants and toddlers. Included are reproducible forms and checklists to help programs reflect on overall social and emotional quality of early care and education settings.

<http://www.centerforresilientchildren.org/infants/assessments-resources/devereux-early-childhood-assessment-deca-infant-and-toddler-program/>

Developmental Assets

The Developmental Assets® are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. Because of its basis in youth development, resiliency, and prevention research and its proven

effectiveness, the Developmental Assets framework has become one of the most widely used approach to positive youth development in the United States. They represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.

<http://www.search-institute.org/developmental-assets>

Devereux Center for Resilient Children (DCRC) Preschool Initiative

DCRC's Preschool Initiative focuses on promoting the healthy social and emotional development of young children ages 3 through 5 years old. The centerpiece of the approach to promote (DECA- P2) may be completed by both parents and caregivers and provides reliable and valid data to promote young children's social and emotional development. Strategy resources for professionals and families are designed to ensure that screening and assessment data is incorporated into planning efforts for the home and care settings that strengthen children's protective factors.

<http://www.centerforresilientchildren.org/preschool/>

Devereux Reflective Checklist for Teaching Practices

The *Devereux Reflective Checklist for Teaching Practices* (also simply called the Reflective Checklist) is designed to help teachers reflect upon and intentionally use practices that promote children's social and emotional health by nurturing the within-child protective factors measured by the DECA-P2: Initiative (IN), Self-Regulation (SR), and Attachment/Relationships (A/R). Each item on the Reflective Checklist has been identified by research as a best practice for promoting young children's social and emotional health. The Reflective Checklist has 38 items and covers teaching practices across five categories to include: Daily Routines, Environment, Caring Connections, Activities and Experiences, and Partnerships Between Teachers and Families.

<http://www.centerforresilientchildren.org/deca-p2-downloadable-resources/>

Early Childhood and Parenting (ECAP) Collaborative

Dealing with Biting Behaviors in Young Children

The ECAP is home to a number of projects that focus on educating and raising young children. ECAP hosts research, technical assistance, and service projects.

<http://ecap.crc.illinois.edu/poptopics/biting.html>

FLIP IT: Transforming Challenging Behavior

FLIP IT® is a strategy that offers a simple, kind, strength-based, commonsense and effective four step process to address children's day to day challenging behaviors. The four steps are embodied in the FLIP IT mnemonic which stands for F – Feelings, L – Limits, I – Inquiries, and P – Prompts. FLIP IT is nothing new, but transforms best practice into a strategy that is easy to remember, applicable in a variety of challenging situations and portable.

<http://www.centerforresilientchildren.org/flip-it/>

Guiding Young Children's Behavior by Supporting Social and Emotional Development: A Core Knowledge Early Childhood Field Guide

This resource is intended for those working with infants through young schoolagers in programs addressing the needs of the whole child. It was written with the belief that the knowledge and competency that caregivers and teachers possess are key determinants of children's health and well-being, particularly for the development of very young children's social and emotional intelligence and skills. Highly knowledgeable and skilled early childhood professionals are especially critical to the

social and emotional well-being of at-risk young children with health, developmental or environmental factors that may contribute to patterns of challenging behavior. All children, however, benefit when they are cared for and guided by adults who understand and help meet each child's varying emotional and social needs.

http://www.ohpdnetwork.org/documents/CKC_SE_Guide.pdf

I Can Problem Solve

The I Can Problem Solve (ICPS) is a school-based intervention that trains children in generating a variety of solutions to interpersonal problems, considering the consequences of these solutions, and recognizing thoughts, feelings, and motives that generate problem situations. By teaching children *to* think, rather than *what* to think, the program changes thinking styles and, as a result, enhances children's social adjustment, promotes pro-social behavior, and decreases impulsivity and inhibition.

<http://www.thinkingchild.com/>

The I Can Problem Solve Discipline Ladder

The "I Can Problem Solve" (ICPS) approach looks at how parents and other caregivers talk with children when conflicts or other problems arise. To distinguish the problem solving approach from other positive forms of discipline, the styles are put onto rungs of a ladder.

<http://parenting.uwex.edu/parenting-the-preschooler/documents/The%20I%20Can%20Problem%20Solve%20Discipline%20Ladder.pdf>

Incredible Years Dina

The Incredible Years Child Program curriculum strengthens children's social, emotional and academic competencies such as understanding and communicating feelings, using effective problem solving strategies, managing anger, practicing friendship and conversational skills, as well as appropriate classroom behaviors. The child training program can be used by counselors or therapists to treat "difficult" and highly aggressive children in small groups or can be used by teachers as a prevention program for an entire classroom of students.

<http://www.incredibleyears.com/program/child.asp>

The Infant Toddler Temperament Tool (IT³) was developed for the Center for Early Childhood Mental Health Consultation, an Innovation and Support Project funded by the Office of Head Start. The Infant Toddler Temperament Tool includes a short online survey that allows parents and caregivers of infants and toddlers to recognize and explore their own temperament traits and those of a child for which they provide care. The IT³ generates results which support parents and caregivers in understanding how adult and child similarities and differences in temperament traits may affect "goodness of fit." Along with these results, the IT³ generates simple best practice tips adults can use to foster the unique temperament of each child within their care.

<http://www.ecmhc.org/temperament/index.html>

Ohio's Early Learning and Development Standards

These new standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and

guide the design and implementation of curriculum, assessment and instructional practices with young children.

<http://www.earlychildhoodohio.org/elds.php>

PATHS® (Promoting Alternative THinking Strategies) Program

The **PATHS** program is grounded in social and emotional learning (SEL). SEL helps children: resolve conflicts peacefully; handle emotions positively; empathize; and make responsible decisions. The PATHS program is a comprehensive SEL curriculum that is evidence-based and proven effective. It offers a common framework for effective SEL instruction from preschool through kindergarten and the elementary grades. The **PATHS** program covers five domains of social and emotional development and dozens of educational objectives and goals, such as increasing self-control and helping children recognize and understand how one's behavior affects others.

<http://www.channing-bete.com/prevention-programs/paths/paths.html>

Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals

This guide provides teachers with research-based strategies and tips to enhance children's social and emotional health, as well as hundreds of tips for improving the overall quality of preschool programs. It explores guidance on planning as well as hundreds of strategies for building protective factors and fostering healthy social and emotional development

<http://www.centerforresilientchildren.org/preschool/assessments-resources/the-devereux-early-childhood-assessment-preschool-program-second-edition/>

Routines and Transitions: A Guide for Early Childhood Professionals - Nicole Malenfant

In early childhood settings, children spend over 50 percent of their time on handwashing, dressing, napping, and other routines and transitions. Turn these routine daily activities into learning experiences. By using transitions wisely, you not only help children develop skills but also run a more efficient, calm program environment. In addition to discussions on developmental issues, environments, educational values, and hygiene, this book includes examples of games and rhymes that help children accomplish daily transitions with ease.

<http://www.redleafpress.org/Routines-and-Transitions-P112.aspx>

Second Step: Social-Emotional Skills for Early Learning

Young children, who can listen, pay attention, remember directions, and control their behavior will benefit more from preschool and be better prepared for kindergarten. The new *Second Step* early learning program teaches self-regulation and executive-function skills that help children learn and skills to manage their feelings, make friends, and solve problems. Short daily activities include Brain Builder games, songs, and puppets your little learners will love.

<http://www.cfchildren.org/second-step.aspx>

Seven Skills for School Success: Activities to Develop Social and Emotional Intelligence in Young Children

What do children need to learn first? Their ABCs? Their numbers? As it turns out, the "what" children need to develop is their social intelligence and emotional intelligence, the essential building blocks for all future learning. Best-selling author Pam Schiller provides information, activities, and experiences that develop the seven skills children need in order to become successful learners. These include social intelligence skills, such as relating to and playing with others, as well as emotional intelligence skills,

such as expressing feelings and understanding how others feel. Strengthen the foundation children need to become successful learners with the seven skills in this practical, easy-to-use book!

<http://www.gryphonhouse.com/store/trans/productDetailForm.asp?BookID=14036>

Socially Strong, Emotionally Secure: 50 Activities to Promote Resilience in Young Children

Now more than ever, adults must help children develop the skills necessary to navigate successfully through life. By focusing on building social and emotional strength, adults increase children's resilience and prepare them to handle the challenges in life. The strategies and activities in Socially Strong, Emotionally Secure provide teachers with the tools they need to help children become socially and emotionally healthy for life. Organized into five chapters, the activities support and build resilience in children ages three to eight.

<http://www.centerforresilientchildren.org/preschool/socially-strong-emotionally-secure/>

Transition Magician: Strategies for Guiding Young Children in Early Childhood Programs

Plan transition times so that children aren't hurting each other, toys aren't left all over the place, and you know where everyone is! This book features more than 200 original learning activities to help guide children through smooth transitions.

<http://www.redleafpress.org/Transition-Magician-P48.aspx>

What to Expect & When to Seek Help: Bright Futures Developmental Tools for Families and Providers

Based on *Bright Futures in Practice: Mental Health*, the four developmental tools offer a framework for providers and families to begin a conversation together about how best to support healthy social and emotional development in children and teens. The tools gently encourage families who have any questions or concerns about their child's development to "check it out" – and offer a number of tips for when, where, and how to seek help through local, State, or national resources.

<http://www.brightfutures.org/tools/index.html>

DVDs and CDs

Classroom Moments DVD

Designed to enhance training, this DVD includes 28 video clips from early childhood classrooms, including clips that illustrate Prevention in Action, Positive Guidance, Learning Opportunities, Developing Observation Skills, and Case Studies. In addition to the video clips, this DVD also comes with a trainer guide embedded on the DVD for use in developing training and workshops for staff.

<http://www.centerforresilientchildren.org/preschool/assessments-resources/facing-the-challenge-dvd-series/>

Facing The Challenge DVD Series

This instructional, interactive 2 DVD set includes more than two hours of training and documentary video, providing teachers with strategies for working with preschool children who display challenging behaviors. In addition to the rich video footage, each DVD comes with a comprehensive trainer's guide, filled with activities and guidance around using the videos for providing professional development to staff.

<http://www.centerforresilientchildren.org/preschool/assessments-resources/facing-the-challenge-dvd-series/>

Growing Sound

The Power of Educational Children's Music to Build Social-Emotional Skills

Growing Sound develops educational children's music and other products that translate key findings from recent child development research into practical and entertaining products for teachers, parents, and children. Founded in 2007 as a new venture of Children, Inc., our music products stimulate social and emotional development in a way that is fun for young children. While many products focus on managing children's problem behaviors, Growing Sound is a proactive, strength-based approach to helping children discover the goodness in their lives and in themselves.

<http://shop.childreninc.org/>

Starting Small: Teaching Tolerance in Preschool and the Early Grades

The vision of community that the early childhood classroom provides can color children's expectations about equity, cooperation and citizenship for a lifetime. This training kit for early childhood educators profiles seven innovative classrooms in which teachers are helping children practice fairness, respect and tolerance. "Starting Small" includes: 58-minute film featuring Vivian Gussin Paley and a companion text (PDF) featuring classroom profiles, reflection prompts and activities

<http://www.tolerance.org/kit/starting-small>

Trauma, Brain and Relationship: Helping Children Heal

This 30-minute documentary video about psychological or emotional trauma in children is taken from interviews conducted at the From Neurons to Neighborhoods community conferences. The documentary is an overview to help those who care about children recognize, prevent and heal psychological trauma. Internationally and nationally recognized authorities who work with children and teenagers in the field of emotional trauma, including Drs. Bruce Perry and Daniel Siegel, offer new insight and information about the origins of relationship/developmental problems, as well as problems associated with PTSD later in life.

http://www.healingresources.info/emotional_trauma_online_video.htm

BOOKS:

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Bailey, Becky . I Love You Rituals. New York: HarperCollins Publishers, 2000.

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Brazelton, T. Berry. Touchpoints: Your child's emotional and behavioral development. Reading, MA: Addison-Wesley. 1992.

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Pearson, 2007.

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National Research Council and Institute of Medicine. From Neurons to Neighborhoods: The Science of Early Childhood Development. National Academy Press, Washington, D.C. 2000.

<http://www.nap.edu/books/0309069882/html/index.html>

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Webster-Stratton, Carolyn. How to Promote Children's Social and Emotional Competence. Thousand Oaks: SAGE Publications, 1999.

Webster-Stratton, Carolyn. Incredible Teachers. Seattle: Incredible Years, Inc, 2012.

PUBLICATIONS and ARTICLES

A Good beginning: Sending America's children to school with the social and emotional competence they need to succeed

This paper examines the current state of research regarding the social and emotional risk and protective factors that predict early school problems or success.

Peth-Pierce, R.

2000, Child Mental Health Foundations and Agencies Network

<http://casel.org/publications/good-beginning-sending-americas-children-to-school-with-the-social-and-emotional-competence-they-need-to-succeed/>

Addressing social-emotional development and infant mental health in early childhood systems
(Building State Early Childhood Comprehensive Systems Series No. 12)

Zeanah, Paula D., Stafford, Brian S., Nagle, Geoffrey A., Rice, Thomas.

2005, University of California, Los Angeles, National Center for Infant and Early Childhood Health Policy

A policy report addressing several issues associated with infant mental health (IMH), including organization; delivery of services; and funding and training opportunities A study of the necessity to focus child care and early education efforts on infant mental health and development, with policy recommendations and strategies for implementation, the meaning of infant mental health, and the development of systems for delivering infant mental health services

<http://www.nursefamilypartnership.org/assets/PDF/Journals-and-Reports/National-Center-for-Infant---Early-Child-Jan-2005>

Caregiver-Child: Mutual Influences on Mental Health

Focal Point

Summer 2008

This issue of Focal Point—through a consideration of personal, lived experience as well as practice and research—examines the mutual impact of caregiver and child mental health, and highlights practical strategies to promote positive outcomes for children and caregivers who experience mental health difficulties.

<http://www.pathwaysrtc.pdx.edu/focalpointS08.shtml>

Challenging Behaviors and the Role of Preschool Education

by Lisa A. McCabe and Ellen C. Frede

December 2007, Issue 16

Preschool Policy Brief

Policy Brief series edited by Ellen C. Frede, Ph.D., and W. Steven Barnett, Ph.D.

National Institute for Early Education Research

<http://nieer.org/resources/policybriefs/16.pdf>

Meeting the Challenge: Effective Strategies for Challenging Behaviours in Early Childhood Environments

Canadian Child Care Federation, 1999; National Association for the Education of Young Children, 1999. 40 pages. ISBN 0-9685157-1-1.

This reader-friendly book offers easily understandable ideas and strategies proven to work for children with the most challenging behaviors and to benefit every child in your setting. Written for front-line child care teachers, *Meeting the Challenge* became a runaway best-seller for the National Association for the Education of Young Children (NAEYC) when the prestigious American organization selected it as a Comprehensive Membership Benefit in 1999. The Canadian Child Care Federation, the booklet's original publisher, was so convinced of its worth that it distributed it free to every child care center in Canada.

<http://www.challengingbehavior.com/mtc.html>

Mental Health America: What Every Child Needs for Good Mental Health

It is easy for parents to identify their child's physical needs: nutritious food, warm clothes when it's cold, bedtime at a reasonable hour. However, a child's mental and emotional needs may not be as obvious. Good mental health allows children to think clearly, develop socially and learn new skills. Additionally, good friends and encouraging words from adults are all important for helping children develop self confidence, high self-esteem, and a healthy emotional outlook on life.

<http://www.nmha.org/infoctr/factsheets/72.cfm>

Off to a Good Start: Research on the risk factors for early school problems and selected federal policies affecting children's social and emotional development and their readiness for school

Huffman, L. C., 2001

Bethesda, MD: Child Mental Health Foundations and Agencies Network (FAN).

A review of research literature on the social and emotional risk factors that predict adverse early childhood academic and behavior outcomes, with critical discussion of inadequacies of research in this area, and an examination of federal policies that address these risk factors

[http://www.childcareresearch.org/childcare/resources?publisher=Child+Mental+Health+Foundations+and+Agencies+Network+\(FAN\)](http://www.childcareresearch.org/childcare/resources?publisher=Child+Mental+Health+Foundations+and+Agencies+Network+(FAN))

Planning Transitions to Prevent Challenging Behavior

Mary Louise Hemmeter, Michaelene M. Ostrosky,

Kathleen M. Artman, and Kiersten A. Kinder

Beyond the Journal • *Young Children* on the Web • May 2008

http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf

Positive Approaches to Problem Behaviors for Young Children with Disabilities

A Replication and Dissemination of a Model of Inservice Training and Technical Assistance to Prevent Challenging Behaviors in Young Children with Disabilities: Minnesota Behavioral Support Project
Copyright 1995 by Minnesota Behavioral Support Project

<http://199.88.112.54/selpa/pdfs/Positive+Approaches.pdf>

Prevention and Intervention for the Challenging Behaviors of Toddlers and Preschoolers

Diane Powell, PhD; Glen Dunlap, PhD; Lise Fox, PhD

Infants & Young Children, Vol. 19, No. 1, pp. 25–35

2006 Lippincott Williams & Wilkins, Inc.

In this article, the authors discuss what is known about challenging behaviors in the repertoires of toddlers and preschoolers, and present a model of prevention and intervention. Although research in this area is limited, there are encouraging signs that a coordinated adoption of validated practices could substantially reduce challenging behaviors and thereby enhance the social and emotional well-being of children in today's society.

http://depts.washington.edu/isei/iy/powell_19.1_05.pdf

Resources to Promote Social and Emotional Health and School Readiness in Young Children and Families: A Community Guide

Columbia University, National Center for Children in Poverty
Jane Knitzer and Jill Lefkowitz
November 2005

This guide provides information about resources and strategies that families, child care providers, teachers, and others who come into contact with young children every day can use to promote healthy development, encourage the ability to form and grow accustomed to supportive relationships and reduce challenging behaviors in infants, toddlers, and preschoolers, with discussion of how these strategies can be used most effectively to help children develop the social and emotional skills they need to succeed in school.

http://www.nccp.org/publications/pub_648.html

Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children

The Kauffman Early Education Exchange, Volume 1, Number 1, Summer 2002
The Ewing Marion Kauffman Foundation

This publication is the postconference report that features all of the papers presented at the inaugural Kauffman Early Education Exchange conference held on November 12, 2001. The topic focused on the social and emotional development of young children as an essential building block to prepare for school success.

http://sites.kauffman.org/pdf/eex_brochure.pdf

The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do

This 2007 publication from the National Scientific Council on the Developing Child offers a concise, clear overview of the science of early childhood and brain development as it relates to policies and programs that could make a significant difference in the lives of children—and all of society. It includes discussion of seven core concepts of development and their implications for policy and practice.

http://developingchild.harvard.edu/resources/reports_and_working_papers/science_of_early_childhood_development/

What Do You Do With The Mad That You Feel?

Mister Rogers

http://www.pbs.org/parents/rogers/theme/1691_p_art.html

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