ARTICLES

Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (n.d.). *Understanding your child's behavior: Reading your child's cues from birth to age 2*. Retrieved from http://csefel.vanderbilt.edu/documents/reading_cues.pdf

This article describes what to expect from children's behavior from birth through age 2. It offers strategies for parents responding to children's communication and behavior that can be stressful for adults.

Florez, I. R. (2011, July). Developing young children's self-regulation through everyday experiences. *Young Children, 66*(4), 46–51.

This article explains how self-regulation develops in children and how educators can help foster self-regulation through their everyday interactions with children.

Gillespie, L. (2015, July). It takes two: The role of co-regulation in building self-regulation skills. *Young Children, 70*(3), 94–96. Retrieved from https://www.naeyc.org/system/files/RR-0715.pdf

In this article, the author describes adults who interact with children warmly and responsively as co-regulators who can help children develop self-regulation skills. The article gives tips that tell how to help children learn to manage emotions.

National Association for the Education of Young Children (NAEYC). (2013). 10X: "Good Job" alternatives. *Teaching Young Children, 7*(1*)*, 6–7. Retrieved from https://www.naeyc.org/tyc/article/good-job-alternatives

This brief article highlights communication strategies that recognize children's accomplishments and encourage learning.

Suggested Resources

PBS Parents. (n.d.). Talking with kids: Preschoolers: Ages 2–5. Retrieved from
http://www.pbs.org/parents/talkingwithkids/agebyage_3.html

This web resource highlights stages in preschoolers' development and communication skills.

Spicer, P. (2010). Cultural influences on parenting. *Zero to Three, 30*(4), 28–32.

This article highlights cultural influences on parents' perspectives on infant development. The content refers to a 2009 survey by Zero to Three called *Parenting Infants and Toddlers Today.*

Wittmer, D. (n.d.). *Attachment: What works?* Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Retrieved from http://csefel.vanderbilt.edu/resources/wwb/wwb24.html

This article, designed for early childhood professionals, focuses on the importance of attachment and provides descriptions of secure attachment, cultural differences in attachment, and ways to support parent-child relationships.

Zero to Three. (2016, February 25). *How to support your child's communication skills.* Retrieved from
https://www.zerotothree.org/resources/302-how-to-support-your-child-s-communication-skills

This web resource provides strategies for parents and caregivers to enhance children's communication skills.

GUIDES AND REPORTS

Jiron, A., Brogle, B., & Giacomini, J. (2013). *How to understand the meaning of your child's challenging behavior*. Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children. Retrieved from
http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk_understand_meaning.pdf

This resource is part of the Backpack Connection Series by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children and focuses on helping families and educators work together to understand children's behavior that adults find challenging. The resource provides information on why children may have certain behaviors and possible steps to take to help children learn new behaviors.

National Scientific Council on the Developing Child. (2004). *Children's emotional development is built into the architecture of their brains*. Retrieved from http://developingchild.harvard.edu/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-

Suggested Resources

Their-Brains.pdf

In this working paper, a multidisciplinary group of professionals emphasize the importance of emotional development in overall brain development. They recommend changes in policy to include social and emotional development as a priority in early learning and in services to support parents of young children, more training for educators on social and emotional development, more mental health services available to children in early learning programs, assessment of children's development as part of child welfare agency work, and more expertise in intervention programs in identifying and treating mental health problems in young children.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *Family well-being.* In *Understanding Family Engagement Outcomes: Research to Practice Series*. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-family-well-being.pdf

This resource presents a summary of selected research, program strategies, and resources related to family well-being and family engagement outcomes that are intended to be useful for Head Start, Early Head Start (EHS), and other early childhood programs.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting family engagement and school readiness, from prenatal to age 8*. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-im/pfce-framework.pdf

The Parent, Family, and Community Engagement (PFCE) Framework is a research-based road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. It was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families.* Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf

This guide offers information for Head Start, Early Head Start, and early childhood programs in building positive, goal-oriented relationships with families to support child and family progress. Topics include strengths-based attitudes, relationship-based practices, and reflective strategies.

Suggested Resources

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Parent involvement and family engagement: For early childhood professionals.* Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf

This one-page Office of Head Start document distinguishes *family engagement* from *parent involvement* and defines the terms *parent* and *family.*

BOOKS

Brazelton, T. B. (2006). *Touchpoints birth to three: Your child's emotional and behavioral development* (2nd ed.). Cambridge, MA: Da Capo Press.

This book, written for parents and caregivers of infants and toddlers, addresses the many physical, social, and emotional developmental concerns adults have for young children. The author provides insights into the unique experiences of children and their parents, which can help support understanding within relationships.

Brazelton, T. B., & Sparrow, J. D. (2001). *Touchpoints three to six: Your child's emotional and behavioral development.* Cambridge, MA: Perseus Publishing.

This book, written for parents and caregivers of children ages 3 to 6, addresses the many physical, social, and emotional developmental concerns adults have for young children. The authors provide insights into the unique experiences of children and their parents, which can help support understanding within relationships.

Hirschland, D. (2015). *When young children need help: Understanding and addressing emotional, behavioral, and developmental challenges.* New York, NY: Redleaf Press.

Written for early childhood educators, this book focuses on making sense of the challenges that some young children face and using that information to promote their growth. It emphasizes that even when children are receiving outside help and services, what happens in the early learning environment is important to their progress.

Rogoff, B. (2003). *The cultural nature of human development.* New York, NY: Oxford University Press.

The author of this book argues that human development should be understood as a cultural process instead of just a biological or psychological one. The book challenges traditional thinking about human

development, which posits that children's development is universal and independent of cultural background.

VIDEOS

CONNECT: The Center to Mobilize Early Childhood Knowledge. (n.d.). *Libby & Kim—Middle ground conversation* [Video file]. Retrieved from http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-6

In this video, an educator and parent share observations about a child. They discuss their observations and work together to consider strategies to meet the child's individual needs.

EarlyEdU. (2017). *Resources for families* [Video file]. Retrieved from https://eclkc.ohs.acf.hhs.gov/video/resources-families

In this video, the speaker shares recommendations about people and places that families and educators can turn to when they have concerns about a young child's development or behavior.

EarlyEdU. (2016). *The Tower* [Video file]. Retrieved from https://eclkc.ohs.acf.hhs.gov/video/tower

In this video, an early childhood educator interacts with a small group of children who are playing on the floor. The educator is helping an infant stand while another child is building with blocks. The boy's tower falls and a conflict happens with another child, who keeps trying to join the block play.

EarlyEdU. (2015). *Reading together* [Video file]. Retrieved from https://eclkc.ohs.acf.hhs.gov/video/reading-together

In this video, a parent reads to an infant and interacts in a responsive way to the child's interests and communication.

EarlyEdU. (2014). *My white shoes* [Video file]. Retrieved from https://eclkc.ohs.acf.hhs.gov/video/my-white-shoes

This video shows an educator reading to a small group of toddlers. She asks questions about what is happening in the book, and the children answer the questions and sing along at times.

Suggested Resources

OTHER RESOURCES

Center for Inclusive Child Care. (2011). *Tip sheets: Factors that influence behavior.* Retrieved from
https://www.inclusivechildcare.org/sites/default/files/tipsheets/documents/factors-that-influence-behavior-tip-sheet.pdf

This tip sheet highlights external and internal influences on children's behavior.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (n.d.). *Talking with families about problem behavior: Do's and don'ts* [Module 3a, Handout 3a.2]. Retrieved from
http://csefel.vanderbilt.edu/modules/module3a/handout2.pdf

Written for early childhood educators, this tip sheet gives suggestions about how to talk with families about children's behaviors that adults find challenging.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Language modeling and conversations* [Professional development suites]. Retrieved from
https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments

Early childhood educators can learn effective practices for children's language development in these five professional development suites: *Engaging Children in Conversation*, *Thick and Thin Conversations*, *Asking Questions*, *Novel Words*, and *Expansions.*

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. (n.d.). *Developmental milestones.* Retrieved from
https://www.cdc.gov/ncbddd/actearly/milestones/index.html

This website provides free checklists for developmental milestone for children 2 months old through age 5 along with photos and videos of children at different stages of development.

Zero to Three. (2016, October 3). *The expectation gap.* Retrieved from
https://www.zerotothree.org/resources/series/the-expectation-gap

This resource cites the results of an annual parent survey showing that many parents believe that children start developing self-control earlier in life than brain science indicates that they do. In addition to highlighting the parent survey results, the web page links to resources on such topics as managing emotions and taking turns, all in an effort to fill in gaps in expectations.

Suggested Resources

Zero to Three. (n.d.). *Challenging behaviors. Retrieved from*
https://www.zerotothree.org/espanol/challenging-behaviors

This web page features a variety of resources on children's behaviors that adults find challenging. Topics include coping with infant and toddler crying, using time-outs, and biting.

For more information about this resource, please contact us:
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