

Early Childhood Mental Health Resources

Last Updated April 21, 2010

Contents

Introduction.....	3
Part I: Comprehensive Early Childhood Web Sites.....	4
Part II: Topic-Specific Resources.....	7
Adoption.....	7
Books to Read to Young Children.....	7
Challenging Behavior.....	7
Child Care and Early Education and the Integration of Mental Health.....	11
Children of Substance-Abusing Parents.....	13
Child Welfare.....	15
Cultural and Linguistic Competency.....	16
Data and Outcomes.....	17
Early Childhood Mental Health Consultation.....	17
Early Identification.....	18
Early Intervention and Treatment.....	19
Economics of Early Intervention.....	20
Expressing Feelings Through the Arts.....	21
Family Members—Informational Tip Sheets for Family Members and Those Working with Families.....	21
Family Members—Other Resources for Family Members and Those Working with Families ..	25
Health Information Technology.....	27
Housing and Homelessness.....	27
Jobs and the Economy.....	28
Milestones in Child Development.....	30
Military Families.....	30
Policy.....	31
Prevention.....	33
School Readiness.....	33
Social and Emotional Development.....	34
Substance Abuse and Mental Health Services Administration (SAMHSA) Early Childhood Grantees’ Web Sites—Systems of Care Web Sites.....	37
Substance Abuse and Mental Health Services Administration (SAMHSA) Early Childhood Grantees’ Web Sites—Project LAUNCH Web Sites.....	37
Trauma and Justice.....	38
Workforce Development.....	40

Introduction

One of the major benefits of collaborating through the National Children’s Mental Health Awareness Day initiative is to have access to resources from other organizations addressing children’s mental health issues. As a part of our current focus on early childhood, resources have been collected from national organizations’ and federal agencies’ Web sites to address early childhood mental health.

The resources include tip sheets, toolkits, guides, activity books, interactive multimedia, and more. Most of the resources listed also include links to resources in other languages, such as Spanish.

This listing of non-Federal resources is not all-inclusive. Inclusion on the listing does not constitute an endorsement by the Substance Abuse and Mental Health Services Administration (SAMHSA) or the Department of Health and Human Services (DHHS).

We appreciate the support of the Awareness Day collaborating organizations in the development of the resource list. For resources beyond what is included in this list, visit the individual Web sites of the Awareness Day collaborating organizations at <http://www.samhsa.gov/children/participants.aspx>.

Comprehensive Early Childhood Web Sites

- **Bright Futures in Practice: Mental Health**
(<http://www.brightfutures.org/mentalhealth/>)
National Center for Education in Maternal and Child Health, Georgetown University
This two-volume set considers the mental health of children in a developmental context, presents information on early recognition and interventions for specific mental health problems and mental disorders, and provides a toolkit with hands-on tools for health professionals and families for use in screening, care management, and health education.
- **Bright Futures: Health Care Professionals Tools and Resources**
(<http://www.brightfutures.aap.org/>)
American Academy of Pediatrics
Bright Futures is a national health promotion and disease prevention initiative that addresses children's health needs in the context of family and community.
- **Building Early Childhood Systems Resources**
(<http://gucchd.georgetown.edu/67639.html>)
Center for Child and Human Development, Georgetown University
This Web site includes interdisciplinary resources for service, training, research, community outreach, technical assistance, and public policy for improving the quality of life for all children and youth, children with special needs, adults with developmental and other disabilities, and their families.
- **Child & Family WebGuide**
(<http://cfw.tufts.edu/>)
Tufts University
This directory of child development, adolescent, and family sites is based on thousands of Web sites' systematic evaluation by graduate students and faculty in child development. The site includes child development research, articles, tips, guides, and more on a host of issues.
- **Child and Adolescent Mental Health**
(<http://mentalhealth.samhsa.gov/child/childhealth.asp>)
Substance Abuse and Mental Health Services Administration (SAMHSA)
SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities. SAMHSA's child and adolescent mental health resources include programs, publications, data, and more.
- **Children's Mental Health in Primary Care** (<http://www.aap.org/mentalhealth/>)
American Academy of Pediatrics
- **COSA Resource List** (<http://womenandchildren.treatment.org/documents/cosa-resource-508v.pdf>)
Substance Abuse and Mental Health Services Administration

This resource list is designed for children of substance abusers but is applicable to a range of mental health challenges for young children.

- **Early Childhood Resources**
(<http://www.tapartnership.org/COP/earlyChildhood/resources.php>)
Technical Assistance Partnership for Child and Family Mental Health
- **Head Start Bulletin #73: Child Mental Health**
(http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/Bulletin73Chi.htm)
Office of Head Start, Administration for Children and Families
This issue of the *Head Start Bulletin* describes some of the most current interventions and issues affecting pregnant women, father involvement, and children from birth to age five, as well as some innovative program models.
- **Head Start Bulletin #80: Mental Health**
(http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/MBulletin80Me.htm)
Office of Head Start, Administration for Children and Families
This issue of the *Head Start Bulletin* focuses on fostering the mental health of children, families, and staff; prevention of the onset of mental illness; reduction of the risk of mental illness; early intervention; effective service delivery; and perhaps most important, strengthening resilience. It is divided into sections focusing on services; children, parents, and family; life-changing events; program approaches; staff; and resources.
- **Maternal and Child Health Library Knowledge Path: Social and Emotional Development in Children and Adolescents**
(http://www.mchlibrary.info/knowledgepaths/kp_mental_healthy.html)
National Center for Education in Maternal and Child Health, Georgetown University
This knowledge path is aimed at health professionals, program administrators, policymakers, educators, and families, and it is updated periodically. It offers a selection of current, high-quality resources about the promotion of healthy social and emotional development in infants, children, and adolescents. Resources tap into the health, education, and social services literature. Separate sections present resources by age group and cover topics such as developmental stages; factors that impact social and emotional development; policies and programs to promote social and emotional well-being in homes and community settings; and strategies for integrating health, developmental, and educational services. The final section presents parent-education materials.
- **The Center on the Social and Emotional Foundations for Early Learning**
(<http://www.vanderbilt.edu/csefel>)
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
CSEFEL is focused on promoting social-emotional development and school readiness for young children birth to age five. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.
- **The National Association for the Education of Young Children** (<http://naeyc.org/>)
The National Association for the Education of Young Children (NAEYC)
NAEYC is dedicated to improving the well-being of all young children, with a particular focus on the quality of educational and developmental services for all children from

birth through age eight. NAEYC also provides a wealth of social and emotional development resources at <http://www.naeyc.org/store/taxonomy/term/1450>.

- **ZERO TO THREE: Key Topics**

(http://www.zerotothree.org/site/PageServer?pagename=key_keytopics)

ZERO TO THREE

ZERO TO THREE's mission is to support the healthy development and well-being of infants, toddlers, and their families. Their resources inform, educate, and support adults who influence the lives of infants and toddlers. ZERO TO THREE provides a wealth of information about social-emotional development at

http://www.zerotothree.org/site/PageServer?pagename=key_social and mental health-specific resources at

http://www.zerotothree.org/site/PageServer?pagename=key_mental.

Part II: Topic Specific Resources

In addition to the myriad resources available from the comprehensive early childhood Web sites listing, the following are topic-specific resources:

Adoption

- **Center For Family Connections** (<http://www.kinnect.org/>)
Center For Family Connections (CFFC)
CFFC is an educational and clinical resource center that specializes in the developmental, structural, and systemic issues related to adoption, foster care, kinship, and guardianship. They offer training, education, advocacy, and clinical treatment.
- **Real Life Calls for Real Books: Literature to Help Children Cope with Family Stressors** (<http://www.naeyc.org/files/yc/file/200809/Crawford.pdf>)
National Association for the Education of Young Children
- **Resources for Helping Children, Families, and Early Childhood Educators Build Coping Skills** (<http://www.naeyc.org/files/yc/file/200809/CopingSkillsResources.pdf>)
National Association for the Education of Young Children

Books to Read to Young Children

- **Book List—Using Books to Support Social-Emotional Development** (<http://www.vanderbilt.edu/csefel/resources/strategies.html#list>)
Center on the Social and Emotional Foundations for Early Learning
- **National Alliance on Mental Illness—Child & Adolescent Resource Guide** (<http://www.nami.org/Template.cfm?Section=CAAC&Template=/ContentManagement/ContentDisplay.cfm&ContentID=38462>)
National Alliance on Mental Illness
These recommended resources include books and Web sites for children and adolescents living with mental illnesses and their families.
- **Real Life Calls for Real Books: Literature to Help Children Cope with Family Stressors** (<http://www.naeyc.org/files/yc/file/200809/Crawford.pdf>)
National Association for the Education of Young Children
- **Resources for Helping Children, Families, and Early Childhood Educators Build Coping Skills** (<http://www.naeyc.org/files/yc/file/200809/CopingSkillsResources.pdf>)
National Association for the Education of Young Children

Challenging Behavior

- **Acknowledging Positive Behaviors** (<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Mental%20Health/Special%20Help%20for%20Children's%20Individualized%20Needs/Challenging%20Behaviors/AcknowledgingPos.htm>)
Office of Head Start, Administration for Children and Families

- **Attention-Deficit/Hyperactivity Disorder (ADHD)** (<http://www.cdc.gov/ncbddd/adhd/>)
Centers for Disease Control and Prevention
- **Attention Deficit/Hyperactivity Disorder (ADHD) in English**
(<http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder-easy-to-read/index.shtml>) and in **Spanish**
(<http://www.nimh.nih.gov/health/publications/espanol/trastorno-de-deficit-de-atencion-e-hiperactividad-facil-de-leer/index.shtml>)
National Institute of Mental Health, National Institutes of Health
- **Autism Spectrum Disorders** (<http://www.cdc.gov/ncbddd/autism/index.html>)
Centers for Disease Control and Prevention
- **Behavior**
(http://www.babycenter.com/302_behavior_1517760.bc?intcmp=Inav_bc20bigkid_bc20bkdbbeh&pn=Big%20Kid%20SubTopic)
BabyCenter
The BabyCenter includes tools, articles, expert answers, polls, and groups on behavior problems and discipline strategies.
- **Bipolar Disorder in Children and Teens** in English
(<http://www.nimh.nih.gov/health/publications/bipolar-disorder-in-children-and-teens-easy-to-read/index.shtml>) and in Spanish
(<http://www.nimh.nih.gov/health/publications/espanol/trastorno-bipolar-en-ninos-y-adolescentes-facil-de-leer/index.shtml>)
National Institute of Mental Health, National Institutes of Health
- **Biting and Other Aggressive Behavior** (http://healthykids.us/chapters/biting_main.htm)
Healthy Kids, Healthy Care, National Resource Center for Health and Safety in Child Care and Early Education
- **Caring for the Spirited Child** in English
(http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/spiriteden081803_adr.pdf)
and in Spanish
(http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/spiritedsp081308_adr.pdf)
California Childcare Health Program, University of California San Francisco School of Nursing, Department of Family Health Care Nursing
This resource offers tips on working with children who are strong-willed; easily frustrated; very active; have very intense emotions; or have trouble with changes, transitions, or situations that are new.
- **Children’s Mental Health—Campaign Materials**
(<http://www.samhsa.gov/children/page2.aspx>)
Substance Abuse and Mental Health Services Administration
These resources provide information on children’s mental health; attention-deficit/hyperactivity disorder; bipolar disorder; conduct disorder; anxiety disorders; depressive disorders; and mental, emotional, and behavioral disorders. It also includes an English and a Spanish family guide for finding services for children.
- **Concerns About a Child: Making Observations**
(<http://www.firstsigns.org/concerns/index.htm>)
First Signs

First Signs provides information about developmental milestones, red flags to look out for, how to express your concern, and developmental/behavioral disorders, including videos on Autism Spectrum Disorder.

- **Discipline** (http://healthykids.us/chapters/discipline_main.htm)
Healthy Kids, Healthy Care, National Resource Center for Health and Safety in Child Care and Early Education
- **Flexible, Fearful or Feisty: Temperamental Differences**
(http://www.parecovery.org/documents/Focus_ECMH_Temperaments_010810.pdf)
Pennsylvania Recovery and Resiliency
This tip sheet explains what temperament is and how to work with children of different temperaments.
- **Fostering Emotional Literacy in Young Children: Labeling Emotions**
(<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Mental%20Health/Special%20Help%20for%20Children's%20Individualized%20Needs/Challenging%20Behaviors/WhatIsEmotional.htm>)
Office of Head Start, Administration for Children and Families
- **Fussy Babies Network** (<http://www.fussybabynetwork.org/>)
Fussy Babies Network
This network offers support to families who are experiencing a baby who is fussy, crying excessively, or has difficulties with sleeping or feeding.
- **How To Raise a Well Behaved Child**
(http://www.connectforkids.org/articles/raise_a_well_behaved_child)
Center for Effective Discipline
This guide is for parents who are unsure of their parenting skills. It provides tips on when and how to use reward or punishment, and how best to help toddlers develop self-control and good coping skills.
- **Positive Beginnings: Supporting Young Children with Challenging Behavior**
(<http://pbs.fsu.edu/PBS.html>)
Positive Beginnings
These resources include instructional modules that employ problem-based learning components and links relating to training, behavioral assessment, technology, communication, and research.
- **Preventing Challenging Behavior in Young Children: Effective Practices**
(http://www.challengingbehavior.org/do/resources/documents/rph_preventing_challenging_behavior.pdf)
Technical Assistance Center on Social Emotional Intervention for Young Children
- **Program-Wide Positive Behavior Support: Supporting Young Children's Social-Emotional Development and Addressing Challenging Behavior**
(http://www.challengingbehavior.org/do/resources/documents/sek_cap_booklet.pdf)
Technical Assistance Center on Social Emotional Intervention for Young Children
- **Resources for Helping Children, Families, and Early Childhood Educators Build Coping Skills** (<http://www.naeyc.org/files/yc/file/200809/CopingSkillsResources.pdf>)
National Association for the Education of Young Children

- **Sensory Processing Disorder**
http://www.parecovery.org/documents/FOCUS_ECMH_SensProc_081009.pdf
Pennsylvania Recovery and Resiliency
- **Separation Anxiety**
http://www.parecovery.org/documents/Focus_ECMH_SepAnx_060909.pdf
Pennsylvania Recovery and Resiliency
 This tip sheet explains what causes separation anxiety and how parents can handle children experiencing it.
- **Social/Emotional Development, Challenging Behaviors, & EHS/Infants and Toddlers**
<http://www.ehsnrc.org/Publications/English%20Tip%20Sheets/TIP%20SHEET%2036.pdf>
Office of Head Start, Administration for Children and Families
- **Speaking of Science: National Institute of Mental Health Vodcast Series**
<http://www.nimh.nih.gov/media/video/speaking-of-science/index.shtml>
National Institute of Mental Health, National Institutes of Health
 These videos address the warning signs of childhood bipolar spectrum disorder, autism, and other mental health issues.
- **Teaching Kids the Importance of Sleep** (<http://www.sleepforkids.org>)
Sleep for Kids
 Sleep for Kids provides information on how long kids should be sleeping, problems that may arise during their sleep that may be causing multiple awakenings or inability to sleep, and how to create a healthy sleeping environment and routine.
- **Technical Assistance Center on Social Emotional Intervention for Young Children**
<http://www.challengingbehavior.org/>
Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
 TACSEI is a 5-year grant made possible by the U.S. Department of Education, Office of Special Education Programs. TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.
- **Toddlers Who Bite**
http://www.parecovery.org/documents/Focus_ECMH_Biting_060909.pdf
Pennsylvania Recovery and Resiliency
 This tip sheet provides information on why toddlers bite.
- **Training Guides for the Head Start Learning Community: Supporting Children with Challenging Behaviors**
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED417846&ERICExtSearch_SearchType_0=no&accno=ED417846
Office of Head Start, Administration for Children and Families
 This technical guide offers a process for reflecting on practices, assessing difficult situations, and designing interventions for problem behaviors through joint problem solving.

- **Understanding Aggressive Behavior**
(http://www.parecovery.org/documents/Focus_ECMH_Aggressive_Behavior_102709.pdf)
Pennsylvania Recovery and Resiliency
This tip sheet explains what aggression is, its causes, its role in healthy development, and how to handle it.
- **Using Functional Communication: Training to Replace Challenging Behavior**
(<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Mental%20Health/Special%20Help%20for%20Children's%20Individualized%20Needs/Challenging%20Behaviors/UsingFunctional.htm>)
Office of Head Start, Administration for Children and Families
- **What Is Infant Mental Health?**
(http://www.parecovery.org/documents/What_Is_Infant_Mental_Health.pdf)
Pennsylvania Recovery and Resiliency

Child Care and Early Education and the Integration of Mental Health

- **A Guide for Families: Using NAEYC Standards to Find Quality Programs for Young Children** (<http://www.rightchoiceforkids.org/docs/FamilyGuide.pdf>)
The National Association for the Education of Young Children (NAEYC)
NAEYC has set 10 standards for early childhood programs that can help families make the right choice when they are looking for a child care center, preschool, or kindergarten.
- **Child Care Finder**
(http://www.childcareaware.org/en/tools/child_care_finder/index.php)
Child Care Aware, National Association of Child Care Resource & Referral Agencies
Child Care Aware helps you find child care options in your area.
- **Choosing Quality Child Care**
(http://www.zerotothree.org/site/PageServer?pagename=ter_key_childcare_selectcc&AddInterest=1152)
ZERO TO THREE
These tips can help you choose quality child care specifically for your infant or toddler.
- **Conversations in Child Care** in English
(http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/Conversations_en0209.pdf)
and in Spanish
(http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/Conversations_Sp0309.pdf)
California Childcare Health Program, University of California San Francisco School of Nursing, Department of Family Health Care Nursing
- **Crisis in the Kindergarten: Why Children Need to Play in School**
(http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf)
Alliance for Childhood
- **Evidence-Based Social-Emotional Curricula and Intervention Packages for Children 0-5 Years and Their Families**

http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf
Technical Assistance Center on Social Emotional Intervention for Young Children

- **Find NAEYC Accredited Programs** (<http://www.naeyc.org/families/search>)
National Association for the Education of Young Children (NAEYC)
NAEYC maintains a list of programs that are currently accredited to assist individuals in finding NAEYC-accredited programs in their area. This list is updated with new accreditation decisions regularly.
- **Getting to Positive Outcomes for Children in Child Care—A Summary of Two Workshops** (<http://www.iom.edu/Reports/2001/Getting-to-Positive-Outcomes-for-Children-in-Child-Care---A-Summary-of-Two-Workshops.aspx>)
Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education, National Research Council, and Institute of Medicine
The Board on Children, Youth, and Families convened two workshops to learn from existing efforts to develop performance measures for early childhood care and education, to consider what would be involved in developing and implementing an effective performance measurement system for this field, and to delineate some critical next steps for moving such an effort forward.
- **Health and Safety E-News for Caregivers and Teachers**
(<http://www.healthychildcare.org/ENewsOct06.html>)
Healthy Child Care America, American Academy of Pediatrics
These tips help children build relationships, prepare for kindergarten, and develop positive behaviors.
- **National Association of Child Care Resource & Referral Agencies**
(<http://www.naccrra.org/>)
National Association of Child Care Resource & Referral Agencies (NACCRRRA)
NACCRRRA is the nation's leading voice for child care. They work with more than 700 state and local Child Care Resource and Referral agencies nationwide. These agencies help ensure that families in 99 percent of all populated ZIP codes in the United States have access to high-quality, affordable child care.
- **National Resource Center for Health and Safety in Child Care** (<http://nrc.uchsc.edu/>)
National Resource Center for Health and Safety in Child Care
- **Parent Publications** (<http://www.childcareaware.org/en/resources/pubs.php>)
Child Care Aware, National Association of Child Care Resource & Referral Agencies
Child Care Aware provides resources help you find a child care that fits you and your child's needs.
- **Positive Reinforcement**
(http://www.parecovery.org/documents/Focus_ECMH_Positive_Reinforcement_10150_9.pdf)
Pennsylvania Recovery and Resiliency
- **Promoting Children's Mental Health in Early Childhood Settings**
(<http://www.rtc.pdx.edu/PDF/cp0302.pdf>)
Research and Training Center on Family Support and Children's Mental Health, Portland State University

- **Resources for Helping Children, Families, and Early Childhood Educators Build Coping Skills** (<http://www.naeyc.org/files/yc/file/200809/CopingSkillsResources.pdf>)
National Association for the Education of Young Children
- **Resources for Parents**
(<http://www.acf.hhs.gov/programs/ccb/parents/#childcare>)
Child Care Bureau, Administration for Children and Families
These tips provide parents with guidance on what to look for in a high-quality child care program.
- **Temperament and Regularity** in English
(http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/tempen81803_adr.pdf) and in Spanish
(http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/temp081803_adr.pdf)
California Childcare Health Program, University of California San Francisco School of Nursing, Department of Family Health Care Nursing
- **The ABC's of "Ready to Learn"** (<http://www.connectforkids.org/node/521>)
Connect for Kids
This piece highlights the importance of play as a way to learn and to help infants and toddlers develop important cognitive abilities such as early language and ready-to-read skills.
- **The Importance of Play**
(http://www.parecovery.org/documents/Focus_ECMH_Play_090709.pdf)
Pennsylvania Recovery and Resiliency
This tip sheet explains what play is, why it is important, and what types of play caregivers can facilitate.
- **When Researchers Come to Your Program: Knowing What to Ask, Making Decisions That Work** (<http://www.naeyc.org/files/yc/file/200809/NancyFile.pdf>)
National Association for the Education of Young Children

Children of Substance-Abusing Parents

- **Baby Steps: Caring for Babies with Prenatal Substance Exposure (December 2003)**
(<http://www.aidp.bc.ca/babysteps.pdf>)
Ministry of Children and Family Development, Vancouver Coastal Region
The information in this guide focuses on the daily care of babies birth to 6 months of age who have been exposed to substances in the womb. This caregiver guide is intended to be a hands-on resource for parents and caregivers of babies who have been prenatally exposed to alcohol and other drugs.
- **Child Abuse and Substance Abuse: Parent Informational Brochure** in English
(http://www.ncsacw.samhsa.gov/files/ASFA_Brochure.pdf) and in Spanish
(http://www.ncsacw.samhsa.gov/files/ASFA_BrochureS.PDF)
New York State, Office of Alcoholism and Substance Abuse Services
This brochure is for parents in the child welfare system who have substance abuse problems. It explains what parents need to do to meet the requirements of their case plans as they work toward reunification with their children.

- **Children of Substance Abusers Resource List**
 (<http://womenandchildren.treatment.org/documents/cosa-resource-508v.pdf>)
Substance Abuse and Mental Health Services Administration
 This resource list is designed for children of substance abusers but is applicable to a range of mental health challenges for young children.
- **Fetal Alcohol Spectrum Disorders Center for Excellence**
 (<http://fascenter.samhsa.gov/publications/publications.cfm>)
Substance Abuse and Mental Health Services Administration
 This Web site has a wealth of resources for persons interested in fetal alcohol spectrum disorders, including a fetal alcohol spectrum disorders resource database with over 5,000 entries.
- **Helping Child Welfare Workers Support Families with Substance Use, Mental, and Co-Occurring Disorders** (<http://www.ncsacw.samhsa.gov/training/toolkit/>)
Substance Abuse and Mental Health Services Administration
 This Training Package was developed to educate child welfare professionals about substance abuse and mental health disorders among families involved in the child welfare system. It is intended to provide learning opportunities and baseline knowledge on substance abuse and mental health problems and interventions, motivate and facilitate cross-systems work, and incorporate cultural awareness and facilitate cultural competency in child welfare practice.
- **Improving Treatment for Drug Exposed Infants**
 (<http://ncadi.samhsa.gov/govpubs/bkd110/>)
Substance Abuse and Mental Health Services Administration
 This publication examines guidelines and standards of care in monitoring and evaluating programs that treat drug-exposed infants.
- **National Center on Substance Abuse and Child Welfare Resources**
 (<http://www.ncsacw.samhsa.gov/resources/default.aspx>)
Substance Abuse and Mental Health Services Administration
 These resources address children and family services, family treatment drug courts, infants and children, Tribal community resources, system reform, methamphetamine use, screening, assessment, engagement, and retention.
- **National Organization on Fetal Alcohol Syndrome** (<http://www.nofas.org/>)
National Organization on Fetal Alcohol Syndrome
- **Practice Guide for Chemical Dependency Services Professionals**
 (<http://www.ncsacw.samhsa.gov/files/NY-Practice-Guidance-Laminate-for-AOD.pdf>)
Substance Abuse and Mental Health Services Administration
- **Practice Guide for Child Welfare** (<http://www.ncsacw.samhsa.gov/files/NY-Practice-Guidance-Laminate-for-CWS.pdf>)
Substance Abuse and Mental Health Services Administration
- **Practice Guide for Family Courts** (<http://www.ncsacw.samhsa.gov/files/NY-Practice-Guidance-Laminate-for-Courts.pdf>)
Substance Abuse and Mental Health Services Administration

- **Responding to Children Under Stress**
 (http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED399008&ERICExtSearch_SearchType_0=no&accno=ED399008)
Office of Head Start, Administration for Children and Families
 This skill-based staff development program was developed to help classroom teams address the needs of children and families from multi-stressed environments. The program has two purposes: (1) to suggest practical strategies for working with children who live in multi-stressed environments; and (2) to provide ongoing support for classroom teams.
- **Screening and Assessment for Family Engagement, Retention, and Recovery (SAFERR)**
 (<http://www.ncsacw.samhsa.gov/files/SAFERR.pdf>)
Substance Abuse and Mental Health Services Administration
 This guidebook presents the SAFERR model for helping staff of public and private agencies respond to families affected by substance use disorders.

Child Welfare

- **Child Welfare Information Gateway** (<http://www.childwelfare.gov/>)
Children's Bureau, Administration for Children and Families
 Formerly the National Clearinghouse on Child Abuse and Neglect Information and the National Adoption Information Clearinghouse, Child Welfare Information Gateway provides access to information and resources to help protect children and strengthen families.
- **Child Welfare Trauma Training Toolkit**
 (http://www.ncsnet.org/nccts/nav.do?pid=ctr_cwtool)
Substance Abuse and Mental Health Services Administration
 This toolkit is designed to teach basic knowledge, skills, and values about working with children who are in the child welfare system and who have experienced traumatic stress. It also teaches how to use this knowledge to support children's safety, permanency, and well-being through case analysis and corresponding interventions tailored for them and their biological and resource families.
- **Helping Child Welfare Workers Support Families with Substance Use, Mental, and Co-Occurring Disorders** (<http://www.ncsacw.samhsa.gov/training/toolkit/>)
Substance Abuse and Mental Health Services Administration
 This Training Package was developed to educate child welfare professionals about substance abuse and mental health disorders among families involved in the child welfare system. It is intended to provide learning opportunities and baseline knowledge on substance abuse and mental health problems and interventions, motivate and facilitate cross-systems work, and incorporate cultural awareness and facilitate cultural competency in child welfare practice.
- **Latino Child Welfare Issues**
 (http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/latino-child-welfare.html)
The National Resource Center for Permanency and Family Connections, Children's Bureau, Administration for Children and Families

Cultural and Linguistic Competency

- **Child and Adolescent Mental Health**
(<http://www11.georgetown.edu/research/gucchd/nccc/projects/camh.html>) *National Center for Cultural Competence, Center for Child and Human Development, Georgetown University*
These resources focus on enhancing the capacity to advance and sustain cultural and linguistic competence within mental health care systems serving children and youth with or at risk for serious emotional disturbance and their families.
- **Cultural and Linguistic Competence Community of Practice**
<http://www.tapartnership.org/COP/CLC/default.php>
Technical Assistance Partnership for Child and Family Mental Health
These resources and tools are used by communities to implement and improve their cultural and linguistic competence. Materials specific to various communities are included, such as African American, Asian American, Native Hawaiian, Pacific Islander, Latino, lesbian, gay, bisexual, transgender, questioning, intersex, and two-spirit communities.
- **Culturally and Linguistically Appropriate Services Review Guidelines**
(<http://clas.uiuc.edu/review/index.html>)
Early Childhood Research Institute on Culturally and Linguistically Appropriate Services
- **Culturally Responsive Services for Women: Participant Guide**
(<http://www.cffutures.org/calwcf/documents/culturallyresponsiveservicesforwomen.pdf>)
California Women, Children and Families Technical Assistance Project
This participant guide provides tips, definitions, data, and other information to assist with cultural sensitivity when working with mothers and the families of young children experiencing mental health challenges
- **Indian Health Service Head Start** (<http://www.ihs.gov/HeadStart/>)
Indian Health Service
The mission of the Indian Health Service (IHS) Head Start Program is to promote healthy activities that will improve health outcomes for the Early Head Start and Head Start child, family, staff and community. Mental wellness resources are available for both providers and families.
- **National Network to Eliminate Disparities Resources** (<http://nned.net/index-nned.php/resources/>)
National Network to Eliminate Disparities in Behavioral Health
These resources offer materials specific to a diverse range of populations including minority groups, immigrants, refugees, faith-based communities, Native American communities, individuals exposed to violence, and individuals living with HIV. Resources are available in various languages and a variety of formats.
- **Respecting Differences** (http://healthykids.us/chapters/respecting_main.htm)
Healthy Kids, Healthy Care, National Resource Center for Health and Safety in Child Care and Early Education

- **Task Force Report on Resilience and Strength in African American Children and Adolescents** (<http://www.apa.org/pi/families/resources/task-force/resilience-af-am.aspx>)
American Psychological Association
This report by the Task Force on Resilience and Strength in Black Children and Adolescents identifies factors that contribute to the healthy development of African American children and adolescents.

Data and Outcomes

- **Kids Count Data Center**
(<http://datacenter.kidscount.org/?gclid=CKfJ6cbDxaACFSZo5Qodr1Wgbw>)
Annie E. Casey Foundation
This database of national statistics provides information on hundreds of measures of child well-being.
- **Publications/Multimedia**
<http://www.aecf.org/KnowledgeCenter.aspx>
Annie E. Casey Foundation
These resources have been prepared with one or more of several priority audiences in mind—including advocates, policymakers, practitioners, the media, researchers, and community members—and range from data on key indicators of child, family, and community well-being; evaluation studies; reflections and lessons learned to emerging practices; insight and evidence-driven tools and approaches, stories, and case studies; and overview information and fact sheets on Annie E. Casey Foundation initiatives.
- **Research and Statistics—Facts and Figures** (<http://www2.ed.gov/rschstat/facts.html>)
U.S. Department of Education
Data and analysis on education across the nation is presented here.
- **Science News on Children and Adolescents** (<http://www.nimh.nih.gov/science-news/science-news-about-children-and-adolescents.shtml>)
National Institute of Mental Health, National Institutes of Health
This collection of articles features information and data on a wide spectrum of issues relating the mental health of children and adolescents.
- **Systems of Care Materials** (<http://www.samhsa.gov/children/systemofcaremat.aspx>)
Substance Abuse and Mental Health Services Administration
Reports featured here are based upon findings from system of care communities. The early childhood systems of care short report will be available here on National Children’s Mental Health Awareness Day 2010, which is on Thursday, May 6, 2010.

Early Childhood Mental Health Consultation

- **Early Childhood Mental Health Consultation**
(<http://gucchd.georgetown.edu/67637.html>)
Center for Child and Human Development, Georgetown University
This Web site provides an explanation of what early childhood mental health consultation is, an evaluation of what works, and related resources and research.

- **Influencing Young Children’s Mental Health: Designing Effective Program Approaches** (<http://www.rtc.pdx.edu/PDF/cp0305.pdf>)
Research and Training Center on Family Support and Children’s Mental Health, Portland State University
 Portland State University presents findings on early childhood mental health consultation design within Head Start here.
- **Mental Health Consultation In Head Start: Selected National Findings: Mental Health Services Survey Report** (<http://www.rtc.pdx.edu/PDF/pbMHConsultHS.pdf>)
Research and Training Center on Family Support and Children’s Mental Health, Portland State University
- **Pennsylvania’s Early Childhood Mental Health Consultation Project** (http://www.parecovery.org/services_child.shtml#consult)
Pennsylvania Recovery and Resiliency
 These materials include a description of Pennsylvania’s project, consultation reports, resources, and evaluation reports.
- **What Works? A Study of Effective Early Childhood Mental Health Consultation Programs** (https://gushare.georgetown.edu/ChildHumanDevelopment/CENTER%20PROJECTS/Website/ECMHCStudy_Report.pdf)
Center for Child and Human Development, Georgetown University
 For states and communities interested in data-driven guidance, information is available around development and implementation of effective early childhood mental health consultation programs.

Early Identification

- **A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors** (<http://www.brookespublishing.com/store/books/squires-asqse/>)
- **Developmental Screening, Child Development** (<http://www.cdc.gov/ncbddd/child/devtool.htm>)
Centers for Disease Control and Prevention
 This overview provides a list of recommended tools; references for developmental screening; and an explanation of what developmental screening is, why it is important, what it does, and who provides it.
- **Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood** (http://www.zerotothree.org/site/PageServer?pagename=ter_key_dc03_overview)
ZERO TO THREE
 ZERO TO THREE’s revised, developmentally based diagnostic manual is based on a growing understanding of early cognitive development. It stands to make early treatment more effective than ever. The new criteria include new diagnostic subsets for depression, anxiety disorders, including separation anxiety and social anxiety, and feeding behavior disorders.

- **Information for Researchers and Professionals About the Strengths and Difficulties Questionnaires** (www.sdqinfo.com)
youthinmind
The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 3-16 year olds. It is a screening assessment for predicting the presence of a psychiatric disorder, available in various languages.
- **Pediatric Symptom Checklist**
(http://www2.massgeneral.org/allpsych/psc/psc_home.htm)
Massachusetts General Hospital
This brief screening questionnaire is used by pediatricians and other health professionals to improve the recognition and treatment of psychosocial problems in children. It is available in various languages and formats for different populations.
- **Screening and Assessment**
(<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Mental%20Health/Early%20Identification%20of%20Children's%20Needs/Screening%20and%20Assessment>)
Office of Head Start, Administration for Children and Families
These resources provide information on early identification of children's needs, addressing high-risk behaviors, selecting screening and assessment instruments, and preventing and assessing family crisis.
- **Screening for Social Emotional Concerns: Consideration in the Selection of Instruments**
(http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf)
Technical Assistance Center on Social Emotional Intervention for Young Children
- **Screening: Making Observations** (<http://www.firstsigns.org/screening/index.htm>)
First Signs
First Signs provides screening tips for parents, guidelines for professionals, toolkits, and videos.
- **What is the Difference Between Screening and Assessment?**
(<http://www.ehsnrc.org/Publications/English%20Tip%20Sheets/TIP%20SHEET%206.pdf>)
Office of Head Start, Administration for Children and Families

Early Intervention and Treatment

- **Challenging Behaviors, Intervention, & EHS/Infants and Toddlers**
(http://www.ehsnrc.org/Publications/English%20Tip%20Sheets/TIP_SHEET_37.pdf)
Office of Head Start, Administration for Children and Families
These guidelines provide information for developing an individualized support plan for children with challenging behaviors.
- **Diagnosis and Treatment: What to Do Now**
(<http://www.firstsigns.org/treatment/index.htm>)
First Signs
First Signs provides information on early intervention; how to work with school districts; understanding insurance plans; and various treatments, testing, and specialists.
- **Find Youth Info** (<http://findyouthinfo.gov/index.shtml>)
Find Youth Info

FindYouthInfo.gov is the U.S. government Web site that helps you create, maintain, and strengthen effective youth programs. Included are youth facts, funding information, and tools to help you assess community assets, generate maps of local and federal resources, search for evidence-based youth programs, and keep up-to-date on the latest youth-related news.

- **Individuals with Disabilities Education Act Child Find Project**
(<http://www.childfindidea.org/>)
Child Find, Individuals with Disabilities Education Act
If a child appears to have developmental troubles that will interfere with learning, find out about whether he or she might be eligible for an early intervention program or special education services in the preschool years. ChildFind has information on the entire process, from getting a diagnosis to applying for services.
- **Report of the Working Group on Psychotropic Medications for Children and Adolescents: Psychopharmacological, Psychosocial, and Combined Interventions for Childhood Disorders: Evidence Base, Contextual Factors, and Future Directions**
(<http://www.apa.org/pi/families/resources/child-medications.pdf>)
American Psychological Association
- **Treatment of Children with Mental Illness**
(<http://www.nimh.nih.gov/health/publications/treatment-of-children-with-mental-illness-fact-sheet/index.shtml>)
National Institute of Mental Health (NIMH), National Institutes of Health
NIMH answers frequently asked questions about the treatment of mental illness in children.

Economics of Early Intervention

- **Benefit-Cost Analysis for Early Childhood Interventions. Workshop Summary**
(<http://www.iom.edu/Reports/2009/Benefit-Cost-Analysis-for-Early-Childhood-Interventions.aspx>)
National Research Council and Institute of Medicine
These analyses of benefits and costs provide a guide to the best ways to spend scarce resources for early childhood programs. This report summarizes a workshop held by the Board on Children, Youth, and Families on March 4–5, 2009, to explore ways to strengthen benefit-cost analysis so it can be used to support effective policy decisions.
- **Cost-Effective Investments in Children**
(<http://www.brookings.edu/views/papers/200701isaacs.pdf>)
Washington, DC: Brookings Institution.
This paper identifies four areas of investment in children where there is sufficient evidence of positive outcomes and sound benefit-cost ratios to merit expanded Federal funding. Target areas are early-childhood-education programs, home-visiting programs to promote sound prenatal care and the healthy development of infants and toddlers, school reform, and programs that reduce the incidence of adolescent pregnancy.
- **Early Childhood Interventions: Proven Results, Future Promises**
(http://www.rand.org/pubs/monographs/2005/RAND_MG341.pdf)
RAND Corporation

This objective review synthesizes current research that addresses the potential for interventions of various forms in early childhood to improve outcomes for participating children and their families. It reviews research on over a dozen national early intervention programs.

- **Early Detection of Developmental and Behavioral Problems**
(<http://www.ch.missouri.edu/Education/STUDENTSYPILLABUS/Articles/early%20detection.pdf>)
Pediatrics in Review
This article highlights the value of early intervention and makes recommendations for making screening more available, particularly in pediatric settings.
- **Fact Sheet: Enriching Children, Enriching the Nation**
(<http://www.nea.org/home/18190.htm>)
National Education Association
In this research study, economist Robert G. Lynch examines the costs and benefits of high-quality prekindergarten programs and their positive impact over time on Federal and state budgets, crime, and the achievement and earnings of children and adults.
- **The Productivity Argument for Investing in Young Children**
(http://jenni.uchicago.edu/papers/Heckman_Masterov_RAE_2007_v29_n3.pdf)
James J. Heckman and Dimitriy V. Masterov
This article presents the case for investing more in young American children who grow up in disadvantaged environments.

Expressing Feelings Through the Arts

- **How Do You Feel Coloring Book** (<http://download.ncadi.samhsa.gov/ken/pdf/CA-0041/cartoonsheet.pdf>)
Substance Abuse and Mental Health Services Administration
- **My Feelings Activity Book in English**
(http://projectabcla.org/dl/materials/My_Feelings_en.pdf), in Spanish
(http://projectabcla.org/dl/materials/My_Feelings_es.pdf), and in Chinese
(http://projectabcla.org/dl/materials/My_Feelings_es.pdf)
Project ABC
This coloring book aims to help young children to express their feelings.
- **National Endowment for the Arts Resources**
(<http://www.arts.gov/resources/index.html>)
National Endowment for the Arts (NEA)
The NEA is a public agency dedicated to supporting excellence in the arts, both new and established; bringing the arts to all Americans; and providing leadership in arts education. Their resources page includes information on accessibility resources, disciplines, funding, and planning.

Family Members—Informational Tip Sheets for Family Members and Those Working with Families

- **10 Simple Things That Can Boost Your Child's Brain Power**
(<http://projectabcla.org/resources/article.php?id=11>)
Project ABC
- **10 Things You Should Know About Infant Mental Health**
(<http://projectabcla.org/resources/article.php?id=17>)
Project ABC
- **7 Super Things Parents & Caregivers Can Do**
(<http://projectabcla.org/resources/article.php?id=51>)
Project ABC
- **ABC's of Children's Well-Being and ABC's of Strategies for Parents** in English:
<http://www.projectbloom.org/ASP/DocumentationView.asp?NUMBER=44> and in Spanish:
<http://www.projectbloom.org/ASP/DocumentationView.asp?NUMBER=45>
Project Bloom
- **A Guide for Families: Using NAEYC Standards to Find Quality Programs for Young Children** (<http://www.rightchoiceforkids.org/docs/FamilyGuide.pdf>)
The National Association for the Education of Young Children (NAEYC)
NAEYC has set 10 standards for early childhood programs that can help families make the right choice when they are looking for a child care center, preschool, or kindergarten.
- **Behavioral/Mental Health** (<http://www.aap.org/healthtopics/behavior.cfm>)
American Academy of Pediatrics
This Web site provides answers for parents' common questions, audio files on children's behaviors, recommended programs, and other general resources.
- **Bright Futures for Families Materials/Resources**
(<http://www.brightfuturesforfamilies.org/materials.shtml>)
Bright Futures for Families, Family Voices
These family materials on a child's overall health complement materials provided to health care professionals. These family-friendly materials provide valuable information about child development and what to expect, from infancy through adolescence; help families form partnerships with their providers; empower families to advocate for the health care needs of their children; and encourage families to help their children gradually assume responsibility for their own health care.
- **Children's Mental Health—Campaign Materials**
(<http://www.samhsa.gov/children/page2.aspx>)
Substance Abuse and Mental Health Services Administration
These resources provide information on children's mental health, attention-deficit/hyperactivity disorder; bipolar disorder; conduct disorder; anxiety disorders; depressive disorders; and mental, emotional, and behavioral disorders. It also includes an English and a Spanish family guide for finding services for children.
- **Development of Social Skills in Young Children: Guidelines for Parents**
(<http://www.teachersandfamilies.com/open/parent/socialskills1.cfm>) *National Association of School Psychologists*
These guidelines provide information, resources, and steps for parents to foster the development of their child's social skills.

- **Emotional-Wellness**
<http://www.healthychildren.org/English/healthy-living/emotional-wellness/Pages/default.aspx>
American Academy of Pediatrics
 These articles and podcasts help parents support their children’s emotional-wellness and ability to cope with stress.
- **Emotions and Behaviors** (<http://kidshealth.org/parent/emotions/index.html>)
KidsHealth
 KidsHealth provides information on helping your child cope with life’s ups and downs, from dealing with divorce to preparing for new siblings. It also helps you understand your child’s behavior, whether it’s toddler tantrums or teenage depression.
- **Facts for Families** (http://www.aacap.org/cs/root/facts_for_families/facts_for_families)
American Academy of Child and Adolescent Psychiatry
 This set of nearly 100 easy-to-read, two-page fact sheets addresses common questions parents have regarding various topics including mental health, adversity, grief, substance abuse, development, LGBT issues, and adjustments for military families.
- **Fact Sheet: What Every Child Needs for Good Mental Health**
<http://www.mentalhealthamerica.net/farcry/go/information/get-info/children-s-mental-health/what-every-child-needs-for-good-mental-health>
Mental Health America
 This fact sheet includes tips for caregivers, warning signs, and resources for seeking help.
- **Fact Sheet: Coping with Separation and Divorce**
<http://www.mentalhealthamerica.net/go/information/get-info/coping-with-separation-and-divorce>
Mental Health America
- **Family Tools** (<http://www.vanderbilt.edu/csefel/resources/family.html>)
Center on the Social and Emotional Foundations for Early Learning
 This tip sheet provides information about behavior, supporting your child’s characteristics and skills, and teaching children about emotions.
- **Finding Help When You Need It** (<http://projectabcla.org/resources/article.php?id=14>)
Project ABC
- **Healthy Children** (www.healthychildren.org)
Healthy Children
 These tips for parents provide information regarding a child’s overall health.
- **Parenting Info** (<http://projectabcla.org/resources/parenting.php>)
Project ABC
 These positive parenting tips cover healthy child development by age range, as well as information on nurturing, attachment, children’s emotional intelligence, and the myth of bad parenting.
- **Parenting Portal**
<http://www.cdc.gov/parents/>
Centers for Disease Control and Prevention

Information from across all of the Centers for Disease Control and Prevention is compiled here to cover everything from safety at home and the community to immunization schedules and developmental milestones for all age ranges of children.

- **Positive Actions for Parents** (<http://www.cdc.gov/ncipc/dvp/PAFP.htm>)
Centers for Disease Control and Prevention
- **Positive Parenting Tips** (<http://www.cdc.gov/ncbddd/child/positive.htm>)
Centers for Disease Control and Prevention
These positive parenting tips are based on the age range of your child.
- **Positive Parenting Tips** (<http://www.cwla.org/positiveparenting/default.htm>)
Child Welfare League of America
These positive parenting tips are for parents of all age ranges of children and divorce/single parents.
- **Raising Your Grandchildren** (<http://projectabcla.org/resources/article.php?id=20>)
Project ABC
- **Resources and Support for Families**
(<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Mental%20Health/Resources%20&%20Support%20for%20Families>)
Office of Head Start, Administration for Children and Families
These guides, modules, and tip sheets include information on parental depression; grandparent and parent involvement in children’s mental health; and national, state, and local resources to support the mental health needs of young children.
- **Resources for Parenting** (<http://www.fci.org/parenting.asp>)
Family Communications
The Mister Roger’s Neighborhood materials and tips for talking to children address a variety of topics such as anger, diversity, fear, divorce, potty training, self-esteem, music, and tragedy.
- **Tip Sheets for Parents: Bonding With Your Baby**
(<http://projectabcla.org/resources/article.php?id=18>)
Project ABC
- **Tip Sheets for Parents: Dealing with Temper Tantrums**
(<http://projectabcla.org/resources/article.php?id=24>)
Project ABC
- **Tip Sheets for Parents: Reading to Children**
(<http://projectabcla.org/resources/article.php?id=22>)
Project ABC
- **Tip Sheets for Parents: Tips on Talking**
(<http://projectabcla.org/resources/article.php?id=23>)
Project ABC
- **Tip Sheets for Parents: TV Time and Your Children**
(<http://projectabcla.org/resources/article.php?id=21>)
Project ABC

- **ZERO TO THREE: Parenting Resources**
(http://www.zerotothree.org/site/PageServer?pagename=par_parents&AddInterest=1148)
ZERO TO THREE
These resources provide information on brain development, child care, child development, school readiness, social-emotional development, temperament, and behavior.

Family Members—Other Resources for Family Members and Those Working with Families

- **A Parent’s Guide to the Head Start Home-Based Program Option**
(<http://www.ehsnrc.org/PDFfiles/EHS-Home-Parents.pdf>)
Office of Head Start, Administration for Children and Families
Information and worksheets are available here for parents on how they can help their children grow.
- **Book List—Using Books to Support Social Emotional Development**
(<http://www.vanderbilt.edu/csefel/resources/strategies.html#list>)
Center on the Social and Emotional Foundations for Early Learning
- **Bright Futures for Families Materials/Resources**
(<http://www.brightfuturesforfamilies.org/materials.shtml>)
Bright Futures for Families, Family Voice
These family materials on a child’s overall health complement materials provided to health care professionals. These family-friendly materials provide valuable information about child development and what to expect, from infancy through adolescence, help families form partnerships with their providers, empower families to advocate for the health care needs of their children, and encourage families to help their children gradually assume responsibility for their own health care.
- **Building Blocks Materials** (<http://www.bblocks.samhsa.gov/store/>)
Substance Abuse and Mental Health Services Administration (SAMHSA)
These materials from Building Blocks for a Healthy Future, an early childhood substance abuse prevention program developed by SAMHSA, educate parents and caregivers about the basics of prevention in order to promote a healthy lifestyle. They include a family book, a guide, a sing-along CD, a coloring book, books to read with your children, and flash cards for facilitating discussions.
- **Definition of Family-Driven Care**
(<http://systemsofcare.samhsa.gov/headermenus/deffamilydriven.aspx>)
Substance Abuse Mental Health Services Administration
Systems of Care provides a definition of family-driven care, guiding principles, characteristics, and Web references.
- **Emotional-Wellness**
(<http://www.healthychildren.org/English/healthy-living/emotional-wellness/Pages/default.aspx>)
American Academy of Pediatrics
These articles and podcasts for parents support their children’s emotional-wellness and ability to cope with stress.

- **Emotions and Behaviors** (<http://kidshealth.org/parent/emotions/index.html>)
KidsHealth
 KidsHealth provides help for your child to cope with life's ups and downs, from dealing with divorce to preparing for new siblings. It also helps you understand your child's behavior, whether it's toddler tantrums or teenage depression.
- **Evidence-Based Social-Emotional Curricula and Intervention Packages for Children 0-5 Years and Their Families**
 (http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf)
Technical Assistance Center for Social Emotional Intervention
- **Family Peer to Peer Support Programs in Children's Mental Health—Critical Issues Guide** (<http://ffcmh.org/wp-content/uploads/2010/01/pdffiles/FamilyPeertoPeerSupportProgramsinChildrensMentalHealthCriticalIssuesGuide.pdf>)
National Federation of Families for Children's Mental Health
- **National Alliance on Mental Illness Child & Adolescent Resource Guide**
 (<http://www.nami.org/Template.cfm?Section=CAAC&Template=/ContentManagement/ContentDisplay.cfm&ContentID=38462>)
National Alliance on Mental Illness
 These recommended resources include books and Web sites for children and adolescents living with mental illnesses and their families.
- **National Family-to-Family Support Initiative** (<http://www.ffcmh.org/family-2-family/family-2-family/>)
National Federation of Families for Children's Mental Health
- **Parenting Info** (<http://projectabcla.org/resources/parenting.php>)
Project ABC
 These positive parenting tips address healthy child development by age range, as well as information on nurturing, attachment, children's emotional intelligence, and the myth of bad parenting.
- **Parenting Portal**
<http://www.cdc.gov/parents/>
Centers for Disease Control and Prevention
 Information from across all of the Centers for Disease Control and Prevention is compiled here to cover everything from safety at home and the community to immunization schedules and developmental milestones for all age ranges of children.
- **Parenting Videos and DVDs**
 (<http://store.parentsactionstore.org/prostores/servlet/Categories?category=DVDS>)
Parents Action for Children
 These parenting videos, developed by renowned film director Rob Reiner, are focused on the critical role the prenatal period through the first early years plays in a child's healthy development.
- **Pregnant Teen and Teen Parent Resources**
 (http://projectabcla.org/resources/teen_parent_resources.php)
Project ABC

- **Resources and Support for Families**
(<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Mental%20Health/Resources%20&%20Support%20for%20Families>)
Office of Head Start, Administration for Children and Families
These guides, modules, and tip sheets include information on parental depression; grandparent and parent involvement in children’s mental health; and national, state, and local resources to support the mental health needs of young children.
- **Resources for Helping Children, Families, and Early Childhood Educators Build Coping Skills** (<http://www.naeyc.org/files/yc/file/200809/CopingSkillsResources.pdf>)
National Association for the Education of Young Children
- **ZERO TO THREE: Parenting Resources**
(http://www.zerotothree.org/site/PageServer?pagename=par_parents&AddInterest=1148)
ZERO TO THREE
These resources provide information on brain development, child care, child development, school readiness, social-emotional development, temperament, and behavior.

Health Information Technology

- **BabyCenter Community**
(http://community.babycenter.com/?intcmp=Nav_Global_SP_Home)
BabyCenter, L.L.C.
This online community allows parents to share the experience of pregnancy and parenthood with photos, answers, and blogs, while also gaining access to a multitude of resources.
- **CafeMom** (<http://www.cafemom.com/>)
CMI Marketing, Inc.
This online community allows millions of moms to meet each day to talk, share advice, make new friends and play games. It’s fun, it’s free, and it’s for moms only.
- **Text4Baby** (<http://www.text4baby.org/index.html>)
National Healthy Mothers, Healthy Babies Coalition
Text4baby is a free mobile information service designed to promote maternal and child health. An educational program of the National Healthy Mothers, Healthy Babies Coalition (HMHB), Text4Baby provides pregnant women and new moms with information they need to take care of their health and give their babies the best possible start in life. Women who sign up for the service by texting BABY (or BEBE for Spanish) to 511411 will receive free SMS text messages each week, timed to their due date or baby’s date of birth.

Housing and Homelessness

- **Highly Mobile Children: Addressing Educational Challenges**
(http://center.serve.org/nche/ibt/educ_mobile.php#eff_teach_elem)
National Center for Homeless Education, SERVE Center, University of North Carolina

- **Homeless Families with Infants and Toddlers**
https://secure2.convio.net/zttcfn/site/Ecommerce/71955958?VIEW_PRODUCT=true&product_id=3721&store_id=1121
ZERO TO THREE
 ZERO TO THREE provides strategies for addressing the needs of children and families who are experiencing homelessness, addressing separation anxiety and the effects of trauma, creating environments that offer structure and routine, strengthening parent–child relationships, and empowering families. They also offer a discussion of the critical role of Federal policy in putting an end to family homelessness.
- **Housing and Homelessness: A Special Issue of CWLA's Child Welfare Journal**
<http://www.cwla.org/pubs/pubdetails.asp?PUBID=J835>
Child Welfare League of America
 This special issue focuses on the relationship between housing stability and child well-being.
- **National Center for Family Homelessness—Resources and Publications**
<http://www.familyhomelessness.org/resources>
National Center for Family Homelessness
 The National Center for Family Homelessness provides information regarding homelessness, research reports, self-care for providers, roles of services and supports, trauma, and homeless children.
- **Responding to Children Under Stress: A Skill-Based Training Guide for Classroom Teams**
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED399008&ERICExtSearch_SearchType_0=no&accno=ED399008
Office of Head Start, Administration for Children and Families
 This skill-based staff development program was developed to help classroom teams address the needs of children and families from multi-stressed environments. The program has two purposes: (1) to suggest practical strategies for working with children who live in multi-stressed environments; and (2) to provide ongoing support for classroom teams.
- **USG Positive Parenting Program for Homeless Families: Implementation Guide**
<http://www.cwla.org/programs/housing/usghousingreport.pdf>
Child Welfare League of America
- **What You Need to Know to Help Your Child in School: A Guide for Parents, Guardians and Caregivers** http://center.serve.org/nche/pr/parent_booklet.php
National Center for Homeless Education at the SERVE Center
 This parenting booklet provides information on children’s educational rights during homelessness.

Jobs and the Economy

- **From Neurons to Neighborhoods: The Science of Early Childhood Development – Chapter 10: Family Resources**
http://books.nap.edu/openbook.php?record_id=9824&page=267

Committee on Integrating the Science of Early Childhood Development, National Research Council and Institute of Medicine

Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues.

- **Helping Children Cope in Unsettling Times: The Economic Crisis—Tips for Parents and Teachers** (<http://www.nasponline.org/families/unsettlingtimes.pdf>)

National Association of School Psychologists

During the economic crisis, parents and teachers can use this tip sheet to help children understand what is happening factually, how events do or do not impact their lives, and how to cope with their reactions.

- **Poverty and Brain Development in Early Childhood** (http://www.nccp.org/publications/pub_398.html)

National Center for Children in Poverty, Columbia University Mailman School of Public Health

This research provides information on what the impact of poverty on brain development is and what can be done.

- **Real Life Calls for Real Books: Literature to Help Children Cope with Family Stressors** (<http://www.naeyc.org/files/yc/file/200809/Crawford.pdf>)

National Association for the Education of Young Children

- **Resources for Helping Children, Families, and Early Childhood Educators Build Coping Skills** (<http://www.naeyc.org/files/yc/file/200809/CopingSkillsResources.pdf>)

National Association for the Education of Young Children

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

(http://www.buildinitiative.org/files/tcl05_text.pdf)

National Center for Children in Poverty, Columbia University Mailman School of Public Health

This guide provides resources and strategies that families, childcare providers, teachers, and others can use to help children develop the social and emotional skills they need to succeed in school. It specifically focuses on resources for children in low-income communities.

- **Responding to Children Under Stress: A Skill-Based Training Guide for Classroom Teams**

(http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED399008&ERICExtSearch_SearchType_0=no&accno=ED399008)

Office of Head Start, Administration for Children and Families

This skill-based staff development program was developed to help classroom teams address the needs of children and families from multi-stressed environments. The program has two purposes: (1) to suggest practical strategies for working with children who live in multi-stressed environments; and (2) to provide ongoing support for classroom teams.

- **The Productivity Argument for Investing in Young Children**
(http://jenni.uchicago.edu/papers/Heckman_Masterov_RAE_2007_v29_n3.pdf)
James J. Heckman and Dimitriy V. Masterov
This article presents the case for investing more in young American children who grow up in disadvantaged environments.

Milestones in Child Development

- **ABCs of Childcare: Social and Emotional Development**
(<http://www.pbs.org/wholechild/abc/social.html>)
Public Broadcasting Service
Social and emotional milestones are often harder to pinpoint than signs of physical development. This site makes it easier by identifying social and emotional milestones from birth to age 5.
- **Emotional Development in Infants** (<http://www.brighthub.com/education/early-childhood/articles/44243.aspx>)
Bright Hub
This article features what research shows, the importance of bonding, and milestones.
- **How To Understand Baby Development** (<http://www.howtothings.com/family-and-relationships/a2895-how-to-understand-baby-development.html>)
How to do Things.com
This guide marks developmental milestones for every month through the first year of a child's life.
- **Learn the Signs. Act Early: Development Milestones**
(<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>)
Centers for Disease Control and Prevention
The Centers for Disease Control and Prevention bring together all their resources to provide a break down of developmental milestones by age and skill set.
- **Understanding Developmental Differences**
(http://www.parecovery.org/documents/Focus_ECMH_Developmental_Differences_02_0510.pdf)
Pennsylvania Recovery and Resiliency

Military Families

- **Fact Sheet: Helping Children Cope with Loss Resulting from War or Terrorism**
(<http://www.mentalhealthamerica.net/go/helping-children-cope-with-loss-resulting-from-war-or-terrorism>)
Mental Health America
- **Fact Sheet: Helping Children Deal with War**
(<http://www.mentalhealthamerica.net/index.cfm?objectid=E222A708-1372-4D20-C8E963115C202DB2>)
Mental Health America

- **Military Child Initiative** (<http://www.jhsph.edu/mci/>)
Bloomberg School of Public Health, Johns Hopkins and Center on School, Family and Community Partnerships, Johns Hopkins
 The Military Child Initiative assists public schools to improve the quality of education for highly mobile and vulnerable young people with a special focus on military children and their families by providing national, state, and local education agencies; schools; parents; and health, child welfare, juvenile justice and educational professionals with information, tools, Web courses, and services that enhance school success.
- **Military Children and Families**
 (http://www.ncetsnet.org/nccts/nav.do?pid=ctr_top_military)
Substance Abuse and Mental Health Services Administration
 The National Children Traumatic Stress Network offers resources, guides, and links for educators, family members, and mental health and medical professionals.
- **Military Projects at ZERO TO THREE**
 (http://www.zerotothree.org/site/PageServer?pagename=key_military) *ZERO TO THREE*
 ZERO TO THREE offers a wide range of user-friendly videos, tip sheets, and activity materials for military families.
- **Real Life Calls for Real Books: Literature to Help Children Cope with Family Stressors**
 (<http://www.naeyc.org/files/yc/file/200809/Crawford.pdf>)
National Association for the Education of Young Children
- **Reconnecting with Your Children**
 (<http://www.mentalhealthamerica.net/reunions/infoChildren.cfm>)
Mental Health America
 Mental Health America offers returning service men/women tips on how to prepare for reconnecting with their children.
- **Resources for Helping Children, Families, and Early Childhood Educators Build Coping Skills** (<http://www.naeyc.org/files/yc/file/200809/CopingSkillsResources.pdf>)
National Association for the Education of Young Children

Policy

- **A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children**
 (http://developingchild.harvard.edu/library/reports_and_working_papers/policy_framework)
Center on the Developing Child, Harvard University
 Combining knowledge from neuroscience, behavioral and developmental science, economics, and 40 years of early childhood program evaluation, this document provides an informed, nonpartisan, pragmatic framework to guide policymakers toward science-based policies that improve the lives of young children and benefit society as a whole.
- **Addressing Missed Opportunities for Early Childhood Mental Health Intervention: Current Knowledge and Policy Implications**
 (<http://www.apa.org/pi/families/resources/early-mental-health.pdf>)
American Psychological Association

This report focuses on the current knowledge and gaps in understanding that are needed to guide the policy directions to improve mental health service delivery in early childhood.

- **Birth to Five Policy Alliance** (<http://www.birthtofivpolicy.org/>)
Birth to Five Policy Alliance
The Birth to Five Policy Alliance invests in three strategies: strategic and broad-based leadership to build new champions for early childhood policy, state-based advocacy, and knowledge development and dissemination including research and policy analysis. They promote innovative and successful policies with the funding necessary to achieve positive early learning, strong families, and good health for vulnerable children birth to age five.
- **Helping Young Children Succeed: Strategies to Promote Early Childhood Social and Emotional Development**
(<http://www.buildinitiative.org/files/helpingyoungchildren.pdf>)
ZERO TO THREE
- **Public Policy**
(http://www.zerotothree.org/site/PageServer?pagename=pub_publicpolicy&AddInterest=1242)
ZERO TO THREE
The ZERO TO THREE Policy Center is a nonpartisan, research-based resource for Federal and state policymakers and advocates on the unique developmental needs of infants and toddlers. The Policy Center brings to bear ZERO TO THREE's more than 30 years of research-based expertise on infant and toddler development to ensure that public policies reflect best practices and current research in support of our nation's very young children
- **Reducing Maternal Depression and Its Impact on Children: Toward a Responsive Early Childhood Policy** (http://www.nccp.org/publications/pdf/text_791.pdf)
National Center for Children in Poverty, Columbia University Mailman School of Public Health
- **Report of Healthy Development: A Summit on Young Children's Mental Health**
(<http://www.apa.org/pi/families/summit-report.aspx>)
American Psychological Association
This report is intended to serve as the basis for effective collaboration and shared communication across diverse groups and messengers in order to develop a message for the public about the importance of child mental health for healthy development. It addresses the importance of mental health for normal child development, everyday challenges for parents, prevention opportunities in child mental health, and effective treatment for childhood mental health problems.
- **State Approaches to Promoting Young Children's Healthy Mental Development: A Survey of Medicaid, Maternal and Child Health, and Mental Health Agencies**
(http://www.buildinitiative.org/files/rosenthal_CW12_final.pdf)
National Academy for State Health Policy
- **Unclaimed Children Revisited: The Status of Children's Mental Health Policy in the United States** (http://nccp.org/publications/pdf/text_853.pdf)

National Center for Children in Poverty, Columbia University Mailman School of Public Health

This report provides a series of policy and impact analyses of mental health services and supports for children, youth, and their families.

- **Vulnerable Infants and Toddlers in Four Service Systems**

(<http://www.urban.org/publications/411554.html>)

The Urban Institute

This brief compiles the best available data on the characteristics of vulnerable young children in four service systems: Early Head Start (EHS); the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); the child welfare (CW) system; and Part C Early Intervention Programs (Part C). Data reveal that the children and families in these systems look fairly similar on some key dimensions, suggesting that policy initiatives to support young children's development might be informed by distilling common lessons from the systems' different research bases.

Prevention

- **Building Blocks Materials** (<http://www.bblocks.samhsa.gov/store/>)

Substance Abuse and Mental Health Services Administration (SAMHSA)

Materials from Building Blocks for a Healthy Future, an early childhood substance abuse prevention program developed by SAMHSA, educate parents and caregivers about the basics of prevention in order to promote a healthy lifestyle. Resources include a family book, a guide, a sing-along CD, a coloring book, books to read with your children, and flash cards for facilitating discussions.

- **National Center for Mental Health Promotion and Youth Violence Prevention**

(<http://www.promoteprevent.org/publications>)

Substance Abuse and Mental Health Services Administration

The National Center for Mental Health Promotion and Youth Violence Prevention provides training and technical assistance materials to 176 Safe Schools/Healthy Students (SS/HS) and six Project LAUNCH grantees.

- **Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities** (http://www.nap.edu/catalog.php?record_id=12480)

Committee on the Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults: Research Advances and Promising Interventions, Institute of Medicine and National Research Council

This update of the 1994 Institute of Medicine book, *Reducing Risks for Mental Disorders*, provides a special focus on the research base and program experience with younger populations that have emerged since that time. Researchers, such as those involved in prevention science, mental health, education, substance abuse, juvenile justice, health, child and youth development, as well as policy makers involved in state and local mental health, substance abuse, welfare, education, and justice, will depend on this updated information on the status of research and suggested directions for the field of mental health and prevention of disorders.

School Readiness

- **Fact Sheet: Back to School**
 (<http://www.mentalhealthamerica.net/farcry/go/information/get-info/children-s-mental-health/back-to-school--homepage>)
Mental Health America
 This fact sheet provides tips and resources for supporting a child going back to school.
- **Resources to Promote Social and Emotional Health and School Readiness in Young Children and Families—A Community Guide**
 (http://www.buildinitiative.org/files/tcl05_text.pdf)
National Center for Children in Poverty, Columbia University Mailman School of Public Health
 This guide provides resources and strategies that families, childcare providers, teachers, and others can use to help children develop the social and emotional skills they need to succeed in school.
- **School Readiness Interactive**
 (http://www.zerotothree.org/site/PageServer?pagename=ter_par_sri)
ZERO TO THREE
 This interactive learning tool is designed to help parents and caregivers encourage their young children’s early learning based on their age.
- **Schools and Education**
 (http://www.nami.org/Template.cfm?Section=Schools_and_Education&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=74&ContentID=39133)
National Alliance on Mental Illness
 These materials provide information on how parents and teachers can work together, school-based programs, early identification programs, special education services, and school mental health services.
- **Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children**
 (http://www.kauffman.org/pdf/eex_brochure.pdf)
The Kauffman Early Education Exchange
 Scientific research and compelling evidence come together in this publication to address what is necessary to prepare young children for school success and outline a policy agenda for enhancing school readiness. It provides implications for programs and strategies for practice to promote positive early relationships and to intervene when young children are at risk or experience problems.

Social and Emotional Development

- **Collaborative for Academic, Social and Emotional Learning** (<http://www.casel.org/>)
Collaborative for Academic, Social and Emotional Learning (CASEL)
 CASEL’s mission is to establish social and emotional learning (SEL) as an essential part of education. They provide information on social and emotional learning background, implementation in schools, professional development in various aspects of SEL, and assessment tools.
- **Development of Social Skills in Young Children: Guidelines for Parents**
 (<http://www.teachersandfamilies.com/open/parent/socialskills1.cfm>)

National Association of School Psychologists

These guidelines provide information, resources, and steps for parents to foster the development of their child's social skills.

- **Emotional Development in Infants** (<http://www.brighthub.com/education/early-childhood/articles/44243.aspx>)
Bright Hub
This article features what research shows, the importance of bonding, and milestones.
- **Emotional Flooding—Using Empathy to Help Babies Manage Strong Emotions** (<http://www.naeyc.org/files/yc/file/200809/RockingRolling.pdf>)
National Association for the Education of Young Children
- **Emotional Literacy** (http://www.parecovery.org/documents/Focus_ECMH_EmotLit_060909.pdf)
Pennsylvania Recovery and Resiliency
This tip sheet helps you help your child understand and express emotions/feelings.
- **Fact Sheet: What Every Child Needs for Good Mental Health** (<http://www.mentalhealthamerica.net/farcry/go/information/get-info/children-s-mental-health/what-every-child-needs-for-good-mental-health>)
Mental Health America
This fact sheet includes tips for caregivers, warning signs, and resources for seeking help.
- **Friends and Feelings: Social Emotional Development in Young Children** (<http://www.ccids.umaine.edu/ec/growingideas/socemotip.htm>)
University of Maine
These tip sheets address what social emotional development is, why and how to support it, and how attachment and self-regulation relate to it.
- **From Neurons to Neighborhoods: The Science of Early Childhood Development** (http://www.nap.edu/catalog.php?record_id=9824#toc)
Committee on Integrating the Science of Early Childhood Development, Institute of Medicine and National Research Council
Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues.
- **How Do You Create an Effective Environment for Infant/Toddler Socializations in an Early Head Start Home-Based Program?** (<http://www.ehsnrc.org/Publications/English%20Tip%20Sheets/TIP%20SHEET%2026.pdf>)
Office of Head Start, Administration for Children and Families
- **How to Help Your Toddler Begin Developing Empathy** (http://www.zerotothree.org/site/PageServer?pagename=ter_key_social_empathy&AdInterest=1503)
ZERO TO THREE
- **What Is Infant Mental Health and Why Is It Important?—** in English (http://projectabcla.org/dl/materials/ABC_InfantMentalHlth_English.pdf) and in Spanish

http://projectabcla.org/dl/materials/ABC_InfantMentalHlth_Spanish.pdf

Project ABC

This pamphlet provides an explanation of what infant mental health is and its significance, how to support children's emotional development, and warning signs.

- **Positive Reinforcement**

http://www.parecovery.org/documents/Focus_ECMH_Positive_Reinforcement_101509.pdf

Pennsylvania Recovery and Resiliency

This tip sheet provides simple strategies for giving children positive reinforcement.

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

http://www.nccp.org/publications/pdf/text_648.pdf

National Center for Children in Poverty, Columbia University Mailman School of Public Health

This guide discusses various programs and strategies to promote social and emotional health and school readiness.

- **Self-Regulation (Self-Control)**

http://www.parecovery.org/documents/FOCUS_ECMH_Self_Regulation_081009.pdf

Pennsylvania Recovery and Resiliency

This tip sheet addresses how to help children learn self-control.

- **Social-Emotional Development**

http://www.zerotothree.org/site/PageServer?pagename=key_social

ZERO TO THREE

ZERO TO THREE provides tips for parents, information on development and self control by age range, answers to frequently asked questions, publications, and resources for professionals and policy makers.

- **Supporting Your Child's Relationship-Building Skills**

http://www.zerotothree.org/site/PageServer?pagename=ter_key_social_relationships&AddInterest=1157

ZERO TO THREE

- **The Importance of Play**

http://www.parecovery.org/documents/Focus_ECMH_Play_090709.pdf

Pennsylvania Recovery and Resiliency

This tip sheet addresses what play is, why it is important, and types of play caregivers can facilitate.

- **Tips on Nurturing Your Child's Social-Emotional Development**

http://www.zerotothree.org/site/PageServer?pagename=ter_key_social_socemottips&AddInterest=1157

ZERO TO THREE

- **Toward the ABCs: Building a Healthy Social and Emotional Foundation for Learning and Living**

http://www.ounceofprevention.org/includes/tiny_mce/plugins/filemanager/files/Towards_the_ABCs.pdf

Ounce of Prevention Fund

This summary covers what we know about the early emotional development of young children, what places them at risk, what signs to look for, and how policymakers can support early childhood mental health strategies that respond to the needs of children under five and their families.

- **Training Guides for the Head Start Learning Community: Promoting Mental Health** (http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED407141&ERICExtSearch_SearchType_0=no&accno=ED407141)
Office of Head Start, Administration for Children and Families
This training guide is intended to promote mental health for all members of the Head Start community. It does so through activities that build skills in creating responsive, respectful relationships with co-workers, parents, and children. The guide has five working sections, the first three of which are training modules.
- **You Choose!** (http://www.parecovery.org/documents/Focus_ECMH_You_Choose_121009.pdf)
Pennsylvania Recovery and Resiliency
This tip sheet explains why young children should be given choices and how to provide them with choices.

Substance Abuse and Mental Health Services Administration (SAMHSA) Early Childhood Grantees' Web Sites—Systems of Care Web Sites

- **Project ABC** (<http://www.projectabcla.org/>)
Project ABC
Project ABC is designed to create a system of care for young children who are in need of mental health services in the Los Angeles area. Our goal is ensure that children birth to 5 years have access to mental health services that are family-centered, strength-based, and culturally competent. Families are the focus of our efforts and are key partners in everything we do.
- **Project Bloom** (<http://www.projectbloom.org/>)
Project Bloom
Project Bloom focuses primarily on young children from birth to 5 years old with serious emotional disturbances (SED) in El Paso, Fremont, and Mesa counties and the city of Aurora in Colorado. The project will provide enhanced training, integrated delivery of supports and services, statewide working groups focusing on system improvements, and ultimately, sustainable statewide resources for addressing children's mental health.
- **Systems of Care Materials** (<http://www.samhsa.gov/children/systemofcaremat.aspx>)
Substance Abuse and Mental Health Services Administration
Reports featured here are based upon findings from system of care communities. The early childhood systems of care short report will be available here on National Children's Mental Health Awareness Day 2010, which is on Thursday, May 6, 2010.

Substance Abuse and Mental Health Services Administration (SAMHSA) Early Childhood Grantees' Web Sites—Project LAUNCH Web Sites

- **Project LAUNCH Saginaw** (<http://www.projectlaunchsaginaw.org/>)
Project LAUNCH Saginaw
Project LAUNCH Saginaw is a new Federally funded program to promote wellness for all children in Saginaw County, Michigan, focusing on children from before birth through age 8

Trauma and Justice

- **Adults and Children Together Against Violence** (<http://actagainstviolence.apa.org/>)
American Psychological Association
This research-based information provides skills for adults through simple, accessible, user-friendly messages and materials meant to educate communities and adults to create safe, healthy environments that protect children and youth from violence.
- **Child Abuse** (http://healthykids.us/chapters/abuse_main.htm)
Healthy Kids, Healthy Care, National Resource Center for Health and Safety in Child Care and Early Education
These resources answer key questions regarding child abuse.
- **Child Protection: Facts and Figures**
(<http://www.cwla.org/programs/childprotection/childprotectionfaq.htm>)
Child Welfare League of America
The Child Welfare League of America provides information on child protection and preventing and reporting child abuse.
- **ChildTrauma Articles Library** (<http://www.childtrauma.org/index.php/articles>)
ChildTrauma Academy
These complementary articles address various topics and are applicable to caregivers and professionals.
- **Coping Strategies for You and Your Child During Deployment or When a Crisis Occurs**
(<http://www.zerotothree.org/site/DocServer/LLdeployment.pdf?docID=381&AddInterest=1157>)
ZERO TO THREE
- **Dealing with Death for Small Children**
(http://www.allegHENYcounty.us/uploadedFiles/DHS/About_DHS/Publications/Resource_Guides/ParentPagesVol2Iss3DealingwithDeath.pdf)
Safe Start, Allegheny County, Department of Human Services
- **Disaster Relief and Trauma**
(http://www.zerotothree.org/site/PageServer?pagename=key_disaster&AddInterest=1142)
ZERO TO THREE
ZERO TO THREE offers various materials and guides for parents, professionals, and policy makers.
- **Fact Sheet: Talking to Kids about Fear and Violence**
(<http://www.mentalhealthamerica.net/farcry/go/information/get-info/children-s-mental-health/talking-to-kids-about-fear-and-violence>)
Mental Health America

- **Helping Heal the Invisible Wounds of Exposure to Violence: A Guide for Families**— in English (<http://www.safestartcenter.org/pdf/caregiver.pdf>) or in Spanish (<http://www.safestartcenter.org/pdf/caregiver-spanish.pdf>) and **A Quick Reference Card**— in English (<http://www.safestartcenter.org/pdf/CEVcard.pdf>)
Safe Start, Office of Juvenile Justice and Delinquency Prevention
 This overview covers common signs and symptoms of exposure to violence at different stages of children’s development, as well as strategies for parents or caregivers to help children heal and a listing of resources.
- **National Child Traumatic Stress Network Resources**
 (http://www.ncetsnet.org/ncets/nav.do?pid=ctr_main)
Substance Abuse and Mental Health Services Administration
 These materials on child traumatic stress are arranged by audiences, topics, online research, training and education, public awareness, and sustainability.
- **Real Life Calls for Real Books: Literature to Help Children Cope with Family Stressors**
 (<http://www.naeyc.org/files/yc/file/200809/Crawford.pdf>)
National Association for the Education of Young Children
- **Report of the Task Force on Post-Traumatic Stress Disorder and Trauma in Children and Adolescents** (<http://www.apa.org/pi/families/resources/task-force/child-trauma.aspx>)
American Psychological Association
 The primary goals of the task force are to identify “what we know” and “what we need to know” regarding the development and treatment of post-traumatic stress disorder (PTSD) in youth and to present current knowledge and information, as well critical gaps in knowledge, about this important area. APA is proud to offer these resources for mental health professionals and policymakers courtesy of the 2008 Presidential Task Force on PTSD and trauma in children and adolescents.
- **Resources for Helping Children, Families, and Early Childhood Educators Build Coping Skills** (<http://www.naeyc.org/files/yc/file/200809/CopingSkillsResources.pdf>)
National Association for the Education of Young Children
- **Safe Start Center Publications**
 (<http://www.safestartcenter.org/about/publications.php>)
Safe Start, Office of Juvenile Justice and Delinquency Prevention
 Safe Start offers information regarding children exposed to violence, including fact sheets and setting specific briefs, such as briefs focusing on pediatrics, schools, and homeless shelters.
- **Understanding Traumatic Stress in Children**
 (http://www.familyhomelessness.org/sites/default/files/NCFH_Understanding%20Trauma_0.pdf)
National Center on Family Homelessness
 This booklet opens by defining trauma, then looks more closely at acute traumatic stress and complex trauma. For each aspect of trauma, there is a description of the most common developmental effects on children and ways for caregivers to respond to help children heal. To support caregivers, importance of self-care is highlighted and a list of resources is provided.

Workforce Development

- **A Training Guide for the Early Childhood Services Community**
(<http://download.ncadi.samhsa.gov/ken/pdf/SVP05-0151B/SVP05-0151B.pdf>)
Substance Abuse and Mental Health Services Administration
These modules address valuing and understanding mental health consultation, effective mental health consultation, the importance of a collaborative relationship, and understanding challenges and developing strategies.
- **Bright Futures in Practice: Mental Health—Volume I. Practice Guide**
(<http://www.brightfutures.org/mentalhealth/>)
National Center for Education in Maternal and Child Health, Georgetown University
This two-volume set considers the mental health of children in a developmental context, presents information on early recognition and intervention for specific mental health problems and mental disorders, and provides a toolkit with hands-on tools for health professionals and families for use in screening, care management, and health education.
- **Center on the Developing Child** (<http://www.developingchild.harvard.edu/>)
Center on the Developing Child, Harvard University
These findings cover early childhood development, intervention, and policy. They focus on healthy child development by leveraging science to enhance child well-being.
- **Children’s Mental Health in Primary Care: Education and Training**
(<http://www.aap.org/mentalhealth/mh9et.html>)
American Academy of Pediatrics (AAP)
The AAP provides a broad range of education and training activities that are aimed to develop, maintain, and increase skills and professional performance. The education and training programs provided are high-quality, relevant, and accessible.
- **DC:0-3R—Diagnosing Infant and Early Childhood Mental Health and Developmental Disorders Training**
(http://www.zerotothree.org/site/PageServer?pagename=ter_trng_dc03&AddInterest=1144)
ZERO TO THREE
- **Developing Psychology’s National Agenda for Children’s Mental Health: American Psychological Association’s Response to the Surgeon General’s Action Agenda for Children’s Mental Health** (<http://www.apa.org/pi/families/resources/national-agenda.pdf>)
American Psychological Association
- **Disseminating Evidence-Based Practice for Children and Adolescents: A Systems Approach to Enhancing Care** (<http://www.apa.org/pi/families/resources/task-force/evidence-based.aspx>)
American Psychological Association
This report addresses the unique challenges for practitioners in developing, strengthening, and disseminating evidence-based practice (EBP) for children, adolescents, and their families. The report adheres to the 2005 APA policy statement on Evidence-Based Practice in Psychology, which calls for "the integration of the best

available research with clinical expertise in the context of patient characteristics, culture, and preferences."

- **Family Peer-to-Peer Support Programs in Children’s Mental Health—Critical Issues Guide** (<http://ffcmh.org/wp-content/uploads/2010/01/pdffiles/FamilyPeertoPeerSupportProgramsinChildrensMentalHealthCriticalIssuesGuide.pdf>)
National Federation of Families for Children’s Mental Health
This guide provides information on the backbone of family peer-to-peer support programs, their design, and how to seek funding.
- **Handbook of Infant Mental Health Third Edition** (http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/zeanah.htm&dir=pp/cpap&cart_id=633863.29817)
Edited by Charles H. Zeanah, Jr.
This handbook offers a comprehensive analysis of developmental, clinical, and social aspects of mental health from birth to the preschool years. It explores models of development; biological, family, and sociocultural risk and protective factors; and frequently encountered disorders and disabilities. Evidence-based approaches to assessment and treatment are presented. The volume reviews the well-documented benefits of early intervention and prevention and describes applications in mental health, primary care, childcare, and child welfare settings.
- **Healthy Development: A Summit on Young Children’s Mental Health** (http://www.srcd.org/index.php?option=com_content&task=view&id=353&Itemid=1)
Society for Research in Child Development
This summit was designed to emphasize collaboration among researchers, mental health experts, communication scientists, and other stakeholders about the importance of children's mental health for optimal development in order to inform public attitudes and public policy. It is focused on the importance of mental health for normal child development, everyday challenges for parents’ and children’s mental health, prevention opportunities in child mental health, child mental health disorders, and treatments that work.
- **Management Strategies for Positive Mental Health Outcomes: What Early Childhood Administrators Need to Know** (<http://www.rtc.pdx.edu/PDF/pbMgmtStratEarlyChild.pdf>)
Research and Training Center on Family Support and Children’s Mental Health, Portland State University
- **National Family-to-Family Support Initiative** (<http://www.ffcmh.org/family-2-family/family-2-family/>)
National Federation of Families for Children’s Mental Health
- **Practical Strategies for Teachers/Caregivers** (<http://www.vanderbilt.edu/csefel/resources/strategies.html>)
Center on the Social and Emotional Foundations for Early Learning
These resources include scripted stories for social situations, tools for working on building relationships, book lists, materials for teaching social-emotional skills, and tools for developing behavior support plans.

- **Professional Development** (<http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development>)
Office of Head Start, Administration for Children and Families
 This resource includes online lessons, organizational and staff development guides, and planning tools.
- **Program Planning, Design, and Management** (<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Mental%20Health/Program%20Planning,%20Design%20&%20Management>)
Office of Head Start, Administration for Children and Families
 These resources address staff support, coordination with communities, and mental health consultation.
- **Resources for Professionals** (<http://www.fci.org/professional.asp>)
Family Communications, Inc.
 These Mister Roger’s Neighborhood resources are for working in preschool and early care settings, communities, and schools.
- **Science News on Children and Adolescents** (<http://www.nimh.nih.gov/science-news/science-news-about-children-and-adolescents.shtml>)
National Institute of Mental Health, National Institutes of Health
 This collection of articles features information and data on a wide spectrum of issues relating the mental health of children and adolescents.
- **Sharing Knowledge with Infant-Toddler Teachers and Home Visitors** (<http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Staff%20Development/All%20Staff/SharingKnowledge.htm>)
Office of Head Start, Administration for Children and Families
 This series of lessons focuses on early development and quality services. The series contains information and opportunities for reflection and includes a *Trainer’s Companion* manual that provides additional information and ideas for training activities.
- **Teacher Resources** (<http://www.ccbd.net/content.cfm?categoryID=1E59BF1A-3048-2906-B49FF9FDAFD544A3>)
The Council for Children with Behavioral Disorders (CCBD)
 CCBD is dedicated to supporting the professional development and enhancing the expertise of those who work on behalf of children with challenging behavior and their families. It provides teachers support, information, and resources on academic, behavioral, and emotional interventions.
- **Ten Best Practices for Schools** (http://www.nami.org/Template.cfm?Section=Schools_and_Education&template=/ContentManagement/ContentDisplay.cfm&ContentID=47652)
National Alliance on Mental Illness (NAMI)
 Schools play a critical role in helping students diagnosed with mental illnesses reach their full academic and functional potential, so NAMI calls on schools to adopt these 10 best practices.
- **What Early Childhood Program Directors Should Know About Working with Mental Health Professionals** (<http://www.rtc.pdx.edu/PDF/fpS0403.pdf>)

Research and Training Center on Family Support and Children's Mental Health, Portland State University

- **ZERO TO THREE: Professional**

http://www.zerotothree.org/site/PageServer?pagename=prof_professionals&AddInterest=1241

ZERO TO THREE

This collection of resources is aimed at supporting the work of professionals in a variety of early childhood settings.