



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!

Resources on Social-Emotional Health, Intelligence and Emotional Resiliency

- **TOPIC: Learning to Read the Heart: Nurturing Emotional Literacy**

From the Northwest Regional Laboratory via Pam Pryfogle

Although schools have traditionally separated children's academic achievement from social and emotional development, increasingly educators are coming to the conclusion that a narrow focus on academics will not always bring results. A recent report from the Child Mental Health Foundation and Agencies Network, titled *A Good Beginning* (see the web link below), emphasizes that social and emotional school readiness is critical to a successful kindergarten transition, early school success, and even later accomplishments in the workplace. Yet the report concludes that many children enter school without the social and emotional readiness to succeed in school, putting them at high risk for early school failure.

In schools that foster resiliency for all children, academic and emotional literacy go together. Resilient children are children who remain competent and healthy despite exposure to misfortune or to stressful events. Researchers have identified a number of protective factors that foster resiliency: caring and support; consistent communication of clear, positive expectations to the child; and opportunities for meaningful participation in the social environment.

The sites below offer both theoretical and practical information for both schools and families to foster young children's resiliency and emotional intelligence. -Issue Editor, Rebecca Novick

- **A Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need to Succeed**, the authors argue that "what, how, and how much children learn in school will depend in large part on the social and emotional competencies they have developed as preschoolers." This monograph summarizes the research on the social and emotional risk and protective factors that predict early school outcomes and analyzes the federal policies that seek to improve these outcomes. The monograph then explores the existing gaps between research and practice and provides recommendations for change. <http://www.nimh.nih.gov/childhp/monograph.pdf>
- **The Center on the Social and Emotional Foundations for Early Learning** is focused on strengthening the capacity of Child Care and Head Start to improve the social and emotional outcomes of young children. Funded by Head Start and the Child Care Bureau, the Center is developing and disseminating evidenced-based, user-friendly

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information to help early educators promote children's social and emotional development and prevent challenging behavior. <http://csefel.uiuc.edu>

- **Emotions Matter: Making the Case for the Role of Young Children's Emotional Development for Early School Readiness** is an article from a Social Policy Report (Society for Research on Child Development). The article is based on the premise that children who are emotionally well-adjusted have a significantly greater chance of early school success while children who experience serious emotional difficulty face grave risks of early school difficulty. Implications for policy and avenues for intervention are explored. <http://www.srkd.org/spr16-3.pdf>
- **Emotions and Emotional Intelligence.** This page is an on-line bibliography in the area of emotions and emotional intelligence, describing current research findings and notes of interest. The main areas covered are:
 - A definition of emotional intelligence: "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions"
 - Emotions, including affect and mood
 - The Brain and the Neuropsychology of Emotions
 - Methods for Researching Emotions
 - Reference: <http://trochim.human.cornell.edu/gallery/young/emotion.htm>
- **Early Years Are Learning Years: Make Them Count!** is an ongoing effort of the National Association for the Education of Young Children (NAEYC) to focus attention on the importance of the early years for children's learning and all aspects of development.. EYLYs are short information pieces designed as communication tools for use by adults involved with children to make sure the early years are learning years. <http://www.naeyc.org/resources/eyly/default.asp>
 - In this site, you will find a number of articles on emotional development including:
 - Safe Schools Can't Save Children
<http://www.naeyc.org/resources/eyly/1999/08.htm>
 - Discussing the News with 3-to7-yearOlds: What To Do
<http://www.naeyc.org/resources/eyly/1998/22.htm>
 - "I Can Do it Myself": Encouraging Independence in Young Children
<http://www.naeyc.org/resources/eyly/1997/27.htm>
 - Starting Small: Fostering Kindness in the Classroom

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<http://www.naeyc.org/resources/eyly/1997/23.htm>

- Self-Esteem and Young Children: You Are the Key
<http://www.naeyc.org/resources/eyly/1998/15.htm>
- ResilienceNet brings together information available through the Internet and conventional published sources about the development and expression of human resilience. Also available in Spanish, the site focuses on resilience in children, youth, and families. Additional topics, especially as they impact on children, youth, and families, are included as well, such as:
 - resilience of communities
 - resilience and life-long physical and mental health
 - resilience related to culture, ethnicity, and gender
 - children and adults at risk
 - <http://ericps.crc.uiuc.edu/resnet/abtrnet.html>
- This site also has a good list of Internet Resources on Resilience
<http://ericps.crc.uiuc.edu/resnet/links.html>
- A bibliography of programs and projects is found at
<http://ericps.crc.uiuc.edu/resnet/biblio/bib3.html>
- **National Network for Family Resiliency.** The NNFR Research Work Team facilitates information about past and current research, interaction among investigators, research needs and questions, and application of research on family resiliency. The site features research abstracts and an annotated bibliography. <http://www.nnfr.org/>
- **The Search Institute** is an independent, nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. In an effort to identify the elements of a strength-based approach to healthy development, Search Institute developed the framework of developmental assets. This framework identifies 40 critical factors for young people's growth and development. When drawn together, the assets offer a set of benchmarks for positive child and adolescent development. <http://www.search-institute.org/research/assets/index.htm>
- **NCREL Monograph: Developing Resilience in Urban Youth.** This paper discusses the characteristics of resilient children and how to build protective processes within and around children so that they overcome risk at critical decision-making moments in their lives. The paper outlines a research-based definition of resilience, four major protective mechanisms that foster resilience, and examples of strategies that help to build those protective processes for students. Three critical transition periods for students are explored, followed by

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recommendations for programs and policies during each transition period.

<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le0win.htm>

- **Talking with Kids about War: Pointers for Parents.** In this article, authors Alvin Poussaint, M.D. and Susan Linn, Ed.D. offer a frame work for talking with children about war. They conclude, "Whatever we feel about what's happening in Iraq, we want to encourage children to continue to be curious about the world, to value peaceful resolutions to problems, and to feel free to come to us with questions and concerns."
<http://www.familyeducation.com/article/0,1120,1-4412,00.html>
- **Supporting Young Children During War and Conflict** is a resource from NAEYC that offers strategies for helping adults give children emotional support and show them that they are safe and secure. http://www.naeyc.org/resources/news/Supporting_Children.htm
- **Mr. Roger's Neighborhood** offers resources for parents and educators on a variety of issues, including learning, angry feelings, bedtime, child care, rules and discipline, sharing, and this article on fears. "Fears are a normal part of growing up and children need your caring help until they get over their fear," write the authors. We will miss you, Mr. Rogers.
http://www.misterrogers.org/families/fears_main.asp
- **A New Brief Highlights the Importance of Focusing on Preschoolers' Social and Emotional Development:** In a time when children's academic achievement is being emphasized, the National Institute for Early Education Research (NIEER) released a report that suggests the importance of continual development of young children's social and emotional skills. The report points out that one of the top complaints from Kindergarten teachers is children's inability to regulate their own behavior. The report provides recommendations to policymakers to invest in preschool programs that support social and emotional development. To view the report, visit: <http://nieer.org/docs/index.php?DocID=125>.
- **Web Resource: The Georgetown University Center for Child and Human Development** has many great resources, including an ongoing series of conference calls on cultural competence, social and emotional development of young children, etc. Visit them at: <http://www.georgetown.edu/research/guccd/index.html>
- **FUNDING GUIDE FOR POLICYMAKERS AND ADVOCATES:** The National Center for Children in Poverty (NCCP) released Spending Smarter: A Funding Guide for Policymakers and Advocates to Promote Social and Emotional Health and School Readiness. The guide is designed to help state and community policymakers, agencies, families, and other advocates maximize the impact of existing funding streams to support positive social and emotional development, early intervention, and treatment strategies that can improve school readiness. Both an Executive Summary and the full report are available at http://nccp.org/pub_ssf.html
- **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

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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>

- **Early Childhood Comprehensive Systems that Spend Smarter Maximizing Resources to Serve Vulnerable Children:** The National Center for Children in Poverty (NCCP) also released its first Project THRIVE Issue Brief, Early Childhood Comprehensive Systems that Spend Smarter Maximizing Resources to Serve Vulnerable Children. The brief looks at state Early Childhood Care Systems (ECCS) grant projects to identify ways in which they can promote smarter spending for vulnerable young children as they plan for and implement new, more integrated systems. It has a special focus on promoting social and emotional health and well-being as the foundation for health and school readiness.
<http://www.nccp.org/media/PTbrief1.pdf>

- **Stressed out kids article** (thanks to Eric Peterson for passing along) .

<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2007/06/03/INGE5Q5QCO1.DTL&hw=let+children+be+children&sn=001&sc=1000>

From the article—"Twenty years ago, I had a conference with a parent, a Sikh, whose child was brilliant. I was prepared to show him all her academic work, but he brushed it aside and said, "Yes, yes, I know she is quite smart, but I want to know how her soul is developing."

- **Children and Peace: New Preschool Curriculum on Bullying and More:** The Media Initiative for Children, developed by NIPPA (The Early Years Organization in Northern Ireland) and the Peace Initiative Institute (Pii) is a coordinated educational program that utilizes a combination of 60-second video clips and preschool curricula to communicate the value of respecting and including others who are different. The three types of differences highlighted in the program are physical, ethnic and sectarian. A fourth area, currently being developed, will focus on bullying. The Media Initiative for Children provides young children with an opportunity to openly discuss and acknowledge the feelings associated with similarities and differences between themselves and others. For information about this successful program and to view and download video clips go to: <http://www.pii-mifc.org/>
- **WestEd Research and Development Bulletin focuses on Early Childhood Education:** Children are born ready to learn, but not ready for school. Infants' earliest relationships with their caregivers are closely linked to their success in the classroom later in life. These early interactions form the basis of children's social and emotional well-being, which in turn impacts their ability to attend to the important tasks associated with learning language and growing intellectual competency. "Social and emotional development is the



foundation for school readiness, and this development begins in infancy," says Virginia Reynolds, director of WestEd's Center for Prevention and Early Intervention (CPEI), which focuses on young children with disabilities and their families in a variety of settings. Yet, many caregivers who work with infants and toddlers aren't putting research findings to good use, adds J. Ronald Lally, "Unfortunately, despite the recommendations from the scientists, most school readiness initiatives persist in relating to infants and toddlers as though they were older. But because of their unique style of learning, which is a blend of great vulnerability and incredible learning competence, they need to be treated differently from how you treat first graders." In effective early learning settings, children learn they have someone to rely upon, so they feel secure, and thus become more eager to try new things. With guidance, they learn to persist and experience mastery. The lessons learned from these early interactions and relationships form the basic building blocks for later learning. One goal of early childhood education is to help children become self-confident enough to explore and self-regulated enough to function in a classroom. If you go to this site, http://www.wested.org/online_pubs/rd-05-03.pdf you can view a pdf for free, or order one printed copy at no charge.

- **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 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, For ordering information on the FREE Child Care Provider Resource Kit, click here: <http://www.cdc.gov/ncbddd/autism/actearly/>.
- **Play: Essential For All Children:** The legendary and highly regarded report presents ACEI's beliefs about play and cites the supporting research and theory. Then, authors then describe the guiding principles and practices for play experiences. Finally, ACEI's call to action on play is presented. The Association recognizes the need for children of all ages to play and affirms the essential role of play in children's lives. <http://www.acei.org/playpaper.htm>.
- **A Compact for Developing the Whole Child:** A new report from the Association for Supervision and Curriculum Development, *The Learning Compact Redefined: A Call to Action*, provides the impetus for educators, policymakers, parents, community leaders, and other stakeholders to change the conversation about learning and schooling from reforming its structures to transforming its conditions so that each child can develop strengths and restore unique capacities for intellectual, social, emotional, physical, and spiritual learning. The



Compact asks local, state, and national policymakers to ensure conditions that support comprehensive approaches to learning – to engaging the whole child. Download at <http://www.ascd.org/learningcompact>.

- **A "National Childlife Preserve:" SOUTH AUSTIN PRESCHOOL DOESN'T MAKE CHILDREN LEARN THEIR ABCs:** Habibi's Hutch, a Texas preschool celebrating its 25th anniversary this year, calls itself a "Natural Childlife Preserve." It doesn't make children sit down and learn their ABCs or separate them into different classes or even say "please" or "thank you," said Andrew Urbanus, the school's director. Children ages 18 months to 4 years spend as much time as possible outdoors in a huge backyard filled with swing sets, sand piles, playhouses and toys learning how to get along with each other, Urbanus said. If children can learn how to talk to each other, or even yell when they're upset, then there will be less biting and hitting, he said. Teachers constantly watch over the students and help them talk to each other when fights begin, he said. Children are allowed to cover their bodies with washable paint, run around in their underwear and walk barefoot over the sand-covered outdoor play area. Urbanus said no child has been kicked out of Habibi's, which means "beloved one" in Arabic. More than 60 children are enrolled at the school, reports Claire Osborn in the American-Statesman. The young students perform their own plays and have cooking classes with items such as pasta, salad and banana bread on the menu once a week. There is a two-hour nap time every day. Susan Empson, an associate math professor at the University of Texas, said her children attended Habibi's Hutch 10 years ago. "My kids were well prepared for kindergarten even though they hadn't had a curriculum that helped them learn to count," Empson said. <http://www.statesman.com/news/content/news/stories/local/01/22/22preschool.html>.
- **Every Child, Every Promise: Turning Failure into Action:** A study by America's Promise – The Alliance for Youth says two out of every three young people are not receiving the "promises" from society required to assure that they succeed. The Every Child, Every Promise: Turning Failure into Action report takes a whole child approach, measuring the presence and impact of five fundamental resources — or promises — research has shown affect the development and lives of America's youth. The report breaks down the promises as follows: 1. Caring adults 2. Safe places and constructive use of time 3. A healthy start and development 4. An effective education 5. Opportunities to make a difference helping others. For school-age children, the report says 31 percent receive four to five promises, 48 percent receive two to three promises and 21 percent receive zero to one promise. Among the recommendations in the report are investment in early childhood education and passage of the Calling for 2-1-1 Act that would create a nationwide 2-1-1 telephone service for easy access to information and referral services on how Americans can give and receive help for children. The Founding Chair for America's Promise is Gen. Colin Powell and his wife, Alma J. Powell, is the Chair. <http://www.americaspromise.org/ECEP.aspx?id=208>



- **Supporting Growth and Development of Babies in Child Care: What Does the Research Say?:** This brief outlines research to make the case that state policies can promote the quality and continuity of early childhood experiences and positively impact the healthy growth and development of babies and toddlers in child care—the central tenet of the Charting Progress for Babies in Child Care project, conducted by CLASP with ZERO TO THREE. The majority of infants and toddlers will spend some time in non-parental care during these early years; and research shows that secure relationships with parents and caregivers are of primary importance for cognitive, social, and emotional development. The project will highlight how state child care subsidy, licensing, and quality enhancement policies can increase the odds that vulnerable babies and toddlers have positive early learning and development experiences when in child care settings. http://clasp.org/publications/supporting_babies.pdf