



**The Child Care Planning Council compiled these resources from a variety of electronic newsletters. We have now compiled them by subject. We hope it is helpful!**

### **Early Childhood Mental Health & Disabilities Reports and Resources**

- **ABCD Reading Room for State Officials:** The ABCD Reading Room includes material of particular interest to state officials as they have worked to improve the quality of health and developmental services provided to young children. The reading room, produced by the National Academy for State Health Policy's Assuring Better Child Health and Development (ABCD) Program, is designed to provide state policymakers with easy access to research and resources related to early childhood health and development. Topics include (1) relevant findings from the science of early childhood development, (2) preventive health care guidelines and new directions, (3) promoting young children's mental health, (4) measurement and quality improvement in early childhood services, (5) comprehensive and systematic approaches to early childhood services, and (6) early childhood services costs and financing strategies. The reading room is available at:  
[www.nashp.org/\\_catdisp\\_page.cfm?LID=A6AA431B-7776-4A51-85D85A7E6CA5E24C](http://www.nashp.org/_catdisp_page.cfm?LID=A6AA431B-7776-4A51-85D85A7E6CA5E24C).
- **Healthy Steps for Young Children: Great resources for parents and clinicians:** Healthy Steps for Young Children is a national initiative, developed by the faculty in the department of pediatrics at the Boston University School of Medicine, to improve the quality of preventive health care for infants and toddlers. Established with Commonwealth Fund support, the program emphasizes a close relationship between health care professionals and parents in addressing the physical, emotional, and intellectual development of children from birth to age 3.  
Among the benefits Healthy Steps provides are authoritative materials for parents and health professionals to promote child development and enhance well-child care. To make this material as widely available as possible, the Fund is now providing access to some of these resources, in English and Spanish, on our Web site. These include:
  - LINK Letters, which prepare parents for well-child visits and provide child-rearing advice.
  - Parent Prompt sheets, which provide guidance on critical developmental issues so parents are "prompted" to ask the right question at well-child visits.
  - Parent Handouts, which cover a wide range of medical, developmental, and practical issues, from baby-proofing the home to coping with toddlers' fears.
  - Quick Check Sheets, which provide guidance to clinicians on developmental and behavioral issues.



These materials, a small selection of the resources Healthy Steps offers, are being made available free of charge as a service to interested professionals and parents. Additional materials, including information for physician practices interested in becoming participating Healthy Steps sites, are available at [www.healthysteps.org](http://www.healthysteps.org)

- **Transcript of Chat on Preschool Expulsion:** This chat, sponsored by EdWeek, uses as its jumping-off point the recent Yale University Child Study Center findings that prekindergarten children are being expelled from their classes for behavior problems at a higher rate than students in K-12 schools. The study showed that for every 1,000 preschoolers enrolled in state pre-K programs, 6.67 are being tossed out of school, compared with 2.09 per 1,000 students in elementary, middle, and high schools, according to the research. Expulsion rates are even higher for preschoolers enrolled in community-based programs. The thought of preschoolers' being ejected also suggests to some experts that pre-K teachers—many of whom don't have college degrees—need more training in how to handle difficult youngsters. Sample comment from Kelly Hogrefe, Coordinator, Orange County (CA) Department of Education: In Orange County, CA we have just completed a 2 year program that utilized trainings followed by on site TA tailored to the needs of the program. The TA involved assistance with children about to be expelled. The success rate for this service in ECE programs was phenomenal. Out of 42 observations: 30 continued to be enrolled, 5 moved, 2 went to special ed, 4 went to K and only 1 was discharged due to behavior (biting). This seems to indicate that if ECE teachers receive more support from community resources AND on site TA children could be more successful in ECE programs." A complete transcript is posted here: [http://www.edweek.org/chat/transcript\\_07\\_27\\_2005.html](http://www.edweek.org/chat/transcript_07_27_2005.html)
- **Children's Mental Health: An Overview and Key Considerations for Health System Stakeholders.** Issue Paper. By the National Institute for Healthcare Management. (The Institute, Washington, DC) 2005. "This paper presents facts about current mental health services and key policy considerations for promoting and advancing comprehensive mental health systems for children and adolescents. It provides background information on children's mental health, and discusses financing mental health services for children and adolescents, building systems to support mental health needs, and selected national initiatives. A conclusion, information on evidence and issues for specific mental health treatments for children and adolescents, and links to additional resources are also provided." Full Text at: [www.nihcm.org/CMHReport-FINAL.pdf](http://www.nihcm.org/CMHReport-FINAL.pdf) (28 pages)
- **The Role of State Public Health in Perinatal Depression:** This fact sheet, produced by the Association of State and Territorial Health Officials, discusses the role of state public health agencies in partnering with national and statewide programs to ensure access to mental health information and services for pregnant women and new mothers. The fact sheet begins with an overview of perinatal depression and information on its prevalence and its impact on women and their families. Other topics include the role of state public health agencies in partnering with federal and state agencies to increase awareness and support, and specific state initiatives (Virginia, Texas, and Pennsylvania) to address issues related to perinatal depression. This fact sheet is intended for use by state public health agencies and their national and state partners in efforts to expand depression screening and referral to

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improve the overall health of women, children, and families. The fact sheet is available at <http://www.astho.org/pubs/PerinatalDepressionFS.pdf>.

- **Improving Maternal and Infant Mental Health: Focus on Maternal Depression:** This paper discusses the impact of maternal depression on the social and emotional health of young children and recommends specific steps that early childhood programs and public health administrators can take to address the unmet mental health needs of mothers. It is featured on the ZERO TO THREE Policy Center website. <http://www.zerotothree.org/policy/> Please share it with your colleagues.
- **What Early Childhood Directors Should Know About Working With Mental Health Professionals:** This publication by the Research and Training Center on Family Support and Children's Mental Health at Portland State University describes the characteristics of effective consultants and effective consultation services in Head Start programs. The report is available at: <http://www.rtc.pdx.edu/PDF/fpS0403.pdf>.
- **From One Class to Another: How Transitions May Affect Infants and Toddlers:** This Snapshot from the Frank Porter Graham Child Development Institute summarizes findings from a study of the impact of transitioning from one child care classroom to another. The researchers wanted to determine whether lack of caregiver continuity relates to problem behaviors. The study found that while, on average, children did not exhibit high levels of distress either pre- or post-transition, younger children (infants) experienced more distress than older children (toddlers) after changing classrooms. This lead researchers to conclude that the age of the child should be considered when deciding whether to have a child change classrooms. The Snapshot is available at: <http://www.fpg.unc.edu/~images/pdfs/snapshots/snap25.pdf>
- **Identifying and Monitoring Outcomes Related to Children's Social-Emotional Development:** This fact sheet discusses how to prevent and address problem behavior by teaching children social skills they can use in place of problem behavior. You can access this handout online at <http://challengingbehavior.fmhi.usf.edu/Outcomes.pdf>. The following four new What Works Briefs have recently been produced by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). The Briefs describe practical strategies, provide references to more information about the practice, and include a one-page handout that highlights the major points of the Brief: Logical Consequences, Helping Children Express Their Wants and Needs, Expressing Warmth and Affection to Children, Fostering Emotional Literacy in Young Children: Labeling Emotions. These Briefs and many others are available from the Center on the Social and Emotional Foundations for Early Learning website located at: <http://www.csefel.uiuc.edu/whatworks.html>.
- **Revised Diagnostic Tool for Infancy and Early Childhood: Introducing DC:0-3R:** DC:0-3R is the 2005 revision of ZERO TO THREE's Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC:0-3). ZERO TO THREE published DC:0-3 in 1994 to address the need for a systematic, developmentally based approach to the classification of mental health and developmental disorders in the first 4 years of life. It was the first-ever attempt by a group of experienced clinicians to formulate

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a useful scheme that would complement, but not replace, existing medical and developmental frameworks. In the 10 years since its publication, DC:0-3 has become increasingly valued as a complement to The Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-III-R) and the International Classification of Diseases of the World Health Organization (ICD 9). DC:0-3 has been published in 8 additional languages, increasing its accessibility to clinicians around the world. "Introducing DC:0-3R," an article from the September 2005 ZERO TO THREE Journal, provides an overview of the 2005 revision. It is available for free at: <http://www.zerotothree.org/imh/vol26-1a.pdf> For more information about DC:0-3R, visit: <http://www.zerotothree.org/imh/dc03/index.html>.

- **Mental Health Services in Alameda County For Women and Families - Low Cost, Sliding Scale Fees (a great resource!):** Prepared by Fetal Infant Mortality Review Community Action Team (FIMR--CAT) – A collaboration of organizations in Alameda County

This is not meant as a complete list of all mental health resources. For more information or to make changes, call:  
Behavioral Health Care Services (510) 567-8123 or Public Health (510) 208-5989



1 FINAL Mental Health Matrix.d...

- **Positive Beginnings: Resources for Teaching about Challenging Behaviors:** The growing number of young children entering school with severe challenging behavior has left many early educators feeling unequipped to meet their needs. Thanks to a joint project of Florida State University and the University of South Florida, new materials are available to demonstrate effective ways to help young children with challenging behavior and their families. Positive Beginnings: Supporting Young Children with Challenging Behavior is a two-CD set that includes PowerPoint slides, video clips, handouts and other resources for demonstrating ways to be more effective in identifying, preventing and addressing challenging behaviors through the use of positive behavior support (PBS). This fresh set of resources offers examples from the real world settings of preschool and home visiting programs and has much to offer faculty members, trainers, supervisors and other leadership personnel. For a preview of the materials, look at the overview (<http://pbs.fsu.edu/pdf/overview.pdf>), which includes a description of the topics covered by the six modules (e.g., Positive Behavior Interventions and Supports), the resources provided (PowerPoint presentations, video clips, activities, pre/post tests, etc.) To order a free set of the materials, complete and submit the order form at <http://pbs.fsu.edu/order.html>. NOTE: The modules are free while supplies last. When the initial supply is exhausted, more will be printed at cost (currently estimated at about \$10).
- From the Frank Porter Graham Child Development Institute: University of North Carolina at Chapel Hill



- Work environment is found to be critical factor in interdisciplinary practices
- A study by Pam Winton of FPG and Allison Mellin of the University of Minnesota provides compelling evidence that the work environment is a critical factor in early intervention faculty being able to engage in interdisciplinary practices.

For example, results showed that variables in the work environment (i.e. type of primary work setting and opportunities and support in the primary work setting) explained a significant portion (25%) of the variance in the amount of time faculty spent in interdisciplinary activities.

Furthermore, the work environment was more likely to be a barrier rather than a facilitator for interdisciplinary collaboration; an inordinately large number (94%) of the responses to the question about barriers related to the work environment. In contrast, work-related resources (e.g., time, money) were rarely mentioned as facilitators.

Our [Snapshot #8](#) examines implications and recommendations from this study.

- **Intervention needs of infants, toddlers with visual impairments and blindness are different than those of older children**
- The intervention needs of infants and toddlers differ considerably from those of children with visual impairments and blindness who are kindergarten-aged and older. Early intervention for infants and toddlers should be family-centered while also addressing visual impairment-specific needs. Because significant visual impairments often result in developmental delays and make it difficult to access visual learning environments, infants and toddlers typically qualify for special education services via the established risk category.
- Our [Snapshot #7](#) examines exemplary services and offers strategies for providing exemplary services.
- **RECOGNIZE AND RESPOND TO STRUGGLING YOUNG LEARNERS:** Even at age three or four, some children show signs that they struggle to learn. Some of these concerns will resolve themselves over time, but some may be precursors of learning disabilities. This month the National Center for Learning Disabilities, in collaboration with the Frank Porter Graham Child Development Institute, the National Association for the Education of Young Children, the Communication Consortium Media Center, and several key state partners, is launching a website full of free resources based on a new and innovative Recognition and Response system. The system is a research-based approach to helping teachers and parents respond to signs of learning difficulty in young children as early as ages 3 or 4, before they experience school failure. The website offers easy-to-read

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articles, checklists and fact sheets with action-oriented information. Also offered are policy statements, legislative summaries and research papers and reports that can help early learning professionals integrate the Recognition and Response system into their programs. A wide variety of resources is also offered to help teachers with observing and recording behavior, progress monitoring, engaging parents as partners, and more.

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

- **Early Screening and Intervention: The Final Frontier in School Readiness:** Grantmakers for Children, Youth, and Families recently held their 21st Annual Conference, which included a Pre-Conference Institute on early screening and intervention. This session was coordinated by the W.M. Keck Foundation and featured several grantmakers sharing examples of public/private partnerships in early intervention. To learn more, please go to: [http://www.gcyf.org/programs/programs\\_show.htm?doc\\_id=409618](http://www.gcyf.org/programs/programs_show.htm?doc_id=409618).
- **New American Academy of Pediatrics Report Underscores Importance of Play:** The American Academy of Pediatrics has released a new report highlighting the importance of free and unstructured play in the healthy development of children's social, emotional and cognitive abilities. "The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds" notes that that a loss of free time and a hurried lifestyle can cause stress, anxiety and depression in children. <http://www.aap.org/pressroom/playFINAL.pdf>
- **New National Autism Registry:** The Kennedy Krieger Institute recently launched the first national online autism registry. The Interactive Autism Network (IAN) is designed to promote autism research by linking researchers and families. Visit the website to stay informed about autism research, provide feedback, share information and become part of an important national research effort. For more information go to <http://www.ianproject.org/>.
- **New Autism Web Site for Spanish-Speaking Families:** A new Web site, created by families for families, provides information in Spanish about Autism Spectrum Disorders (ASD). A chat room and forum area are under development. These will be moderated by parents of children with autism. Two doctors and an advocate will help to answer questions. <http://www.manitasporautismo.com>.
- **HEALTHY CHILDCARE MENTAL HEALTH SERIES: 2nd ARTICLE:** Healthy Child care is a bimonthly publication for childcare programs devoted to health and safety issues. During 2006, it is focusing on mental health, with one article appearing in each of the first five issues, followed by a special issue devoted to mental health. The second article in the series, Promoting Mental Health for Infants, is now available in the current February-March issue. To receive a free issue, send your name, organization, and address via e-mail to: [info@healthychild.net](mailto:info@healthychild.net). For more information on how to subscribe, go to: <http://www.healthychild.net/>
- **New Campaign and Free Materials to Help Child Care Facilities Identify Early Signs of Autism or Delays:** The Centers for Disease Control and Prevention (CDC), in collaboration with a coalition of national partners, is launching a new phase of the "Learn the Signs. Act Early" public awareness campaign. This childhood development campaign is

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designed to help increase awareness about the importance of tracking a child's social and emotional development, including the potential early warning signs of autism and other developmental disabilities. For the full Press Release along with more information on the "Learn the Signs. Act Early" campaign go here:

[http://www.cdc.gov/od/oc/media/pressrel/r061108.htm?s\\_cid=mediarel\\_r061108\\_x](http://www.cdc.gov/od/oc/media/pressrel/r061108.htm?s_cid=mediarel_r061108_x), For ordering information on the FREE Child Care Provider Resource Kit, click here: <http://www.cdc.gov/ncbddd/autism/actearly/>.

- **Children's Mental Health: Facts for Policymakers:** The National Center for Children in Poverty (NCCP) offers this fact sheet for policymakers, which highlights strategies to improve children's mental health. To learn more, please go to: [http://nccp.org/media/ucr06b\\_text.pdf](http://nccp.org/media/ucr06b_text.pdf).
- **Getting Smarter, Becoming Fairer: Renewing Our Schools, Securing Our Future:** It is not a coincidence that early identification and intervention are highlighted in this report by the Center for American Progress, a cutting-edge think tank in DC. Specifically, Getting Smarter, Becoming Fairer urges improvements in four areas. The major recommendation for Connecting Schools with Families and Communities is: "Establish community schools to address out-of-school needs, offering early screening to identify developmental and physical challenges, promoting home visits and support for struggling families, and encouraging greater parental involvement in children's education." (p.viii) The full recommendation elaborates on the importance of good screening and intervention: "...States should guarantee that every child receives early screening for developmental and physical challenges and developmental solutions to address any challenges identified. Children and families who face higher risks should receive professional home visits to provide additional assistance and, as needed effective interventions. Teachers must receive greater training on how to better engage parents as partners in the learning process." (p. 61) Getting Smarter, Becoming Fairer outlines the challenge for connecting schools with families and communities: "...an important factor in school readiness is early screenings for disabilities or developmental challenges. This should ideally occur before children reach pre-school age. Approximately 16% of all children have disabilities that affect their schooling, including speech-language impairments, mental retardation, learning disabilities and emotional or behavioral disturbances. Yet only about half of these disabilities are identified before a child enters school. The cost of not identifying these disabilities early on is high, as problems tend to compound and become more difficult to treat if not addressed right away." (p. 59) You can find the full Getting Smarter, Becoming Fairer report on the website of the Center for American Progress: [http://www.americanprogress.org/projects/education/files/full\\_report.pdf](http://www.americanprogress.org/projects/education/files/full_report.pdf).
- **Providing Web-Based Support for Families with Young Children with Disabilities:** This article, which appears in the most recent issue of Infants and Young Children, discusses using the Internet to provide advice for parents who have a serious and ongoing need to know how best to help their children. In the course of exploring issues like quality of information, accuracy, trustworthiness and information overload, the authors provide useful guidance for any professional organization planning to make better use of the Internet to communicate. [http://depts.washington.edu/isei/iyc/20.1\\_zait.pdf](http://depts.washington.edu/isei/iyc/20.1_zait.pdf).



- **Childhood Loss and Behavioral Problems: Loosening the Links:** (From a Children's Defense Fund Emerging Leader) I just received a copy of the attached article regarding the long term impact of childhood loss on behavior. It looks very good, and I thought others in the CDF leadership group would be interested in reading it. Here is an excerpt: KEVIN\* WAS IN PRISON when he described the trajectory of his life and, by his account, the long-lasting negative consequences of a major loss he experienced as a child: "I been in the system since I was a young youth. When I was five years old, my father got murdered, and that's when I started getting in trouble. In elementary school I became a problem child: fighting the teachers, not wanting to listen. Didn't care what happened. Because I lost something very, you know, special to me, and that was my father. My mother couldn't deal with me. I didn't want to listen to her. And that led me into boys' homes. Now the courts took over...." The 16 page pdf is attached.



Child Loss Behavior  
Problems....

- **Early Childhood Intervention Programs Save Money, Benefit Children:** Well-designed programs for disadvantaged children return more to society in benefits than they cost by enabling youngsters to lead more successful lives and be less dependent on future government assistance. Savings can range from \$1.26 to \$17 for each \$1 spent on the programs, according to the new RAND report, Early Childhood Interventions: Proven Results, Future Promise.  
<http://www.rand.org/pubs/monographs/MG341/index.html>.
- **Children's Mental Health: Promoting School and Life Readiness:** Each issue of Early Report, the newsletter of the University of Minnesota's Center for Early Education and Development, explores a specific topic related to young children and their families. The Spring 2007 issue explores infant and early childhood mental health from a variety of perspectives, including screening and assessment, environments and best practices.  
<http://education.umn.edu/ceed/publications/earlyreport/spring07.pdf>.
- **National Early Intervention Longitudinal Study Releases 10-Year Results:** Earlier this year, the National Early Intervention Longitudinal Study (NEILS) released the final report from a 10-year study that looked at policy issues related to infants and toddlers with disabilities and their families. The first national study of its kind, the [NEILS report](#) presents the findings on a national sample of children and their families, as well as discusses the implications for policy and practice.  
[http://www.sri.com/neils/pdfs/NEILS\\_Report\\_02\\_07\\_Final2.pdf](http://www.sri.com/neils/pdfs/NEILS_Report_02_07_Final2.pdf)
- **Developmental Problems and Early Intervention for Maltreated Children:** ZERO TO THREE and the Institute for Social and Economic Development (ISED) have collaborated to release [Literature Review: Developmental Problems for Maltreated Children and Early Intervention Options for Maltreated Children](#). This Literature Review addresses the vulnerability of children under 3 and the maltreatment that all too often occurs. The first part of the review underscores common developmental concerns that result, and the second part focuses on the positive impact of early intervention for maltreated infants and toddlers.

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