Objective

Gain a better understanding about:

• Why this is a protective factor and a promotive factor?
• How we can assure that children experience lots of quality nurturing attachment and stimulation

What are Protective and Promotive Factors?

Conditions or attributes that

- mitigate or eliminate risk
- actively enhance well-being

**TAKEN TOGETHER, PROTECTIVE AND PROMOTIVE FACTORS INCREASE THE PROBABILITY OF POSITIVE, ADAPTIVE AND HEALTHY OUTCOMES, EVEN IN THE FACE OF RISK AND ADVERSITY.**

CSSP
Concrete Support in Time of Need: Building Protective Factors

So, why is the social and emotional competence of young children a protective and promotive factor?

Did you know that during the first 3 years of life, 700 new neural connections form in the brain every second?

It's easy to understand why the birth to three years are so crucial: those connections decide what a child will be able to learn, and do, as they grow.

The interactions children have with adults during those first three years can literally define the rest of their lives.

If we want our children to be socially and emotionally competent, who do we need to target to provide guidance and support?

Diane Bellem, VP
Sheltering Arms Early Education and Family Centers
www.shelteringarmsforkids.com
Concrete Support in Time of Need: Building Protective Factors

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Core Meanings of the Strengthening Families Protective Factors

**Attachment**, which begins prenatally, is the emotional connection between a child and important adult(s).

- Securely attached children typically have less stress reactivity, more independence, better problem solving abilities, and better relationships.

- Supportive, responsive interaction between child and adult are crucial to form secure attachments. Insecure attachments can cause emotional and behavioral problems.

**Consistency** - vitally important to the social, emotional and cognitive development of babies and young children.

- When a child experiences consistent care, she is better able to benefit from new experiences because her basic needs can be met and her brain does not have to expend energy trying to adjust to constantly changing circumstances.
Actively Promoting Social-Emotional Competence

Creating an environment in which children feel safe to express their emotions

- Being emotionally responsive to children and modeling empathy
- Setting clear expectations and limits (e.g., “People in our family don’t hurt each other.”)

Actively Promoting Social-Emotional Competence

Separating emotions from actions (e.g., “It’s okay to be angry, but we don’t hit someone when we are angry.”)

- Encouraging and reinforcing social skills such as greeting others and taking turns
- Creating opportunities for children to solve problems (e.g., “What do you think you should do if another child calls you a bad name?”)

Pyramid Model
For Promoting Social Emotional Competence in Infants and Young Children

Benefits of a Consistent Environment
- Secure attachment
- Stronger, more complex brain wiring
- Emotional security and trust
- Better self-regulation

CHAPTER 7: CONSISTENCY

Diane Bellem, VP
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The purpose of the GELDS is to outline what children should know and be able to do before kindergarten entry.

http://www.nationalhealtheystart.org/site/assets/docs/NHSA_SocialEmotional_2.pdf

Second Step: Social-Emotional Skills for Early Learning

The purpose of the GELDS is to outline what children should know and be able to do before kindergarten entry. These research-based standards should be used to guide teachers, parents, and all practitioners in the intentional integration of developmental knowledge with the skills and concepts children need to make progress in all learning areas.

Better Brains for Babies (BBB)

Better Brains for Babies (BBB) is a collaboration of state and local, public and private organizations dedicated to promoting awareness and education about the importance of early brain development in the healthy growth and development of infants and young children in Georgia.

Resources

Resources

Resources

Resources

Resources

From the “Sister Centers” promoting social-emotional development in early childhood:

• Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/
• Technical Assistance Center on Social Emotional Interventions (TACSEI) http://www.challengingbehavior.org/
• Center on Early Childhood Mental Health Consultation (ECMHC) http://www.ecmhc.org/

Concrete Support in Time of Need: Building Protective Factors

State Coordinator:
Jeanette B. Meyer
Statewide Coordinator Strengthening Families Georgia
Phone: 678-524-6141
Email: strengtheningfamiliesga@gmail.com

Contact Us!
- www.shelteringarmsforkids.com
- 404/523-9906
- Georgia Training Institute
  - Shonnie Roberson
    - sroberon@shelteringarmsforkids.com

It's the Relationships and the Environment that Matters.
CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

<table>
<thead>
<tr>
<th>Protective Factor</th>
<th>Core Meaning</th>
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</thead>
</table>
| Parental Resilience | **Resilience Related to General Life Stress**  
  a. managing the stressors of daily life and functioning well even when faced with challenges, adversity, and trauma  
  b. calling forth the inner strength to proactively meet personal challenges, manage adversities, and heal the effects of one’s own traumas  
  c. becoming more self-confident and self-efficacious  
  d. having faith; feeling hopeful  
  e. believing that one can make and achieve goals  
  f. solving general life problems  
  g. having a positive attitude about life in general  
  h. managing anger, anxiety, sadness, feelings of loneliness, and other negative feelings  
  i. seeking help for self when needed  

  **Resilience Related to General Parenting Stress**  
  a. calling forth the inner strength to proactively meet challenges related to one’s child  
  b. not allowing stressors to keep one from providing nurturing attention to one’s child  
  c. solving parenting problems  
  d. having a positive attitude about one’s parenting role and responsibilities  
  e. seeking help for child when needed  

| Social Connections | a. Building trusting relationships; feeling respected and appreciated  
 b. Having friends, family members, neighbors, and others who:  
  • provide emotional support (e.g., affirming parenting skills)  
  • provide instrumental support/concrete assistance (e.g., providing transportation)  
  • provide informational support/serve as a resource for parenting information  
  • provide spiritual support (e.g., providing hope and encouragement)  
  • provide an opportunity to engage with others in a positive manner  
  • help solve problems  
  • help buffer parents from stressors  
  • reduce feelings of isolation  
  • promote meaningful interactions in a context of mutual trust and respect  
 c. Having a sense of connectedness that enables parents to feel secure, confident, and empowered to “give back” to others |
### Protective Factor: Knowledge of Parenting and Child Development

Seeking, acquiring, and using accurate and age-stage-related information about:

- **a.** parental behaviors that lead to early secure attachments
- **b.** the importance of
  - being attuned and emotionally available to one's child
  - being nurturing, responsive, and reliable
  - regular, predictable, and consistent routines
  - interactive language experiences
  - providing a physically and emotionally safe environment for one's child
  - providing opportunities for one's child to explore and to learn by doing
- **a.** appropriate developmental expectations
- **b.** positive discipline techniques
- **c.** recognizing and attending to the special needs of a child

### Protective Factor: Concrete Support in Times of Need

- **a.** being resourceful
- **b.** being able to identify, find, and receive the basic necessities everyone deserves in order to grow (e.g., healthy food, a safe environment), as well as specialized medical, mental health, social, educational, or legal services
- **c.** understanding one's rights in accessing eligible services
- **d.** gaining knowledge of relevant services
- **e.** navigating through service systems
- **f.** seeking help when needed
- **g.** having financial security to cover basic needs and unexpected costs

### Protective Factor: Children’s Social and Emotional Competence

**Regarding the parent:**

- **a.** having a positive parental mood
- **b.** having positive perceptions of and responsiveness to one’s child
- **c.** responding warmly and consistently to a child’s needs
- **d.** being satisfied in one’s parental role
- **e.** fostering a strong and secure parent-child relationship
- **f.** creating an environment in which children feel safe to express their emotions
- **g.** being emotionally responsive to children and modeling empathy
- **h.** talking with the child to promote vocabulary development and language learning
- **i.** setting clear expectations and limits
- **j.** separating emotions from actions
- **k.** encouraging and reinforcing social skills such as greeting others and taking turns
- **l.** creating opportunities for children to solve problems

**Regarding the child:**

- **a.** developing and engaging in self-regulating behaviors
- **b.** interacting positively with others
- **c.** using words and language skills
- **d.** communicating emotions effectively
Early childhood is a period of both great opportunity and vulnerability. Early childhood experiences set the stage for later health, well-being and learning. In the past, most of the focus was on building young children's academic skills in an effort to ensure they were prepared for school. However, in recent years a growing body of research has demonstrated the strong link between young children's social-emotional competence and their cognitive development, language skills, mental health and school success. The dimensions of social-emotional competence in early childhood include:

- **self-esteem** - good feelings about oneself
- **self-confidence** - being open to new challenges and willing to explore new environments
- **self-efficacy** - believing that one is capable of performing an action
- **self-regulation/self-control** - following rules, controlling impulses, acting appropriately based on the context
- **personal agency** - planning and carrying out purposeful actions
- **executive functioning** - staying focused on a task and avoiding distractions
- **patience** - learning to wait
- **persistence** - willingness to try again when first attempts are not successful
- **conflict resolution** - resolving disagreements in a peaceful way
- **communication skills** - understanding and expressing a range of positive and negative emotions
- **empathy** - understanding and responding to the emotions and rights of others
- **social skills** - making friends and getting along with others
- **morality** - learning a sense of right and wrong

These dimensions of social-emotional competence do not evolve naturally. The course of social-emotional development—whether healthy or unhealthy—depends on the quality of nurturing attachment and stimulation that a child experiences. Numerous research studies show that a relationship with a consistent, caring and attuned adult who actively promotes the development of these dimensions is essential for healthy social-emotional outcomes in young children. Actively promoting social-emotional competence includes activities such as:

- Creating an environment in which children feel safe to express their emotions
- Being emotionally responsive to children and modeling empathy
- Setting clear expectations and limits (e.g., “People in our family don’t hurt each other.”)
- Separating emotions from actions (e.g., “It’s okay to be angry, but we don’t hit someone when we are angry.”)
- Encouraging and reinforcing social skills such as greeting others and taking turns
- Creating opportunities for children to solve problems (e.g., “What do you think you should do if another child calls you a bad name?”)

Children who have experiences such as these are able to recognize their and others’ emotions, take the perspective of others and use their emerging cognitive skills to think about appropriate and inappropriate ways of acting. Conversely, research shows children who do not have adults in their lives who actively promote social-emotional competence may not be able to feel remorse or show empathy and may lack secure attachments, have limited language and cognitive skills and have a difficult time interacting effectively with their peers. Evidence shows, however, that early and appropriate interventions that focus on social-emotional development can help to mitigate the effects of negative experiences in ways that lead to improved cognitive and social-emotional outcomes.
# Zero to Three: Books About Feelings for Babies and Toddlers

Exploring Feelings

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Age Range</th>
</tr>
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<tbody>
<tr>
<td>Baby Faces</td>
<td>Margaret Miller</td>
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<tr>
<td><em>Oh, David!: A Diaper David Book</em></td>
<td>David Shannon</td>
<td>birth to 2</td>
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<tr>
<td><em>Oops!: A Diaper David Book</em></td>
<td>David Shannon</td>
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<tr>
<td><em>If You're Happy And You Know It: My First Taggies Book</em></td>
<td>Ken Geist, Ed.</td>
<td>birth to 2</td>
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<tr>
<td><em>I Am Happy: A Touch and Feel Book of Feelings</em></td>
<td>Steve Light</td>
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<tr>
<td><em>My Many Colored Days Board Book</em></td>
<td>Dr. Seuss</td>
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<tr>
<td><em>The Feelings Book</em></td>
<td>Todd Parr</td>
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<tr>
<td><em>Lots of Feelings</em></td>
<td>Shelly Rotner</td>
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<tr>
<td><em>Grumpy Bird</em></td>
<td>Jeremy Tankard</td>
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<tr>
<td><em>When I Am/Cuando Estoy</em></td>
<td>Gladys Rosa-Mendoza</td>
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<tr>
<td><em>Taking a Bath With the Dog and Other Things That Make Me Happy</em></td>
<td>Scott Menchin</td>
<td>18 months to 5</td>
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<tr>
<td><em>The Way I Feel</em></td>
<td>Janan Cain</td>
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<tr>
<td><em>Today I Feel Silly: And Other Moods That Make My Day</em></td>
<td>Jamie Lee Curtis</td>
<td>2 to 6</td>
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<tr>
<td><em>How Are You Peeling? Foods With Moods</em></td>
<td>Saxton Freymann</td>
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<td><em>Feelings</em></td>
<td>Aliki</td>
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<tr>
<td><em>Alexander and the Terrible, Horrible, No Good, Very Bad Day</em></td>
<td>Judith Viorst</td>
<td>4 to 8</td>
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<tr>
<td><em>I Like Myself</em></td>
<td>Karen Beaumont</td>
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<tr>
<td><em>I'm Gonna Like Me: Letting Off a Little Self-Esteem</em></td>
<td>Jamie Lee Curtis</td>
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### Coping With Feelings of Anger

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<tr>
<td><em>Words Are Not For Hurting</em></td>
<td>Elizabeth Verdickem</td>
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<tr>
<td><em>Hands Are Not For Hitting</em></td>
<td>Martine Agassi</td>
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<tr>
<td><em>Teeth Are Not for Biting</em></td>
<td>Elizabeth Verdickem</td>
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<tr>
<td><em>No Matter What</em></td>
<td>Debi Gliori</td>
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<td><em>Finn Throws a Fit</em></td>
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<td>Anna Dewdney</td>
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<td><em>When I Feel Angry</em></td>
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<td><em>Alicia Has a Bad Day</em></td>
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<td><em>Chocolate-Covered-Cookie Tantrum</em></td>
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<td><em>Mean Soup</em></td>
<td>Betsy Everitt</td>
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<td><em>When Sophie Gets Angry – Really, Really Angry</em></td>
<td>Molly Bang</td>
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<td><em>Sometimes I’m Bombaloo</em></td>
<td>Rachel Vail</td>
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### Fears

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<tr>
<td><em>Owl Babies</em></td>
<td>Martin Waddell</td>
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<tr>
<td><em>Have You Seen My Duckling?</em></td>
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<td>12 months to 3 years</td>
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<tr>
<td><em>When Mama Comes Home Tonight</em></td>
<td>Eileen Spinelli</td>
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<tr>
<td><em>I Love You All Day Long</em></td>
<td>Francesca Rusackas</td>
<td>18 months to 3</td>
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<td><em>Are You My Mother?</em></td>
<td>P. D. Eastman</td>
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<td><em>Oh My Baby, Little One</em></td>
<td>Kathi Appelt</td>
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<td><em>Whose Mouse Are You?</em></td>
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<td><em>Don’t Go!</em></td>
<td>Jane Breskin Yolen</td>
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<td><em>The Kissing Hand</em></td>
<td>Audrey Penn</td>
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<td><em>Franklin and the Thunder Storm</em></td>
<td>Paulette Bourgeois</td>
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<td><em>The Storm Book</em></td>
<td>Charlotte Zolotow</td>
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<td>Patricia Polacco</td>
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<td>Thunder and Lightning: They’re Not So Frightening</td>
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<td>Can’t You Sleep, Little Bear</td>
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<td>I Have a Little Problem, Said the Bear</td>
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<td>Franklin Goes to the Hospital</td>
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<td>My Monster Mama Loves Me So</td>
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<td>I Need My Monster</td>
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<td>It's Hard to Be Five: Learning How to Work My Control Panel</td>
<td>Jamie Lee Curtis</td>
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## Friendship Troubles

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<td>My Friend and I</td>
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## Grief and Loss

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<td>Pat Thomas</td>
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<td>Doris Stickney</td>
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<td>Alfie and the Birthday Surprise</td>
<td>Shirley Hughes</td>
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<td>Corinne Demas</td>
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<td>Judith Viorst</td>
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<td>Marjorie Blain Parker</td>
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<tr>
<td><strong>Loss of a Loved One</strong></td>
<td></td>
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<tr>
<td>Where Are You? A Child’s Book About Loss</td>
<td>Laura Olivieri</td>
<td>3 to 8</td>
</tr>
<tr>
<td>Sad Isn't Bad: A Good-Grief Guidebook for Kids Dealing With Loss</td>
<td>Michaelene Mundy</td>
<td>4 to 8</td>
</tr>
<tr>
<td>Nana Upstairs &amp; Nana Downstairs</td>
<td>Tomie dePaola</td>
<td>2 to 8</td>
</tr>
<tr>
<td>Badger’s Parting Gifts</td>
<td>Susan Varley</td>
<td>3 to 8</td>
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<tr>
<td>Gentle Willow: A Story for Children About Dying</td>
<td>Joyce C. Mills</td>
<td>4 to 8</td>
</tr>
<tr>
<td>Grandma’s Purple Flowers</td>
<td>Adjoa J. Burrowes</td>
<td>4 to 8</td>
</tr>
<tr>
<td>Everett Anderson's Goodbye</td>
<td>Lucille Clifton</td>
<td>4 to 8</td>
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<tr>
<td>Saying Goodbye to Daddy</td>
<td>Judith Vigna</td>
<td>4 to 8</td>
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<tr>
<td>The Blue Roses</td>
<td>Linda Boyden</td>
<td>4 to 8</td>
</tr>
<tr>
<td>Tear Soup</td>
<td>Pat Schweibert</td>
<td>4 to adult</td>
</tr>
<tr>
<td>Lifetimes</td>
<td>Warren Hanson</td>
<td>4 to adult</td>
</tr>
<tr>
<td><strong>Grief or Trauma</strong></td>
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<tr>
<td>A Terrible Thing Happened*</td>
<td>Margaret M. Holmes</td>
<td>2 to 8</td>
</tr>
</tbody>
</table>

*The "terrible thing" mentioned in the title is not specified in the book which allows parents and caregivers to use this story to support children who have experienced the loss of a loved one or another type of trauma (e.g., physical or sexual abuse).1213132132

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Age Range</th>
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</thead>
<tbody>
<tr>
<td>Let's Talk About It: Divorce</td>
<td>Fred Rogers</td>
<td>2 to 5</td>
</tr>
<tr>
<td>Mama and Daddy Bear’s Divorce</td>
<td>Cornelia Maude Spelman</td>
<td>2 to 5</td>
</tr>
<tr>
<td>Two Homes</td>
<td>Claire Masurel</td>
<td>2 to 5</td>
</tr>
<tr>
<td>Was It the Chocolate Pudding: A</td>
<td>Bryan Langdo</td>
<td>2 to 5</td>
</tr>
<tr>
<td>Story for Little Kids About Divorce</td>
<td>Title</td>
<td>Author</td>
</tr>
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<tr>
<td>Standing on My Own Two Feet: A Child's Affirmation of Love in the Midst of Divorce</td>
<td>Tamara Schmitz</td>
<td>3 to 5</td>
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<tr>
<td>Dinosaurs Divorce</td>
<td>Marc Brown</td>
<td>3 to 5</td>
</tr>
<tr>
<td>It's Not Your Fault, Koko Bear</td>
<td>Vicki Lansky</td>
<td>3 to 5</td>
</tr>
<tr>
<td>My Family's Changing: A First Look at Family Break-Up</td>
<td>Pat Thomas</td>
<td>3 to 5</td>
</tr>
<tr>
<td>I Have Two Homes</td>
<td>Marian DeSmet</td>
<td>3 to 5</td>
</tr>
<tr>
<td>Where Am I Sleeping Tonight? A Story of Divorce</td>
<td>Carol Gordon Ekster</td>
<td>5+</td>
</tr>
</tbody>
</table>
Children’s Book List
RELEVANT TO SOCIAL-EMOTIONAL SKILLS

BEING A FRIEND

A Rainbow of Friends by P.K. Hallinan (Ages 4-8)
Can You Be a Friend? by Nita Everly (Ages 6-7)
Care Bears Caring Contest by Nancy Parent (Ages 3-6)
Care Bears The Day Nobody Shared by Nancy Parent(Ages3-6)
Fox Makes Friends by Adam Relf (Ages 3-5)
Gigi and Lulu’s Gigantic Fight by Pamela Edwards (Ages 3-7)
Heartprints by P.K. Hallinan (Ages 3-6)
How to be a Friend by Laurie Krasny Brown and Marc Brown (Ages 4-8)
Hunter’s Best Friend at School by Laura Malone Elliot (Ages 4-7)
I’m a Good Friend! by David Parker (Ages 3-5)
I Can Share by Karen Katz (Ages infant-5)
I Can Cooperate! by David Parker (Ages 3-5)
I am Generous! by David Parker (Ages 2-5)
I’m Sorry by Sam McBratney (Ages 4-7)
It’s Hard to Share My Teacher by Joan Singleton Prestine (Ages5-6)
Jamberry by Bruce Degan (Ages 2-5)
The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don & Audry Wood (Ages 2-5)
Making Friends by Fred Rogers (Ages 3-5)
Making Friends by Janine Amos (Ages 4-8)
Matthew and Tilly by Rebecca C. Jones (Ages 4-8)
My Friend Bear by Jez Alborough (Ages 3-8)
My Friend and I by Lisa John-Clough (Ages 4-8)
One Lonely Sea Horse by Saxton Freymann & Joost Elffers (Ages 4-8)
Perro Grande…Perro Pequeno/Big Dog…Little Dog by P.D. Eastman (Ages 4-8)
The Rainbow Fish by Marcus Pfister (Ages 3-8)
Share and Take Turns by Cheri Meiners (Ages 5-8)
The Selfish Crocodile by Faustin Charles and Michael Terry (Ages 4-7)
Simon and Molly plus Hester by Lisa Jahn-Clough (Ages 5-8)
Sometimes I Share by Carol Nicklaus (Ages 4-6)
Strawberry Shortcake and the Friendship Party by Monique Z. Sephens (Ages 2-5)
Sunshine & Storm by Elisabeth Jones (Ages 3-5)
That’s What a Friend Is by P.K. Hallinan (Ages3-8)
We Are Best Friends by Aliki (Ages 4-7)
When I Care about Others by Cornelia Maude Spelman (Ages 5-7)
And Here’s to You by David Elliott (Ages 4-8)
Big Al by Andrew Clements (Ages 4-8)
The Brand New Kid by Katie Couric (Ages 3-8)
Chester’s Way by Kevin Henkes (Ages 5-7)
Chrysanthemum by Kevin Henkes (Ages 4-8)
Franklin’s New Friend by Paulette Bourgeois (Ages 5-8)
Horace and Morris But Mostly Dolores by James Howe (Ages 4-8)
I Accept You as You Are!, by David Parker (Ages 3-5)
It’s Okay to Be Different by Todd Parr (Ages 3-8)
Margaret and Margarita by Lynn Reiser (Ages 5-8)

GENERAL FEELINGS

ABC Look at Me by Roberta Grobel Intrater (Ages infant-4)
“Baby Faces” books (most are by Roberta Grobel Intrater) (Ages infant-4)
Can You Tell How Someone Feels? (Early Social Behavior Book Series) by Nita Everly (Ages 3-6)
Double Dip Feelings by Barbara Cain (Ages 5-8)
The Feelings Book by Todd Parr (Ages 3-8)
Glad Monster, Sad Monster by Ed Emberley & Anne Miranda (Ages infant-5)
The Grouchy Ladybug by Eric Carle (Ages 1-6)
Happy and Sad, Grouchy and Glad by Constance Allen (Ages 4-7)
How Are You Feeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos by Saxton Freymann (Ages 5-8)
How Do I Feel? by Norma Simon (Ages 2-7)
How Do I Feel? Como me siento? by Houghton Mifflin (Ages infant-4)
I Am Happy by Steve Light (Ages 3-6)
If You’re Happy and You Know it! by Jane Cabrera (Ages 3-6)
Little Teddy Bear’s Happy Face Sad Face by Lynn Offerman
(a first book about feelings)
Lizzy’s Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cherryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Zeilie Evans (Ages 4-8)
The Way I Feel by Janan Cain (Ages 4-8)
Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3-8)
The Way I Feel by Janan Cain (Ages 3-6)
What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-6)
What I Look Like When I am Confused/Como me veo cuando estoy confundido
(Let’s Look at Feeling Series) by Joanne Randolph (Ages 5-8)
## HAPPY FEELINGS

- The Feel Good Book by Todd Parr (Ages 3-6)
- Peekaboo Morning by Rachel Isadora (Ages 2-5)

## SAD FEELINGS

- Let’s Talk About Feeling Sad by Joy Wilt Berry (Ages 3-5)
- Franklin’s Bad Day by Paulette Bourgeois & Brenda Clark (Ages 5-8)
- Hurty Feelings by Helen Lester (Ages 5-8)
- Knuffle Bunny by Mo Willems (Ages 3-6)
- Smudge’s Grumpy Day by Miriam Moss (Ages 3-8)
- Sometimes I Feel Awful by Joan Singleton Prestine (Ages 5-8)
- The Very Lonely Firefly by Eric Carle (Ages 4-7)
- When I Feel Sad by Cornelia Maude Spelman (Ages 5-7)

## ANGRY OR MAD FEELINGS

- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Ages 4-8)
- Andrew’s Angry Words by Dorothea Lackner (Ages 4-8)
- Bootsie Barker Bites by Barbara Bottner (Ages 4-8)
- The Chocolate Covered Cookie Tantrum by Deborah Blementhal (Ages 5-8)
- How I Feel Frustrated by Marcia Leonard (Ages 3-8)
- How I Feel Angry by Marcia Leonard (Ages infant-4)
- Sometimes I’m Bombaloo by Rachel Vail (Ages 3-8)
- That Makes Me Mad! by Steven Kroll (Ages 4-8)
- The Rain Came Down by David Shannon (Ages 4-8)
- The Three Grumpies by Tamra Wight (Ages 4-8)
- When I’m Angry by Jane Aaron (Ages 3-7)
- When I Feel Angry by Cornelia Maude Spelman (Ages 5-7)
- When Sophie Gets Angry – Really, Really Angry by Molly Garrett (Ages 3-7)
- Lily’s Purple Plastic Purse by Kevin Henkes. (Ages 4-8)

## SCARED OR WORRIED FEELINGS

- Creepy Things are Scaring Me by Jerome and Jarrett Pumphrey (Ages 4-8)
- Franklin in The Dark by Paulette Bourgeois & Brenda Clark (Ages 5-8)
- I Am Not Going to School Today by Robie H. Harris (Ages 4-8)
- No Such Thing by Jackie French Koller (Ages 5-8)
- Sam’s First Day (In multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)
- Sheila Rae, the Brave, by Kevin Henkes (Ages 5-8)
- Wemberly Worried by Kevin Henkes (Ages 5-8)
- When I Feel Scared by Cornelia Maude Spelman (Ages 5-7)
SELF CONFIDENCE

ABC I like Me by Nancy Carlson (Ages 4-6)
Amazing Grace by Mary Hoffman (Ages 4-8)
Arthur's Nose, by Marc Brown (Ages 3-8)
The Blue Ribbon Day by Katie Couric (Ages 4-8)
I Can Do It Myself (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4)
I'm in Charge of Me!, by David Parker (Ages 3-5)
I am Responsible!, by David Parker (Ages 3-5)
The Little Engine that Could by Watty Piper (Ages 3-7)
Susan Laughs by Jeanne Willis (Ages 4-7)
Too Loud Lilly by Sophia Laguna (Ages 4-7)
Try and Stick With It by Cheri Meiners (Ages 4-8)
26 Big Things Little Hands Can Do by Coleen Paratore (Ages 1-6)
The Very Clumsy Click Beetle by Eric Carle (Ages 3-7)
Whistle for Willie/Sebale a Willie by Erza Jack Keats (Ages 4-7)
You Can Do It, Sam by Amy Hest (Ages 2-6)

GOOD BEHAVIOR EXPECTATIONS

Can You Listen with Your Eyes? by Nita Everly (Ages 6-7)
Can You Use a Good Voice? by Nita Everly (Ages 6-7)
David Goes to School by David Shannon (Ages 3-8)
David Gets in Trouble by David Shannon (Ages 3-8)
Excuse Me!: A Little Book of Manners by Karen Katz (Ages infant-5)
Feet Are Not for Kicking (available in board book) by Elizabeth Verdick (Ages 2-4)
Hands are Not for Hitting (available in board book) by Martine Agassi (Ages 2-8)
I Tell the Truth! by David Parker (Ages 3-5)
I Show Respect! by David Parker (Ages 3-5)
No Biting by Karen Katz (Ages infant-5)
No David by David Shannon (Ages 3-8)
No Hitting by Karen Katz (Ages infant-5)
Words Are Not for Hurting by Elizabeth Verdick (Ages 3-6)
FAMILY RELATIONSHIPS

Are You My Mother? by P.D. Eastman and Carlos Rivera (Ages infant-5)
Baby Dance by Ann Taylor (Ages infant-4)
Counting Kisses by Karen Katz (Ages infant-5)
Don’t Forget I Love You by Mariam Moss (Ages 2-7)
Guess How Much I Love You by Sam McBratney (Ages infant-5)
Guji Guji by Chih-Yuan Chen (Ages 5-8)
How Do I Love You? (available in board book) by P.K. Hallinan (Ages infant-5)
I Love You: A Rebus Poem, by Jean Marzollo (Ages 1-6)
I Love You the Purplest, by Barbara M. Joosse (Ages 4-8)
The Kissing Hand by Audrey Penn (Ages 3-8)
Koala Lou by Mem Fox (Ages 4-7)
Mama, Do You Love Me?/Me quieres, mama? By Barbara Joosse (Ages 3-6)
More, More, More, Said the Baby: Three Love Stories, by Vera B. Williams (Morrow (Ages infant-3)
Owl Babies by Martin Waddell (Ages 3-7)
Please, Baby, Please by Spike Lee (Ages infant-5)
Te Amo Bebe, Little One by Lisa Wheeler (Ages infant-3)
You’re All My Favorites by Sam McBratney (Ages 5-7)

PROBLEM SOLVING

Don’t Let the Pigeon Drive the Bus by Mo Willems (Ages 2-7)
Don’t Let the Pigeon Stay Up Late! by Mo Willems (Ages 2-7)
I Did It, I’m Sorry by Caralyn Buehner (Ages 5-8)
It Wasn’t My Fault by Helen Lester (Ages 4-7)
Talk and Work it Out by Cheri Meiners (Ages 4-8)
BULLYING/TEASING

A Weekend with Wendell, by Kevin Henkes (Ages 4-8)
The Berenstain Bears and the Bully by San and Jan Berenstain (Ages 4-7)
Big Bad Bruce by Bill Peet (Ages 4-8)
Chester’s Way by Kevin Henkes (Ages 5-7)
Coyote Raid in Cactus Canyon J. Arnosky (Ages 4-8)
Gobbles! By Ezra Jack Kets (Ages 4-8)
Hats by Kevin Luthardt (Ages 3-6)
Hooway for Wodney Wat! by Helen Lester (Ages 5-8)
Hugo and the Bully Frogs by Francesca Simon (Ages 3-7)

GRIEF/DEATH

The Fall of Freddie the Leaf by Leo Buscaglia (Ages 5-adult)
Goodbye Mousie by Robert Harris (Ages 3-8)
I Miss You by Pat Thomas (Ages 4-8)
The Next Place by Warren Hanson (Ages 5-adult)
Sad Isn’t Bad: Grief Guidebook for Kids Dealing with Loss Series by Michaelene Mundy (Ages 5-8)
The “How Do I Decide?” Series of Guidelines was developed to help you make informed decisions that will positively impact young children’s challenging behavior and social-emotional development.

Today, there are many curricula that focus on young children’s social emotional development. Our purpose here is not to recommend certain curricula but rather to offer guidance on how to choose the one that will best meet your needs. It is important to note, however, that CSEFEL believes that every early childhood program should have a social emotional curriculum in place in order to provide a structure and focus that will promote this fundamentally important domain of development.

How to Choose a Social-Emotional Curriculum

Step #1: Choose a Diverse Team to Provide Input

When choosing a curriculum, a broadly representative team of administrators, direct service providers and family members should be assembled to provide input. This type of decision-making structure makes it more likely that all interested parties will be committed to the ultimate decision.

Step #2: Have the Team Consider Key Questions

Key questions for teams to consider in order to guide and inform the ultimate curriculum adoption decision are listed below. The questions are organized into two broad categories:

a. Pivotal questions which are designed to address the fundamental issue “Is this curriculum worthy of more careful review?”

b. Relationship with program characteristics/resources questions which are designed to help match potentially “acceptable” curriculum to individual program assets and needs.

Pivotal Questions:

1. Has this curriculum been shown to produce scientifically-verifiable outcomes?

   The team should look for multiple examples of studies published in peer-reviewed journals where children like the ones of concern were included. Teams need to make certain that the curriculum has been validated with children of similar ages, social-emotional needs, linguistic backgrounds, and culture.

2. Has this curriculum been adopted successfully by programs like ours?

   The team should contact similar programs to determine their level of satisfaction with the curriculum. The purpose here is not only to see if fellow providers are “satisfied” but also to inquire about results obtained, problems in implementation and initial training
on the materials, and supports needed to assist providers in accurate implementation.

3. **Does the curriculum actually impact all of the social-emotional outcomes we are concerned about?**

   Social-emotional curricula vary widely in their scope and therefore their potential impact on children’s behavior. Some curricula focus primarily on friendship skills, others on emotional regulation, still others on resolving peer conflicts. Teams need to be clear about their goals for the curriculum. In some cases, teams may well decide to use all or parts of more than one curriculum to meet their needs.

**Relationship with Program Characteristics/Resources Questions**

1. **What does it take to become fluent in the use of the curriculum?**

   It is vital to recognize that adopting the very best curriculum does not guarantee good results. Providers must implement the curricula as intended, to the degree it is intended to be delivered. Teams should explore what training might be available to become fluent with the curriculum and whether there are assessment tools that can be used to determine fidelity of implementation. Relatedly, teams may want to explore the degree to which the curriculum is “manualized”. If a curriculum is highly prescriptive, providing guidance as to what to say and do and when to say and do, then it is more likely that a broad range of providers can be successful implementers.

2. **What are the costs—in dollars and in time to implement with fidelity?**

   Not only are there material costs but curricula differ in terms of relative durability (i.e. wear and tear) and the time and related costs to train staff and maintain fidelity of implementation. Teams need to consider the relative costs and benefits of the curriculum?

3. **How will this curriculum fit into the program’s current philosophy and practices?**

   Teams need to evaluate the “goodness-of-fit” between the proposed curriculum and program philosophy. In some cases this will not be an issue, in others the issue may be overwhelming. In some cases the team may decide that the outcomes achievable with adoption are so important that it may necessitate a re-examination of their program philosophy. In any case, the bottom-line issue is increasing the likelihood of “buy-in” by program staff.

**Step #3: Promote Buy-In and Implementation Fidelity**

Once a curriculum has been selected, the team should take the following steps to promote buy-in and fidelity of implementation.

1. **Have a formal “launch” of the curriculum in which all staff and families are informed about the decision-making process, why the particular curriculum was chosen, how providers will be trained, and what outcomes are expected.**

2. **Schedule training and continue training until staff can implement the curriculum with fidelity.** Along the way provide acknowledgement for excellent implementation by individual staff.

3. **Determine what steps supervisors will take to support fidelity of implementation.** Set-up communication channels such that staff can make their support needs heard.

4. **Set-up a system to evaluate child outcomes, making sure to link this assessment with other ongoing efforts.**
The Second Step early learning program teaches children ages 3 to 5 core social-emotional and self-regulation skills. Skills for Learning, Empathy, Emotion Management, Problem Solving and Friendship Skills, and Transitioning to Kindergarten. Each weekly theme features short, five- to seven-minute activities that incorporate a variety of learning strategies:

- Puppet scripts, featuring two child puppets included in the kit
- Stories and discussions based on large color photos of typical early childhood scenarios
- Skill practices in small groups
- Songs that reinforce program skills and concepts, with a CD and lyric sheets included in the kit
- Brain Builder games that develop children’s ability to pay attention, remember directions, and control their behavior
- Visual aids, including a set of 20 feelings photos, three colorful posters, and four Listening Rules cards
- Home Link activities that families can do with children at home to reinforce skills

<table>
<thead>
<tr>
<th>Head Start Performance Standard</th>
<th>Second Step Social-Emotional Skills for Early Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1304.21 (a) (1) Education and Early Child Development: “Child development and education approach for all children”</td>
<td>1304.21 (a) (1) (iii) — Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition</td>
</tr>
<tr>
<td>“In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies’ approach to child development and education must…”</td>
<td>Diverse children and adults are depicted in the photos and stories presented in the lessons. Program emphasizes:</td>
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<tr>
<td>1304.21 (a) (3) — Grantee and delegate agencies must support social and emotional development by…”</td>
<td>(A) Building trust: The program encourages teachers to develop close bonds with children. It emphasizes the importance of teachers’ empathic responses to children. Group discussions build trust and safety.</td>
</tr>
<tr>
<td>“Encouraging development that enhances each child’s strengths by: (A) Building trust”</td>
<td>(B) Fostering independence: The Problem-Solving Unit helps children learn to solve their own problems in safe ways by:</td>
</tr>
<tr>
<td>(C) Encouraging self-control by setting clear, consistent limits and having realistic expectations</td>
<td>(C) Encouraging self-control by setting clear, consistent limits and having realistic expectations: The program teaches children several self-control techniques, including:</td>
</tr>
<tr>
<td>(D) Encouraging respect for the feelings and rights of others</td>
<td>(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child’s health and well-being</td>
</tr>
<tr>
<td>(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child’s health and well-being”</td>
<td>Diverse children and adults are depicted in the photos and stories presented in the lessons.</td>
</tr>
</tbody>
</table>
| 1304.21 (a) (4) | 1304.21 (a) (4) (i) | The program supports the learning needs of each child by using the following varied learning strategies:  
- Puppet play and Story and Discussion  
- Responding to questions  
- Paying attention to visual and situational cues  
- Interpreting stories  
- Listening to others  
- Skill practice in small groups, integrated into daily activities or at group time.  
- Songs that reinforce skills  
- Brain Builder games  
- Teachable moments and daily opportunities for practicing skills  
- Additional activities that connect program concepts to other curriculum areas  
- Home Links for practicing skills at home |
| --- | --- | --- |
| **(continued)** | **1304.21 (a) (4) (ii)** | The program provides opportunities for self-expression through:  
- Communicating ideas during Story and Discussion  
- Songs  
- Skill-practice scenarios  
- Curriculum Connection Activities that link program concepts to other curriculum areas, including art, movement, and music |
| **1304.21 (a) (4) (iii)** | **1304.21 (a) (4) (iv)** | Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue  
Promoting interaction and language use among children and between children and adults  
Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child”  
Story and Discussion promotes dialogue between teacher and children and among children.  
Home Links promote discussion between children and adult family members.  
The puppet script, Story and Discussion, and skill-practice activities promote oral language and vocabulary development. Literacy and numeracy activities are included in the skill practices where appropriate.  
Each unit includes:  
- Curriculum Connection Activities that focus on literacy and/or numeracy  
- Suggestions for specific books that reinforce that unit’s objectives |
| **1304.21 (c) (1)** | **1304.21 (c) (1) (i)** | “Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by...”  
“Supporting each child’s learning using various strategies, including experimentation, inquiry, observation, play, and exploration  
Supports each child’s individual pattern of development and learning  
The program encourages teachers to support each child in the development of program skills. It outlines a process for individually coaching children to use program skills.  
The Skills for Learning Unit focuses on building skills that help children learn and prepare for future schooling:  
- Listening  
- Focusing attention  
- Using self-talk  
- Asking for help  
The Emotion-Management Unit supports development of cognitive skills by building vocabulary and helping children manage themselves in a learning environment.  
The Problem-Solving Unit teaches children how to solve problems by beginning to use a simple problem-solving process. This process helps children develop their own decision-making abilities.  
Curriculum Connection Activities focus on literacy, numeracy, and other curriculum areas.  
The program develops social-emotional and self-regulation skills. It teaches through Brain Builder games to develop executive function skills and its five units:  
1. Skill for Learning  
2. Empathy  
3. Emotion Management  
4. Friendship Skills and Problem Solving  
5. Transitioning to Kindergarten |
| **1304.21 (c) (1) (iv)** | **1304.21 (c) (1) (v)** | “Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that...”  
“Supports each child’s individual pattern of development and learning  
Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age-appropriate literacy, numeracy, reasoning, problem-solving, and decision-making skills, which form a foundation for school readiness and later school success  
Ensures that the program environment helps children develop emotional security and facility in social relationships”  
The program encourages teachers to support each child in the development of program skills. It outlines a process for individually coaching children to use program skills.  
The Skills for Learning Unit focuses on building skills that help children learn and prepare for future schooling:  
- Listening  
- Focusing attention  
- Using self-talk  
- Asking for help  
The Emotion-Management Unit supports development of cognitive skills by building vocabulary and helping children manage themselves in a learning environment.  
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4. Friendship Skills and Problem Solving  
5. Transitioning to Kindergarten |

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<table>
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<tr>
<th>Head Start Performance Standard</th>
<th>1304.21 (c) (1)</th>
<th>1304.21 (c) (1) (v)</th>
<th>1304.21 (c) (1) (vi)</th>
<th>1304.21 (c) (1) (vii)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(continued)</strong></td>
<td>“Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that...”</td>
<td>“Enhances each child’s understanding of self as an individual and as a member of a group”</td>
<td>Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning</td>
<td>Provides individual and small-group experiences, both indoors and outdoors”</td>
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<tr>
<td><strong>1304.21 (c) (1) (v)</strong></td>
<td>The following strategies promote feelings of competence:</td>
<td></td>
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<tr>
<td></td>
<td>• Story and Discussion, through:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Open-ended questions</td>
<td></td>
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<td></td>
<td>- Encouragement to express opinions</td>
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<tr>
<td></td>
<td>• Skill Practice, through:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Opportunities for individuals to practice and refine skills</td>
<td></td>
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<td></td>
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<td></td>
<td>- Scaffolding skill acquisition so that all children experience success</td>
<td></td>
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<td></td>
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<tr>
<td><strong>1304.21 (c) (1) (vi)</strong></td>
<td>Many skill practices and Curriculum Connection Activities provide the opportunity for children to work with partners or small groups.</td>
<td></td>
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<td></td>
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<tr>
<td><strong>1304.40 (e) (3)</strong></td>
<td>“Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff”</td>
<td>Home Links familiarize the adult family members with what children are learning in the program and provide the opportunity for the adults and children to practice lesson skills together.</td>
<td>Four family letters provide information about the program and tips for developing programs skills at home, along with a code for gaining access to online resources. These are available in Spanish.</td>
<td>Committee for Children hosts an online community for families and caregivers to get information, share, and collaborate with others.</td>
</tr>
<tr>
<td><strong>1304.40 (e) (4) (i)</strong></td>
<td>Home Links provide the opportunity for families and children to build literacy skills as they talk about program photos and stories.</td>
<td>A letter for families about the importance of talking about books and asking questions related to core literacy and program skills is included.</td>
<td></td>
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</tr>
<tr>
<td><strong>1304.40 (e) (4)</strong></td>
<td>Home Links provide the opportunity for families and children to build literacy skills as they talk about program photos and stories.</td>
<td>A letter for families about the importance of talking about books and asking questions related to core literacy and program skills is included.</td>
<td>All four family letters offer a code for gaining access to online resources, such as lists of books that reinforce program concepts.</td>
<td></td>
</tr>
<tr>
<td><strong>1304.40 (h) (1)</strong></td>
<td>The program now includes a unit to help children prepare for the transition to kindergarten. Home Links that accompany this unit provide information and activities for families and caregivers that will help them prepare their children for the transition.</td>
<td></td>
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<tr>
<td><strong>1304.52 (i) (3)</strong></td>
<td>An online Teaching Guide provides an orientation to all aspects of the program and includes a wide range of video models of the program in action. An accompanying Facilitators’ Toolkit outlines a step-by-step process for providing on-site professional development in how to implement the program.</td>
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Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children
Promoting the Social Emotional Competence of Young Children

Facilitator’s Guide

The Center on the Social and Emotional Foundations for Early Learning

Child Care Bureau

Head Start Bureau

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### Overview of the Center on the Social and Emotional Foundations for Early Learning

The Center on the Social and Emotional Foundations for Early Learning is a national center focused on strengthening the capacity of child care and Head Start programs to improve the social and emotional outcomes of young children. The Center is jointly funded by the Head Start and the Child Care Bureaus in the U.S. Department of Health and Human Services.

The following guiding principles related to promoting young children's social and emotional development are the foundation of the work of the Center:

- Supporting young children's social and emotional development to prevent challenging behaviors;
- Individualizing interventions to meet children's and families' unique interests, strengths, and needs;
- Promoting skill building with enough intensity to affect change;
- Implementing strategies in the context of naturally occurring routines and environments;
- Ensuring fidelity of use through a systematic change process; and
- Modifying strategies to meet the cultural and linguistic diversity of families and children.

Specifically, the work of the Center on the Social and Emotional Foundations for Early Learning is designed to:

- Focus on promoting the social and emotional development of children as a means of preventing challenging behaviors.
- Collaborate with existing training and technical assistance (T/TA) providers for the purpose of ensuring the implementation and sustainability of practices at the local level.
- Engage in a comprehensive, culturally sensitive approach that is inclusive of and responsive to the needs of programs, families, professionals, and communities.
- Identify and respond to the ongoing training needs and preferred delivery formats of local programs and T/TA providers.
- Disseminate evidence-based practices.

### Overview of Training Modules

As part of these activities, the Center has developed evidence-based, user-friendly training modules to help early childhood educators promote children's social emotional development and address the challenging behavior and mental health needs of children in child care and Head Start programs. These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social emotional needs of young children. This is the third edition of the modules. The revisions are based on feedback from trainers who have used them in a variety of settings. In addition, the revisions reflect feedback from early childhood professionals who have participated in training experiences in which the materials have been used. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature. Figure 1 provides a graphic representation of a model for promoting children's social emotional development and preventing challenging behavior.

![The Teaching Pyramid](image-url)  
**Figure 1.** The Teaching Pyramid: A model for promoting children's social emotional development and preventing challenging behavior.

Facilitator's Guide

(Handout H4.7). The Teaching Pyramid is designed to guide the practitioner in understanding the importance of children's social emotional competence in terms of school readiness and the prevention of challenging behavior. A major focus of the training content is on the strategies that early educators can use to promote children's development. In addition to a focus on prevention and promotion, we provide a team based approach to developing individualized plans for children with ongoing challenging behavior. We define challenging behavior as any repeated pattern of behavior that interferes with or is at risk of interfering with optimal learning or engagement in prosocial interactions with peers and adults. While some children’s challenging behaviors are developmentally normative and effectively addressed through adult vigilance and the use of appropriate guidance procedures, the materials in the modules are focused on identifying evidence-based practices for addressing challenging behaviors that are persistent or unresponsive to these approaches. Common topographies of those behaviors include prolonged tantrums, physical and verbal aggression, disruptive vocal and motor responding (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

For infants and toddlers, challenging behavior must be considered within the context of the relationship of the child to caregivers. Behavior that is challenging may manifest as attachment difficulties, sleeping and eating difficulties, excessive crying, and difficulty in soothing. Challenging behaviors may be defined as behaviors that interfere with the development and maintenance of reciprocal, positive, and nurturing relationships with the parent or caregiver. Challenging behavior, as a pattern of behavior, is noted by considering the relationship of the child and adult and the difficulties that are manifested in the dyadic exchange. These behaviors may be the result of biological or environmental factors that affect infant development and, as a consequence, the infant’s relationship with a caregiver or they may be related to challenges (i.e., neglectful care giving, parental mental health, etc.) that affect the ability of the caregiver in establishing a nurturing and responsive relationship. The practices that one would use for addressing the needs of infants and young toddlers are not addressed in these training materials. These materials are focused on practices you would use primarily with children who are two through five years of age.

The foundation of this model is grounded in the context of positive, supportive relationships between teachers and children, as well as with families and other professionals (Module 1). These relationships are essential to implementing effective practices to support children's social emotional development. The next level of the model reflects the importance of designing environments that support children’s success by engaging them in meaningful activities, teaching them about the expectations of the environment, and implementing a schedule that is predictable and engaging to each child (Module 1). Classroom preventive practices include designing physical environments in ways that support the development and use of appropriate behavior and social skills, providing developmentally appropriate materials that promote children’s engagement, teaching children about rules and expectations, and using positive attention and encouragement to support prosocial behavior. The two levels of practices, presented in Module 1, ensure that the majority of children will engage in appropriate social behavior and flourish in their emotional development. It is important to note that research indicates that the first two levels of the Teaching Pyramid are absolutely essential for all children but that some children will need additional focused and systematic strategies to support their social and emotional development. The third level of the teaching pyramid addresses the need for systematic ways to support children in developing competence in emotional literacy, problem solving, impulse control, and friendship skills. In many group care situations, you can expect that as many as 30% of the children will need this level of intervention (i.e., social and emotional teaching strategies) to develop these critical skills. In situations where a disproportionate number of children are from high risk environments, a greater percentage of children will need focused instruction to develop social competence. Module 2 provides information on the implementation of effective social emotional teaching strategies (the third level of the Teaching Pyramid). These strategies are used to teach important skills, such as expressing emotions appropriately, solving problems, and building friendships.

The final level of the model is designed for those children who continue to exhibit significant challenging behaviors or other social emotional needs when the other levels of the model are in place (Modules 3a and 3b). When the Teaching Pyramid is implemented, there will be a small number of children who have challenging behavior that is unresponsive to the foundational levels of the pyramid. These children may have developmental delays, be exposed to multiple risk factors (e.g., poverty, single parent homes, inadequate health care), or may have been exposed to other events or influences that have impacted their social development. The children who persist in
displaying challenging behavior are best supported through intensive and individualized approaches that are focused on identifying the environmental factors that are related to challenging behavior, the use of individually determined prevention strategies to support the child in engaging in appropriate behavior, and the instruction of new skills to replace challenging behavior. Modules 3a and 3b provide instruction on the use of the process of Positive Behavior Support to address the needs of children who have intensive and persistent challenging behavior.

Module 4 provides training on the administrative supports and processes that are necessary to adopt and sustain the practices described in the first three training modules. The modules reflect a commitment to promoting social emotional development in all children. In addition, the modules include information about more intensive interventions that are needed when children have significant social emotional needs and challenging behavior. The importance of working with families and building teams is woven throughout the four primary content areas related to supporting children’s social emotional development and preventing challenging behavior.

Each module has been designed to be used during a full day of in-service training to practicing early educators, related service professionals, and program administrators. The training content in the modules will provide early childhood programs with information on how to implement a full continuum of evidence-based practices that are essential to supporting young children’s social and emotional development. A notable feature of the modules is the inclusion of the Inventory of Practices for Promoting Social Competence. The inventory provides program staff with a self-evaluation tool to guide self-reflection and the identification of program needs. The inventory includes an action plan that may be used to target areas for program improvement and identify the resources and supports needed to ensure that the identified practices are implemented.

The Inventory of Practices and Action Plan for Promoting Social and Emotional Competence will be used throughout the modules; therefore, it will be important to give participants an overview of it. The following points should be made when handing this tool out.

- This tool is designed to be used by individuals and/or teams that include a teacher, a coach, and/or other administrative or support personnel.
- The purpose of the tool is to help identify training needs related to each of the topics addressed in the modules and to plan a course of action for addressing those needs.
- The tool is best utilized in a way that encourages reflection and discussion.
- The tool provides a space for writing descriptive comments that will be helpful in training as well as completing a rating to demonstrate progress.
- The action plan portion of the tool allows teams to identify strategies for addressing targeted training needs and identify the supports and resources necessary to address those needs.

The following table provides an overview of each module along with the key topic areas covered:

<table>
<thead>
<tr>
<th>Module</th>
<th>Overview and Key Topic</th>
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<tbody>
<tr>
<td>Module 1: Promoting Children’s Success: Building Relationships and Creating Supportive Environments</td>
<td>This module addresses strategies for preventing challenging behavior. The module is based on the following principles: a) Positive relationships with children serve as the foundation for addressing social emotional needs. b) When children understand routines and the expectations for their behavior, and when they are engaged in activities that are meaningful, they are less likely to engage in challenging behavior. c) Expectations and routines have to be taught to children using a range of teaching strategies.</td>
</tr>
</tbody>
</table>

Topics included in this module:
- Building positive relationships with children, families, and colleagues
- Designing environments, schedules, and routines
- Establishing rules
- Implementing activities that promote child engagement
- Modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities
- Providing encouragement and positive feedback to children
Module 2: Social Emotional Teaching Strategies

An important role for the early childhood teacher is to facilitate children's social emotional development such that children have the skills and foundation they need to be successful in school. This foundation includes the ability to solve problems, communicate emotions appropriately and effectively, and build friendships. This module focuses on effective strategies for teaching these skills to children.

Topics included in this module:
- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching problem solving
- Teaching children to recognize and express emotions
- Teaching anger management

Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior

Children's challenging behaviors most often serve to express some feeling, need, or meaning that they are unable to communicate in a more appropriate manner. This suggests the need for identifying the meaning and the skills that the child needs to communicate that meaning more effectively. This module focuses on effective strategies for observing children and identifying the meaning of their behavior as a means of identifying skills that could be targeted for instruction.

Topics included in this module:
- Identifying the function of challenging behavior
- Identifying behaviors and social skills to target for intervention

Module 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan

After determining the meaning of children’s challenging behavior and the skills the child needs to learn to communicate that meaning more effectively, a plan is developed to support the child’s use of the new skills and to decrease the likelihood that the child will need to use challenging behavior. This module addresses:

a) strategies for teaching new skills and arranging the environment to support appropriate behaviors and prevent challenging behavior, and
b) building teams (professionals and family members) to effectively support the child's behavior across settings.

Topics included in this module:
- Developing a plan for supporting social emotional development and preventing challenging behavior
- Using a team approach to addressing challenging behavior and social emotional needs

Module 4: Leadership Strategies

The extent to which programs can implement the practices described in the first three modules will depend in large part on administrative support. This module focuses on identifying barriers to the effective use of these practices and strategies for addressing those barriers. Collaborative planning is an essential feature of this module.

Topics included in this module:
- Identifying challenges and barriers to implementing effective practices
- Identifying strategies for addressing barriers and challenges
- Developing program policies and staff development plans that promote the use of effective practices
- Identifying steps to collaborative planning for programs and systems that support all young children’s social emotional development and address challenging behaviors as needed
How to Use the Modules

Organization of the Modules

The modules were designed to be used with a range of early childhood audiences including child care, public schools and Head Start. In many cases, the term “teacher” is used to describe those individuals working directly with children. We believe strongly that all individuals who work with children are “teaching.” We are not intending to exclude anyone when we use that term.

While these modules were designed to be used with a range of audiences, it will be important to refine the training based on your specific audience. You may find that you can cover some modules in less time with very experienced audiences or that you might need to spend more time for less experienced audiences. We encourage you to consider the needs of your audience and make revisions as necessary.

Across each of the training modules, you will find the following sections:

Speaker’s Notes: The presenters' notes provide detailed descriptions of the content of each module. These notes walk presenters through each topic covered within a module. The notes provide detailed descriptions of both the content and each activity. In addition, examples, vignettes, and ideas to generate discussion or respond to possible participant comments and questions are included.

Icons: Icons cue the speaker when to engage participants in small- and large-group discussions, use overheads, show video clips, and begin activities. Handouts and Video clips are numerically coded.

Learner Objectives: Each module begins with a list of key Learner Objectives that session participants are expected to have mastered following the completion of each module. These objectives should be reviewed with participants at the beginning of each module.

Suggested Agenda: Each module also includes a suggested agenda that lists the order of topics with the approximate time period each activity will take. The time allotments are provided to help presenters anticipate the amount of time needed to cover each topic, thus enabling presenters to plan accordingly. However, presenters are encouraged to adapt the agenda based on the needs and skills of their respective session participants.

List of Materials Needed: This list details the specific materials needed to implement the activities described in each module. Many materials needed are included with this training package. However, presenters will need to prepare or gather other materials beforehand. For example, some modules require markers and chart paper. Presenters will want to carefully read through all activities within a module and make sure they have access to the needed materials.

Handouts: A master copy of each of the handouts for session participants is provided for each module. A list of these handouts appears at the beginning of each module. PowerPoint handouts are included in each module and should be distributed at the beginning of each session. In general, these handouts are a near replica of the presenter overheads; however, some minor differences exist between the Module Presentation PowerPoint and the handout slides where the “answers” to a few activities were removed. PowerPoint handouts can be printed with three or six slides per page.

Inventory of Practices and Action Plan for Promoting Social Emotional Competence: The Inventory and Action Plan are included as a handout for Module 1; however, the Inventory and Action Plan are designed to be used across all modules. Directions for using the Inventory are included. The Inventory and Action Plan are designed to be used by individual participants to...
identify and prioritize their training needs. The Inventory and Action Plan can be completed ahead of time or as part of the ongoing activities with each module. Additional handouts specific to each module, such as sample certificates, blank data collection forms, and a list of strategies, are listed on the first page of each module.

**Video Clips:** The modules include video clips that show examples of topics covered. Videos are used as part of activities, to stimulate discussions with the session participants, or to demonstrate content. All video clips are embedded within the PowerPoint slides on the DVD or CDROM. They are also available on a VHS tape and are separated by Module in the order in which they appear in the trainer scripts.

**Tips for Trainers**

In order to adequately address all components of the model presented in Figure 1, the content of the modules should be presented sequentially across 5 days. Modules 1, 2, 3a, 3b, and 4 each require a full day of training. The Inventory of Practices for Promoting Social Emotional Competence is included as a handout in Module 1 and used throughout all of the modules. This Inventory could be used to prioritize training needs when a full 5-day period of time is not available to implement the training as designed in the modules.

Participants should be encouraged to attend the training in teams in order to build support for participants both during the training and as they work toward implementing these practices in their programs. The size of the audience should be considered when planning the training. The modules have several activities that require audience participation. The training may need to be more or less structured relative to the size of the group. In addition, many of the activities require small groups to work and then report back to the full group. If the full group is so large that this reporting time would exceed the allotted time, trainers should consider either eliminating the reporting part of the activity or having different small groups report back to each other.

A final consideration is the need to individualize the training to meet the unique and diverse needs of the audience. This individualization can be done in several ways. First, trainers should consider the diversity of the group and ensure that the activities and examples are adapted to address the needs of the participants. Second, the Inventory described above could be used to identify and prioritize specific training needs. Third, reflection activities could be added to have participants reflect on how to apply the content with children and families.

**Acknowledgments**

The development of these modules was truly a collaborative endeavor. We would like to acknowledge and thank the individuals who contributed to the development, design, and production of the modules:

The development team included the authors of the modules as well as project staff who coordinated the overall development process: Rob Corso, Tweety Yates, Mary Louise Hemmeter, Michaelene Ostrosky, Amy Santos, and Dawn Thomas, University of Illinois at Urbana-Champaign; Lise Fox, Glen Dunlap, and Rochelle Lentini, University of South Florida; Matt Timm and Dianne Dixon of Tennessee Voices for Children; Barbara Smith and Phil Strain, University of Colorado at Denver, and Gail Joseph, University of Denver.

The design and layout of the modules was done by Pat Mayer, Champaign, Illinois.

Mark Landman, from PM Productions of Champaign, was responsible for the development of the video. Additional staff supported various aspects of the development of the modules: Deb Holderer, Marcia Siders, Amanda Quesenberry, Jill Thompkins, Greg Cheatham and Johnell Bentz, University of Illinois at Urbana-Champaign and Jill Giacomini, University of Colorado at Denver.
Social emotional development is a fundamental part of a child’s overall health and well-being, as it both reflects and impacts upon the developing brain’s wiring and function. Social emotional development is sometimes called early childhood mental health or infant mental health. It spans from how children interact with others to how they manage or cope with adversity and stress. Social emotional development within the first few years of life sets a precedent and prepares children to be self-confident, trusting, empathic, intellectually inquisitive, competent in using language to communicate, and capable of relating well to others.

Healthy social and emotional development refers to a child’s emerging ability to:

- Experience, manage, and express the full range of positive and negative emotions;
- Develop close, satisfying relationships with other children and adults; and
- Actively explore their environment and learn.

A child’s emerging social and emotional skills form a critical foundation for learning and wellness that will guide them into adulthood. The healthier a child’s early experiences are, the more apt they are to enter school and life with a strong foundation of social-emotional skills. It is important to remember that these are the experiences and skills that will influence how they deal with both success and adversity across their lifespan. To understand how these early childhood experiences and skills influence life-long trajectories of health and productivity, parents and caregivers need to be aware of three important types of connections that are forming in the first few years of life.
At birth, an average newborn’s brain has about 1 billion nerve cells, or neurons, and weighs about a pound. By three years, the average brain still has about 1 billion neurons, but it now weighs three pounds! The difference is due to more support cells (called glia) and an explosion in the number of connections between the neurons, called synapses. These new connections are forming at an astronomical rate – several hundred per second! Whether these connections are saved into adulthood or pruned during childhood depends upon whether they are actually used or activated, and their activation is often dependent upon the child’s experience with the environment. To put it simply, the more enriching or stimulating the child’s environment, the more connections are strengthened and maintained. This brain plasticity (the ability of the brain to literally alter its connections to adapt to its surroundings), however, is a double edged sword: are the connections underlying self-regulation, social skills, and speech being activated and strengthened, or is the environment unintentionally activating and strengthening the connections underlying fear, anxiety, aggression or hopelessness? Perhaps even more importantly, this brain plasticity is a limited time offer: as the child grows, brain plasticity declines, and the effort needed to form new connections increases.

In sum, parents need to understand that a young child’s experience with the environment literally sculpts the connections that are forming within the child’s brain, and that this initial wiring is critical because making new brain connections gets much harder as we age.
During the first few years of life, no aspect of the child’s environment is more important for proper brain development than his or her connections with others. Sometimes called attachment, the bonds young children form with parents and caregivers are critical. Early nurturing relationships teach children how to become calm after stressful events, be it hunger, frustration with their unsuccessful attempts to express themselves, or scraping their knee. This ability to regulate strong emotions, initially with the help of others and eventually by one’s self, is a critical skill. Regulating strong emotions is necessary for age-appropriate behavior. On the other hand, the inability to turn off the body’s stress response can disrupt the neuronal connections that are forming within important areas of the brain, including those responsible for learning, memory and planning. Nurturing and supportive social connections early in life promote healthy emotional regulation, and that allows for optimal brain development and function. Conversely, excessive or prolonged stress in absence of social supports activates and strengthens the neuronal connections underlying the stress response, setting up a brain that is wired more for stress and survival and less for learning and empathy.

Another reason early social connections are so important is that most of what young children learn occurs within the context of a relationship, beginning with the social smile and continuing on through babbling, walking, speaking, understanding and eventually enjoying others. Nurturing and responsive social connections encourage the child to imitate these important elements of healthy development. As parents and caregivers develop caring, supportive connections with children, they are better able to assist them in developing crucial intellectual, emotional, and social abilities. Examples include: learning to give and accept love; being confident and secure; showing empathy; being curious and persistent. These are all abilities that will enable their child to learn, to relate well with others, and to lead a happy and productive life.

That being said, it is important to remind parents that every child grows and develops differently. Some of these foundational skills may come quite easily and will only need to be reinforced with praise, while other skills will need to be purposefully

MAKING CONNECTIONS PART II: UNDERSTANDING SOCIAL EMOTIONAL DEVELOPMENT
Making Connections Part III: Understanding Life Course

The social and emotional connections that young children develop with their caregivers literally helps to determine which neuronal connections are activated and strengthened within their brains, and these early neuronal connections form the foundation for lifelong brain function. This is the biology that underlies the long established connection between early childhood experiences and life course. Children who have adverse childhood experiences are more likely to have unhealthy and unproductive lives, whereas young children who have positive, stimulating experiences are more likely to be healthy, to finish school, to remain married, to be gainfully employed, and to shun violence and substance abuse. In sum, the foundations for lifelong health and productivity begin in childhood and are built upon early social emotional connections.

Parents should also be aware of the signs that a child might be in need of additional support to develop these critical social-emotional skills. Like when a child:

- Is more fearful and worried than other children
- Has sleeping, eating, or toileting problems
- Displays behavior like hitting, screaming, or fighting on a daily basis
- Treats other children, animals, or objects cruelly or destructively
- Is not talking or expressing needs
- Has trouble forming relationships
- Is unusually quiet, shy, or withdrawn
- Is unable to play
- Has trouble with self-control
- Is hard to soothe or comfort
- Tends to have frequent headaches or stomach aches

It is important for Healthy Start staff to recognize that different cultures may have various expectations about the age a child achieves certain social milestones – smiling, playing well with other children, sharing, etc. Therefore, be patient with the family and encourage them to be patient with their child, reminding them again that every child grows and develops differently.
Healthy Start plays an integral role in helping new parents and parents of young children become well-informed about their child’s development. Whether it is a resource about immunizations and child development or tips shared during a “Daddy and Me” playtime workshop, Healthy Start is there to ensure parents have what they need to better understand the overall development of their child. In this context, one of the most important contributions that Healthy Start staff can make is to assist parents in understanding the thread of connections linking 1) how they nurture their child’s social, emotion and linguistic skills with 2) how the brain forms its most basic connections with 3) how those early neuronal connections form a foundation for lifelong brain function and behavior. Every moment is a teachable moment for Healthy Start staff, especially for those staff who are home visitors, case managers, or promotoras. A staff member could be educating a depressed mother about the importance of smiling at her two month old, or “catching” a 10 month old who is using happy sounds and babbling to get his father’s attention, or discussing positive parenting techniques with the parents of an easily frustrated toddler – these are all excellent opportunities to ensure that a child’s social emotional needs are met by modeling, encouraging, and teaching. When working with families to help promote the social and emotional well-being of children, here are some additional strategies to consider:

**FORM A RESPECTFUL AND OPEN RELATIONSHIP WITH THE FAMILY.** Interaction will be more positive if the parent(s) and family members are treated with respect and empathy. By approaching families with sensitivity and acceptance, sound relationships can be built. Parent(s) and family members are more likely to turn to those that they trust when they are concerned about their child. It is helpful to gain an understanding of the culture of family as this also has an influence on development. Once a relationship is established, try to develop a
common set of goals and objectives (e.g., “Would you like him to smile more” or “Would you like her to cry less, etc.”), and then to provide a some information and options on how those goals might be best achieved (e.g., “Perhaps if you smile back whenever he smiles...” or “Perhaps if you give her lots of attention when she makes happy sounds...”).

**PROMOTE THE “5rs” OF EARLY EDUCATION TO FAMILIES.**
- Reading together as a daily family activity.
- Rhyming, playing, and cuddling together often.
- Routines and regular times for meals, play, and sleeping, which help children know what they can expect and what is expected from them.
- Rewarding everyday successes with praise.
- Reciprocal and nurturing relationships, which are the foundations of healthy child development.

The importance of this last suggestion cannot be overstated. Research suggests that it is the quantity and quality of the “dance” between caregiver and child that promotes both school readiness and adult measures of wellness and productivity. Parents don’t need fancy or expensive toys to promote their child’s brain and social-emotional development – they just need to be willing to invest the time and energy to actively engage and play with their child! In doing so, they will naturally learn their child’s strengths (so they can be nurtured and reinforced) as well as those areas that need to be actively modeled and taught.

**HELP PARENTS AND CAREGIVERS TO LEARN ABOUT CHILD DEVELOPMENT THROUGH OBSERVATION AND USING DEVELOPMENTAL GUIDANCE MATERIALS.**
Many families may be unfamiliar with child development, particularly social and emotional development. Help increase the parents’ understanding by offering materials in multiple formats and languages that talk about expected developmental milestones. Include information that provides parents and caregivers with strategies on how to encourage development.

**OBSERVE HOW THE CHILD AND THE PARENT OR CAREGIVER RELATE TO EACH OTHER.**
Notice the way the parent responds to the child’s cues and cries. Are they met with positive interaction? What is observed can offer insight into the current relationship between the parent and the child. Be sure to emphasize strengths and reinforce positive behaviors that support the social emotional development of the child.

**ENSURE THAT FAMILIES ARE LINKED WITH A FAMILY-CENTERED MEDICAL HOME AND THAT THEY SHARE ANY SOCIAL EMOTIONAL CONCERNS WITH THE MEDICAL HOME CARE TEAM.**
A family-centered medical home is an approach to providing comprehensive primary care that facilitates partnership between patients, physicians, and families. In a family-centered medical home, the pediatric care team works in partnership with a child and a child’s family to assure that all of the medical and non-medical needs of the patient are met. Ask parents to discuss any concerns or issues around social emotional development with their child’s pediatric care team. The medical home framework encourages families and their child’s care team to work together to ensure that children are developing well and safe.

**ENSURE THAT FAMILIES ARE LINKED WITH A HIGH QUALITY CHILD CARE ENVIRONMENTS AND EARLY LEARNING EXPERIENCES.**
This is a critical opportunity because a child’s earliest experiences influence brain development, social emotional development, and wide variety of health and life outcomes. Children with high quality, nurturing, early-learning environments and experiences have fewer contacts with the justice system, fewer risk-taking behaviors, and improved physical, mental and financial health as adolescents and adults. Healthy Start staff may plan an important role in linking families with the high quality child care environments and early learning experiences available in their particular area.

**DISCUSS THE IMPORTANCE OF A SUPPORT SYSTEM AND APPROPRIATE COPING STRATEGIES WHEN PARENTS FEEL TIRED, OVERWHELMED, OR FRUSTRATED.**
Encourage parents to be proactive in making time for themselves and taking opportunities to de-stress. Modeling, encouraging and teaching healthy social emotional skills can be challenging when fatigued, overwhelmed or frustrated. Assist parents in developing strategies to deal with these feelings, such as recognizing their limits and paying attention to internal warning signs. If warning signs are detected early, it is often easier to plan for extra help, to take a brief break, or to go for a walk outside. All parents get upset – what matters is what parents actually DO when they get upset! Remind parents that it is okay to set the child down briefly in a safe place such as a crib. By developing a support system, whether it is through friends, family, or community support, parents are not only taking care of themselves – they are modeling effective stress management for their children.
CONCLUSION/STRATEGIES FOR THE FUTURE

As the National Healthy Start Association, the American Academy of Pediatrics, and Healthy Start continue to work together to promote healthy social emotional development in children, here are strategies proposed by Jane Knitzer, Ed.D. that we can implement to address the needs of Healthy Start families. These strategies stem from a service delivery perspective to define early childhood mental health:

- Promote the emotional and behavioral well-being of all young children.
- Strengthen the emotional and behavioral well being of children whose development is compromised by virtue of poverty or other environmental or biological risk factors.
- Help families of young children address whatever barriers they face to ensure that, as children’s first nurtur-ers and teachers, their children’s emotional development is healthy.
- Expand the competencies of non-famil-ial caregivers (e.g., child care providers, home visitors, Early Head Start and Head Start staff, health care providers) to promote the emotional well-being of young children and families.

RESOURCES

American Academy of Pediatrics

Bright Futures (Web site)
Provides materials such as practice guides, Power-Point presentations, handouts, implementation materials, and family resources. Promoting child development as a key theme.
http://brightfutures.aap.org/

Healthy Children (Web site)
Provides information on social emotional health as well as the AAP’s many programs and activities, policies and guidelines, and publications and other child health resources. The information comes from the nation’s leading child health experts.
www.healthychildren.org

Healthy Child Care America (Web site)
The Healthy Child Care America Web site provides key social and emotional AAP resources for early education and child care professionals, AAP policies and standards, and information on early childhood mental health consultation.
www.healthychildcare.org

National Center for Medical Home Implementation
Provides information regarding family-centered medical home and how practices, families, and states are advancing medical home in their communities.
www.medicalhomeinfo.org/

Born Learning

Ages & Stages (handouts)
Provides handouts that highlight specific information on stages of child development.
www.bornlearning.org/default.aspx?id=19

Centers for Disease Control and Prevention
The Centers for Disease Control and Prevention Web site provides information child development and developmental screening. Handouts on positive parenting and fact sheets on developmental screening are available for download.
http://www.cdc.gov/ncbddd/child/default.htm

Maternal and Child Health Library at Georgetown

Social and Emotional Development in Children and Adolescents Knowledge Path (Web site)
This knowledge path directs readers to a selection of current, high-quality resources about promoting healthy social and emotional development in children and adolescents.
http://www.mchlibrary.info/knowledgepaths/ kp_mental_healthy.html#overviewBF


Text4Baby

Text4baby is a free mobile information service designed to promote maternal and child health. It provides pregnant woman and new moms with information they need to take care of their health and give their babies the best possible start in life.
http://www.text4baby.org/about.html

Zero to Three

Zero to Three (Web site)
A national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers. This site provides a range of practical tools and resources for use by the adults who influence the lives of young children.
www.zerotothree.org

Healthy Minds: Nurturing Your Child’s Development (handout)
Learn how young children develop and what parents can do to support their child’s healthy development and growing brain. The information is age-specific, summarizes key findings from the National Academy of Sciences report, and suggests how parents might be able to use key findings to nurture your own child’s healthy development.

Technical Assistance Center on Social-Emotional Intervention (TACSEI) for Young Children
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 FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.
http://www.challengingbehavior.org/

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