



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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MENTAL HEALTH NEEDS of YOUNG CHILDREN

The following [Federal agencies](#) and [national organizations](#) have information about early childhood mental health, professional development on early childhood mental health issues, and general mental health topics. The [publications](#) listed below have information on collaborative efforts that address the mental health needs of children in child care.

Federal Agencies: Early Childhood Mental Health

■ Head Start Bureau (HSB)

330 C Street SW

Washington, DC 20447

202-205-8572

World Wide Web: <http://www2.acf.hhs.gov/programs/hsb/index.htm>

Head Start is a nationwide early childhood program for low-income preschool children, designed to provide comprehensive services in preparation for public school. It has served low-income children and their families since 1965. It has the following resources related to mental health in child care during early childhood:

- Head Start Mental Health Research Consortia (Head Start University Partnership) develops and tests applications of theory-based research or state-of-the-art techniques for the prevention, identification, and/or treatment of children's mental health problems within a Head Start context. Additional information is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/acyfnimh/acyfnimh_purpose.html.
- Mental Health Tool Kit: Mental Health Resources for Training and Technical Assistance (T&TA) is an online site that includes the following resources:
 - The Mental Health Library is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_library.htm;
 - State Level Contacts for Mental Health is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_contacts.htm;
 - Mental Health Advocacy and Policy Organizations is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_policy.htm;
 - Family Information and Support is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_family.htm;

- Workplace Mental Health is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_workplace.htm;
- Promising Practices for Early Childhood Mental Health is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_practices.htm;
- Federal Web Sites is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_fedagencies.htm; and
- Organizations of Mental Health Professionals is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_proorgs.htm.

Additional information about the Mental Health Took Kit is available on the Web at http://www.headstartinfo.org/infocenter/mentalhealth/mh_tkbok.htm.

National Organizations: Early Childhood Mental Health

■ **Center for Evidence-Based Practice: Young Children with Challenging Behavior**

World Wide Web: <http://challengingbehavior.fmhi.usf.edu/>

The Center for Evidence-Based Practice: Young Children with Challenging Behavior is funded by the Office of Special Education Programs, U.S. Department of Education, to raise the awareness and implementation of positive, evidence-based practices and to build an enhanced and more accessible database to support those practices. The Center is engaged in a comprehensive and collaborative process for identifying evidence-based practices; developing partnerships with national early childhood organizations and other dissemination networks to ensure a widespread campaign of awareness and system enhancement; developing materials and implementation strategies to impact personnel preparation; and implementing a national research program to address critical issues for young children and their families affected by challenging behavior.

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

University of Illinois at Urbana-Champaign

Children's Research Center

51 Gerty Drive

Champaign, IL 61820-7469

217-333-1386 or 800-583-4135

World Wide Web: <http://www.csefel.uiuc.edu>

CSEFEL is a national center focused on strengthening the capacity of child care and Head Start to improve the social and emotional outcomes of young children. The Center produces *What Works Briefs* that provide summaries of effective practices that are culturally and linguistically appropriate for supporting children's social and emotional development and preventing challenging behaviors. In addition, CSEFEL focuses on promoting the social and emotional development of children as a means of preventing challenging behaviors; collaborates with existing training/technical assistance (T/TA) providers for the purpose of ensuring the implementation and sustainability of practices at the local level; engages in a comprehensive,

culturally sensitive approach that is inclusive of and responsive to the needs of programs, families, other professionals, and communities; provides ongoing identification of training needs and preferred delivery formats of local programs and T/TA providers; and disseminates evidence-based practices.

■ **Collaborative for Academic, Social, and Emotional Learning (CASEL)**

Department of Psychology (MC 285)

University of Illinois at Chicago

1007 West Harrison Street

Chicago, IL 60607-7137

World Wide Web: <http://www.casel.org>

CASEL has a mission to establish social and emotional learning as an essential part of education from preschool through high school. It includes and collaborates with an international network of leading researchers and practitioners in the fields of social and emotional learning, prevention, positive youth development, character education and school reform. CASEL conducted a comprehensive evaluation of school-based programs (prekindergarten through 12th grade) that promote children's social and emotional development.

■ **Committee for Children**

2203 Airport Way South, Suite 500

Seattle, WA 98134

800-634-4449

World Wide Web: <http://www.cfchildren.org>

The Committee for Children's mission is to promote the safety, well-being, and social development of children. Its first curriculum was *Talking about Touching*. Recently, the Committee for Children has focused on breaking the cycle of abuse by addressing its core cause—a lack of social and emotional skills among victimizers. *Second Step*, a violence prevention curriculum, is the result. *Second Step* is a school-based social skills curriculum for preschool through junior high that teaches children to change the attitudes and behaviors that contribute to violence. The curriculum teaches social skills to reduce impulsive and aggressive behavior in children and increase their level of social competence. *Second Step* has both school and family components. *Second Step* teaches the same three skill units at each grade level: Empathy, Impulse Control, and Anger Management. The curriculum provides opportunities for modeling, practice, and reinforcement of the new skill, and consists of three kits: Preschool/Kindergarten, Grades 1–3, and Grades 4–5. Additional information is available on the Web at <http://www.cfchildren.org/violence.htm>.

■ **Federation of Families for Children's Mental Health**

1101 King Street, Suite 420

Alexandria, VA 22314

703-684-7710

World Wide Web: <http://www.ffcmh.org>

The Federation is a national parent-run organization focused on the needs of children and youth with emotional, behavioral, or mental disorders and their families. Its mission is to provide leadership in the field of children's mental health and develop necessary human and financial resources to meet its goals; to address the unique needs of children and youth with emotional,

behavioral or mental disorders from birth through the transition to adulthood; to ensure the rights of full citizenship, support, and access to community-based services; and to provide information and engage in advocacy regarding research, prevention, early intervention, family support, education, transition services and other services needed by these children, youth, and their families. This information is also available in Spanish.

■ **Healthy Child Care America (HCCA)**

888-227-5409

World Wide Web: <http://www.healthychildcare.org>

HCCA is supported by the U.S. Department of Health and Human Services, the Child Care Bureau, and the Maternal and Child Health Bureau. It is a collaborative effort of health professionals, child care providers, and families seeking to improve the health and well-being of children in child care.

■ **The National Center on Children in Poverty (NCCP)**

The Joseph L. Mailman School of Public Health of Columbia University

154 Haven Avenue

New York, NY 10032

212-304-7100

World Wide Web: <http://www.nccp.org>

The mission of NCCP is to identify and promote strategies that prevent young children living in poverty in the United States and that improve the life chances of the millions of children under age six who are growing up poor. The *Promoting the Emotional Well-Being of Children and Families Policy Paper Series* is available on the Web at http://www.nccp.org/pub_pew.html.

■ **National Early Childhood Technical Assistance Center (NECTAC)**

Frank Porter Graham Child Development Institute (FPG)

University of North Carolina, CB #8040

Chapel Hill, NC 27599-8040

919-962-2001

World Wide Web: <http://nectac.org>

NECTAC is a national technical assistance effort that supports programs for young children with special needs and their families under the Individuals with Disabilities Education Act (IDEA). These programs include the Early Intervention Program for Infants and Toddlers with Disabilities and the Preschool Grants Program. NECTAC also provides services to selected model early childhood projects sponsored by the Office of Special Education of the U.S. Department of Education, to the Federal Interagency Coordinating Council, to State-level technical assistance agencies, and to others working to improve services for young children with special needs and their families.

■ **The National Technical Assistance Center for Children's Mental Health**

Georgetown University Center for Child and Human Development

Georgetown University Medical Center

202-687-5000 or 202-687-8635

World Wide Web: <http://gucdc.georgetown.edu/cassp.html>

The Technical Assistance Center serves as a national resource center for policy and technical assistance to improve service delivery and outcomes for children and adolescents with, or at-risk of, serious emotional disturbance and their families. The mission of the Technical Assistance Center is to assist States and communities in building systems of care that are child and family centered, culturally competent, coordinated, and community-based. It is supported by a cooperative agreement with the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (SAMHSA) and the Maternal and Child Health Bureau. Information about their publications on early intervention with young children is available on the Web at <http://gucchd.georgetown.edu/document.html#early>.

■ **Research & Training Center on Family Support and Children’s Mental Health**

Portland State University
P.O. Box 751
Portland, OR 97207
503-725-4040

World Wide Web: <http://www.rtc.pdx.edu/index.htm>

The Center’s research and training activities focus on improving services to children and youth who have mental, emotional, or behavioral disorders and their families. Its Models of Inclusion in Child Care Project is an investigation of programs and strategies that result in improved access of families having children with emotional or behavioral disorders to child care that is inclusive, family-centered, culturally appropriate, and of high quality. Information about this project is available on the Web at <http://www.rtc.pdx.edu/pgProjInclusion.php>.

■ **ZERO TO THREE: The National Center for Infants, Toddlers, and Families
Infant Mental Health Resource Center**

734 15th Street NW, Suite 1000
Washington, DC 20005
202-638-0851

World Wide Web: <http://www.zerotothree.org>

ZERO TO THREE is one of the nation’s leading resources on the first three years of life. Its aim is to strengthen and support families, practitioners, and communities to promote the healthy development of babies and toddlers. ZERO TO THREE’s Infant Mental Health Resource Center brings researchers and clinicians together to define infant mental health, and helps to build the field of infant mental health research, practice, and policy through scientific debate, professional education, program consultation, leadership development, public awareness, parent education, policy analysis and development, and publishing.

Professional Development: Early Childhood Mental Health

■ **Center on Infant Mental Health and Development**

University of Washington
Box 357920
Seattle, WA 98195-7920

World Wide Web: http://depts.washington.edu/chdd/ucedd/ucedd_infantmentalhealth.html

The mission of the Center on Infant Mental Health and Development is to promote interdisciplinary research and training related to the social and emotional aspects of development

for young children during their formative years. Special emphasis is placed on vulnerable children at risk due to maternal mental health problems, extreme poverty and homelessness, absence of social supports, parental substance abuse, and related factors. Children already exhibiting developmental delays as a consequence of these factors are also of central interest to the center.

■ **Institute for Training in Infant and Preschool Mental Health**

At Youth Consultation Services (YCS)

15 South 9th Street

Newark, NJ 07107

973-483-2532

World Wide Web: <http://www.ycs.org/instituteoverview.html>

The Institute offers training programs in the assessment and treatment of infants, preschool-aged children, and the infant/child–parent relationship. The Institute has been established in partnership with Rutgers University Graduate School of Applied and Professional Psychology–Center for Applied Psychology, and is one of a few known programs in the nation that trains graduate students in psychology in the fields of infant and preschool mental health. The Institute offers workshops, seminars, brief courses, supervision, reading and case discussion groups to staff currently working with infants, preschool-aged children and their families such as Early Intervention Programs, Early Head Start Programs, Head Start programs, and infant and preschool programs. For additional information, contact Gerard Costa, Director or Thea Bry, Clinical Psychologist/Consultant at 973-483-2532 or e-mail gcosta@ycs.org.

Federal Agencies: Mental Health

■ **National Institute of Mental Health (NIMH)**

Information Resources and Inquiries Branch

5600 Fishers Lane, Room 7C-02

Rockville, MD 20875

FACTS ON DEMAND: 301-443-5158

World Wide Web: <http://www.nimh.nih.gov>

NIMH is part of the National Institutes of Health (NIH), the principal biomedical and behavioral research agency of the United States Government. NIH is a component of the U.S. Department of Health and Human Services. Information on Child and Adolescent Mental Health is available on the Web at <http://www.nimh.nih.gov/healthinformation/childmenu.cfm>.

■ **The Substance Abuse and Mental Health Services Administration’s (SAMHSA)
National Mental Health Information Center**

800-789-2647

World Wide Web: <http://www.mentalhealth.org>

The National Mental Health Information Center was developed for users of mental health services and their families, the general public, policy-makers, providers, and the media. It provides information about mental health via a toll-free telephone number, its Web site and more than 200 publications. Staff direct callers to Federal, State, and local organizations dedicated to treating and preventing mental illness.

National Organizations: Mental Health

■ **American Academy of Child and Adolescent Psychiatry (AACAP)**

3615 Wisconsin Avenue NW
Washington, DC 20016
202-966-7300

World Wide Web: <http://www.aacap.org>

This Web site is designed to serve both AACAP Members, and parents and families. Information is provided as a public service to aid in the understanding and treatment of the developmental, behavioral, and mental disorders which affect an estimated 7 million to 12 million children and adolescents at any given time in the United States. The site has information on child and adolescent psychiatry, fact sheets for parents and caregivers, current research, practice guidelines, and much more.

■ **National Alliance for the Mentally Ill (NAMI)**

200 North Glebe Road, Suite 1015
Arlington, VA 22203-3754
HELP LINE: 800-950-NAMI (6264)

World Wide Web: <http://www.nami.org>

NAMI is a primary source for information and referral on all aspects of mental illness. It informs the general public that mental illnesses are biologically based, treatable, and may eventually be curable. It encourages educators and caregivers to incorporate current research into mental illness practice. This site contains sections for youth and families.

■ **National Mental Health Association (NMHA)**

1021 Prince Street
Alexandria, VA 22314
800-969-NMHA 800-969-6642)

World Wide Web: <http://www.nmha.org>

NMHA is the country's oldest and largest nonprofit organization addressing all aspects of mental health and mental illness. With more than 340 affiliates nationwide, NMHA works to improve the mental health of all Americans, especially the 54 million people with mental disorders, through advocacy, education, research and service. NMHA promotes mental health through advocacy, education, research, and services. A section of this Web site is devoted to children and families. It contains information about government affairs at the State and Federal levels. This information is available on the Web at <http://www.nmha.org/infoctr/factsheets/72.cfm>.

Publications

■ *Young Children Develop in an Environment of Relationships* (2004), by the National Scientific Council on the Developing Child, notes that healthy development depends on the quality and reliability of a young child's relationships with the important people in his or her life, both within and outside the family. Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development (i.e., intellectual, social, emotional, physical, behavioral, and moral). Nurturing and stable relationships with caring adults are essential to healthy human development beginning from

birth. These relationships influence the development of a child's brain architecture. Animal studies have shown that the quality of the mother–infant relationship can influence gene expression in areas of the brain that regulate social and emotional function and can even lead to changes in brain structure. Implications for policy and programs are described. This resource is available on the Web at http://www.developingchild.net/papers/paper_1.pdf.

■ *What Works Briefs* (2002, 2003), by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), provide summaries of effective practices that are culturally and linguistically appropriate for supporting children's social and emotional development and preventing challenging behaviors. In addition to highlighting evidence-based practices, these briefs provide references and a section "Where do I find out more" that provides further information about the practices described and include a user-friendly, one-page handout that highlights the major points. The scope of the *What Works Briefs* includes information on prevention and intervention practices in the social-emotional domain for children ages 2 through 5, as well as policies and administrative practices needed to support the use of evidence-based practices. *What Works Briefs* are available on the Web at <http://www.csefel.uiuc.edu/whatworks.html>.

■ *Are We Leaving Them Behind? The Case for Helping Childcare Providers and Parents Address Behavioral Problems in Very Young Children* (2003), eds. Wendy A. Etheridge, Ray Firth, Robert Nelkin, and Maria Zeglen Townsend, published by the University of Pittsburgh, Office of Child Development, presents an environmental scan conducted by the University of Pittsburgh, Office of Child Development to document the status of behavioral health services available to children from birth to age 5 in early care and education settings in Allegheny County, Pennsylvania. In order to develop an understanding of the issues from multiple perspectives, focus groups and interviews were held with parents, consultants who support early care and education providers and families, and early care and education staff. Data suggest that Allegheny County, like much of the nation, is facing a growing crisis in meeting the social and emotional needs of young children in early care and education programs. Additional resources for providers and parents are included, along with Web addresses. This resource is available on the Web at <http://www.education.pitt.edu/ocd/publications/leavebehindfull.pdf>.

■ *The Emotional Development of Young Children: Building an Emotion-Centered Curriculum, 2nd Edition* (2003), by Marilou Hyson, published by Teachers College Press, provides information on building an emotion-centered early childhood curriculum, and how to link emotional competence to school readiness, and to a broad range of important child outcomes. This resource provides educators with real-life examples and evidence-based teaching strategies to advance children's understanding and appropriate expression of their emotions. Examples of recent developments in emotion-related standards, policies and programs, self-assessment questions for practitioners, and other practical tools are provided. Additional information is available from NAEYC at 800-424-2460 or on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=141.

■ *Youngsters' Mental Health and Psychosocial Problems: What Are the Data?* (December 2003), by the University of California at Los Angeles (UCLA) Center for Mental Health in

Schools, presents a synthesis of the best data on the prevalence and incidence of children's mental health and psychosocial problems. Data on diagnosable mental disorders suggest that from 12 percent to 22 percent of all youth under age 18 are in need of services for mental, emotional, or behavioral problems. Half have problems with family; nearly half have problems such as eating disturbances, sleep problems, grief and loss reactions, post-traumatic stress, or warning signs of depression or anxiety. Forty-four percent of youth have problems coping with school and 41 percent have problems with aggression. Preschoolers were generally brought into the mental health system by parents or caretakers. Caretakers brought preschoolers to mental health facilities reporting a variety of concerns: aggression (45 percent), family/parent problems (45 percent), and difficulty coping with developmentally appropriate activities (33 percent). One quarter of the preschoolers were identified as victims of abuse or neglect. This resource is available on the Web at <http://smhp.psych.ucla.edu/pdfdocs/prevalence/youthMH.pdf>.

■ *Setting the Pace: Model Inclusive Child Care Centers Serving Families of Children with Emotional or Behavioral Challenges* (September 2003), by E. M. Brennan, J. R. Bradley, S. Ama, and N. Cawood, for Research and Training Center on Family Support and Children's Mental Health, Portland State University, reports the results of an in-depth study of nine inclusive child care centers that successfully met the needs of families of children with emotional or behavioral challenges. Although the centers were diverse, analysis of more than ninety interviews with parents, center directors, and staff, revealed common approaches to including children with emotional and behavioral challenges. This report is relevant to family members, staff working in child care, schools, and mental health, as well as administrators, educators, policy-makers, researchers, and others interested in improving care for families and children. This resource is available on the Web at <http://www.rtc.pdx.edu/pgProjInclusionMono.php>.

■ *Mental Health and School Success: What We are Learning* (Spring 2003), Ohio Department of Mental Health and Ohio State University Center for Learning Excellence, includes stories and descriptions that capture the continued progress of the local partnerships in Ohio, including recent developments in early childhood mental health and the Ohio Department of Mental Health's support of two child and youth focused Coordinating Centers of Excellence (CCOE). This resource is available on the Web at <http://www.mh.state.oh.us/offices/children/2003.mh.school.success.w-photos.pdf>.

■ *Children's Mental Health: An Urgent Priority for Illinois, Final Report* (April 2003), by Illinois Children's Mental Health Task Force, presents an approach to the continuum of mental health development, support, and treatment that children need from birth to age 18. By building on existing programs and creating new ways of doing business, Illinois can create a comprehensive, coordinated, children's mental health system of prevention, early intervention, and treatment. The recommendations of the Illinois Children's Mental Health Task Force include: (1) make children's mental health a priority; (2) develop and strengthen prevention, early intervention, and treatment policies programs, and services for all children; (3) maximize current investments and invest sufficient fiscal resources over time; (4) build a qualified and adequately trained workforce with a sufficient number of professionals to serve children and their families; (5) increase public education and awareness; (6) create a quality-driven children's mental health system with shared accountability among key State agencies and programs; and (7)

invest in research. This resource is available on the Web at http://www.ivpa.org/childrensmhtf/ICMHTF_FinalReport2003_1.pdf.

■ *Social and Emotional Aspects of School Readiness: What's Available in National Data Sources?* (April 2003), by Tamara Halle, Sharon Vandivere, Lindsay Pitzer, and Stephanie Cochran, Child Trends, is a Microsoft PowerPoint presentation that describes four national data sources that include indicators of social and emotional development: the *Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K)*, the *Head Start Family and Child Experiences Survey (FACES)*, the *National Household Education Surveys Program (NHES)*, and the *National Survey of America's Families (NSAF)*. Charts are presented of the social and emotional indicators included in the national data sets. The strengths and limitations of these measures as resources for States and localities are outlined. This Microsoft PowerPoint is available on the Web at <http://www.childtrends.org/Files/HairSRCDPPT1.pdf>.

■ “Promoting Mental Health in Child Care Settings: Caring for the Whole Child” (March 2003), in *ZERO TO THREE* Vol. 23, No. 4, by Ray Collins, Janet Mascia, Rosemary Kendall, Oxana Golden, Lisa Schock, and Rebecca Parlakian, describes how child care providers and early childhood mental health providers can work together to comprehensively understand the needs of the young children and their families and to deliver the spectrum of services that are needed. It discusses use of mental health consultants, co-location of services, cross-training of staff, and mobilization of resources. This resource is available on the Web at <http://www.zerotothree.org/vol23-4b.pdf>.

■ *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs* (March 2003), by Collaborative for Academic, Social, and Emotional Learning (CASEL), is based on a detailed and comprehensive analysis of programs that teach core social and emotional competencies. The Social and Emotional Learning (SEL) Program Review provides educators, program developers, scientists, policy-makers, and the general public with a description of the key components of quality SEL programs and a summary of the degree to which available programs incorporate these components. The primary document is available on the Web at http://www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf. Companion documents are available on the Web at <http://www.casel.org/home/index.php>.

■ *The Early Childhood Mental Health Project Child Care Center Consultation in Action* (January 2003), by Brian Johns, published by the Jewish Family and Children's Services of San Francisco, the Peninsula, Marin and Sonoma Counties, presents the vision of reaching out to children through their teachers and of creating and implementing a model of service that is intended to improve the long-term prospects of the most vulnerable children and families. The work of mental health consultation is to help teachers develop an increased awareness and understanding of the impact of their interactions with children. The aim of program consultation is to improve the quality of care for all children by improving the quality of relationships with a child care center's community. The Early Childhood Mental Health Project has developed a number of evaluative tools to inform consultation practice. The publication also includes the consultant's job description, a description of project partners, and costs of mental health consultation. This resource is available on the Web at

[http://www.jfcs.org/Services/Children, Youth, and Families/Parents Place/Early Childhood Mental Health Consultation/ChildCareCenterConsultationinAction.pdf](http://www.jfcs.org/Services/Children,_Youth,_and_Families/Parents_Place/Early_Childhood_Mental_Health_Consultation/ChildCareCenterConsultationinAction.pdf).

■ *Research to Practice: Depression in the Lives of Early Head Start Families* (January 2003), by the Early Head Start Research and Evaluation Project, notes that the Early Head Start Research and Evaluation Project found a high rate of depression in Early Head Start families. Although Early Head Start did not have a significant impact on reducing depressive symptoms or on increasing the use of mental health services, the program did help parents in their relationships with their children. Positive impacts were found for parent-child interaction and children's social-emotional development. Furthermore, among those families in which mothers were depressed at enrollment, Early Head Start had even stronger favorable impacts on parent-child interaction. This resource is available on the Web at http://www.acf.dhhs.gov/programs/core/ongoing_research/ehs/dissemination/research_briefs/research_brief_depression.pdf.

■ *Before the ABCs: Promoting School Readiness in Infants and Toddlers* (2003), by Rebecca Parlakian, published by ZERO TO THREE, examines the important role that cognitive and social-emotional skills play in preparing children for school. It is written to help infant-family program leaders understand how they can support the lifetime learning of babies and toddlers in their communities. It highlights seven critical social-emotional skills, which determine school readiness. They are confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness. Additional information is available on the Web at <http://www.zerotothree.org/bookstore/>.

■ *The Benefits of Integrated Mental Health Consultation in Head Start: A Qualitative Inquiry* (2003), by Beth L. Green, Jennifer Simpson, Maria C. Everhart, and Elizabeth Vale, published by NPC Research, Portland State University, explored whether having mental health consultants in Head Start who were more available to staff and more integrated into overall program functioning was related to more effective mental health programming. Results suggest that Head Start programs with a more integrative mental health model were more likely to have a strong, unified vision for mental health services, to have a mental health approach consistent with best practices, and to perceive their mental health services to be more effective. It concludes that a clear vision and approach to mental health services that is well understood by all staff is important to effective mental health services. Data tables are presented for type of contact, quality of relationship, and accessibility of mental health consultants. This resource is available on the Web at http://www.npcresearch.com/Files/MHC%20article_final.pdf.

■ *Early Head Start Program Strategies: Responding to the Mental Health Needs of Infants, Toddlers and Families* (2003), by Early Head Start National Resource Center at ZERO TO THREE; and the U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau, discusses the meaning of infant mental health and what is involved in responding to the mental health needs of very young children and their families. The Head Start Program Performance Standards are explored as they relate to mental health services. A continuum of mental health services is described from promotion to treatment. It notes that the essence of infant mental health is the quality of the relationship between babies and their parents. With professional mental health consultation and community collaboration, Early Head

Start programs have the tools to fully respond to the mental health needs of infants, toddlers, and families. This resource is available on the Web at <http://www.ehsnrc.org/pdf/files/mpsmentalhealth.pdf>.

■ *A Stitch in Time: What Works with Troubled Preschoolers* (2003), by Fight Crime: Invest in Kids, suggests that investments in early intervention for children with high levels of aggressive behavior can significantly reduce their disruptive behaviors, taking them off the path to delinquency and crime. This brochure is available on the Web at <http://www.fightcrime.org/reports/stitchintime.pdf>.

■ “Children’s Mental Health Services in Rhode Island” (October 2002), *Issue Brief #15*, by Rhode Island Kids Count, describes several efforts in Rhode Island including components designed to enhance the skills of caregivers who nurture and support young children. This resource is available on the Web at <http://www.rikidscount.org/matriarch/d.asp?PageID=229&PageName2=issuebriefmentalhealth&p=&PageName=FINALDRAFTmental+health+issue+brief%2Epdf>.

■ “Emotions Matter: Making the Case for the Role of Young Children’s Emotional Development for Early School Readiness” (2002), in *Social Policy Report: Giving Child and Youth Development Knowledge Away* Vol. XVI, No. 3, by C. Cybele-Raver, published by the Society for Research in Child Development (SRCD, considers the importance of young children’s emotional development for their school readiness, suggesting that social scientists can provide policy-makers with concrete ways to conceptualize, measure and target young children’s emotional adjustment in early educational and child care settings. The report reviews research to determine whether children’s emotional adjustment can be significantly affected by interventions implemented in the preschool and early school years. It suggests that family, early educational, and clinical interventions offer policy-makers a wide array of choices in ways that they can make sound investments in young children’s emotional development and school readiness. This research suggests that, while young children’s emotional and behavioral problems are costly to their chances of school success, these problems are identifiable early, are amenable to change, and can be reduced over time. This resource is available on the Web at <http://www.srcd.org/spr16-3.pdf>.

■ “Making Dollars Follow Sense: Financing Early Childhood Mental Health Services to Promote Healthy Social and Emotional Development in Young Children” (July 2002) *Policy Paper #4, Promoting the Emotional Well-Being of Children and Families*, by Kay Johnson, Jane Knitzer, and Roxane Kaufmann, for the National Center for Children in Poverty (NCCP), describes innovative approaches States and communities are using to finance preventive and early intervention services as well as more traditional treatment services for young children’s mental health and what else might be done to fully utilize all available resources. Information about this resource is available on the Web at http://www.nccp.org/pub_pew.html.

■ “Ready to Enter: What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among Three- and Four-Year-Old Children” (July 2002) *Policy Paper #3, Promoting the Emotional Well-Being of Children and Families*, by C. Cybele Raver and Jane Knitzer, for the National Center for Children in Poverty (NCCP), focuses on

what emerging research tells policy-makers about why it is so important to intervene to help young children at risk of poor social, emotional, and behavioral development and what kinds of research-based interventions seem most effective. It addresses the relationship between early academic learning and emotional development; the prevalence of emotional problems in preschool-aged young children and young children who are exposed to multiple family and environmental risk factors; the role of teachers and child care providers in reducing or exacerbating problems; and the emerging but still limited research on the efficacy of preventive and early interventions explicitly targeted to address the social, emotional, and behavioral difficulties of young children, particularly in the context of early care and education settings. This resource is available on the Web at <http://www.nccp.org/media/pew02c-text.pdf>.

■ *Promoting Children’s Mental Health in a Child Care Context* (July 2002), by the Research & Training Center on Family Support and Children’s Mental Health (R&T), is a Microsoft PowerPoint presentation that describes the Models of Inclusion in Child Care Project. The project is aimed at providing the first investigation of programs and strategies that result in improved access of families having children with emotional or behavioral disorders to child care which is inclusive, family-centered, culturally-appropriate, and of high quality. This resource is available on the Web at <http://www.rtc.pdx.edu/Presentations/P3gt02.pdf>.

■ *Mental Health Services for Children: An Overview* (June 2002), by Holly Kenny, Leah Oliver and Julie Poppe, for the National Conference of State Legislatures’ (NCSL) Children’s Policy Initiative, provides an overview for legislators who are interested in learning more about options to address the mental health needs of children. It describes the role of mental health consultants in child care and gives examples of State initiatives in Colorado and Vermont. This resource is available on the Web at <http://www.ncsl.org/programs/cyf/CPI.pdf>.

■ *Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children* (Summer 2002), by the Ewing Marion Kauffman Foundation, is a post-conference report that compiles seven papers that present the latest scientific findings on the importance of social and emotional school readiness. The report highlights the link between social-emotional development and later cognitive development. This resource is available on the Web at http://www.emkf.org/pdf/eex_brochure.pdf.

■ *Child Care That Works for Children with Emotional and/or Behavioral Challenges: Parents Perceptions* (May 2002), by Shane Ama, Sara Berman, Eileen Brennan, and Jennifer Bradley, published by Portland State University, is a Microsoft PowerPoint presentation that describes the child care needs of families with children with emotional or behavioral challenges. This resource is available on the Web at <http://www.rtc.pdx.edu/Presentations/BFS02/bfs02rtcproj3.pdf>.

■ “Promoting Mental Health Through Child Care and Mental Health Linkages” (Spring 2002) *Child Care Bulletin* Issue 25, prepared by the National Child Care Information Center, for the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, provides a variety of information about child care–mental health linkages and recommendations from the March 2001 National Leadership Forum on Child Care and Mental Health sponsored by the Child Care Bureau in collaboration with the Maternal and Child

Health Bureau and the Substance Abuse and Mental Health Services Administration. This issue also features innovative national, State, and community programs and services; funding resources; publications; and organizations that highlight effective ways to promote collaboration between the child care and mental health communities to meet the social and emotional needs of young children. This resource is available on the Web at <http://nccic.org/ccb/issue25.pdf>.

■ *Guidance for Early Childhood Program Design: Addressing the Mental Health Needs of Young Children and Their Families in Early Childhood Education Settings* (March 2002), by the Research & Training Center on Family Support and Children’s Mental Health (R&T), describes the project and outlines seven themes that emerged from 75 structured, in-depth interviews. These themes include widespread program challenges and strengths, and preliminary insights into elements of effective service delivery. This resource is available on the Web at <http://www.rtc.pdx.edu/Guidance%20Brochure.pdf>.

■ “Child Mental Health” (2002) *Head Start Bulletin* No. 73, by the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, has articles that describe interventions and issues affecting pregnant women, father involvement, and children birth to age 5, as well as some innovative program models. This resource is available on the Web at <http://www.headstartinfo.org/pdf/ChildMentalHealth-Final.pdf>.

■ “Child Care: Inclusion as Enrichment” (Fall 2001) in *Focal Point*, by Eileen M. Brennan, Elizabeth Caplan, Shane Ama, and Olivia Warfield, published by the Regional Research Institute for Human Services, Portland State University, discusses child care arrangements that include children with emotional or behavioral challenges with typically developing children. This resource is available on the Web at <http://www.rtc.pdx.edu/FPinHTML/FocalPointFA01/pgFPfa01Inclusive.shtml>.

■ *Building Services and Systems to Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers* (2001), by Jane Knitzer, for the National Center for Children in Poverty (NCCP), sets forth a framework for community and State action to help families and caregivers address the widespread emotional challenges that young children are facing across this country. It describes the scope of the problem; highlights emerging strategies, challenges, and opportunities; and provides concrete tips from early leaders for those seeking to move this agenda, as well as more general recommendations. This resource is available on the Web at <http://www.nccp.org/media/pew02a-text.pdf>.

■ *Funding Early Childhood Mental Health Services and Supports* (March 2001), prepared by Georgetown University Child Development Center, describes a matrix developed to assist States and communities in the design of comprehensive financing systems for early childhood mental health services and supports. The vertical axis of the matrix lists a range of early childhood mental health services and supports. The list of potential financing resources, displayed horizontally across the top of the matrix, includes the major Federal, State, and local government and non-government sources of funding available to States and communities. This resource is available on the Web at <http://www.gucdc.georgetown.edu/fundingpub1.pdf>. “Appendix A: Matrix of Early Childhood Mental Health Services and Supports” is available on

the Web at <http://www.georgetown.edu/research/gucdc/fundingpub2.pdf>. Additional tables and appendices are available on the Web at <http://www.gucdc.georgetown.edu/fundingpub3.pdf>.

■ *Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda* (January 2001), prepared by the U.S. Department of Health and Human Services, documents a conference on Children's Mental Health held on September 18–19, 2000. The National Action Agenda identifies eight goals and multiple action steps. These include promoting public awareness of children's mental health issues, reducing the stigma associated with mental illness, and improving the assessment and recognition of mental health needs in children. This report is available on the Web at <http://www.surgeongeneral.gov/cmh/childreport.htm>.

■ *Understanding Young Children's Mental Health: A Framework for Assessment and Support of Social-Emotional-Behavioral Health* (January 2001), prepared by the Nebraska Early Childhood Mental Health Work Group, identifies resources that address assessment of infant/toddler mental health, including the social, emotional, and behavioral development of infants, toddlers, and preschoolers. This resource is available on the Web at <http://www.esu3.org/ectc/partnerships/ecmh/assessframe.pdf>. Additional information is available on the Web at <http://www.esu3.org/ectc/partnerships/ecmh.htm>.

■ *Florida's Strategic Plan for Mental Health: Establishing a System of Mental Health Services for Young Children and Their Families* (September 2000), by Florida State University Center for Prevention and Early Intervention Policy for the Florida Developmental Disabilities Council, describes a plan for building a system of mental health services for young children and their families in Florida, adds to the research base by piloting infant mental health projects, increases public awareness, advocates for appropriate State policies and programs, builds workforce capacity, and explores potential funding sources for training and services. This resource is available on the Web at <http://www.fsu.edu/%7Eceip/IMHplan.pdf>.

■ *Using Mental Health Strategies to Move the Early Childhood Agenda and Promote School Readiness* (September 2000), by Jane Knitzer, published by the National Center on Children in Poverty (NCCP), highlights emerging strategies to promote the emotional wellness of young children and their families, enhances caregiver skills, and ensure appropriate use of specialized services. It describes mental health initiatives in child care, early learning and home visiting programs; early health care; and Statewide approaches. Information about this resource is available on the Web at http://www.nccp.org/pub_mhs00.html.

■ *Early Childhood Mental Health Consultation* (May 2000), by Elena Cohen and Roxane Kaufmann, from the National Technical Assistance Center for Children's Mental Health, published by the Center for Mental Health Services (CMHS) and Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services, summarizes the presentations, discussions, and background materials from a roundtable discussion in May 1998 by experts on the subject of mental health consultation in early childhood settings. The monograph describes an early childhood mental health perspective, defines types of mental health consultation, and provides examples of the essential features of

consultation, including challenges and strategies in the consulting process. Information about this resource is available on the Web at <http://gucchd.georgetown.edu/document.html>.

■ “Early Childhood Mental Health Services: A Policy and Systems Development Perspective” (2000), in *Handbook of Early Childhood Intervention (2nd Edition)* (2000), by Jane Knitzer, eds. Jack Shonkoff and Samuel Meisels, published by Cambridge University Press, includes information about coordinating mental health services with early childhood programs. Additional information is available from Cambridge University Press on the Web at <http://titles.cambridge.org/catalogue.asp?isbn=0521585732>.

■ *Mental Health in Head Start: A Partner for Families – Videotape* (2000), distributed by the Head Start Information and Publication Center (HSIPC), was developed to facilitate discussion about mental health. *Mental Health in Head Start: A Partner for Families User’s Guide* (2000) was developed to facilitate the effective use of the videotape. Additional information is available on the Web at <http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=79&do=detail>.

■ *Mental Health in Head Start: It’s Everybody’s Business – Videotape* (2000), distributed by the Head Start Information and Publication Center (HSIPC), provides an overview of the Head Start Mental Health program and discusses the development of positive activities for the mental well-being of staff, parents, and children in the program. *Mental Health in Head Start: It’s Everybody’s Business Discussion Guide* (2000) was developed to facilitate the effective use of the videotape. The videotape and discussion guide are also available in Spanish. Additional information is available on the Web <http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=82&do=detail>.

■ *Building Healthy Child Care Partnerships* (1999), by Healthy Child Care America (HCCA), describes collaborations between child care and mental health in California, Indiana, and Louisiana. For additional information, contact HCCA at 888-227-5409 or on the Web at <http://nccic.org/hcca/index.html>.

■ “Partnerships to Promote Mental Health” (Fall 1999) in *The Healthy Child Care America Newsletter*, describes successful strategies and partnerships to promote mental wellness in child care programs. It emphasizes identifying problem behaviors for early intervention and encourages providing quality support for child care providers. It highlights case-study examples. This resource is available on the Web at <http://nccic.org/hcca/nl/nlfal99.pdf>.

■ *Promoting Resilience: Helping Young Children and Parents Affected by Substance Abuse, Domestic Violence, and Depression in the Context of Welfare Reform* (February 1999), by Jane Knitzer, published by the National Center for Children in Poverty (NCCP), addresses the issue of mental health in child care. It is available on the Web at <http://www.nccp.org/media/cwr00h-text.pdf>.

■ “Communities Supporting the Mental Health of Young Children and Their Families” (1999), in *Where Children Live: Solutions for Serving Young Children and Their Families*, by Roxane Kaufmann and Amy Locke Wischmann, eds. Richard Roberts and Phyllis Magrab,

published by Ablex Publishing, ties together mental health services needed by young children and their families with the need for coordinated community support.

■ *Promoting Mental Health: Training Guides for the Head Start Learning Community* (1998), by James Bowman Associates, published by the Head Start Information and Publication Center, helps Head Start staff promote mental health for all members of the Head Start Community by means of activities that build skills in creating responsive, respectful relationships with co-workers, parents, and children. The guide has five working sections, the first three of which are training modules. This resource is available on the Web at <http://www.bmcc.org/Headstart/Trngds/Mentalhe/index.html>.

■ *Lessons from the Field: Head Start Mental Health Strategies to Meet Changing Needs* (1997), by Hiro Yoshikawa and Jane Knitzer, published by the National Center for Children in Poverty (NCCP), describes promising strategies generated by Head Start programs to better meet the changing mental health needs of Head Start children, families, and staff. It includes a summary of program and fiscal mental health strategies identified, as well as the lessons learned and their implications for policy, practice, and research. This resource is available on the Web at http://www.nccp.org/pub_mhs97.html.

Additional Resources

■ “Self-Regulation and School Readiness,” (July 2003), an *ERIC Digest* by Clancy Blair, examines emotional reactivity and its relation to the development of cognitive functions that promote self-regulation in young children. Self-regulation skills underlie many of the behaviors and attributes associated with successful school adjustment. Several key points are suggested by the research on the interaction of cognition and emotion in the development of school readiness: (1) high-quality preschool education programs can best promote school readiness by helping to secure the social and emotional foundation upon which children can build cognitive skills that promote knowledge acquisition in academic domains; (2) a premature focus on knowledge acquisition in preschool without attention to cognitive and social-emotional competencies through which knowledge is acquired could lead to learning problems and early school failure for some children; (3) learning occurs within relationships; (4) preschool activities that exercise impulse control, sustained attention, and working memory are likely to promote the development of cognitive skills important for knowledge acquisition in the early elementary grades; and (5) young children differ in level of emotional reactivity and in the need to express this reactivity. This resource is available on the Web at <http://ceep.crc.uiuc.edu/eearchive/digests/2003/blair03.html>.

■ “Young Children’s Emotional Development and School Readiness,” (July 2003), an *ERIC Digest* by C. Cybele Raver, presents a brief overview of longitudinal research linking children’s emotional development to school readiness and early school success. Research has demonstrated that children’s emotional and social skills are linked to their early academic standing. Children who have difficulty paying attention, following directions, getting along with others, and controlling negative emotions of anger and distress do less well in school. Interventions have been implemented at the family, child care, school, and clinical site levels to address these difficulties as children enter school. These programs include: low-intensity

interventions in the classroom, low- to moderate-intensity interventions in the home (parent training programs), multi-pronged home/school interventions for children at moderate risk, and high-intensity clinical interventions for high-risk children. Programmatic success is reliant on the extent to which programs succeed in enlisting families' participation. This resource is available on the Web at <http://ceep.crc.uiuc.edu/ecearchive/digests/2003/raver03.html>

■ *Bright Futures in Practice: Mental Health* (2002), published by the National Center for Education in Maternal and Child Health at Georgetown University, is a two-volume set that considers the mental health of children in a developmental context, presents information on early recognition and intervention for specific mental health problems and mental disorders, and provides a tool kit with hands-on tools for health professionals and families for use in screening, care management, and health education. This resource is available on the Web at <http://www.brightfutures.org/mentalhealth/>.

■ *Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings* (2002), by Alice Sterling Honig, published by the National Association for the Education of Young Children (NAEYC), focuses on those aspects of attachment caregivers need to understand to become more adept at the challenging work of nurturing early positive mental health in young children. The book offers suggestions for enhancing caregivers' skills in nourishing infants' and toddlers' relationships in the child care setting. Additional information is available from NAEYC at 800-424-2460 or on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=123.

■ *Systems of Care: Promising Practices in Children's Mental Health, 2001 Series, Volume I—Wraparound: Stories From the Field* (2001), by Kimberly Kendziora, Eric Bruns, David Osher, Debra Pachiano, and Brenda Mejía, published by the Center for Effective Collaboration and Practice, American Institutes for Research, explores the concept that wrap-around is better, cheaper, and more humane than conventional service delivery processes for families with children with serious emotional disturbance. Through the stories of six families who have received individualized services and supports through a wraparound process, this publication explores how this process worked to support their strengths and meet their needs. This resource is available on the Web at http://cecp.air.org/AIR_Monograph.pdf.

■ *Systems of Care: Promising Practices in Children's Mental Health, 2001 Series, Volume II—Learning From Families: Identifying Service Strategies for Success* (2001), by Janice E. Worthington, Mario Hernandez, Bob Friedman, and Douglas Uzzell, published by the Center for Effective Collaboration and Practice, American Institutes for Research, examines the success stories of families with children who suffer from emotional and behavioral disorders. Family success, defined from the perspectives of the families and providers, occurs when systems of care focus on the entire family, meet families "where they are," and emphasize the connection between family and community. The monograph emphasizes the crucial importance of strong bonds between families and providers. This resource is available on the Web at http://cecp.air.org/Florida_Monograph.pdf.

■ *Systems of Care: Promising Practices in Children’s Mental Health, 2001 Series, Volume III—Promising Practices in Early Childhood Mental Health* (2001), by Jennifer S. Simpson, Pauline Jivanjee, Nancy Koroloff, Andrea Doerfler, and María García, published by the Center for Effective Collaboration and Practice, American Institutes for Research, shows us that systems of care serving very young children and their families are finding innovative and effective ways to design and deliver services. The authors consistently found that an approach to services that takes into account the whole child, including his or her family and community, his or her unique developmental needs and strengths, and his or her well-being in a variety of contexts is especially important and most effective. They also found that a truly family-centered approach to care with a high level of parent participation in decision-making seems to increase the overall level of parent engagement in the well-being of their child within a particular child-serving agency. This resource is available on the Web at http://cecp.air.org/Portland_Monograph.pdf.

■ *Key Principles in Providing Integrated Behavioral Health Services for Young Children and Their Families; the Starting Early Starting Smart Experience* (2001), prepared by Casey Family Programs and the U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration (SAMHSA), describes the Starting Early Starting Smart (SESS) project, an early intervention program that has been developed in the context of the national, multi-site program and evaluation funded by the Substance Abuse and Mental Health Services Administration and Casey Family Programs. The emphasis in SESS is on the integration of behavioral health services into easily accessible, nonthreatening settings where caregivers naturally and regularly take their young children. SESS sites are based in primary pediatric health care and early childhood educational settings. This resource is available on the Web at <http://www.health.org/govpubs/bkd423/>.

■ *Teaching Prosocial Skills to Young Children To Increase Emotionally Intelligent Behavior* (May 2001), by Karen Kolb and Sandy Weede, is a report about an action research project that implemented an intervention program to increase prosocial skills among 3- to 5-year-olds in at-risk prekindergarten classrooms. Analysis of probable cause data revealed that students demonstrated a lack of emotional intelligence that inhibited the development of social competence. Area early childhood professionals reported that students exhibited an inability to handle conflict, a lack of cooperation, poor relationships, and an inability to use expressive language in emotional situations. The intervention was comprised of cooperative learning activities, training in emotional intelligence, incorporation of multiple intelligence lessons, implementation of Second Step Social Skills and Violence Prevention Program lessons, and inclusion of an anti-bias curriculum. Post-intervention data indicated that the targeted prekindergarten students demonstrated an increase in prosocial behavior and emotional intelligence and that learned social skills transferred across the curriculum. Additional information is available from ERIC Document Reproductions Service on the Web at <http://www.edrs.com/default.cfm>.

■ “Inclusive Child Care – Quality Child Care for All Children” (1999), *Child Care Bulletin* Issue 21, published by the National Child Care Information Center, for the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services,

focuses on the topic of children with special needs in child care. This resource is on the Web at <http://nccic.org/ccb/issue21.html>.

■ *The Surgeon General's Report on Mental Health* (1999), published by the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS), National Institutes of Health, National Institute of Mental Health, provides an up-to-date review of scientific advances in the study of mental health and of mental illnesses. Chapter 3 discusses children and mental health. The report is available on the Web at <http://www.surgeongeneral.gov/library/mentalhealth/home.html>.

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