

Additional Resources for Tell Me A Story

In an effort to provide selected supportive materials, we have included the following short papers, originally included in the Family Connections Materials:

Short Papers:

Better Parent Communication: What Do I Say When a Parent Tells Me Something Difficult?

Better Communication with Children: Responding to Challenging Subjects

Parenting, Depression, and Hope: Reaching Out to Families Facing Adversity

Fostering Resilience in Families Coping With Depression: Practical Ways Head Start Staff Can Help Families Build on Their Power to Cope

Understanding Depression Across Cultures

Communicating Across Language and Culture: How Do I Reach Out to Parents Who Are Immigrants?

*Encouraging an Expressive Environment: Supportive Communication From the Inside Out
Self-Reflection and Shared Reflection as Professional Tools*

The complete *Family Connections Materials* are also available at www.childrenshospital.org/familyconnections and at www.ECLKC.ohs.hhs.gov

Those interested in additional resources for early childhood books with social-emotional themes should consider:

CSEFEL's Book List and Book Nooks

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) website (www.vanderbilt.edu/csefel/index.html) is a rich resource for teachers, caregivers and families interested in accessing information on children's healthy social-emotional development.

Included in the CSEFEL resources is a section devoted to Practical Strategies for Teachers and Caregivers (<http://www.vanderbilt.edu/csefel/resources/strategies.html#booklist>). This section includes a **Book List**, an extensive selection of early childhood books organized by social-emotional theme and **Book Nooks**, a group of early childhood book guides that provide practical strategies on how to support children's social-emotional development. Each book on the list contains a description of the book, examples of activities that can be used before reading the book, while reading the book, and after reading the book.

CSEFEL is focused on promoting the social-emotional development and school readiness of young children birth to five years old through the dissemination of research and evidence-based practices to early childhood programs across the country.

Those interested in related literature should consider the following:

- Bardige, B., & Segal M.M. (2005) Building literacy with love: A guide for teachers and caregivers of children from birth to age 5. Washington D.C.: Zero to Three Press.
- Beardslee, W., Avery, M., Ayoub, C., & Watts, C. (2009). Family Connections: Helping Early Head Start/Head Start Staff and Parents Make Sense of Mental Health Challenges. *Journal of Zero to Three*, 29:6, 34-43.
- Beardslee, W. (2003) When a parent is depressed: How to protect your children from the effects of depression in the family. Boston: Little Brown, and Company.
- Brewer, J. (2001). Introduction to early childhood education: Preschool through primary grades. (4th Ed.) Boston: Allyn and Bacon.
- Cicchetti, D., & Beeghly, M. (1987). Symbolic development in maltreated youngsters: An organizational perspective. *New Directions for Child Development*, 36, 47-68.
- Denham, S.A., Blair, K.A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., & Queenan, P. (2003). Preschool emotional competence: pathway to social competence. *Child development*, 74 (1), 238-256.
- Doyle, B. G., & Bramwell, W. (2006). Promoting emergent literacy and social-emotional learning through dialogic reading. *International reading association*, 554-564.
- Dickinson, D. K., & Smith, M. W. (1994). Long-term effects of preschool teachers' Book readings on low-income children's vocabulary and story comprehension. *International reading association*, 105-122.
- Massey, S.L. (2004). Teacher-child conversations in the preschool classroom. *Early Childhood education journal*, 31(4), 227-231.