



Child Care Information Center

State of Wisconsin Departments of
Public Instruction / Children & Families

Newsletter 63

Early Childhood Well-being

2012

VISIT OUR WEBSITE
www.ccic.wi.gov

Child care is a complex and challenging career, but great resources are available to Wisconsin providers and early care educators. The CCIC Newsletter highlights those resources and offers professionals in early care and education information to access articles, books and videos to borrow. Our past several issues have focused on various aspects of YoungStar, Wisconsin's child care quality rating & improvement system. This issue also aims to offer resources relating to the efforts of YoungStar by focusing in on the important topic of child well-being: giving each child and family a sense of being included and valued, fostering each child's social and emotional development, and helping strengthen families so they can better protect, nurture, and enjoy their children.

CLICK AN ITEM'S TITLE FOR THE DIRECT LINK WHEN AVAILABLE

NEED TRAINING?
TRY HERE!!

[www.the-registry.org/
myregistry/default.
aspx](http://www.the-registry.org/myregistry/default.aspx)

T-NET Statewide
Training Calendar

FREE ONLINE BOOKS!! ...FREE ONLINE BOOKS!! ...FREE ONLINE BOOKS!!

A Thinking Guide to Inclusive Childcare for Those Who Care About Young Children with and without Disabilities

"Make a commitment to be as inclusive as possible - one child at a time. This is not a statement only about children with known disabilities. Many children who will never be categorized as disabled or having a particular syndrome or status other than typical can be a handful at times. Inclusiveness is an attitude that reflects on how adults think about children with or without disabilities."

Think Big Start Small. Together Children Grow: Quality Child Care for Children With Special Needs

Parents are the most important people in their children's lives and know them better than anyone else in the world. When parents and providers come together as experts sharing their knowledge, support, time and resources, everyone wins.

Strengthening Families: A Guidebook for Early Childhood Programs, 2nd edition

Early childhood professionals have known for decades that they play an important role in protecting and nurturing young children and promoting their social and emotional development. In addition to the role they can play with all parents and children, there is evidence to suggest that an early childhood program that reaches out to parents also may be the best child abuse and neglect prevention strategy.

Finding Your Way: A Navigation Guide for Wisconsin Families Who Have Children and Youth with Special Health Care Needs and Disabilities

This resource assists families who may have concerns or questions about their child's development or have recently received a diagnosis of a special health care need or disability. It provides brief descriptions of programs, services and systems of support and gives contact information to learn more about these and other resources.

Wisconsin Model Early Learning Standards, 3rd Edition

The Wisconsin Model Early Learning Standards specify developmental expectations for children from birth through entrance to first grade. Samples of children's behavior and recommended adult strategies are provided.

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CHILD CARE INFORMATION CENTER (CCIC)

A FREE lending library and information clearinghouse serving anyone in Wisconsin working in the field of child care and early childhood education. CCIC offers use of books, videos, and CDs on most early care and education topics, as well as FREE brochures, tip sheets, and magazine article reprints to keep. **CUSTOM PACKAGES AVAILABLE TOO!!**

CENTER FOR EARLY CHILDHOOD MENTAL HEALTH CONSULTATION (CECMHC)

Organization that offers:

1. Tutorial trainings and social-emotional supportive resources. http://www.ecmhc.org/materials_staff.html
2. Stress Reduction Posters to print and display. http://www.ecmhc.org/documents/CECMHC_GraffitiPosters.pdf
3. Classroom posters in English and Spanish
4. Infant/Toddler Temperment Tool

NATIONAL DISSEMINATION CENTER FOR CHILDREN WITH DISABILITIES (NICHCY)

Here, child care professionals can find easy-to-read information on IDEA, the law authorizing early intervention services and special education, state resource sheets to help individuals connect with the disability agencies and organizations in WI, and many free articles and publications.

LET'S MOVE! CHILD CARE

"The risk of obesity starts early in life. Over half of obese children become overweight by the age of 2, and approximately one in five children are overweight or obese by their 6th birthday." - The White House Task Force on Childhood Obesity. This website provides many free resources for parents and educators.

TALARIS INSTITUTE

Supporting parents and caregivers in raising socially and emotionally healthy children.

NATIONAL CENTER ON BIRTH DEFECTS AND DEVELOPMENTAL DISABILITIES (NCBDDD)

WI ALLIANCE FOR INFANT MENTAL HEALTH (WI-AIMH)

Agency promoting the healthy social & emotional development of WI children from birth through age 5.

CENTER ON THE SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING (CSEFEL)

Focused on promoting the social-emotional development and school readiness of young children birth to age 5. This website offers free user-friendly training materials, videos, and print resources to help early care, health and education providers.

THE SPECIALQUEST MULTIMEDIA TRAINING LIBRARY

This training resource supports providers focused on the inclusion of young children with disabilities birth-five and their families, in early care and education settings. SpecialQuest offers complete training sessions that include video, worksheets, handouts, and even quotations and great visuals for each topic.

SPECIALQUEST EARLY CHILDHOOD INCLUSION TRAINING RESOURCES

Newly developed videos and training sessions designed to support high quality inclusion of pre-schoolers (ages 3-5) in early care and education settings that are responsive to the priorities and concerns of families.

THE FAMILY VILLAGE

A web site for children and adults with disabilities, their families, and their friends and allies. Family Village brings together thousands of online resources in a organized, easy-to-use directory. The centerpiece of Family Village is the library, where visitors can find information on over 300 diagnoses. Visitors can also learn about assistive technology, legal rights and legislation, special education, leisure activities and much more.

EARLY CHILDHOOD NEWS

This website offers articles, classroom ideas, teacher resources, and professional resources. Teachers can even download songs, or listen to the experts as they discuss topics on ECN radio.

TECHNICAL ASSISTANCE CENTER ON SOCIAL EMOTIONAL INTERVENTION FOR YOUNG CHILDREN (TACSEI)

Agency that creates FREE products and resources to help decision-makers, caregivers, and service providers apply research-based best practices in their daily work. Most of these free products are available right on the website for immediate use.

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1. 5 Ways to Set Limits

Eleanor Reynolds. *Early Childhood News*. 2007

"The goal for setting limits is to give as much responsibility as possible to the child. One contrast between rules and limits is that rules require the adult to take most of the responsibility."

2. Bonding with Your Babies

Alice S. Honig, PhD. *Exchange* 7/93

"Babies flourish with loving caregivers. So the first and foremost emotional neediness of a baby is for YOU to become intimately engaged with the baby. Sure you will hold and cuddle. Sure you will respond to infant distress. But the essence of quality infant care-giving lies in the emotional bond you forge with each infant."

3. Accommodating Different Personalities and Temperaments

Victoria Speaks-Fold, Ed.D. *Early Childhood News*. 2007

"When adults, whether they be parents or caregivers, understand that the infant is communicating through their responses then parents or adults can adjust the response to meet the type of need the infant is expressing such as distress or happiness."

4. Empowering Parents and Teachers to Protect Children

Joanne Cantor. *Child Care Information Exchange*, 7/99

"What can parents do and what can child care programs do to protect children from the very real risk of extreme and disabling anxieties? The first step is to be educated about the problem. Although many parents are aware that the media can be disturbing to children, most don't realize how widespread and severe the problem is, and most don't know how to predict what will frighten their child or what they can do about it." This website provides many free resources for parents and educators.

5. Relationships and the Developing Mind

Daniel J. Siegel. *Child Care Information Exchange*, 11/99

"Attachment relationships are important in the unfolding of the emotional and social development of the child during the early years of life. Development is an ongoing process and so close, emotionally involving relationships continue to influence us throughout the lifespan. The importance of the first years may be that the brain structures that mediate social-emotional functioning begin to develop during this time in a manner that appears to be dependent upon interpersonal experience."

6. The Values of Outdoor Play

David Elkind. *Exchange*, September/October 2006

"Childhood is moving indoors. Over the last two decades alone, children have lost 12 hours of free time a week, and eight of those lost hours were once spent in unstructured play and outdoor activities."

7. Natural Connections: Children, Nature, and Social-Emotional Development

J.E. Thompson and R.A. Thompson. *Exchange* Nov/Dec 2007

"...play is a central context for social and emotional development in early childhood. Research shows that many kinds of play contribute to social-emotional competence in preschoolers; including pretend play, free exploration of objects in the environment, play through which children build and create (constructive play) and games with rules. Natural outdoor environments provide a context in which each kind of play is often more complex, extended, and self-determined. In natural spaces, children have a freedom to play in ways rarely possible in even the most developmentally appropriate indoor environments."

8. The Path Towards Social and Emotional Competence: Bobby and the Adults Who Are Important to Him

M.G. Kim, P.D.Pizzo, and YGarcia. *Exchange* Jan./Feb. 2011

"Social and emotional competence (SEC) is developed through social and emotional learning (SEL). SEL comprises activities and choices that teachers and administrators engage in with young children. These help promote the five skill sets of SEC."

9. Emotional Attachment and Healthy Development

M. Hartzell. *Child Care Information Exchange* May/June 2004.

"So often we are preoccupied with changing a child's behavior and are unaware of the emotions that may have been motivating the behavior. When the sense of connection that comes from the sharing of emotions and a sense of feeling felt is absent, a child is usually not open to listening to us, even if we think we are saying exactly the right thing. One way of describing emotion is as a range of feelings that we can sense in ourselves and perceive in others, and that we can usually label with words such as sadness, anger, fear, joy, surprise, or shame. These categorical emotions, however, are only one aspect of the important role that emotions play in our lives."

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10. "I Want My Mommy." Guiding Children at Nap Time

R. Freeman and C. Wright. *Texas Child Care Quarterly*, Fall 2011. "If teachers use only rewards and punishments to control behavior, it's for their convenience. Teachers may be satisfied, but little has been done for the child. On the other hand, if teachers, in the spirit of caring, listen to children and take the time to thoroughly understand their thoughts and behavior, both will benefit from the start of a trusting relationship."

11. Developmentally Appropriate Child Guidance: Helping Children Gain Self-Control

Will Mosier. *Texas Child Care Quarterly*, Spring 2009 "In trying to redirect or extinguish disruptive behavior, teachers need to use developmentally appropriate practices as laid out by the National Association for the Education of Young Children (NAEYC). According to these practices, the purpose of child guidance, or discipline, is not to control young children but to help them learn to be cooperative. The most effective techniques help children learn how to accept responsibility for their actions and empower them to exercise self-control. Discipline should not be punishing. Instead, it should provide children with learning experiences that nurture an understanding of social consciousness."

12. Sticks and Stones: Words Can Hurt

Kathleen Leon. *Texas Child Care Quarterly*, Spring 2007 "Children who have suffered from verbal abuse know that words can hurt and be as damaging as physical blows to the body. The scars from verbal assaults can last for years. These psychological scars can leave children unsure of themselves, unable to recognize their true value and their talents, and sometimes unable to adapt to life's many challenges."

13. Yes, Michael: Reflections on How Inclusion Can Build Social Skills

Genan T. Anderson. *Texas Child Care Quarterly*, Spring 2003 "While all the areas of curriculum are valuable, as an early childhood educator I see firsthand the importance of socialization skills in all young children. Social skills serve as a scaffold, a platform, for learning in all areas. Research affirms our scaffolding of social competence in our classrooms. Socially competent children who are able to enter a group and play cooperatively with peers are more successful on measures of academic competence."

14. "I'm a Boy, But I'm Pretending I'm a Girl": Cross-gendered Play in Preschool Children

T. Hamlett and R. Fannin. *Texas Child Care Quarterly*, Winter 2006 "The preschool period is a time of rapid growth and development. One area that shows dramatic changes is gender identity. This article addresses the influence of cross-gendered play on preschoolers' emerging understanding of what it means to be male or female. Cross-gendered play occurs when children pretend to be the opposite sex during socio-dramatic or pretend play."

15. Anger

Bill Thompson. *Texas Child Care Quarterly*, Winter 2009 "Handling anger is an example of many situations that arise for caregivers and teachers during a typical day. Knowing effective strategies that you can use on a moment's notice can make the difference between being an effective teacher and one who is constantly frustrated."

16. Children Are Born to Be Outside and Wild, Not Stuck Inside and Mild

Amy Sussna Klein. *Early Childhood News*, 2007 "We need to realize that not going outside is a critical problem for the children in our society today. Children that do not have a chance for outdoor play are in danger of obesity and its ramifications. These children are also losing out on the powerful impact of nature appreciation and how it may reduce stress now and for years to come. Furthermore, outdoor play activities can involve real learning. A teacher can take any area of her curriculum and adapt it to the outside activities, as they tend to lend themselves to a wider population of children and help connect with what is happening inside."

17. Rediscovering Joyfulness

Gay Ward and Crystal Dahlmeier. *Young Children*, Nov. 2011 "Administrative, parental, and governmental expectations often focus on future goals for the child's academic success, rather than the unique developmental qualities of the young child....Activities created to meet artificial aims (for example, all 4-yr olds visit the language center every day to complete a letter workshop, or every child must make a butterfly for display) can lead to short, shallow concentration and perfunctory work. Requiring young children to complete specific activities lessens the joy of learning by removing choice and undermining initiative."

BOOKS TO BORROW

18. *The ABC's of the ADA: Your Early Childhood Program's Guide to the Americans with Disabilities Act.* Karren Ikeda Wood & Victoria Youcha. Baltimore, MD: Paul H. Brookes Publishing Co., 2009. 192 p.

19. *Achieving Learning Goals Through Play: Teaching Young Children with Special Needs, 2nd ed.* Anne H. Widerstrom. Baltimore, MD: Paul H. Brookes Publishing Co., 2005. 239 p.

20. *Active Learning for Children with Disabilities: A Manual for Use with the Active Learning Series.* Pam Bailey, Debby Cryer, Thelma Harms, Sheri Osborne, and Barbara A. Kniest. Parsippany, NJ: Dale Seymour Publications, 1996. 150 p.

21. *Blended Practices for Teaching Young Children in Inclusive Settings.* Jennifer Grisham-Brown, Mary Louise Hemmeter, and Kristie Pretti-Frontczak. Baltimore, MD: Paul H. Brookes Publishing Co., 2005. 292 p.

22. *The Child with Special Needs: Encouraging Intellectual and Emotional Growth.* Stanley I. Greenspan and Serena Wieder. Reading, MA: Perseus Books, 1998. 496 p.

23. *Children with Special Needs in Early Childhood Settings: Identification, Intervention, Inclusion.* Carol L. Paasche, Lola Gorrill, and Bev Strom. Belmont, CA: Delmar Cengage Learning, 2004. 186 p.

24. *DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education.* Susan Sandall, Mary Louise Hemmeter, Barbara J. Smith, and Mary E. McLean. Longmont, CO: Sopris West Educational Services and Missoula, MT: Division for Early Childhood (Joint publication and distribution), 2005. 307 p.

25. *I Belong: Active Learning for Children with Special Needs.* Jan Levanger Dowling and Terri C. Mitchell. Ypsilanti, MI: High/Scope Press, 2007. 159 p.

26. *The Inclusive Learning Center Book for Preschool Children with Special Needs.* Christy Isbell and Rebecca Isbell. Beltsville, MD: Gryphon House, Inc., 2005. 336 p.

27. *Teaching Infants, Toddlers, and Twos with Special Needs.* Clarissa Willis. Beltsville, MD: Gryphon House, Inc., 2009. 160 p.

28. *Early Childhood Inclusive Lesson Plans Throughout the Year.* Laverne Warner, Sharon Lynch, Diana Nabors, and Cynthia Simpson. Beltsville, MD: Gryphon House, Inc., 2007. 349 p.

29. *Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences.* Thomas Armstrong. Cambridge, MA: Da Capo Press, 2010. 275 p.

30. *Managing Chronic Health Needs in Child Care and Schools: A Quick Reference Guide.* American Academy of Pediatrics. Elk Grove Village, IL: AAP Department of Marketing and Publications, 2010. 214 p.

31. *Together We're Better: A Practical Guide to Including Children of ALL Abilities in Out-of-School Time Programs.* Kids Included Together. San Diego, CA: Kids Included Together – San Diego, Inc., 2004. 93 p.

32. *Rethinking Nutrition: Connecting Science and Practice in Early Childhood Settings.* Susan Nitzke. St. Paul, MN: Redleaf Press, 2010. 178 p.

VIDEOS TO BORROW

33. *Anti-bias Curriculum.* Teachers in four classrooms of 2- 5-year-olds show you a new approach for integrating education about diversity into activities you already do with children, to help them learn positive attitudes and to challenge bias. Contrasts color-denial, multicultural, non-bias, and anti-bias approaches. Louise Derman-Sparks. Pasadena, CA: Louise Derman-Sparks, Pacific Oaks College, 1988. VHS or DVD, 30 min.

34. *DEC Recommended Practices Toolkits: CD-ROM* - Interactive tools to improve practices for young children (birth-5 yrs) with special needs and their families. Includes toolkits for embedded instruction, systematic teaching strategies, teaching early communication skills, and monitoring children's learning.

35. *A Place of Our Own: Special Needs.* One in three children arrives in kindergarten unprepared for the challenges of school. A place of our own responds to this need by providing parents and child care providers with information to help young children develop social, emotional and cognitive skills. PBS Home Video, 2008. DVD, 97min.

36. *Inclusion: Focus on Toddlers & Pre-K.* A collection of 3-5 min., unnarrated video clips showing real world examples of children with special needs interacting and enjoying learning with their typically developing peers. Adults model how to offer support and guidance, reduce barriers to include children in activities, and help each child build skills and become more independent. Washington, DC: Teaching Strategies, 2004. VHS or DVD, 35 min. + discussion guide.

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BOOKS TO BORROW

37. 101 Life Skills Games for Children: Learning, Growing, Getting Along (Ages 6-12). Bernie Badegruber. Alameda, CA: Hunter House Inc., Publishers, 2005. 176 p.

38. 101 More Life Skills Games for Children: Learning, Growing, Getting Along (Ages 9-15). Bernie Badegruber. Alameda, CA: Hunter House Inc., Publishers, 2006. 162 p.

39. An Activity-Based Approach to Developing Young Children's Social Emotional Competence. Jane Squires & Diane Bricker. Baltimore, MD: Paul H. Brookes Publishing Co., 2007. 276 p.

40. Building Healthy Minds: Six Experiences that Create Intelligence and Emotional Growth in Babies and Young Children. Stanley Greenspan with Nancy Breslau Lewis. New York, NY: Da Capo Press, 1999. 398 p.

41. Don't Get So Upset! Help Young Children Manage Their Feelings by Understanding Your Own: A Guide for Caregivers. Tamar Jacobson. St. Paul, MN: Redleaf Press, 2008. 185 p.

42. Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice, Zero to Three. 2nd Edition. Washington, DC: National Center for Infants, Toddlers, and Families, 2008. 76 p.

43. Fostering Children's Social Competence: The Teacher's Role. Lilian G. Katz and Diane E. McClellan. Washington, DC: NAEYC, 1997. 116 p.

44. Humor, Play & Laughter: Stress-Proofing Life with Your Kids. Joseph Michelli. Golden, CO: The Love and Logic Press, Inc., 1998. 193 p.

45. Little Kids Big Worries: Stress-Busting Tips for Early Childhood Classrooms. Alice Sterling Honig. Baltimore, MD: Paul H. Brookes Publishing Co., 2010. 170 p.

46. Me, You, Us: Social-Emotional Learning in Preschool. Ann S. Epstein. Ypsilanti, MI: High/Scope Press, 2009. 190 p.

47. Mind in the Making: The Seven Essential Life Skills Every Child Needs. Ellen Galinsky. New York, NY: Harper Collins Publishers, 2010. 382 p.

S O C I A L & E M O T I O N A L

48. Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children. Sarah Landy. Baltimore, MD: Paul H. Brookes Publishing Co., 2002. 582 p.

49. The Optimistic Classroom: Creative Ways to Give Children Hope. Deborah Hewitt and Sandara Heidemann. St. Paul, MN: Redleaf Press, 1998. 244 p.

50. The Power of Play: How Spontaneous, Imaginative Activities Lead to Happier, Healthier, Children. David Elkind. Cambridge, MA: DaCapo Press, 2007. 240 p.

51. Powerful Interactions: How to Connect with Children to Extend Their Learning. Amy L. Dombro, Judy Jablon, and Charlotte Stetson. Washington, DC: National Association for the Education of Young Children, 2011. 160 p.

52. Prime Times: A Handbook for Excellence in Infant and Toddler Programs, 2nd ed. Jim Greenman, Anne Stonehouse & Gigi Schweikert. St. Paul, MN: Redleaf Press, 2008. 344 p.

53. Reaching Standards and Beyond in Kindergarten: Nurturing Children's Sense of Wonder and Joy in Learning. Gera Jacobs and Kathy Crowley. Thousand Oaks, CA: Joint publication - National Association for the Education of Young Children, and Corwin Publishing, 2010. 148 p.

54. School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity. National Black Child Development Institute, Inc. Washington, DC: National Association for the Education of Young Children, 2006. 98 p.

55. Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings. Alice Sterling Honig. Washington, DC: National Association for the Education of Young Children, 2002. 78 p.

56. Social & Emotional Development: Connecting Science and Practice in Early Childhood Settings. Dave Riley, Robert San Juan, Joan Klinkner, and Ann Ramminger. St. Paul, MN: Redleaf Press, 2008. 158 p.

57. Ages & Stages Questionnaires: Social-Emotional (ASQ:SE). A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors. Jane Squires, Diane Brickner, & Elizabeth Twombly. Baltimore, MD: Paul H. Brookes Publishing Co., 2002.

VIDEOS TO BORROW

Hand-in-Hand:

Supporting Children with Play Problems

This comprehensive training series consists of seven modules: a foundation video and six videos that each focus on a different play problem behavior and corresponding teacher interventions.

58. Module 1. When a Child Doesn't Play. Identifying Play Problems & Teacher Interventions

Provides core information about preschoolers' and kindergartners' play and learning, identifies six play problem behaviors, presents a process for adult intervention in play problems, and shows examples of teachers using the intervention process. Foundation video for the series. 30 min. + pkt for 2.5 hr. training

59. Module 2. The Child Who Wanders.

Examines reasons why children wander from activity to activity without engaging in meaningful play, and shows how teachers develop interventions that involve their direct and indirect support, the curriculum and other children. 30 min. + pkt for 2.5 hr. training

60. Module 3. The Child Who Dabbles.

Shows how teachers identify children who engage only marginally with materials, and examines various interventions designed to help children play with greater depth and focus, extending their interest, enjoyment and learning. 30 min. + pkt for 2.25 hr. training

61. Module 4. The Child Who Appears Anxious.

Identifies children who are reluctant to join in play and offers reasons why. Shows teachers developing and using specific interventions designed to build children's trust and to help them become more relaxed and playful. 30 min. + pkt for 4 hr. training

62. Module 5. The Child Who Appears Aloof.

Focuses on children who avoid others and seem unwilling or unable to make social contacts and friendships. Demonstrates how teachers design interventions using various curriculum activities and peers to draw aloof children into cooperative play. 30 min. + pkt for 3.5 hr. training

63. Module 6. The Child Who is Ignored.

Identifies children who may have individual play skills and who want to play, but who are ignored by others when attempting to join their play. Examines teacher interventions that help children build play skills, enter play groups, and assume various roles in play. 30 min. + pkt for 3.25 hr. training

64. Module 7. The Child Who is Rejected.

Children are rejected when their behavior, appearance, or lack of skills sets them apart from others. This video shows how positive teacher attitudes and approaches help children build needed skills: awareness of others, ability to share appropriately, and ability to problem solve—which enable them to play with others and develop friendships. 30 min. + pkt for 4 hr. training

Washington, DC: Teaching Strategies 1992-93. VHS or DVD

65. Learning Happens.

30 video vignettes show parents and children - aged birth to 3 yrs. - interacting during playtime and everyday routines. For professionals to use both in direct work with families and for training other professionals.

Washington, DC: Zero to Three, 2007. DVD, 41 min + guide.

S O C I A L & E M O T I O N A L

66. A Place of Our Own: Behavior & Emotions.

Provides parents, caregivers and child care providers with information to help young children develop social, emotional and cognitive skills. Topics include conflict resolution, tantrums, separation anxiety, and sharing.

PBS Home Video, 2008. DVD,

67. Practical Strategies for Teaching Social Emotional Skills.

Highlights strategies that teachers and families can use with preschool children to develop social emotional skills, such as making friends, solving problems, asking an adult for help, talking about feelings, and managing emotions.

PBS Home Video, 2008. DVD, 28 min.

68. Emotion Coaching

Based on the book *What Am I Feeling?* by John Gottman, Ph.D. this introductory presentation by Dr. Gottman helps caregivers understand the importance of valuing emotions, both in children and in themselves. It begins by asking the adults "How do you feel about emotions?" which helps to answer the next question: "How do you parent?"

With real-life scenarios, Dr. Gottman will help you understand the unique differences of four parenting styles and encourage you to use the five steps of emotion coaching to guide your children through emotional situations.

Talaris Research Institute, 2005. VHS or DVD, 20 min.

69. Promoting Social & Emotional Competence Training Modules, 3rd ed.

Multi-format training modules designed to help early childhood educators meet the needs of children with behavioral and mental health challenges in child care and Head Start programs. Each module includes PowerPoint Presentations, a facilitator's guide and handouts in PDF, and videos in quicktime format.

CSEFEL, 2006. VHS or DVD.

NEWEST VERSIONS OF TRAINING MODULES AS WELL AS ADDITIONAL MODULES CAN BE ACCESSED FOR FREE ON THE CSEFEL WEBSITE.

http://csefel.vanderbilt.edu/resources/training_modules.html

Social and Emotional Development of Infants and Toddlers

Three videos based on the research described in the book *From Neurons to Neighborhoods: The Science of Early Childhood Development*.

70. Video 1: Acquiring Self-Regulation

Highlights the challenges children face as they make the transition from external regulation to self-regulation.

71. Video 2: Communication & Learning

Covers ways in which children begin to acquire the capabilities that support communication and future learning.

72. Video 3: Making Friends & Getting Along with Peers

Explains the ways in which learning to form relationships has a significant impact on young children, their sense of self-worth, and their ability to learn.

Covenant Productions, 2001. VHS or DVD, 22 min

Child Abuse & Neglect

BROCHURES

73. *It Shouldn't Hurt to Be a Child...But Sometimes It Does: Ask Yourself How You Can Help Report Child Abuse and Neglect.* DCF brochure.
74. *Building CIRCLES Breaking CYCLES: Preventing Child Abuse and Neglect, the Early Childhood Educator's Role.* NAEYC brochure.

VIDEO

75. *Make a Difference! Report Child Abuse & Neglect.* In this video, the harsh reality of child abuse and neglect is discussed with professionals who share information regarding the indicators of abuse and neglect, what to do if abuse is suspected, and policies you can put in place to decrease the chance of abuse. Indiana's Child Care Collection. Washington, DC: NAEYC, 1996. VHS, 22min.

Protective Factors Trainings

STRENGTHENING FAMILIES INITIATIVE

A strength-based approach to preventing child abuse and neglect that:

1. Searches the evidence to find out what factors really reduce child abuse and neglect
2. Explores the connection between factors that prevent child abuse and neglect and what quality early childhood programs do to build them
3. Identifies programs that build the factors and explains how they do it

FAMILY SERVICES CREDENTIAL

A comprehensive, competency and credit-based training, designed to support direct-service staff in their work with children and families. The content is structured into four modules and designed to support staff in the refinement of skills and strategies to incorporate the core values of being family centered, relationship focused, strengths based, ecological and reflective.

MANDATED REPORTER ONLINE TRAINING

DARKNESS TO LIGHT: STEWARDS OF CHILDREN

Stewards of Children is the only nationally available training program scientifically proven to increase knowledge, improve attitudes and change child-protective behaviors.

C H I L D A B U S E & N E G L E C T

WI CHILD CARE PROFESSIONALS!

The Child Care Information Center (CCIC) is a free mail-order lending library and information service for anyone in WI working in the field of child care and early childhood education. CCIC has worked since 1986 to provide quality resources to match the needs of early care and education professionals, educators, and parents.

Ready to order?

1. Which newsletter issue are you looking at & what are the item numbers?
2. When do you need them?
3. Who are you? We will need your name, center name, address, and phone number.
4. Need something not on the list? Call us and let us find it for you!

-ARTICLES ARE YOURS TO KEEP!

-BOOKS & VIDEOS ARE LIBRARY ITEMS YOU WILL NEED TO MAIL BACK TO CCIC

Library Loan periods:

- 1 week for DVD's
- 2 weeks for all other items

TOO BUSY TO SEARCH ONLINE?

Just give us a call, let us know what you'd like more information on, and we will customize a package with the resources we have available for loan as well as recommendations on where you might find further valuable information regarding your topic.

LET US RESEARCH & SAVE YOUR TIME!

MAIL:

Child Care Information Center
2109 S Stoughton Rd
Madison, WI 53716

PHONE:

Statewide toll-free:
1-800-362-7353

Local phone:
608-224-5388

FAX:

608-224-6178

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ccic@dpi.wi.gov

WEBSITE:

www.ccic.wi.gov