



NATIONAL CENTER ON  
Early Childhood Health and Wellness

# Mental Health Newsletter

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## Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is jointly funded by the Office of Head Start and the Office of Child Care to disseminate research and evidence-based practices to early childhood programs across the country. CSEFEL promotes the social-emotional development and school readiness of young children birth to age 5. This issue of the Mental Health Services Newsletter highlights some of CSEFEL’s evidence-based training and technical assistance resources, including guidelines for effectively addressing challenging behavior. The resources are broken down by what would be most useful to you if you are an early educator, mental health consultant or other facilitator, or parent.



## Resources for Early Educators

### [Book List: Using Books to Support Social Emotional Development](#)

This PDF provides book recommendations for a variety of social-emotional topics including friendship and family relationships, feelings, problem-solving and behavior expectations.

### [Problem-Solving Steps Poster](#)

This printable poster provides a simple 4-step process to support children's developing problem-solving skills.

### [Scripted Stories for Social Situations Tip Sheet](#)

Scripted Stories for Social Situations helps children understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and/or social rules. These are brief descriptive stories that provide information regarding a social situation. When children are given information that helps them understand the expectations of a situation, their problem behavior within that situation is reduced or minimized. The following is one of the scripted stories available on CSEFEL - [Tucker Turtle Takes Time to Tuck and Think](#) English [La Tortuga Tucker Toma Su Tiempo Para Pensar y Actuar](#) Español

### [Solution Kit: Printable posters showing good behavior](#)

These colorful 8-1/2 x 11 pictures can be shown in the classroom to help children identify and use appropriate responses during social interactions

## Resources for Mental Health Consultants and Other Program Leaders

### [Decision-Making Guidelines: 1. Choosing Curricula, 2. When to Seek Outside Help](#)

These two-page documents assist program leaders in selecting an appropriate social-emotional curriculum and determining when to seek outside help for a child's challenging behavior.

### [Infant/Toddler Training Modules: Promoting Social and Emotional Competence](#)

Four training modules include facilitator guides, trainer scripts, PowerPoint Slides, participant handouts, and training video clips for supporting early care and education providers who work with children birth to 2 and their families.

### [Preschool Training Modules: Promoting Social and Emotional Competence](#)

Four training modules include facilitator guides, trainer scripts, PowerPoint Slides, participant handouts, and training video clips for supporting early care and education providers who work with children ages 2 to 5 and their families.

### [Parent Training Modules: Positive Solutions for Families](#)

Six modules help professionals working with parents to promote positive and effective parenting behaviors. Modules address topics such as "Why do Children Do What They Do?" and "Teach Me What To Do!" Includes a Family Workbook, and a Facilitator's Guide.



## Resources for Families

### [Make the Most of Playtime](#)

This six-page booklet provides families and other caregivers with an overview of the developmental stages of play skills from birth to age 3. It includes age-appropriate strategies for using play to build healthy family relationships and supporting children's development.

### [Teaching Your Child to Become Independent with Daily Routines](#)

This five-page resource highlights typical self-help skills of infants and young children through age 5. Routine-based strategies for nurturing developing independence and addressing related challenging behaviors are also provided.

### [Teaching Your Child to Cooperate with Requests](#)

This four-page resource gives families and other caregivers strategies for supporting preschoolers' increasing ability to take on simple and meaningful responsibilities. Tips include understanding age-appropriate expectations and handling situations when children are unable or unwilling to comply with adult requests. The Center on the Developing Child at Harvard University provides a variety of resources on resilience and early childhood.



## NATIONAL CENTER ON Early Childhood Health and Wellness

The National Center on Early Childhood Health and Wellness welcomes your feedback on this newsletter issue as well as your suggestions for topics for future issues. Please forward your comments to [health@ecetta.info](mailto:health@ecetta.info) or call (888) 227-5125.

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***School readiness begins with health!***