Social-Emotional Development in the Early Years: A Common Message Paper

Halton Early Years Mental Health Committee [Infant through to 6 years of age] Region of Halton
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Social and Emotional Development in the Early Years: A common message paper

What is this resource about?
Social-Emotional Development in the Early Years: A Common Message Paper is a resource that describes the factors that contribute to the healthy social and emotional development of young children and how that process unfolds.

It is a collection of existing, evidenced-informed information, authored by a number of key organizations that support best practice related to the healthy social and emotional development of young children. The factors contributing to healthy social and emotional development of young children were identified by Evidence In-Sight, a free consultation service offered by the Ontario Centre of Excellence for Child and Youth Mental Health, providing the foundation for the development of a list of related common messages.

This resource provides:
- A list of evidence informed common messages related to healthy social and emotional development of young children
- Support and information related to each message
- Resources and links supporting further learning

Who is this resource for?
This resource is for practitioners working with families during the prenatal period and/or with children from birth to six years.

This information is current at the time of printing as of May 2014. For the most current information please refer to the website: Our Kids Network.
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Preamble

The early years provide the foundation for a child’s mental health or social emotional development. Infant-Early Childhood Mental Health (I-ECMH), sometimes referred to as social and emotional development, is the developing capacity of the child from birth to 5 years of age to:

- form close and secure adult and peer relationships;
- experience, manage, and express a full range of emotions; and,
- explore the environment and learn — all in the context of family, community, and culture. (Cohen, J., Oser, C., & Quigley, K., 2012)

The development of these capabilities occurs at the same time as a wide range of highly visible skills in mobility (motor control), thinking (cognition), and communication (language). The foundations of social competence that are developed in the first five years of life are linked to emotional well-being and affect a child’s later ability to functionally adapt in school and to form successful relationships throughout life.

As a person develops into adulthood, these same social skills are essential for the formation of lasting friendships and intimate relationships, effective parenting, the ability to hold a job and work well with others, and for becoming a contributing member of a community. (Centre on the Developing Child Harvard University, 2004)

The Early Years Mental Health Committee’s vision for families in Halton is that they are strong and stable, emotionally healthy and equipped to nurture their children so that they are ready to learn and reach their full potential. Providing families with accurate advice and support to attain the knowledge, skills, confidence and emotional well-being necessary for healthy attachment strengthens the most powerful teaching relationship there is between parent and child, establishing a foundation for healthy development. (Child Health Guidance Document Standards, Programs & Community Development Branch Ministry of Health Promotion, May 2010)

Purpose

The purpose of this paper is to provide health practitioners and organizations with a list of common messages central to healthy social and emotional development to facilitate their understanding of the important factors that promote positive mental health in infants and young children.

Developing a workforce that has a shared understanding of the experiences, resources and protective factors that foster healthy social and emotional development in children as well as knowledge of how this process unfolds strengthens our ability to:

- Provide families/caregivers with information and support to enhance parenting skills that support their child’s healthy social and emotional development
- Identify strategies to help all families/caregivers attain the knowledge, confidence, skills and emotional well-being necessary for optimal mental health of infant/child
- Understand when children/families/caregivers would benefit from additional help and support
• Mitigate factors that can negatively impact a child’s social and emotional development
• Ensure that children and families/caregivers are linked to the ‘right people providing the right services at the right time’.

Evidence-informed common messages can be used to:
• Increase awareness of the importance of the early years in providing the foundation for children’s mental health
• Orientate, educate and align a shared understanding of factors that contribute to the optimal social and emotional development of young children
• Tailor marketing and/or communications promoting the social and emotional development of young children (e.g. tweeting, blogging)
• Link to and strengthen related regional projects and/or common messages such as; Breast Feeding Initiative, Parent Strategy, Early Identification Initiative, Developmental Assets and Bullying Prevention projects

Disclaimer statement

The Early Years Mental Health Committee identified a community wide need for a better understanding of the specific factors and/or key messages related to the healthy social and emotional development of young children 0 – 6 years of age. We engaged Evidence In-Sight, a consultation branch of the Ontario Centre of Excellence for Child and Youth Mental Health, to conduct a literature review on our behalf to address this issue.

The findings of this search represented a Level 1 Evidence In-Sight response. A Level 1 response involves a quick search and summary of the research literature and grey literature. It is a snapshot and not an exhaustive search or systematic review. The findings within their final report were intended to inform in a timely fashion, and do not imply an extensive knowledge of the current practice.

The Early Years Mental Health Committee then generated a list of common messages, with a local context, synthesized from the literature review conducted by Evidence In-Sight. The paper was further enhanced by providing a brief overview of how social and emotional development unfolds in early childhood, describes some of the critical skills and abilities that help children succeed and includes a list of pre-existing resources to support further learning.

This paper represents a summary of existing evidence. It does not give explicit practice or policy recommendations. It is meant as a reference only, to support a better understanding of the experiences, resources and protective factors that foster healthy social and emotional development of young children and to assist in identifying opportunities for future professional development with an individual’s and/or agency’s scope of practice.

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This entire document is made for non-commercial use. This document should not be modified, copied, distributed, reproduced, published, licensed, transferred or sold in whole or in part without the prior written consent of Halton’s Early Years Mental Health Committee.
Summary of common messages related to the healthy social and emotional development of children

Below is a list of common messages, synthesized from a review of the research related to factors contributing to healthy social and emotional development of young children undertaken by Evidence In-Sight, the Ontario Centre of Excellence for Child and Youth Mental Health. The supporting research for each message is described in further detail in the pages that follow.

Positive, caring relationships in the early years are the 'building blocks' for social development.

Relationships in the early years set the stage for all other relationships in a child’s life providing the foundation for social development.

Secure attachment to a loving caregiver sets the stage for healthy child development.

A child who is securely attached is more self-confident and enthusiastic in exploring their environment and more competent in mastering new challenges. This exploration provides experiences that are important for development.

Consistent and responsive caregiving fosters security in a young child.

A child’s primary caregiver plays a major role in socio-emotional development. Consistent and responsive caregiving fosters a sense of security in a young child promoting confident exploration of the surrounding environment.

Goodness of 'fit' matters.

Inborn, biological traits determine whether a child is more likely to be adaptable, slow to warm or spirited. It is important for caregivers to understand their child’s natural strengths and challenges and adopt caregiving strategies that make the environment as supportive as possible for the unique temperament of their child.

Nurturing environments help to shape the developing brain.

The early years are a critical time in brain development, and a supportive, stimulating and caring environment supports development and positive lifelong outcomes.

Play is the work of children. Learning happens through play.

Play positively supports children’s social/emotional, physical, cognitive, language and literacy skills. It is essential to a child’s overall healthy development. Play has an essential role in building children’s resilience across adaptive systems – pleasure, emotion regulation, stress response systems, peer and place attachments, learning and creativity.
**Toxic stress interferes with healthy brain development.**

Stress in small doses in the context of a supportive environment is important for healthy development. ‘Toxic’, chronic stress however can hinder development by interfering with the healthy development of the brain and a child’s ability to learn.

**Resilient parents/caregivers raise resilient kids. Resilient children are more likely to thrive.**

By learning to be positive, committed, and persevering, children (and adults) can increase resiliency. People who are more resilient are less likely to experience depression and anxiety, and more likely to have healthy relationships (Offord Centre for Child Studies, 2009c).

**Children develop within the context of their culture.**

Culture defines a child’s overarching values, expectations, and behavioural norms providing the context for an individual child’s social and emotional development.
Factors contributing to healthy social and emotional development

All of the following factors contributing to healthy social and emotional development, with the exception of “Play”, were obtained through Evidence In-Sight, a free consultation service offered by the Ontario Centre of Excellence for Child and Youth Mental Health. To access the full report, please visit the Centre's website: http://www.excellenceforchildandyouth.ca/support-tools/evidence-in-sight/previous-requests

Based on grey literature sources and a variety of academic journal articles, the following factors appear to play a significant role in the healthy social and emotional development in children aged 0 to 6 years:

➤ Positive relationships
➤ Attachment
➤ Parenting practices
➤ Temperament
➤ Environment and brain development
➤ Play
➤ Stress and brain development
➤ Resilience
➤ Cultural considerations

Positive Relationships

Relationships have been described as the ‘building blocks’ for healthy development (Michigan Department of Community Health, 2003), guiding how children learn about the world around them (Klein 2005). Relationships in the early years set the stage for all other relationships in a child’s life (Chief Medical Officer of Health, 2011). Positive relationships are important for social development because they teach children to:

• care about other people
• understand other’s feelings
• cooperate and share
• to express their own opinions
• resolve conflicts
• form their own identity
• develop self-competence and self-worth

References:


Attachment

A concept related to parenting is attachment. Attachment describes the quality of the relationship a child has with their caregiver(s) and the sense of security an infant or child feels toward their caregiver(s). Attachment is established during the first year of life. Children demonstrate different types of attachment depending on their caregiver’s behaviour. A secure attachment develops through parenting that is consistently responsive, sensitive and comforting (Michigan Department of Community Health, 2003). Parents are able to understand and attend to their infants’ needs in a consistent, sensitive and empathizing manner (Offord Centre for Child Studies, 2009).

A child who is securely attached is more self-confident and enthusiastic in exploring their environment and more competent in mastering new challenges. This exploration provides experiences that are important for development. This attachment relationship also sets the stage for a child’s ability to understand relationships, emotion and morality (Klein, 2002). Parenting that is inconsistent, rejecting or hostile results in an insecure attachment and puts the child at risk for social and emotional developmental delays (Michigan Department of Community Health, 2003).

References:


Note:
Secondary Attachment figures

At the same time that babies are developing their primary attachment (either secure or insecure), they are usually developing secondary attachments to other familiar people. These secondary attachments can be either secure or insecure depending again on the...
adult’s ability to relate, so a baby can develop a secure attachment to one adult and an insecure attachment to another adult. In appropriate circumstance and given sufficient time and attention, children can develop enduring secondary attachment bonds to affectionate and responsive people such as grandmothers, nannies, aunts, neighbours or child-minders. Three or more secondary attachment figures in addition to a primary attachment figure can promote self-esteem in children, and is a psychological protective factor that can reduce the probability of mental health problems in the future. Being part of a big family is a protective factor. An isolated mother, alone with a child, is a risk factor. (Bowlby, 2008)

Parenting

Parenting plays a major role in socio-emotional development. Children tend to have the best experiences when they come from a home where positive or authoritative parenting was practiced (Offord Centre for Child Studies, 2009a). This means parents showed love, discipline and respect for their child. Research suggests that consistent and responsive parenting will foster a sense of security in a young child and allow for confident exploration of the surrounding environment (Maggi et al., 2010). This exploration, while knowing there is a safe ‘home base’ to return to, is critical to development.

One important point is that an interaction between a child and their parent is bidirectional, no matter the age of the child. That is to say, parenting is not just practicing certain actions and behaviours, but also the way in which these behaviours are interpreted by the child (Grusec, 2011). In order for children to perceive parenting efforts as positive and to comply with them, it is important for a parent to:

- be consistently warm, accepting and understanding toward their child
- show the child they have their best interest in mind
- provide structure and routine
- allow the child to feel a sense of autonomy.

References:

The Offord Centre of Child Studies. (2009a). The importance of parenting. The Centre of Knowledge on Healthy Child Development.


Temperament

Temperament has been defined as individual differences in emotional, motor and attentional reactivity to stimulation, and in patterns of behavioural and attentional self-regulation (Sanson, Hempill & Smart, 2004, p.143). It is usually considered to be a biologically based trait (as opposed to being developed through experiences) that is relatively stable across situations. The major theoretical frameworks in this area describe temperament in terms of dimensions, such as the degree of a child’s reactivity, self-
regulation, and inhibition. Generally speaking, temperament refers to whether a child is calm, irritable, or difficult. Temperament has been linked to social and emotional development. For example, the following dimensions of temperament have been shown to be related to certain behaviours:

- poor self-regulation and negative reactivity seem to be associated with externalizing behavior
- inhibition and negative reactivity have been associated with anxiety
- high self-regulation and low negative reactivity have been associated with the development of good social skills.

Research has investigated the potential interactions between a child’s temperament and parenting style. It is important for caregivers to understand their child’s natural strengths and weaknesses and adopt parenting strategies that make the environment as fitting as possible for the child, considering their temperament (The Offord Centre for Child Studies, 2012).

[Note: ‘Goodness of fit’]

*Thomas and Chess (1977, 1985) emphasized the importance of the ‘Goodness of fit’ between the environment, including the parents’ personality and values and the child’s temperament as important determinants of attachment security and developmental outcome. Goodness of fit occurs when the expectations of the caregivers and the environment fit with a child’s temperament characteristics. For example, the shy child who finds new experiences overwhelming might benefit from having her mother close by when she attends a birthday party. However, her parents would also make sure that she is encouraged to be around other children at the park and supported to play with them. A poor fit occurs when no adaptations are made to the environment and the child is not encouraged to overcome temperament challenges. (Landy, 2009)*

**References:**


**Environment and brain development**

A substantial amount of brain development happens in early childhood. Babies are born with an innate drive to explore their environment and reach out to people (babbling, crying, etc.), and healthy development occurs when infants have caregivers who respond to their efforts. This ‘serve and return’ process (Chief Medical Officer of Health, 2011, p. 12) leads to the development of basic brain circuits, upon which more intricate circuits are able to develop (Michigan Department of Community Health, 2003).
Babies are born with practically all of the neurons they will ever have, and during the early years, connections between these neurons are formed and reinforced. Caregivers need to be consistent in responding to the child’s needs, and provide opportunities for them to gain experience (e.g. by reading, talking, playing, exploring). In the absence of a stimulating and safe environment, some of these potential brain circuits will die away (Maggi et al. 2010). If this happens, the brain cannot develop to its full potential.

Some articles describe this process as similar to building the foundation for a house – a good foundation provides the support needed for all future development, and is not easily fixed if not built properly the first time (Chief Medical Officer of Health; Michigan Department of Community Health, 2003). Therefore, the early years are a critical time in brain development, and a supportive, stimulating and caring environment supports development and positive lifelong outcomes, while an unsupportive, unresponsive environment causes social, emotional and cognitive delays (Maggi et al. 2010).

References:


The Importance of Play

Play has an essential role in building children’s resilience across adaptive systems – pleasure, emotion regulation, stress response systems, peer and place attachments, learning and creativity. Adults need to ensure that the physical and social environments in which children live are supportive of their play; otherwise, their survival, well-being and development may be compromised. Children’s play has been documented throughout history by writers in literature and by artists in pictures. Play is evident across cultures and in games still played by children. (Hughes, F. 2003)

A growing body of research shows that every competency important to school success is enhanced by play (Isenberg & Quisenberry, 2002; Singer, 2006). For example, high-quality pretend play is related to children’s abilities to begin to think abstractly and to take the perspectives of others (Bergen, 2002; Berk, Mann & Ogan, 2006; Singer, Singer, Plason & Schweden, 2003). Connections between the complexity of children’s pretend play and early literacy, mathematical thinking, and problem solving are documented in this research literature. (Singer et al., 2006; Smilansky, 1990; Van Hoorn, Nouri, Scales & Alward, 2007)
When children play:

- They have many opportunities to apply mental representations of the world to new objects, people, and situations—the key ability for future academic learning
- They integrate all types of learning—physical, social, emotional, intellectual, and language development
- They are engaged in things they’re interested in—so they have a natural motivation to learn (Shonkoff & Phillips, 2000)
- Children develop concepts and skills together as they are integrated in the context of meaningful and playful experiences. Skills have limited value without concepts. For example, it doesn’t do a child any good to be able to count to five by rote unless she understands the quantity represented.

Key concepts learned through play:

- **The development of representational competence**
  Through pretend play, children develop the ability to use their imaginations to represent objects, people, and ideas.

- **The development of oral language and narrative understanding**
  Through dramatic play with objects, people, and imagined situations, children develop their oral language skills and capacity for narrative, or “thinking in stories”.

- **The development of positive approaches to learning**
  When children are engaged in activities they have chosen, learning is enjoyable because it is based on their own curiosity and connected to a sense of mastery.

- **The development of logic**
  Through play with blocks, clay, sand, water, and other materials, children develop skills in logic. They begin to learn scientific concepts such as cause and effect and mathematical concepts such as quantity, classification, and ordering. They practice inventing strategies for solving problems.

- **The development of self-regulation and social negotiation**
  As children interact with each other, negotiating the sharing of materials or planning imaginative play, they learn concepts and skills in cooperating, advocating one’s own ideas and listening to others, handling frustration, and empathizing with others.

References:


emotional growth (pp. 74 – 100). New York: Oxford University Press.


**Stress and brain development**

Stress in early childhood can have positive or negative effects on social and emotional development depending on the nature and extent of the stress. A report prepared by the *Centre for the Developing Child* at Harvard University (2007) discusses three forms of stress:

- **Positive stress** is associated with short increases in stress hormones and normal physiological responses (e.g. increased heart rate) and occurs within the context of a supportive environment. These responses are a normal and important part of

Please Note: This information is current as of March 2014. Please visit the website Our Kids Network for the most current version.
development, as they help teach children mastery and self-control. The physiologic response to the stress returns to normal after a short period of time.

- **Tolerable stress** results from an event(s) that could invoke a large scale stress response (e.g. chronic increase in stress hormones and heart rate) but the presence of a trusted caregiver measurably decreases the stress response, preventing any damage to the developing brain.

- **Toxic stress** is associated with continued activation of the stress response system where there is no supportive adult to act as a buffer for the harmful effects of this chronic stress. This stress could also be caused by the maltreatment of the child’s caregiver. The high levels of hormones can cause damage to the developing brain and impede healthy social, emotional and cognitive development.

In summary, stress in small doses in the context of a supportive environment is important for healthy development, but toxic stress can hinder development by interfering with the healthy development of the brain and a child’s ability to learn self-control.

Reference:


Resilience

Resilience is a relatively new area of research related to healthy development. It refers to maintaining the ability to cope and remain hopeful despite facing adversity. Researchers noted that adults who were successful and content despite a childhood that would have predicted otherwise had this trait in common. By learning to be positive, committed, and persevering, children (and adults) can increase resilience. Parents or role models can teach children these qualities by demonstrating them. People who are more resilient are less likely to experience depression and anxiety, and more likely to have healthy relationships (The Offord Centre of Child Studies, 2009c).

Reference:


Cultural considerations

At a broad level, culture is an important influence for socio-emotional development. Culture defines a child’s overarching values, expectations, and behavioural norms. A family’s culture affects decisions such as when and how children are fed, where they
sleep, acceptable childcare arrangements, response to stressful situations, rules for discipline, and role expectations for the child and family members (Grusec, 2011). Culture is not something that can be altered to be ‘optimal’ for development, but it is important to understand that culture provides the context for an individual child’s social and emotional development (Grusec, 2011).

Reference:
How social and emotional development occurs

1. *Brains are built over time, from the bottom up.*

The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. Early experiences affect the quality of that architecture by establishing either a sturdy or a fragile foundation for all of the learning, health and behaviour that follow. In the first few years of life, 700 new neural connections are formed every second. After this period of rapid proliferation, connections are reduced through a process called pruning, so that brain circuits become more efficient. Sensory pathways like those for basic vision and hearing are the first to develop, followed by early language skills and higher cognitive functions. Connections proliferate and prune in a prescribed order, with later, more complex brain circuits built upon earlier, simpler circuits.

2. *The interactive influences of genes and experience shape the developing brain.*

Scientists now know a major ingredient in this developmental process is the “serve and return” relationship between children and their parents and other caregivers in the family or community. Young children naturally reach out for interaction through babbling, facial expressions, and gestures and adults respond with the same kind of vocalizing and gesturing back at them. In the absence of such responses – or if the responses are unreliable or inappropriate – the brain’s architecture does not form as expected, which can lead to disparities in learning and behavior.

3. *The brain’s capacity for change decreases with age.*

The brain is most flexible, or “plastic,” early on but as the maturing brain becomes more specialized to assume more complex functions, it is less capable of reorganizing and adapting to new or unexpected challenges. For example, by the first year, the parts of the brain that differentiate sound are becoming specialized to the language the baby has been exposed to; at the same time, the brain is already starting to lose the ability to recognize different sounds found in other languages. Although the “windows” for language learning and other skills remain open, these brain circuits become increasingly difficult to alter over time. Early plasticity means it’s easier and more effective to influence a baby’s developing brain architecture than to rewire parts of its circuitry in the adult years.

4. *Cognitive, emotional, and social capacities are inextricably intertwined throughout the life course.*

Reference:
The brain is a highly interrelated organ, and its multiple functions operate in a richly coordinated fashion. Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities, and together they are the bricks and mortar that comprise the foundation of human development. The emotional and physical health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important prerequisites for success in school and later in the workplace and community.

5. *Toxic stress damages developing brain architecture, which can lead to life-long problems in learning, behaviour, and physical and mental health.*

Scientists now know that chronic, unrelenting stress in early childhood, caused by extreme poverty, repeated abuse, or severe maternal depression, for example, can be toxic to the developing brain. While positive stress (moderate, short-lived physiological responses to uncomfortable experiences) is an important and necessary aspect of healthy development, toxic stress is the strong, unrelieved activation of the body’s stress management system. In the absence of the buffering protection of adult support, toxic stress becomes built into the body by processes that shape the architecture of the developing brain.

Note:

*Neuromaturation is directed by genetic mechanisms whose timing is regulated by and who’s unfolding is sensitive to environmental influences. Epigenetics is the term frequently used to describe this interaction between genes and environment. Insults to the developing nervous system of a fetus or child may have adverse consequences for later competence. The developing nervous system is vulnerable to a wide range of risks. Factors that are present in the parents prior to conception can influence reproductive health and future pregnancy outcomes. During the prenatal and perinatal period, the nervous system of the fetus is particularly vulnerable. After delivery, factors related to the child’s immediate social environment are additional concerns.*

Reference:

Note:

Even the process of adaptation that follows a specific insult to the brain is complex. Many times severe disabilities highlight the limitations of the central nervous system for recovery; but on the other hand, there is equal evidence of the brain’s ability to adapt to a wide variety of insults with apparently few sequelae. The young brain is more adaptive than the more differentiated mature brain; that is more changes in communicative pathways can be made (rewiring). The effect of an insult to the CNS may be insurmountable or be simply a risk factor that can be neutralized by a nurturant, caregiving environment. For the child, the interactions and relationships with caregivers are the most crucial elements in the environment. If these relationships are dysfunctional, even the most biologically resilient child will be at risk for later problems. When these relationships are supportive of adaptation, the child with severe neurological vulnerabilities may have the opportunity to thrive.

Reference:

Critical skills for healthy social/emotional development

Research demonstrates that children entering school with well-developed social and cognitive skills are most likely to be successful in school and later life. Some of the critical skills and abilities that children need in the transition to school are:

Executive function skills and self-regulation

The ability to hold onto and work with information, focus thinking, filter distractions, and switch gears is like an airport having a highly effective air traffic control system to manage the arrivals and departures of dozens of planes on multiple runways. Scientists refer to these capacities as executive function and self-regulation—a set of skills that relies on three types of brain function: working memory, mental flexibility, and self-control.

These three functions are not distinct, but rather, they work together to produce competent executive functioning. The building blocks of children’s capacities to retain and use new information, focus attention, control impulses, and make plans are acquired during early childhood, but the full range of executive function skills continues to develop into the adolescent years.

Reference:

Self-regulation includes:

1. Biological regulation (e.g., how well the child regulates her arousal states including hunger, awake/sleep, bowel/bladder).
2. Emotional regulation (e.g., how well the child monitors and modifies her emotional responses). A child who manages emotions well has the ability to cope with strong emotions and express them in socially acceptable ways. (Pearson, J., & Kordich Hall, D., 2006).
3. Cognitive regulation - how well the child can sustain and switch her attention; inhibit impulses; deal with frustration, delay, distractions; sequence her thoughts
4. Social regulation - a child’s mastery of rules of appropriate behaviour; how well the child can co-regulate and thereby develop pro-social attributes
5. Reflective thinking skills

Reference:
Shanker, S. (n.d.). Self-Regulation: Calm, Alert, and Learning* | Canadian Education Association (CEA)
Communication and language development

The ability to communicate is the basis of social and emotional well-being. It is dependent on both the desire and the ability to exchange ideas, feelings and concepts with others – verbally or otherwise. This skill is related to feeling trust in others. We use it to have our needs met, to indicate our likes and dislikes, to request information, to refute something, to socialize, as well as to establish and maintain relationships. (Parlakian R., 2003)

Problem solving skills

Problem solving skills are a critical survival skill. Problem solving skills are necessary to solve children’s own problems, which eventually will assist them to build self-composure, as well as self-esteem and self-confidence. Problem solving skills also help children confront any type of problem or obstacle that they may come across in society. (Loh, A. (n.d.))

Thinking skills (causal analysis)

Causal analysis is the ability to analyze a problem and accurately decide what its cause is. Researchers at the University of Pennsylvania have shown that what we think about stressful events or problems affects how we feel about these events and what we do about them. Children can develop thinking habits that become set patterns known as “thinking styles” or “explanatory styles.” Some thinking habits get in the way of children’s ability to look at problems accurately, find solutions, and bounce back. Resilient thinking allows children to be flexible—to step back and assess problems specifically and to decide what is accurate in a particular situation. For example, “I never get to be first in line” is revised to “It is not my turn to be first in line” or “I can’t do anything right” is replaced with “I’ll get better at this if I keep trying”. (Pearson, J., & Kordich Hall, D., 2006)
Confidence

Confidence is having a sense of control and mastery of one’s body, behaviour and world. When children are confident in themselves they feel that they are likely to succeed at their undertakings and expect adults to be helpful. (Parlakian, R., 2003)

Pro-social skills

Pro-social competence refers to a child’s ability to relate to teachers and others in positive ways in order to achieve certain social goals e.g. being liked and accepted, having friends and engaging in rewarding and reciprocal interactions with others (Landy, 2009). It involves:

- **Managing relationships** e.g. making friends, handling friendships; resolving conflicts; cooperating; collaborative learning – children successful in making friends respond to conflict in positive ways. They have the ability to be inclusive and more often able to express empathy and compassion. They often prevent conflict, so everyone has a better time playing. (Rubin, K. H., & Thompson, A., 2003)

- **Cooperativeness** – the ability to balance one’s own needs with someone else’s. We often think of cooperation as children doing what adults want – that is compliance. True cooperation means a joint effort – a give and take that is mutually satisfying. To develop a cooperative spirit in children, we need to help them understand how our requests and rules are good for everyone. (Parlakian, R., 2003)

- **Empathy**- Empathy is often described as understanding what it is like to walk in another person’s shoes. It’s the ability to understand the feelings and needs of another person. Children learn to understand and support others’ feelings by being understood and supported by those around them. (Pearson, J., & Kordich Hall, D., 2006) Despite being able to show some signs of empathy, such as attempting to comfort a crying baby, from as early as 18 months to two years, most children do not demonstrate theory of mind until around the age of four.
Competencies for practice

The Infant Mental Health Promotion team has developed a series competencies and practice guidelines for professionals working with young children to support high quality services in the field of infant and young child mental health. These guidelines are applicable to a wide range of services and disciplines where infants and families are concerned.

We strongly encourage each organization to take this opportunity to review the list of Competencies for Practice in the Field of Infant Mental Health noted below and:

- Define a baseline level of competencies for staff working with families with young children within their scope of practice
- Assess the current level of staff knowledge and skills related to the base line competencies defined for their scope of practice
- Identify opportunities to enhance staff baseline competencies related to their scope of practice
- Identify a process for staff to access support and to consult ‘within the system of services in order to meet the wide variety of needs presented by infants and families’.

The Infant Mental Health Promotion team has also developed interactive learning modules that can be used to support staff training and individual learning plans.

The learning modules address the following topics:

1. Competencies for Practice in the Field of Infant Mental Health
2. Core Prevention and Intervention for the Early Years
3. Organizational Policies & Practices to Support High Quality Services in the field of Young Child Mental Health
4. Vicarious Trauma in the Workplace – Supporting Practitioner Effectiveness with Young Children in High Risk Families

The learning modules can be found at:
# To Learn More

## Overview of Social and Emotional Development

<table>
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<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Alberta Family Wellness**<br>[http://www.albertafamilywellness.org/resources/learning-modules](http://www.albertafamilywellness.org/resources/learning-modules) | A series of online learning modules discussing early brain development and the factors influencing healthy brain development which include:  
- The Frameworks of Early Brain Development  
- Stress & the Biology of Development  
- Addressing the Enduring Challenges of Toxic Stress  
- The Foundations of Life Long Health  
- Clinical Implications |
| **BC Healthy Child Development Alliance, Social and Emotional Development in the Early Years**<br>[http://www.childhealthbc.ca/bchcda-forums](http://www.childhealthbc.ca/bchcda-forums) | A series of training materials on 'Social and Emotional Development in the Early Years'. Content includes:  
- Typical social emotional development in the early years (0-3)  
- Signs that additional support may be needed  
- Strategies and resources for promoting healthy social emotional development |
| **Center for Early Childhood Mental Health Consultation's (CECMHC) Best Practice Tutorial Series**<br>[http://ecmhc.org/tutorials/index.html](http://ecmhc.org/tutorials/index.html) | This series is designed to enhance skills and knowledge around how to implement effective mental health consultation in Head Start and Early Head Start (HS/EHS) programs. Tutorials include:  
- Strengthening Early Childhood Mental Health Consultation in Head Start and Early Head Start Programs  
- Defining Early Childhood Mental Health Consultation and the Consultant Role  
- The Effective Mental Health Consultant  
- Mastering the Consultative Stance  
- Partnering with Families in Early Childhood Mental Health Consultation  
- Recognizing and Supporting the Social and Emotional Health of Young Children Birth to Age Five  
- Recognizing and Addressing Trauma in Infants, Young Children, and their Families  
- Developing a Vision and Strategic Planning for Early Childhood Mental Health Consultation Services  
- Implementing and Evaluating ECMHC Services  
- Cultural and Linguistic Competence in Early Childhood Mental Health Consultation |

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**PLEASE NOTE:** This information is current as of March 2014. Please visit the website [Our Kids Network](http://www.ourkidsnetwork.org) for the most current version.
A series of resources supporting the findings from recent scientific publications and presentations by the Center on the Developing Child which includes:

**InBrief Series:**
- The Science of Early Childhood Development
- The Impact of Early Adversity on Children's Development
- Early Childhood Program Effectiveness
- The Foundations of Lifelong Health
- Executive Function: Skills for Life and Learning
- Early Childhood Mental Health
- The Science of Neglect

**Working Paper Series:**
- Young Children Develop in an Environment of Relationships
- Children's Emotional Development Is Built into the Architecture of their Brains
- Excessive Stress Disrupts the Architecture of the Developing Brain
- Early Exposure to Toxic Substances Damages Brain Architecture
- The Timing and Quality of Early Experiences Combine to Shape Brain Architecture
- Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood
- Workforce Development, Welfare Reform, and Child Well-Being
- Maternal Depression Can Undermine the Development of Young Children
- Persistent Fear and Anxiety Can Affect Young Children's Learning and Development
- Early Experiences Can Alter Gene Expression and Affect Long-Term Development
- Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function
- The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain

**Videos:**
- Three Core Concepts in Early Development
- Brain Hero
- Building Adult Capacities to Improve Child Outcomes
- InBrief Series Videos
- Frontiers of Innovation Videos
<table>
<thead>
<tr>
<th><strong>Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Resources: Training Modules</strong>&lt;br&gt;<a href="http://csefel.vanderbilt.edu/resources/training_modules.html">http://csefel.vanderbilt.edu/resources/training_modules.html</a></th>
<th>Modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.&lt;br&gt;&lt;ul&gt;&lt;li&gt;Professional Training Modules&lt;/li&gt;&lt;li&gt;Parent Training Modules&lt;/li&gt;&lt;/ul&gt;</th>
</tr>
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<tbody>
<tr>
<td><strong>The Dalai Lama Centre for Peace and Education</strong>&lt;br&gt;<a href="http://dalailamacenter.org/learn/videos">http://dalailamacenter.org/learn/videos</a></td>
<td>Dalai Lama Center for Peace and Education is a secular, non-political, not-for-profit organization. They share current research, scientific knowledge and best practices related to social and emotional development, supporting the adults who can help children feel secure and calm, approach situations with curiosity and confidence, solve problems peacefully, and get along with others. They have made available a series of videos by a number of experts in the field of social and social and emotional development of young children</td>
</tr>
<tr>
<td><strong>ECKLC- Early Childhood Learning and Knowledge Center, Sharing Knowledge with Infant-Toddler Teachers and Home Visitors Series</strong>&lt;br&gt;<a href="http://ecklc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Teaching%20Strategies/SharingKnowledge.htm">http://ecklc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Teaching%20Strategies/SharingKnowledge.htm</a></td>
<td>A series of lessons that focus on early development and quality services. The series contains information and opportunities for reflection and includes a <em>Trainer’s Companion</em> manual that provides additional information and ideas for training activities.</td>
</tr>
<tr>
<td><strong>The Professional Training Resource Library (PTRL)</strong>&lt;br&gt;<a href="http://depts.washington.edu/isei/ptrl/PTRL_Purpose.php">http://depts.washington.edu/isei/ptrl/PTRL_Purpose.php</a></td>
<td>The library contains materials representing interdisciplinary and discipline-specific core knowledge and skills relevant to degree-oriented as well as continuing education and certificate programs. The PTRL is hosted by the International Society on Early Intervention (ISEI) in partnership with the Association of University Centers on Disabilities (AUCD). The ISEI provides a framework and forum for professionals from around the world to communicate about advances in the field of early intervention.</td>
</tr>
<tr>
<td><strong>Think, Feel, Act. Lessons from Research about Young Children</strong>&lt;br&gt;<a href="http://www.edu.gov.on.ca/childcare/research.html">http://www.edu.gov.on.ca/childcare/research.html</a></td>
<td>The Ontario Ministry of Education has worked with leading experts in the field of early childhood education to develop six research briefs for educators working in the early years setting. The briefs describe the latest research in early child development, strategies to put key ideas into practice and reflective questions for educators. The briefs present the view of the child as competent, capable of complex thinking, curious, and rich in potential. Key points are supported by short video clips.</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** This information is current as of March 2014. Please visit the website [Our Kids Network](http://www.ourkidsnetwork.ca) for the most current version.
## Topic specific

### Positive Relationships – Attachment

<table>
<thead>
<tr>
<th>About Kids Health</th>
<th>Six-part series explores patterns of attachment, the implications of attachment across the child’s life, and the various influences on attachment.</th>
</tr>
</thead>
</table>
| [About Kids Health](http://www.aboutkidshealth.ca/En/HealthAZ/FamilyandPeerRelations/AttachmentandEmotions/Pages/Attachment.aspx) | - Attachment Part One: The dance of relationship  
- Attachment Part Two: Patterns of attachment  
- Attachment Part Three: Attachment across the life span  
- Attachment Part Four: Caregiver and child influences on attachment  
- Attachment Part Five: Attachment under adversity  
- Attachment Part Six: Implications of attachment theory: past, present, and future |

<table>
<thead>
<tr>
<th>Attachment Across Cultures- About the Project</th>
<th>An exploratory research project, conducted as a qualitative study of parents, with children aged 0-5 years, across Canada. The research is intended to assist organizations across Canada in promoting and maintaining positive cross-cultural attachment practices among program participants, by creating practical resources for them.</th>
</tr>
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<tbody>
<tr>
<td><a href="http://www.attachmentacrosscultures.org/about/index.html">Attachment Across Cultures- About the Project</a></td>
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</table>

| Attachment Network of Manitoba | This multi-organizational network actively develops and supports best practices for enhancing secure attachment across the life span. Its activities include:  
- education  
- dissemination of information,  
- networking, and  
- advocacy  
They provide a list of resources for parents/professionals related to healthy attachment. |
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<tr>
<td><a href="http://attachmentnetwork.ca/">Attachment Network of Manitoba</a></td>
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</table>

| Best Start Resource Centre | The Best Start Resource Centre supports service providers working on preconception health, prenatal health and early child development. They provide evidenced based resources for ordering and/or downloading that include:  
- My Child and I – Attachment for Life  
- Early Brain Development, Parent Knowledge in Ontario  
- Healthy Baby Healthy Brain [Video] Educational campaign developed (Health Nexus) for parents/providers that includes:  
  * Research based messages related to early brain development and what it means for infants, toddlers and their parents  
<table>
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<tr>
<td><a href="http://www.beststart.org/resources/hlthy_child_dev/index.html">Best Start Resource Centre</a></td>
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<tr>
<td><strong>Characteristics of safe, engaging environments for babies and young children</strong></td>
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<tr>
<td>* Healthy Baby Healthy Brain Ready-to-use Workshop Facilitator Handbook and DVD</td>
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<tr>
<td>* Tips for Parents – Brain Development – Did you know?</td>
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<tr>
<td>* Text for sharing via social media has also been developed which can be just copied and pasted as a Tweet or as a posting in Facebook.</td>
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<thead>
<tr>
<th><strong>Caring for Kids: Attachment: A connection for life</strong></th>
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<tr>
<td>Information for sharing with parents/caregivers related to attachment.</td>
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<tr>
<th><strong>Circle of Security International® (COS)</strong></th>
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<tr>
<td>The Circle of Security is a relationship based early intervention program designed to enhance attachment security between parents and children. A number of handouts are available for downloading under the ‘Resource’ tab that include:</td>
</tr>
<tr>
<td>- COS 25 Words or Less</td>
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<tr>
<td>- COS Attachment for Baby</td>
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<td>- COS Attachment Theory</td>
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<tr>
<td>- COS In a Chaotic World</td>
</tr>
<tr>
<td>- COS Original Circle</td>
</tr>
<tr>
<td>- COS Circle of Repair</td>
</tr>
<tr>
<td>- COS In Relationship to Adults</td>
</tr>
<tr>
<td>- Note to Parents</td>
</tr>
<tr>
<td>- Travelling around COS</td>
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<tr>
<td>- COS Time In</td>
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<tr>
<th><strong>Early Head Start National Resource Centre</strong></th>
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<tr>
<td>Head Start is a federal (United States) program that promotes the school readiness of children from low-income families by enhancing their cognitive, social, and emotional development. They provide free, online resources and learning modules targeting professionals and parents on a range of topics that include social and emotional development, positive behaviour strategies, school readiness, temperament, the importance of play etc.</td>
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<tr>
<th><strong>Encyclopedia on Early Childhood Development:</strong></th>
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<tr>
<td>The Encyclopedia on Early Childhood Development is produced by the Centre of Excellence for Early Childhood Development and the Strategic Knowledge Cluster on Early Childhood Development. It brings together articles written by internationally renowned experts on topics having to do with the development of young children, from conception to the age of five. It includes research and key messages such as:</td>
</tr>
<tr>
<td>- Attachment [Complete Folder]</td>
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<tr>
<td>- Parenting Skills [Complete Folder]</td>
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**PLEASE NOTE:** This information is current as of March 2014. Please visit the website Our Kids Network for the most current version.
<table>
<thead>
<tr>
<th>Handle with Care: Strategies for Promoting the Mental Health of Young Children in Community-Based Child Care <a href="http://www.hincksdellcrest.org/Home/Resources-And-Publications/Handle-With-Care.aspx">http://www.hincksdellcrest.org/Home/Resources-And-Publications/Handle-With-Care.aspx</a></th>
<th>A resource that describes strategies for promoting the mental health of young children in community-based childcare centres.</th>
</tr>
</thead>
</table>
| Infant Mental Health Promotion (IMHP) [http://www.imhpromotion.ca/ProfessionalResources.aspx](http://www.imhpromotion.ca/ProfessionalResources.aspx) | IMHP has developed a range of resources to support best practices for enhancing infant mental health that includes:  
  - HELP ME GROW – Social and Emotional Milestones  
  - A Simple Gift Series of videos and handouts focused on infant development, attachment and parent-child relationships  
  - ‘Parenting’ moments – a variety of topics focused on social and emotional development  
  - Best practice and policy guidelines  
  - Interactive learning modules that can be used to support staff training and individual learning plans that includes:  
    - Competencies for practice in the field of mental health  
    - Core prevention and intervention for the early years  
    - Organizational policies and practices to support high quality services in the field of infant and young child mental health  
    - Vicarious Trauma in the workplace – supporting practitioner effectiveness with young children in high risk families  
  - In addition IMHP provides ongoing professional development opportunities in the field of mental health and attachment |
| **The Search Institute**  
http://www.search-institute.org/research/developmental-assets | A body of research that has led to the development of a framework for healthy development that includes a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults called Developmental Assets®. On this site you will find the list of assets for:  
- Early childhood (ages 3 – 5)  
- Grades K-3 (ages 5-9)  
- Middle Childhood (ages 8 – 12)  
- Adolescents (ages 12 – 18)  
The Search Institute has conducted research and described factors related to:  
- Developmental Relationships  
- Family Strengths  
*Please note you will have to register on this site before you have the ability to download the lists/resources.*  
A ‘parent-friendly’ site had also been developed by the Search Institute with additional resources to support families and can be found at:  
http://www.parentfurther.com/ |

| **Zero to Three**  
http://www.zerotothree.org/ | ZERO TO THREE is a national, nonprofit organization that provides parents, professionals and policymakers the knowledge and know-how to nurture early development.  
Under ‘Parent Resources’ you will find parent friendly information and tips supporting healthy child development.  
Journal publications of note are:  

| **Additional websites focused on attachment:** |  |

| **Attachment Parenting Canada**  
http://www.attachmentparenting.ca/ |  |

| **Attachment Parenting International**  
http://www.attachmentparenting.org/ |  |

| **Period of Purple Crying**  
http://www.purplecrying.info/ |  |
## Culture

<table>
<thead>
<tr>
<th><strong>Attachment Across Cultures</strong>&lt;br&gt;<a href="http://www.attachmentacrosscultures.org/about/index.html">http://www.attachmentacrosscultures.org/about/index.html</a></th>
<th>The project was an exploratory research project, conducted as a qualitative study of parents, with children aged 0-5 years, across Canada. The research is intended to assist organizations across Canada in promoting and maintaining positive cross-cultural attachment practices among program participants, by creating practical resources for them.</th>
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</table>
| **Best Start Resource Centre**<br>[http://www.beststart.org/resources/hlthy child_dev/index.html](http://www.beststart.org/resources/hlthy child_dev/index.html) | Available for downloading and/or ordering:  
- Growing up in a new land: Strategies for service providers working with newcomers |
- Culture [Complete Folder] |
| **Kera – Kids & Family**<br>[http://kera-kids.org/parents/](http://kera-kids.org/parents/) | Kera- Kids & Family is sponsored by North Texas Public Broadcasting, which is the parent organization for all services. It is a not-for-profit educational organization.  
This interactive website supports teachers and parents of young children in understanding the theory of attachment through the provision of videos, tips and tools. |
| **Zero to Three**<br>[http://www.zerotothree.org/](http://www.zerotothree.org/) | Resources for parents have embedded key messages related to culture specific to the topic of interest.  
Journal publication of note:  
## Early Childhood Development

<table>
<thead>
<tr>
<th>Source</th>
<th>Available for downloading and/or ordering:</th>
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</table>
| **Best Start Resource Centre** [http://www.beststart.org/resources/healthy_child_dev/index.html](http://www.beststart.org/resources/healthy_child_dev/index.html) | Improving the Odds: Healthy Child Development  
| **Caring For Kids** [http://www.caringforkids.cps.ca/handouts/pregnancybabies-index](http://www.caringforkids.cps.ca/handouts/pregnancybabies-index) | Caring for Kids provides parents with information about their child’s and teen’s health and well-being. The site is developed by the Canadian Paediatric Society. Relevant CPS position statements, other source material and any additional helpful information can be found at the end of each document on Caring for Kids. Resources include:  
- Your baby's brain: How parents can support healthy development  
- Your child’s development: What to expect  
- Growing and learning: A series of ‘articles’ on growth, development, and literacy from Caring for Kids, the Canadian Paediatric Society website for parents and caregivers  
- Behaviour and parenting: A series of ‘articles’ from Caring for Kids, the Canadian Paediatric Society website for parents and caregivers |
| **Early Years Study 3** [http://earlyyearsstudy.ca/en/](http://earlyyearsstudy.ca/en/) | The *Early Years Study 3* documents the social, economic and scientific rationale for increased investments in early childhood education. It also introduces the Early Childhood Education Report to monitor the funding, policy, access and quality of early education programming. |
- Brain maturation. [Complete Folder]  
- The Importance of Early Childhood Development [Complete Folder] |
| **From Neurons to Neighbourhoods. The Science of Early Child Development** [http://www.nap.edu/openbook.php?record_id=9824&page=R1](http://www.nap.edu/openbook.php?record_id=9824&page=R1) | An examination of the nation’s (United States) response to the needs of young children and families, drawing upon a wealth of scientific knowledge that had emerged in recent decades. The study shaped policy agendas and intervention efforts at national, |
state, and local levels. It has helped to foster a highly
dynamic and increasingly visible science of early
childhood development and contributed to a growing
public understanding of the foundational importance
of the early childhood years.
To learn more:
From Neurons to Neighborhoods: Anniversary
Workshop [Video]

| Infant Brain Development | Series of videos providing information on the structure
of the human brain and how an infant's brain develops
through the use of computer animations, graphics and
interviews with a scientist, pediatrician and experts in
the early childhood field. Chapters include
information on Factors that Influence Brain
Development, the Structure of the Brain, How the
Brain Develops, Windows of Opportunity, Impact of
Early Experiences on Brain Development, and
Resources.

| Nipissing District Developmental Screen (NDDS) | A free developmental screening tool for infants and
children up to 6 years of age, to be completed by a
parent or health/child care professional. Early
identification is the first step in early intervention.

The following areas of a child's skills are explored in
the NDDS: vision, hearing, speech, language, fine
motor, gross motor, cognitive, social, emotional and
self-help.

| The Whole Child. Development from Birth to Five. Public Broadcasting Service (PBS) | This website includes resources for parents and
professionals focused on healthy development and
include:
- The ABC's Of Child Development Developmental
Milestones For Your Child's First Five Years
- Babies are Children, Too: Caring for Infants and
Toddlers
- Building Inner Controls: Helping Children Develop
Self-Discipline and Self-Control
- By Leaps and Bounds: Physical Development
- Creativity and Play: Fostering Creativity
- Dealing with Feelings: Emotional Health
- Establishing Strong Family-School
Communication
- Getting Along Together: Developing Social
Competence in Young Children
- Growing Minds: Developing Thinking and
Reasoning Skills
- I'm Glad I'm Me: Developing Self-Esteem in
Young Children
- It's the Little Things: Daily Routines

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current version.
Zero to Three
http://www.zerotothree.org/

Provides developmental-age specific activities for parents to support healthy child development. Of special interest is:
- **Little Kids, Big Questions** - podcast series translates the research of early childhood development into parenting practices
- **Healthy Minds** – set of seven, age-based handouts linking child and brain development
- **Magic of Everyday Moments** – set of eight, age-based booklets highlighting developmental milestones from birth to three and offers ideas for how parents can support their children's healthy development through everyday activities and routines
- An interactive Baby Brain Map demonstrates how early care enriches development.

### Executive Function

**About Kids Health: Executive Function Series**
http://www.aboutkidshealth.ca/En/News/Series/ExecutiveFunction/Pages/default.aspx

In this series, Dr. Philip Zelazo takes an in-depth look at how executive function develops in infancy, childhood, and adolescence; disorders of executive function; and how to foster its development.

**Encyclopedia on Early Childhood Development**
http://www.child-encyclopedia.com/en-ca/list-of-topics.html

Available for downloading:
- Cognitive stimulation (executive functions) [Complete Folder]

**Executive Function Online training module**
http://deltraining.com/courses/Executive_Function/content-frame.htm

This online training module was produced by the Washington State Department of Early Learning (DEL) to help providers better understand and support the development of executive function skills. The module includes video of researchers, teachers, and children to both explain and demonstrate how these critical skills form and what they look like in the early learning classroom.

**Tools of the Mind Developing Self-Regulation by Developing Intentional Make Believe Play**

Slide presentation at a School of Readiness Conference in 2009, highlighting the importance of make believe play in the development of self-regulation.
| **Best Start Resource Centre** | Available for ordering or downloading:  
Learning to Play and Playing to Learn: What Families Can Do |
|-------------------------------|---------------------------------------------------------------|
| **Early Childhood News** | An online resource for teachers and parents of children, from infants to age 8 years and offers tips/strategies on an number of topics supporting healthy development. For example:  
For Parents Only: Teaching Your Child Through Play |
| [http://www.earlychildhoodnews.com/default.aspx](http://www.earlychildhoodnews.com/default.aspx) | |
| **EduGAINS** | Video based resources developed through the Ministry of Education describing and supporting the full-day early learning kindergarten program. Videos are available for downloading in a number of formats and can be watched in their entirety and/or in smaller segments. The accompanying questions are intended to provoke thinking and discussion before, during, and after viewing. Videos highlight the importance of play based learning and how it is integrated into the flow of the day. |
| [http://www.edugains.ca/newsite/earlyPrimary/primaryresources/earlyprimaryresources.html](http://www.edugains.ca/newsite/earlyPrimary/primaryresources/earlyprimaryresources.html) | |
| **Encyclopedia on Early Childhood Development** | Available for downloading:  
Play [Complete Folder] |
| **National Association for the Education of Young Children** | NAEYC is the National Association for the Education of Young Children. It works to improve the education of pre-school children. It publishes a professional journal for its members but also has a number of articles/resources supporting both professionals and families that can be accessed online by non-members. Of interest:  
Assessing and Scaffolding Make-believe Play  
Play for all Young Children. |
| **Newfoundland Department of Education** | The Newfoundland Department of Education has published a number of articles and resources on the power of play in early childhood based on research prepared by the Early Childhood Learning Division, Department of Education, Government of Newfoundland and Labrador. |
| [http://www.ed.gov.nl.ca/edu/earlychildhood/power.html](http://www.ed.gov.nl.ca/edu/earlychildhood/power.html) | |
### Parents2Parents

**http://www.parents2parents.ca/**

Parents2Parents is a web community built especially for expectant parents, new parents and parents with young children. They provide information and resources about healthy child development and how to parent effectively, supported and developed by a panel of experts in the field. Of interest is:

- How play is good for your baby
  - Video: Playtime with Your Baby
- How play is good for your preschooler
  - Video: Creative Play with Your Preschooler
  - Video: Active Play with Your Preschooler
  - Video: Playtime with Your Preschooler

### Stress

<table>
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<tr>
<th><strong>Canadian Paediatric Society</strong></th>
<th>Position statement made available by the Canadian Paediatric Society on maternal depression and child development.</th>
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<tr>
<th><strong>Centre of Disease Control</strong></th>
<th>The Adverse Childhood Experiences (ACE) Study is one of the largest investigations ever conducted to assess associations between childhood maltreatment and later-life health and well-being. The ACE Study findings suggest that certain experiences are major risk factors for the leading causes of illness and death as well as poor quality of life in the United States.</th>
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<tbody>
<tr>
<td><strong><a href="http://www.cdc.gov/ace/">http://www.cdc.gov/ace/</a></strong></td>
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| **Encyclopedia on Early Childhood Development** | Available for downloading  
  - Fetal alcohol spectrum disorders [Complete Folder]  
  - Low income and pregnancy [Complete Folder]  
  - Maltreatment (Child) [Complete Folder]  
  - Maternal depression [Complete Folder]  
  - Stress (prenatal and perinatal) [Complete Folder] |
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<tr>
<td><strong><a href="http://www.child-encyclopedia.com/en-ca/list-of-topics.html">http://www.child-encyclopedia.com/en-ca/list-of-topics.html</a></strong></td>
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### Resiliency

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<thead>
<tr>
<th>Best Start Resource Centre</th>
<th>Available for downloading or ordering:</th>
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<tbody>
<tr>
<td><a href="http://www.beststart.org/resources/hi/hi/hi/hi/hi/index.html">http://www.beststart.org/resources/hi/hi/hi/hi/hi/index.html</a></td>
<td>• Building Resilience in Young Children</td>
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<tr>
<th>Encyclopedia on Early Childhood Development</th>
<th>Available for downloading:</th>
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<tr>
<th>Reaching In...Reaching Out (RIRO)</th>
<th>RIRO has created evidence-based programs that teach resiliency thinking and coping skills to adults and young children under the age of 8 years. Of interest:</th>
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<tr>
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<td>• Resilience Guide for Parents</td>
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<td>• Resiliency Resources for Parents: Includes fact sheets, videos and learning modules for parents on the following:</td>
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<tr>
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<td>• Caring Relationships</td>
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<td>• Positive Role Models</td>
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<td></td>
<td>• Community supports</td>
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<td></td>
<td>• Self-control</td>
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<td>• Thinking skills</td>
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<td>• Confidence</td>
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<td>• Positive Outlook</td>
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<td>• Responsibility &amp; Participation</td>
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<th>Resilience Research Centre</th>
<th>The Resilience Research Centre supports both quantitative and qualitative research, with an emphasis on mixed methods designs that favour understanding resilience as a culturally and contextually embedded construct. They have a number of related publications, tools and multimedia products which can be accessed online and in addition offer a number of workshops on this subject.</th>
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# Temperament

<table>
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<tr>
<th>Resource</th>
<th>Available for downloading:</th>
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| Center for Early Childhood Mental Health Consultation [http://www.ecmhc.org/temperament/index.html](http://www.ecmhc.org/temperament/index.html) | Available online: an Interactive Infant Toddler Temperament Tool (IT³)  
  • The Infant Toddler Temperament Tool includes a short online survey that allows parents and caregivers of infants and toddlers to recognize and explore their own temperament traits and those of a child for which they provide care. The IT³ generates results which support parents and caregivers in understanding how adult and child similarities and differences in temperament traits may affect “goodness of fit.” Along with these results, the IT³ generates simple best practice tips adults can use to foster the unique temperament of each child within their care. |
| Kera – Kids & Family [http://kera-kids.org/](http://kera-kids.org/) | Kera- Kids & Family is sponsored by North Texas Public Broadcasting, which is the parent organization for all services. It is a not-for-profit educational organization.  
  This interactive website supports teachers and parents of young children to better understand the concept of temperament through the provision of videos and tips and tools. In addition they provide a facilitator’s guide for helping parents better understand their child’s unique temperament. |
| Parents2Parents [http://www.parents2parents.ca/](http://www.parents2parents.ca/) | Available online:  
  • Goodness of fit worksheet  
  • The Temperament Wheel  
  • Temperament Worksheet  
  • Temperament Videos |
References


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The committee also gratefully acknowledges the support that Our Kids Network has provided and its willingness to share information with our professional community. Working together, we can enhance the knowledge and understanding of the experiences, resources and protective factors that foster healthy social and emotional development in children and effectively plan and implement supports for families and children.

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