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SOCIAL EMOTIONAL DEVELOPMENT RESOURCES [1]

EVIDENCE SOURCES

Addressing Early Childhood Emotional and Behavioral Problems
http://pediatrics.aappublications.org/content/early/2016/11/17/peds.2016-3025
This technical report reviews the data supporting treatments for young children with emotional, behavioral, and relationship problems and supports the policy statement of the same name. A companion policy statement is available at http://pediatrics.aappublications.org/content/early/2016/11/17/peds.2016-3023

Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood (0-9)
http://developingchild.harvard.edu/wp-content/uploads/2008/05/Establishing-a-Level-Foundation-for-Life-Mental-Health-Begins-in-Early-Childhood.pdf
This report summarizes the evidence for why understanding how emotional well-being can be strengthened or disrupted in early childhood can help educators promote environments and experiences that prevent problems and promote potential.

Identification of and Intervention with Challenging Behavior (0-5)
https://media.wix.com/ugd/e37417_53702efbaac841229c8cb565025f4ea9.pdf
This 2007 position statement from the Division for Early Childhood emphasizes the importance of early identification of children with serious challenging behavior, the importance of partnerships among families and all relevant professionals, and the use of comprehensive assessment approaches.

Infant Mental Health and Early Care and Education Providers (0-1)
http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf
This synthesis provides a definition of infant mental health and an overview of approaches and professionals to support it.

Position Statement on Challenging Behavior and Young Children (0-8) https://tinyurl.com/y8omad5d
This position statement readdresses the significance of healthy social-emotional competence of all children and provides guidance to practitioners, teachers, and families in preventing and effectively responding to challenging behaviors. DEC's position includes culturally sustaining, family-focused practices, as well as a commitment to inclusion, professional development, technical assistance, and using approaches that eliminate suspension and expulsion.

Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior (3-5)
http://csefel.vanderbilt.edu/briefs/wwb10.html
This evidence-based brief from the Center on Social and Emotional Foundations for Early Learning (CSEFEL) explains what positive behavior support is and how it works. Short examples and vignettes are also presented.

Promoting Social Behavior of Young Children in Group Settings: A Summary of Research (0-4) http://challengingbehavior.cbcs.usf.edu/docs/roadmap/roadmap_3_promoting-social-behavior-of-young-children-in-group-settings.pdf

This brief synthesis provides a summary of evidence-based intervention practices for promoting adaptive social-emotional behavior of young children in group contexts. The focus is on toddlers and preschool children who are identified as having disabilities or who are at risk for disabilities, and who have identified problems with social-emotional behaviors.

A Review of the Literature on Social and Emotional Learning: Outcomes for Different Student Populations and Settings https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=443 **(3-8)**

This document provides a summary of effective practices to support school-based based social and emotional learning for the general population of students ages 3–8. The organization provides clear answers to the question: What outcomes have social and emotional learning programs demonstrated among different student populations and settings? Results are broken down for different groups of children, including urban/rural, male/female, racially diverse, dual language learners, etc.

Research Synthesis on Screening and Assessing Social-Emotional Competence (0-5) http://csefel.vanderbilt.edu/documents/rs_screening_assessment.pdf

This synthesis provides information on using evidence-based practices in screening and assessing the social-emotional com-petence of infants, toddlers, and young children. It begins with a discussion of what is meant by social-emotional competence, describes general issues and challenges around screening and assessment, discusses the roles of families, culture, and language in screening and assessing social-emotional competence, and ends resources and examples of tools.

Right from the Start in the Digital Age (K-3) https://rightfromthestart.co/position-paper-in-english-and-spanish/

This position paper addresses the need to lay the groundwork for children in grades PreK–3 to develop both safe and responsible digital citizenship that will help prevent them from engaging in, and being affected by, harmful behaviors such as cyberbullying in later years.

Social and Emotional Development Research Background (0-5) https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-research.pdf (English) https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/hhs-sed-investigacion-de-antecedentes-del-desarrollo-social-y-emocional-espanol.pdf (Spanish)

Social and emotional development involves several interrelated areas of development, including social interaction, emotional awareness, and self-regulation. This document synthesizes research on important aspects of social and emotional development for young children.

The Social–Emotional Development of Dual Language Learners: Looking Back at Existing Research and Moving Forward with Purpose http://dx.doi.org/10.1016/j.ecresq.2013.12.002 **(0-5)**

This 2014 review by Tamara Halle and her colleagues describes the state of existing knowledge with regard to dual language learners' (DLLs) social–emotional development. The review focuses on widely recognized dimensions of children's social–emo-tional development: self-regulation, social competence, social cognition, and problem behaviors. Results suggest that DLLs have at least equal (if not better) social–emotional outcomes compared to native English speakers. There is also evidence that the use of home language in early childhood classrooms can be a positive, moderating factor for DLLs' social–emotional development.

Understanding the Impact of Language Differences on Classroom Behavior (3-5)
http://csefel.vanderbilt.edu/briefs/wwb2.pdf
This What Works Brief from CSEFEL explains second language learning and development and presents key features of assessment to identify the child's strengths and needs. Suggestions for teachers and other caregivers are provided.

What Are Children Trying to Tell Us?: Assessing the Function of Their Behavior (3-5)
http://csefel.vanderbilt.edu/briefs/wwb9.html
This What Works Brief from CSEFEL describes Functional Behavioral Assessment (FBA) and how it can be used by a team or by individuals to identify the reason for a child's challenging behavior, which then facilitates the selection of appropriate interventions. An example of the FBA is provided.

What Works Briefs http://csefel.vanderbilt.edu/resources/what_works.html (3-5)
Each short document in this series from CSEFEL offers a summary of evidence, followed by practical strategies and additional resources. Topics addressed range from Using Environmental Strategies to Promoting Positive Interactions to Helping Children Learn to Manage Their Own Behavior.

PRINT SOURCES

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports: Concepts and Strategies for Families and Schools in Key Contexts (3-9)
https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf
This 2017 e-book provides guidance for enhancing family engagement in schools from pre-Kindergarten through high school. The book includes information on the foundations of family engagement (FE), a review of FE in the context of Positive Behavioral Interventions and Supports (PBIS) and Multitiered Systems of Support (MTSS), and strategies for applying ideas in local sites and across systems. It addresses the unique needs of children at risk and emphasizes the critical issue of cultural competence. The voices of family members providing ideas and guidance are included in each chapter.

Developing Young Children's Self-Regulation Through Everyday Experiences (0-5)
https://www.mbaea.org/media/documents/Young_Children__July_2011_Self_Regu_01A87C4F1BDA9.pdf
This 2011 article by Ida Rose Florez explains what self-regulation is and how it develops in young children. It also describes ways in which scaffolding can be provided in a deliberate manner to help develop self-regulation in children. These include modeling, using hints and cues, and gradually withdrawing adult support.

Challenging Behaviors and the Role of Preschool Education
http://nieer.org/resources/policybriefs/16.pdf (3-5)
This article highlights the evidence about the roots of challenging behavior, and particularly aggression, then describes social skills curricula that can be effective in supporting the needs of children who struggle with behavioral challenges.

Children's Emotional Development Is Built into the Architecture of Their Brains (0-5)
https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2004/04/Childrens-EmotionalDevelopment-Is-Built-into-the-Architecture-of-Their-Brains.pdf
This working paper highlights the many ways in which, as young children develop, their early emotional experiences become embedded in the architecture of their brains. The document also corrects misconceptions about social-emotional development.

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The Costly Consequences of Not Being Socially and Behaviorally Ready by Kindergarten: Associations with Grade Retention, Receipt of Academic Support Services, and Suspensions/Expulsions (4-6)
http://baltimore-berc.org/wp-content/uploads/2016/03/SocialBehavioralReadinessMarch2016.pdf
This report examines the relationships between social-behavioral readiness in kindergarten and three costly school outcomes for City Schools' students through third grade: being retained in grade, receiving additional services and supports through an Individualized Education Plan (IEP) or 504 plan, and being suspended or expelled from school. Relationships were examined in two cohorts of 4,462 and 4,602 students. After controlling for a number of important variables, they found significant relation-ships between social and behavioral readiness in kindergarten and all three school outcomes. In addition, boys were much more likely than girls to be assessed as not socially and behaviorally ready for school and to experience all three academic problems.

Culturally Appropriate Positive Guidance With Young Children (3-5)
https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance
This thoughtful article illustrates how young children benefit when teachers and families establish healthy partnerships and define common goals for children, even when that may require bridging cultural differences.

Culturally Responsive Strategies to Support Young Children with Challenging Behavior (3-6)
https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies
This article describes five culturally responsive core strategies to promote positive teacher relationships with young children in preschool and minimize challenging behavior: learn about children and families, develop and teach expectations, take the child's perspective, teach and model empathy, and use group times to discuss conflict.

Discovering Feelings   https://www.ecmhc.org/documents/CECMHC_Feelings_Book.pdf **(0-3)**
This booklet is designed to assist caregivers in helping young children to learn the labels for their feelings. It is available in Spanish at https://www.ecmhc.org/documents/CEMHC_Feelings_Book_Espanol.pdf A companion set of Consultant's Notes (https://www.ecmhc.org/documents/CECMHC_Feelings_Notes.pdf) offers ideas for how to use these resources.

Diversity-Informed Infant Mental Health Tenets (0-3)   https://imhdivtenets.org/
The Tenets are a set of guiding principles that raise awareness about inequities and injustices embedded in our society. They can be used to reflect on personal, team or organizational values or applied to practices for supporting toddlers and families. The Tenets are available in English and Spanish.

Dual Language Learners and Social-Emotional Development: Understanding the Benefits for Young Children https://www.childtrends.org/dual-language-learners-and-social-emotional-development-understanding-the-benefits-for-young-children/
A review of scholarly literature published between 2000 and 2011 found only 14 peer-reviewed studies that examined social-emotional outcomes for young dual language learners in family, school, and peer contexts. Despite the small number of studies, a picture of dual language learners' social-emotional development has begun to emerge.

Dual Language Learners with Challenging Behavior (0-5)
https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors
Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with dual language learners exhibiting challenging behaviors.

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Encouraging Social and Emotional Learning in the Context of New Accountability (3-9)
https://learningpolicyinstitute.org/sites/default/files/product-files/Social_Emotional_Learning_New_Accountability_REPORT.pdf (full report)
https://learningpolicyinstitute.org/sites/default/files/product-files/Social_Emotional_Learning_New_Accountability_BRIEF.pdf
(4-page brief)
This March 2017 report and brief provide a framework for considering how measures of social and emotional learning (SEL) and school climate may be incorporated in a multi-tiered accountability and continuous improvement system that provides useful information about school status and progress at the state, district, and school levels. According to the report, benefits to integrating SEL with academic learning, include higher graduation rates, fewer instances of bullying, and lower teacher stress.

In Brief: Early Childhood Mental Health (0-9)
http://developingchild.harvard.edu/resources/inbrief-early-childhood-mental-health/
The science of child development shows that the foundation for sound mental health is built early in life, as early experiences—which include children's relationships with parents, caregivers, relatives, teachers, and peers. Disruptions in this developmental process can impair a child's capacities for learning and relating to others, with lifelong implications. These materials explain why many problems for society, ranging from the failure to complete high school to incarceration, could be dramatically reduced if attention were paid to improving children's relationships and experiences early in life.

Inventory of Practices for Promoting Children's Social Emotional Competence (3-5)
http://csefel.vanderbilt.edu/modules/module1/handout4.pdf
This tool is designed to be used by individuals and/or teams to identify areas in which to focus to support the social-emotional development one child or a group of children. It is broken into areas: (a) building positive relationships, (b) creating supportive environments, (c) social emotional teaching strategies, and (d) individualized intensive interventions.

Making Peace in Kindergarten: Social and Emotional Growth for all Learners (5-6)
https://www.naeyc.org/resources/pubs/yc/sep2016/making-peace-kindergarten
This article shares evidence-based strategies for helping kindergarten students develop the vocabulary for describing their feelings and the essential skills for exchanging ideas.

Measuring Elementary School Students' Social and Emotional Skills: Providing Educators With Tools to Measure and Monitor Social and Emotional Skills That Lead to Academic Success (5-9)
http://www.childtrends.org/wp-content/uploads/2014/08/2014-37CombinedMeasuresApproachandTablepdf1.pdf
The goal of this resource was to create tools that could be used to assess and monitor the extent to which improvements are being achieved for low-income students in the social and emotional skills associated with success in school and life. A secondary goal was to provide these tools and related guidance to educators across the country who share a desire to strengthen students' social and emotional skills as a strategy for supporting their success.

Moving Right Along. . . Planning Transitions to Prevent Challenging Behavior (3-5)
https://www.mbaea.org/media/documents/Young_Children__May_2008_Transition_06611DCA084CF.pdf
The authors discuss why challenging behavior occurs during transitions, strategies for planning and implementing more effective transitions, ideas for using transitions to teach social skills and emotional competencies, and a planning process for working with children who continue to have difficulty during transitions.

Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems (3-5)
http://www.hartfordinfo.org/issues/wsd/education/NationalPreKExpulsionPaper.pdf
This article highlights Walter Gilliam's findings on the rates of PreK expulsion, including specific findings related to race and gender (e.g., African-American preschoolers were about twice as likely to be expelled as European American (both Latino and non-Latino) preschoolers and over five times as likely as Asian-American preschoolers; boys were expelled at a rate over 4½ times that of girls). A subsequent study showed that when teachers were supported to use evidence-based practices that promote children's social emotional competence expulsion rates went down.

The Problem Solver Job: Peer-Mediated Conflict Resolution (3-5)
http://www.smartbeginningsse.org/wp-content/uploads/2016/03/good_guidance_-_the_problem_solver_job.pdf
This short article by two Vermont colleagues highlights effective strategies for resolving daily conflicts among children. Applications for children who are dual language learners are included.

Promoting Social-Emotional Development: Helping Infants Learn About Feelings (0-1)
http://alabamapathways.org/wp-content/uploads/2014/09/Promoting-Social-Emotional-Development.pdf
This article from the July 2014 issue of Young Children offers evidence, insights, and resources.

Seven Key Principles of Self-Regulation and Self-Regulation in Context
http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Seven%20Key%20Principles%20of%20Self-Regulation%20and%20Self%20Regulation%20in%20Context.pdf
This brief provides a framework for understanding self-regulation and its development in an ecological-biological development context. The principles underscore the components of self-regulation that enable children to manage thoughts and feelings to engage in goal-directed actions such as organizing behavior, controlling impulses, and solving problems constructively.

Social-Emotional Development in the First Three Years (0-3)
https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2018/rwjf444708
This April 2018 brief from Pennsylvania State University offers multiple strategies to improve care-giving and the social-emotional development of young children. Some examples of the strategies are 1) home visitation programs that offer support and information to parents just before the baby's birth; 2) skill training aimed to strengthen parental responsiveness to improve the child's sense of security and social-emotional skills; and 3) mental health consultation to support caregivers in early care.

Spanking and Child Development Across the First Decade of Life (3-9)
http://pediatrics.aappublications.org/content/early/2013/10/16/peds.2013-1227
Research findings presented in this article document the prevalence of maternal and paternal spanking of children at 3 and 5 years. The authors describe associations between spanking and children's externalizing behavior and receptive vocabulary.

Supporting the School Readiness and Success of Young African American Boys (3-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/young-african-american-boys-project-guide.pdf
This project helped Head Start and other early education programs promote culturally responsive, strength-based learning environments for young African American boys. This resource highlights materials, professional development, and insights on how to best support young African American boys in early learning settings.

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Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children (3-5)

http://challengingbehavior.cbcs.usf.edu/docs/TeachingPyramid_yc_article_7_2003.pdf

This article provides a basic overview of the theory and practice of this approach to supporting social-emotional development. It highlights practices that support any child as well as interventions that might support children with more intensive, individualized needs.

You Got It! Teaching Social and Emotional Skills (3-5)

http://challengingbehavior.cbcs.usf.edu/docs/YouGotIt_Teaching-Social-Emotional-Skills.pdf

This article lays out common social and emotional skills that it can be helpful to teach, along with an evidence-based approach for teaching them.

AUDIOVISUAL SOURCES

Angela Lee Duckworth: The Key to Success is Grit (5-9)

https://www.youtube.com/watch?v=H14bBuluwB8

Leaving a high-flying job in consulting, Angela Lee Duckworth took a job teaching math to seventh graders in a New York public school. As she shares in this TED Talk, she quickly realized that IQ wasn't the only thing separating the successful students from those who struggled. Here, she explains her theory of "grit" as a predictor of success.

Building Emotional Literacy (3-5)

https://www.teachingchannel.org/videos/pre-k-lesson-emotional-literacy

This video highlights how identifying and describing feelings provides a foundation for developing empathy.

Challenging Behavior in Young Children (3-5)

https://www.youtube.com/watch?v=8eCfnrGu5xo

This clip highlights challenging behaviors that early childhood educators may face on a daily basis. The examples emphasize what to do, what not to do, and the consequences for young children (e.g., expulsion) when educators are unprepared to address challenging behaviors.

Classroom Based and Parent Focused Interventions for Promoting Social and Emotional Competence (3-5)

https://eclkc.ohs.acf.hhs.gov/video/classroom-based-parent-focused-interventions-promoting-social-emotional-competence

This video presents 10 classroom approaches that focus on enhancing children's social-emotional competence, as well as eight parenting interventions. All are based on a review that used the adoption criteria introduced by Joseph and Strain (2003). It discusses the results and the implications for teachers, families, and children.

CONNECT Module 7: Tiered Instruction (3-5)

http://community.fpg.unc.edu/connect-modules/learners/module-7

Many of the video clips offer examples of tiered instruction for social-emotional development. For example, Video 7.10 Reviewing Classroom Rules is a good example of clarifying classroom norms and expectations.

Dual Language Learners: The Latest Social and Emotional Development Research

http://www.ncsl.org/documents/cyf/DLL_Halle_PPT.pdf

This PowerPoint presentation provides Tamara Halle's view of the latest information available on this topic.

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Evidence-Based Teaching Practices That Support Social Emotional Development
These videos highlight evidence-based teaching practices that support young children's social emotional development, as demonstrated by a high-fidelity Pyramid Model implementation site. A table of contents is provided at the beginning of each video so viewers can easily navigate to specific segments.

- Pyramid Model Practices: A Typical Day in a Preschool Classroom **https://vimeo.com/180313975**

- Pyramid Model Practices: A Typical Day in a Toddler Classroom **https://vimeo.com/180297918**

In Brief: Early Childhood Mental Health (0-9)
http://developingchild.harvard.edu/resources/inbrief-early-childhood-mental-health/
The science of child development shows that the foundation for sound mental health is built early in life, as early experiences—which include children's relationships with parents, caregivers, relatives, teachers, and peers. Disruptions in this developmental process can impair a child's capacities for learning and relating to others, with lifelong implications. These materials explain why many problems for society, ranging from the failure to complete high school to incarceration, could be dramatically reduced if attention were paid to improving children's relationships and experiences early in life.

In Brief: The Impact of Early Adversity on Children's Development (0-9)
http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity/
This video outlines how stress and major adversity can weaken developing brain architecture and permanently set the body's stress response system on high alert. It also shows how providing stable, responsive environments for children in the earliest years of life can prevent or reverse these conditions, with lifelong consequences for learning, behavior, and health.

In Brief: The Science of Neglect (0-9)
http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/
Extensive research shows significant neglect can cause more harm to a young child's development than overt physical abuse, including cognitive delays, impairments in executive functioning, and disruptions of the body's stress response. This video explains why deprivation is so harmful in the earliest years of life and why effective interventions can pay significant dividends in better long-term outcomes in learning, health, and parenting.

Just Breathe (5-8)
https://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions-1b4f91dac5ad#.4mfw5o2ry
In the 4-minute long video, boys and girls describe how their emotions affect them and how they physically feel. Figuring out how and what you are physically feeling is particularly challenging when you're feeling things like rage, sadness, disgust, and confusion for the first time. But rather than just sharing the children's feelings, the film goes on to show how helpful breathing and mindfulness are in keeping kids emotionally healthy.

Moving Right Along: Planning Transitions to Prevent Challenging Behavior (3-5)
https://www.mbaea.org/media/documents/Young_Children__May_2008_Transition_06611DCA084CF.pdf
This multimedia set of resources was based on the article in the May 2008 issue of Young Children, "Moving Right Along…Planning Transitions to Prevent Challenging Behavior." It includes a recording, PowerPoint slides, and other resources.

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Planting Seeds in Fertile Ground: Steps Every Policymaker Should Take to Advance Infant and Early Childhood Mental Health (0-5)

https://www.zerotothree.org/resources/1221-planting-seeds-in-fertile-ground-steps-every-policymaker-should-take-to-advance-infant-and-early-childhood-mental-health

This webinar and policy brief highlight what states can and should do to advance infant and early childhood mental health.

Practical Strategies (3-5)

http://csefel.vanderbilt.edu/resources/practical_%20strategies.html

This video presents practical strategies for teaching social emotional skills, which is the third layer in the teaching pyramid. These include taking turns, helping each other, sharing and so on. The video also shows how these are applied in classrooms.

Promoting the Social and Emotional Competence (3-5)

http://csefel.vanderbilt.edu/resources/social_emotional_competence.html

Produced by the Center on the Social and Emotional Foundations for Early Learning, this video discusses evidence-based strategies that promote young children's social and emotional competence, prevent challenging behavior, and provide support to young children with challenging behavior. The strategies are based on the pyramid model. Perspectives of teachers, principals, other staff, and parents as well as examples from classrooms are included.

The Secret Life of 3, 4, 5 year olds (3-5)

http://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds

Videos in this award-winning series illustrate issues in the social and emotional lives of 3-, 4-, and 5-year-old children.

Small Children Have Big Feelings (0-5)

http://talkingisteaching.org/big-feelings (English)
http://talkingisteaching.org/grandes-emociones (Spanish)

When you talk, read, and sing with a child in sensitive, loving, and responsive ways, you build their brain and help them develop the social-emotional skills they need to succeed in school and life. Check out these videos with tips for understanding and managing a child's behavior, and taking care of yourself during the challenging moments, too!

Visual Cues (3-5)

https://www.teachingchannel.org/videos/visual-cues-in-the-classroom (3-5)

This 1-minute video highlights ways in which visual cues can be used to support individual learners in classroom settings.

ONLINE SOURCES

10 Free Social-Emotional Development Resources (0-9)

http://blog.brookespublishing.com/10-free-social-emotional-development-resources/

Here are some practical free resources for families and professionals.

15 Minute In-Service Suites (3-6)

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html

15-minute In-service Suites are a professional development resource organized around one topic or big idea and address effective teaching and assessment practices. They include PowerPoint slides, handouts, activities, and resources. Examples related are: Building Relationships, Interest Based Learning, Managing the Classroom and Behavior Guidance.

Acorn Dreams (3-8)

http://www.acorndreams.com/

This website features a variety of free resources that address self-control, independence, cooperation, and other relevant social-emotional development topics.

Adapting Morning Meeting: Speech and Anxiety Needs (3-6)

https://www.responsiveclassroom.org/adapting-morning-meeting-speech-and-anxiety-needs/

This article highlights strategies for adjusting a daily routine to be more supportive an individual child. Collaboration with family and other colleagues (speech-language pathologist) are among the ideas that worked.

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (3-9)

https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf

A e-book, provides guidance for enhancing family engagement in schools from pre-Kindergarten through high school. The book includes information on the foundations of family engagement (FE), a review of FE in the context of Positive Behavioral Interventions and Supports (PBIS) and Multi-tiered Systems of Support (MTSS), and strategies for applying ideas in local sites and across systems. It addresses the unique needs of children at risk and emphasizes the critical issue of cultural competence. The voices of family members providing ideas and guidance are included in each chapter.

Backpack Connection (0-5)

http://challengingbehavior.cbcs.usf.edu/Implementation/family.html#collapse2

The Backpack Connection Series was created to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home. Topics range from How to Give Clear Directions *to* How to Help Your Child Stop Whining. *Individual Backpack Connections sheets are available in Chinese and Spanish at* **https://cainclusion.org/teachingpyramid/materials-family.html**

Book Nooks (3-5)

http://csefel.vanderbilt.edu/resources/strategies.html#booknook

These easy-to-use guides were created especially for teachers/caregivers and parents to provide hands-on ways to embed social emotional skill building activities into everyday routines. Each book nook is comprised of ideas and activities designed around popular children's books. Examples of suggested activities include using rhymes to talk about being friends, making emotion masks to help children identify and talk about different feelings, playing games around what to do with hands instead of hitting and fun music and movement activities to express emotions.

Center on the Social and Emotional Foundations for Early Childhood (CSEFEL) (0-5)

http://csefel.vanderbilt.edu/

This website provides resources such as family tools, research syntheses, training kits and modules on various aspects of social and emotional development for infants and young children. Resources are organized by topic and audience.

Classroom Routine Support Guides: Early Elementary K-2nd Grade (5-8)

http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_class_early_elementary.pdf

This guide was developed to assist teachers and caregivers in problem-solving a plan to support young children who are having challenging behavior.

CSEFEL Infant/Toddler Training Modules (0-3)
http://csefel.vanderbilt.edu/resources/training_infant.html
These modules focus on promoting the social and emotional competence of very young children. Topics include understanding social-emotional development, understanding behavior, building and sustaining relationships, and supporting social-emotional development. Materials include PowerPoints, handouts, video clips, and a trainer's guide.

CSEFEL Preschool Training Modules (3-5)
http://csefel.vanderbilt.edu/resources/training_preschool.html
These modules focus on promoting the social and emotional competence of young children. Topics include how to build relationships and create supportive environments, social-emotional teaching strategies, individualized intensive interventions, and leadership strategies. Materials include PowerPoints, handouts, video clips, and a trainer's guide.

Developing Social-Emotional Skills (0-3)
http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html
This webpage contains handouts on the social-emotional development of children in three age ranges – birth to 12 months, 12 to 24 months, and 24 to 36 months. Each handout outlines things that can help a child develop their social-emotional skills.

Family Routine Based Support Guides
These guides were developed to assist family members and caregivers in building relationships with infants, toddlers and young children as well as in developing supportive plans.
- **Building Relationships with Infants (0-3)**
  http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_relationships-infants.pdf
- **Early Elementary (4-8)**
  http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_early-elementary.pdf

Fostering Healthy Social and Emotional Development in Young Children Toolkit (0-5)
https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/index.html?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term
Scroll down at this website to discover all of the resources in this toolkit, which feature examples of simple actions to take, some of which caregivers might be doing already, such as maintaining consistent routines for young children. This set of resources on healthy social and emotional development includes:
- A tip sheet for parents and families of infants, toddlers, and preschoolers

- A tip sheet for infant, toddler, and preschool providers and educators

- A milestones chart with key information on social and emotional development from birth to age 5

- A fact sheet on the research behind social and emotional development in early childhood and lifelong outcomes

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How to Identify and Support Children Experiencing Stress (0-5)
http://usa.childcareaware.org/wp-content/uploads/2017/01/ChildStress_Whitepaper.pdf
This January 2017 resource highlights ways in which infants and toddlers may show caregivers that they are experiencing stress. The publication also offers effective strategies to reduce children's stress levels.

Infant-Toddler Temperament Tool   http://ecmhc.org/temperament/ (0-3)
The Infant Toddler Temperament Tool includes a short online survey that allows parents and caregivers of infants and toddlers to recognize and explore their own temperament traits and those of a child for which they provide care. The IT³ generates results which support family members and caregivers in understanding how adult and child similarities and differences in temperament traits may affect "goodness of fit." The IT³ also offers practice tips.

Milestones: Understanding Your Child's Social and Emotional Development from Birth to Age 5
https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-milestones.pdf (English)
https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/hhs-sed-comprender-el-desarrollo-social-y-emocional-de-su-nino-espanol.pdf (Spanish)
This formatted handout provides an overview of social-emotional development milestones for young children.

The Missing Piece: How Social and Emotional Learning Can Empower Children and Transform Schools (3-9) https://casel.org/the-missing-piece-a-national-teacher-survey-on-how-social-and-emotional-learning-can-empower-children-and-transform-schools/
These national survey findings have 3 major themes: (1) Teachers understand, value, and endorse social and emotional learning (SEL) for all students; (2) teachers believe SEL helps students achieve in school and life; and (3) teachers identify key accelerators for SEL. The perspectives of teachers and research about various aspects of social and emotional learning are shared, including the importance of adopting explicit evidence-based strategies and integrating evidence-based SEL approaches.

National Center for Pyramid Model Innovations (NCPMI) (0-5)
http://challengingbehavior.cbcs.usf.edu/
NCPMI has set out to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. The recently redesigned NCPMI website houses an abundance of Pyramid Model resources, all in one central location. This includes a searchable resource library for fact sheets, issue briefs, webinars, and more.

Parent Training Modules (0-5)   http://csefel.vanderbilt.edu/resources/training_parent.html
The six Parent Training Modules are designed to provide information for families to support their child's social and emotional skills, to understand problem behavior and offer helpful, evidence-based strategies. Each session includes role-plays, videos, activities, and an instructor's guide, as well as a family workbook.

A Parent's Resource Guide to Social and Emotional Learning (3-9)
http://www.edutopia.org/SEL-parents-resources
Explore a curated list of blogs, articles, websites, and videos for families and early childhood professionals about fostering skills like kindness, empathy, gratitude, resilience, perseverance, and focus in children.

Positive Behavioral Interventions & Supports (PBIS) (3-9) http://www.pbis.org/
The Technical Assistance Center on Positive Behavioral Interventions and Supports was established by OSEP to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. The website has a variety of resources and research for schools, families, and professionals.

Practical Strategies for Teachers and Caregivers (3-5)
http://csefel.vanderbilt.edu/resources/strategies.html
These resources from CSEFEL include scripted stories for social situations, tools for building relationships, tools for developing behavior support plans, resources for teaching social emotional skills, and much more.

Recognizing and Addressing Trauma in Infants, Young Children, and Their Families (0-5)
http://www.ecmhc.org/tutorials/trauma/index.html
This tutorial was developed to provide a deeper understanding of the types of trauma and its impact on young children and their families, as well as the role of the consultant. The tutorial includes pre- and post-tests, activities, and resources.

Right from the Start in the Digital Age: Curricula Activities for Teachers and Parents to Help Children Become Good Digital Citizens (5-9)
https://www.fhi360.org/resource/right-start-digital-age-curricula-activities-teachers-and-parents-help-children-become-good
These activities were designed to integrate lessons about responsible online behavior and good net citizenship into the daily life of the classroom, along with other activities used to develop social-emotional skills and a sense of community among children. The lessons are literacy-based, employing storytelling and discussion, and are geared to a whole and small group activities.

School Climate and Discipline (3-9) http://www2.ed.gov/policy/gen/guid/school-discipline/
Administrators, educators, students, family members, and community members can find tools, data and resources on this U. S. Department of Education site to increase their awareness of the prevalence, impact, and legal implications of suspension and expulsion, find basic information and resources on effective alternatives, and join a national conversation on how to effectively create positive school climates. It includes specific guidance for children with identified disabilities and general guidance for all children.

Screening for Social Emotional Concerns: Considerations in the Selection of Instruments (0-9)
http://challengingbehavior.cbcs.usf.edu/docs/roadmap/roadmap_1_screening-for-social-emotional-concerns.pdf
This document explains the terms and concepts related to systematic screening for challenging behavior, as well as implement-ing screening programs. It explains how to select appropriate tools for social-emotional screening and describes options.

Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers (5-9)
https://www.osepideasthatwork.org/evidencebasedclassroomstrategies
The purpose of this document is to summarize evidence-based, positive, proactive classroom behavior intervention and support strategies for teachers. These strategies should be used classroom-wide, intensified to support small group instruction, or amplified further for individual students so teachers can capitalize on instructional time and decrease disruptions.

Teacher Time (3-6) https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/teacher-time-series
Teacher Time series is a set of webinars and related teaching tips and materials. Social emotional examples address problem solving, coping with big emotions, transitions, and challenging behaviors.

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Teachers Need More Training to Handle Children's Emotions (2-5)

http://psychcentral.com/news/2012/06/08/teachers-need-more-training-to-handle-childrens-emotions/39862.html

*This article summarizes the findings from a study that surveyed and observed student teachers on their beliefs and strategies in managing children's emotions. The study also revealed that student teachers who reported more effective strategies for regulating **their own** emotions and who also reported more accepting beliefs about children's emotions, were more supportive of children when they had emotional outbursts.*

Teaching Children to Check Their Own Behavior (3-9)

https://www.responsiveclassroom.org/teaching-children-to-check-their-own-behavior/

This web article highlights effective approaches for building self-regulation through interactive modeling.

Technical Assistance Center on Positive Behavior Interventions and Supports (PBIS) (3-9)

http://www.pbis.org/default.aspx

The Center's job is to define, develop, implement, and evaluate a multi-tiered approach to technical assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. This website features free resources that range from research and policies to articles and videos.

Too Small to Fail (0-5)

http://toosmall.org/

This website has resources to help family members and professionals understand social-emotional development and how to apply research-based tips to their everyday lives. They include a series of videos showing that every child behavior is actually driven by emotions and a set of complementary tip sheets to encourage talking, reading, and singing with children in sensitive, loving, and responsive ways. The tip sheets include helpful ideas for understanding and managing behavior. Look specifically at http://talkingisteaching.org/big-feelings (English) or http://talkingisteaching.org/grandes-emociones (Spanish).

Understanding and Responding to Children Who Bite (0-4)

http://families.naeyc.org/learning-and-development/child-development/understanding-and-responding-children-who-bite

Biting is a typical behavior often seen in infants, toddlers, and 2-year olds. As children mature, gain self-control, and develop problem-solving skills, they usually outgrow this behavior. While not uncommon, biting can be an upsetting and potentially harmful behavior. This column offers information about the behavior and what to do when it occurs, along with additional resources for families and professionals.

Understanding Temperament in Infants and Toddlers Brief (0-3)

http://csefel.vanderbilt.edu/resources/wwb/wwb23.html

This webpage explains what temperament is and its importance. It also provides ways in which caregivers and service providers can support the positive social-emotional development and behavior in infants/toddlers with different temperament types. Brief descriptions of the child's activity level and distractibility associated to each level on the temperament continuum are provided.

What Works Briefs http://csefel.vanderbilt.edu/resources/what_works.html (0-5)

Each short document in this series from CSEFEL offers a summary of evidence, followed by practical strategies and additional resources. Topics addressed range from Using Environmental Strategies to Promoting Positive Interactions to Helping Children Learn to Manage Their Own Behavior.

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What Works Training Kits http://csefel.vanderbilt.edu/resources/training_kits.html **(0-5)**
Based on the What Works Briefs topics, these short training packages include PowerPoint slides with accompanying note pages, activities, and handouts, which provide a trainer with the materials needed to conduct a short staff development program on a focused topic.

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