

Social-Emotional Development/ Child Guidance

Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood

http://developingchild.harvard.edu/index.php/download_file/-/view/1260/

This report from the National Scientific Council on the Developing Child summarizes the evidence for why understanding how emotional well-being can be strengthened or disrupted in early childhood can help educators promote the kinds of environments and experiences that prevent problems and promote potential.

Identification of and Intervention with Challenging Behavior

<http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf>

This 2007 position statement from the Division for Early Childhood emphasizes the importance of early identification of children with serious challenging behavior, the importance of partnerships among families and all relevant professionals, and the use of comprehensive assessment approaches. A companion concept paper (<http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf>) provides additional background information and resources.

Infant Mental Health and Early Care and Education Providers

http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf

This research synthesis provides a definition of infant mental health and an overview of the approaches and professionals who work to support it.

North Carolina Foundations for Early Learning and Development

http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

Along with highlighting what children might be expected to know and be able to do from birth to age five, this resource offers thoughtful strategies for supporting the emotional and social development of infants, toddlers and preschoolers.

Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

<http://csefel.vanderbilt.edu/briefs/www10.html>

This evidence-based brief from the Center on Social and Emotional Foundations for Early Learning (CSEFEL) explains what positive behavior support is and how it works. Short examples and vignettes are also presented.

Promoting Social Behavior of Young Children in Group Settings: A Summary of Research

http://www.challengingbehavior.org/do/resources/documents/roadmap_3.pdf

This brief synthesis provides a summary of evidence-based intervention practices for promoting adaptive social-emotional behavior of young children in group contexts. The focus is on toddlers and preschool children who are identified as having disabilities or who are at risk for disabilities, and who have identified problems with social-emotional behaviors.

Research Synthesis on Screening and Assessing Social-Emotional Competence

http://csefel.vanderbilt.edu/documents/rs_screening_assessment.pdf

This synthesis provides information on using evidence-based practices in screening and assessing the social-emotional competence of infants, toddlers, and young children. It begins with a discussion of what is meant by social-emotional competence, describes general issues and challenges around screening and assessment, discusses the roles of families, culture, and language in screening and assessing social-emotional competence, and ends with a list of resources and some examples of social and emotional screening and assessment tools.

The Social–Emotional Development of Dual Language Learners: Looking Back at Existing Research and Moving Forward with Purpose

<http://dx.doi.org/10.1016/j.ecresq.2013.12.002>

This 2014 review by Tamara Halle and her colleagues describes the state of existing knowledge with regard to dual language learners' (DLLs) social–emotional development birth to age 5. The review focuses on widely recognized dimensions of children's social–emotional development: self-regulation, social competence, social cognition, and problem behaviors. Results suggest that DLLs have at least equal (if not better) social–emotional outcomes compared to native English speakers. There is also evidence that the use of home language in early childhood classrooms can be a positive, moderating factor for DLLs' social–emotional development.

Social-Emotional Development/ Child Guidance

Just the Facts, Ma'am

Understanding the Impact of Language Differences on Classroom Behavior

<http://csefel.vanderbilt.edu/briefs/wwwb2.pdf>

This What Works Brief from CSEFEL explains second language learning and development and presents key features of assessment to identify the child's strengths and needs. Suggestions for teachers and other caregivers are provided.

What Are Children Trying to Tell Us?: Assessing the Function of Their Behavior

<http://csefel.vanderbilt.edu/briefs/wwwb9.html>

This What Works Brief from CSEFEL describes Functional Behavioral Assessment (FBA) and how it can be used by a team or by individuals to identify the reason for a child's challenging behavior, which then facilitates the selection of appropriate interventions. An example of the FBA is provided.

What Works Briefs

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

Each short document in this series from CSEFEL offers a summary of evidence, followed by practical strategies and additional resources. Topics addressed range from Using Environmental Strategies to Promoting Positive Interactions to Helping Children Learn to Manage Their Own Behavior. Briefs are available in Spanish.

Read All About It

Challenging Behaviors and the Role of Preschool Education

<http://nieer.org/resources/policybriefs/16.pdf>

McCabe and Frede's article highlights the evidence about the roots of challenging behavior, and particularly aggression, then describes social skills curricula that can be effective in supporting the needs of children who struggle with behavioral challenges.

Children's Emotional Development Is Built into the Architecture of Their Brains

http://developingchild.harvard.edu/index.php/download_file/-/view/70/

This working paper from the Center on the Developing Child at Harvard University highlights evidence for the many ways in which, as young children develop, their early emotional experiences become embedded in the architecture of their brains. The document also corrects misconceptions about social-emotional development.

Developing Young Children's Self-Regulation Through Everyday Experiences

http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf

This 2011 article by Ida Rose Florez explains what self-regulation is and how it develops in young children. It also describes ways in which scaffolding can be provided in a deliberate manner to help children develop self-regulation in children. These include modeling, using hints and cues, and gradually withdrawing adult support. Ideas for using this article in professional development may be found at

http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children_July2011.pdf

Discovering Feelings

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/discovering-feelings-eng.pdf>

This booklet is designed to assist caregivers in helping young children (birth to age three) to learn the labels for their feelings. It is available Spanish at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/discovering-feelings-esp.pdf>. A companion set of Consultant's Notes (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/discovering-feelings-notes.pdf>) offers ideas for how to assist others in using these resources.

Diversity and Discipline

<http://www.pakeys.org/docs/D1doc6.pdf>

Janet Gonzalez-Mena's article offers insights into differing cultural views of discipline.

Encouraging Peer Interactions in Preschool Classrooms: The Role of the Teacher

<http://yec.sagepub.com/content/14/1/17.full.pdf+html>

Stanton-Chapman and Hadden's article provides guidelines for fostering peer interactions in preschool play settings between children with and without disabilities. Evidence-based practices described in this article include naturalistic intervention strategies, milieu teaching strategies, and incidental teaching strategies.

Social-Emotional Development/ Child Guidance

Read All About It

Guidance Matters: Children Who Have Serious Conflicts. Part 1 – Reactive Aggression

http://www.naeyc.org/files/yc/file/201103/GuidanceMatters_Online0311.pdf

This article examines reactive aggression and briefly describes the neurology underlying a child's aggression, and through the vignette provided, provides suggestions on how an educator can look beyond the aggressive behavior and restore calm in the young child through contact talks, understanding familial background, and establishing a friendly but firm relationship. Additional ideas for using this article may be found at

http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT_Young_Children_Study_Guides_V66No2.pdf

Guidance Matters: Children Who Have Serious Conflicts. Part 2 – Instrumental Aggression

http://www.naeyc.org/files/yc/file/201107/GuidanceMatters_Gartrell_OnlineJuly2011.pdf

This document provides a vignette demonstrating instrumental aggression and how it can be addressed. Additional suggestions on addressing instrumental aggression are provided. Additional ideas for using this article in professional development

http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children_July2011.pdf

In Brief: Early Childhood Mental Health

http://developingchild.harvard.edu/index.php/download_file/-/view/1263/

The science of child development shows that the foundation for sound mental health is built early in life, as early experiences—which include children's relationships with parents, caregivers, relatives, teachers, and peers—shape the architecture of the developing brain. Disruptions in this developmental process can impair a child's capacities for learning and relating to others, with lifelong implications. This summary explains why many costly problems for society, ranging from the failure to complete high school to incarceration, could be dramatically reduced if attention were paid to improving children's relationships and experiences early in life.

Moving Right Along. . . Planning Transitions to Prevent Challenging Behavior

http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf

In this 2008 article, Mary Louise Hemmeter and her colleagues offer a discussion of why challenging behavior occurs during transitions, strategies for planning and implementing more effective transitions, ideas for using transitions to teach social skills and emotional competencies, and a planning process for working with children who continue to have difficulty during transitions.

Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems.

<http://www.hartfordinfo.org/issues/wsd/education/NationalPreKExpulsionPaper.pdf>

This article highlights Walter Gilliam's findings on the rates of PreK expulsion, including specific findings related to race and gender (e.g., African-American preschoolers were about twice as likely to be expelled as European American (both Latino and non-Latino) preschoolers and over five times as likely as Asian-American preschoolers; boys were expelled at a rate over 4½ times that of girls). A subsequent study showed that when teachers were supported to use evidence-based practices that promote children's social emotional competence expulsion rates went down.

Spanking and Child Development Across the First Decade of Life

<http://pediatrics.aappublications.org/content/early/2013/10/16/peds.2013-1227>

Research findings presented in this article document the prevalence of maternal and paternal spanking of children at 3 and 5 years of age. Furthermore, the authors describe the associations between spanking and children's externalizing behavior and receptive vocabulary through age 9.

Promoting Social-Emotional Development: Helping Infants Learn About Feelings

http://www.naeyc.org/yc/files/yc/file/201407/YC0714_Rocking_and_Rolling.pdf

This article from the July 2014 issue of Young Children offers evidence, insights, and resources.

Social-Emotional Development/ Child Guidance

Read All About It

The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children

http://www.challengingbehavior.org/do/resources/documents/yc_article_7_2003.pdf

This article from the July 2003 issue of Young Children provides a basic overview of the theory and practice of this approach to supporting social-emotional development highlights practices that support any child as well as interventions that might support children with more intensive, individualized needs.

Tips for Raising a Compassionate Infant or Toddler

<http://families.naeyc.org/learning-and-development/-10-tips-raising-compassionate>

Recent research shows that infants and toddlers are far more empathetic than we once thought. While they have short fuses, and don't cope well with sharing, they are capable of being compassionate. With this in mind, this column offers ten tips for supporting pro-social behaviors in infants and toddlers that apply in home and program settings.

Using Visual Supports with Infants and Toddlers

http://tnt.asu.edu/sites/default/files/Oct2012Newsletter_0.pdf

Visual supports are graphic cues that can be used to aid communication between caregivers/families and children or as an environmental prompt to help children remember what is expected of them in an activity or routine. This newsletter highlights low-cost/no-cost visual cues that can be use in home and program settings.

Child Guidance/Social-Emotional Development

See For Yourself

Building Emotional Literacy <https://www.teachingchannel.org/videos/pre-k-lesson-emotional-literacy>

By description and illustration, this video highlights how identifying and describing feelings provides a foundation for developing empathy.

Classroom Based and Parent Focused Interventions (webinar + resources)

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html>

This video presents 10 classroom approaches that focus on enhancing children's social-emotional competence, as well as eight parenting interventions. All are based on a review that used the adoption criteria introduced by Joseph and Strain (2003). It discusses the results and the implications for teachers, families, and children.

CONNECT Module 7: Tiered Instruction <http://community.fpg.unc.edu/connect-modules/learners/module-7>

Many of the video clips offer examples of tiered instruction for social-emotional development. For example, Video 7.10 Reviewing Classroom Rules is a good example of clarifying classroom norms and expectations.

Identifying Feelings <https://www.teachingchannel.org/videos/pre-k-lesson-identifying-feelings>

This video illustrates how a book reading activity can build emotional vocabulary and empathy.

In Brief: The Impact of Early Adversity on Children's Development

http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity/

This video, available in English and Spanish, outlines how stress and major adversity can weaken developing brain architecture and permanently set the body's stress response system on high alert. It also shows how providing stable, responsive environments for children in the earliest years of life can prevent or reverse these conditions, with lifelong consequences for learning, behavior, and health.

In Brief: The Science of Neglect

http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/

Extensive biological and developmental research shows significant neglect can cause more harm to a young child's development than overt physical abuse, including subsequent cognitive delays, impairments in executive functioning, and disruptions of the body's stress response. This video explains why significant deprivation is so harmful in the earliest years of life and why effective interventions are likely to pay significant dividends in better long-term outcomes in learning, health, and parenting of the next generation.

Child Guidance/Social-Emotional Development

Moving Right Along: Planning Transitions to Prevent Challenging Behavior (webinar + resources)

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html>

For many teachers, transitions are the hardest parts of the day. Researchers estimate that young children spend up to 30 percent of their day transitioning. This can include arrival, departure, preparing for meals, and moving between areas or activities. Children's challenging behavior may be related to how staff members plan, schedule, and implement transitions. Predictable, structured routines are critical for helping children feel secure. This webinar focuses on how to achieve peaceful transitions while also maximizing opportunities to learn.

Practical Strategies http://csefel.vanderbilt.edu/resources/practical_%20strategies.html

This video presents practical strategies for teaching social emotional skills, which is the third layer in the teaching pyramid. These include taking turns, helping each other, sharing and so on. The video also shows how these are applied in actual classrooms.

Promoting the Social and Emotional Competence

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

Produced by the Center on the Social and Emotional Foundations for Early Learning, this video discusses evidence-based strategies that promote young children's social and emotional competence, prevent challenging behavior, and provide support to young children with challenging behavior. The strategies are based on the pyramid model. Perspectives of teachers, principals, other staff, and parents as well as examples from classrooms are included.

Visual Cues

<https://www.teachingchannel.org/videos/visual-cues-in-the-classroom>

This 1-minute video highlights ways in which visual cues can be used to support individual learners in classroom settings.

What You See Doesn't Always Show What's Beneath (webinar + resources)

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html>

Children's behavior and social-emotional competence is linked to their home culture. This webinar shows how they are linked to culture and provides examples of behavioral and social competence diversity. The content also covers how to assess and address behavior in ways that are appropriate to children's cultures.

Backpack Connection Series

<http://challengingbehavior.fmhi.usf.edu/do/resources/backpack.html#emotions>

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home. Skills addressed range from hitting and biting to whining and fearfulness.

Center for Early Childhood Mental Health Consultation <http://www.ecmhc.org/>

Funded by Head Start, the Center for Early Childhood Mental Health Consultation (CECMHC) was formed to develop research-based strategies that can help Head Start programs build a strong mental health foundation for their children, families and staff. The website contains a variety of resources for families, staff, administrators, consultants and training and technical assistance providers.

Center on the Social and Emotional Foundations for Early Childhood <http://csefel.vanderbilt.edu/>

CSEFEL provides various resources such as family tools, research syntheses, state planning, training kits and modules on various aspects of social and emotional development for infants and young children. Resources are organized by topic and audience, and are generally available in English and Spanish.

See For Yourself

Find It Online

Child Guidance/Social-Emotional Development

Find It Online

Creating Teaching Tools for Young Children with Challenging Behavior

http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm

Free tools developed by TACSEI and based on evidence-based practices can be downloaded from this website. Teaching Tools contains strategies to help teachers support young children with challenging behavior. Included are handouts and worksheets, as well as helpful techniques and strategies.

CONNECT Module 7: Tiered Instruction <http://community.fpg.unc.edu/connect-modules/learners/module-7>

This module describes how tiered instruction (e.g., Response to Intervention or Positive Behavioral Supports) can enhance early child development and learning in early childhood settings in terms of their social-emotional development and academic learning. Resources include research synthesis, activities, and handouts.

CSEFEL Infant Toddler Training Modules http://csefel.vanderbilt.edu/resources/training_infant.html

The four Infant-Toddler Training Modules are designed with a focus on promoting the social and emotional competence of very young children. Topics include understanding social-emotional development, understanding behavior, building and sustaining relationships, and supporting infant toddler social-emotional development. Materials include PowerPoints, handouts, video clips, and a trainer's guide. Modules are available in Spanish.

CSEFEL Preschool Training Modules http://csefel.vanderbilt.edu/resources/training_preschool.html

The four PreSchool Training Modules are designed with a focus on promoting the social and emotional competence of young children. The topics of the four modules are on how to build relationships and create supportive environments, social-emotional teaching strategies, individualized intensive interventions, and leadership strategies that support children's social-emotional development and address challenging behavior. Materials include PowerPoints, handouts, video clips, and a trainer's guide. Modules are available in Spanish.

Development of Social-Emotional Skills (birth – 12 months, 12 – 24 months, 24 – 36 months)

<http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html>

This webpage contains three handouts on the social-emotional development of children in three age ranges – birth to 12 months, 12 to 24 months, and 24 to 36 months. Each handout contains a brief outline of things that parents or caregivers can do to help the child develop their social-emotional skills.

Dual Language Learners with Challenging Behavior

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive_environments/DualLanguageLea.htm

Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with dual language learners exhibiting challenging behaviors.

Evidence-Based Social-Emotional Curricula for Children 0-5 Years and Their Families

http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf

This 2009 document provides a synthesis of the evidence-based curricula and intervention packages that help improve the social-emotional development of children aged 0 to 5 years. It also provides summaries of different programs available, including information on the purpose, target population, and delivery of the intervention.

Facts About Young Children with Challenging Behaviors

http://www.challengingbehavior.org/do/resources/documents/facts_about_sheet.pdf

This fact sheet provides the evidence of both the costs of not addressing challenging behavior in young children and the benefits of successfully doing so.

Family Routines-Based Support Guide: Building Relationships with Your Infant

http://www.challengingbehavior.org/do/resources/documents/tool_fam_routine_guide_infants.pdf

This 2012 resource was developed, using the CSEFEL pyramid model, to assist family members and caregivers in developing plans to support infants and build relationships. The guide offers a framework for examining routines and activities in terms of four considerations: Why might my child be doing this? What can I do to prevent the problem behavior? What can I do if the problem behavior occurs? What new skills should I teach

Child Guidance/Social-Emotional Development

Infant-Toddler Temperament Tool <http://ecmhc.org/temperament/>

The Infant Toddler Temperament Tool includes a short online survey that allows parents and caregivers of infants and toddlers to recognize and explore their own temperament traits and those of a child for which they provide care. The IT³ generates results which support parents and caregivers in understanding how adult and child similarities and differences in temperament traits may affect “goodness of fit.” The IT³ also generates simple best practice tips adults can use to foster the unique temperament of each child within their care.

Most Popular Resources on Promoting Social Emotional Development

<http://www.zerotothree.org/child-development/social-emotional-development/popular-resources-on-social.html>

This is an online collection of evidence-based responses to frequently asked questions about the social-emotional development of children from birth to age three.

Parent Training Modules http://csefel.vanderbilt.edu/resources/training_parent.html

The six Parent Training Modules are designed to provide information for families to support their child’s social and emotional skills, to understand problem behavior and offer helpful, evidence-based strategies. Each session includes role-plays, videos, activities, and an instructor’s guide, as well as a family workbook. Modules are also available in Spanish.

A Parent’s Resource Guide to Social and Emotional Learning <http://www.edutopia.org/SEL-parents-resources>

Explore a curated list of blogs, articles, websites, and videos for families and early childhood professionals about fostering skills like kindness, empathy, gratitude, resilience, perseverance, and focus in children.

Practical Strategies for Teachers and Caregivers <http://csefel.vanderbilt.edu/resources/strategies.html>

These resources from CSEFEL include scripted stories for social situations, tools for building relationships, tools for developing behavior support plans, resources for teaching social emotional skills, and much more.

Recognizing and Addressing Trauma in Infants, Young Children, and Their Families

<http://www.ecmhc.org/tutorials/trauma/index.html>

This tutorial was developed to provide a deeper understanding of the types of trauma and its impact on young children and their families, as well as the role of the consultant. The tutorial includes pre- and post-tests, activities, and links to other resources.

The Science of Corporal Punishment

<http://newsourcing.com/2014/12/18/the-science-of-corporal-punishment/>

This infographic presents several different views on evidence related to the impact of corporal punishment. This could provide a great prompt for a structured debate among students of the different cultural, professional (e.g., NAEYC), and evidence perspectives on this topic.

Screening for Social Emotional Concerns: Considerations in the Selection of Instruments

http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap_1.pdf

This document explains the terms and concepts related to systematic screening for challenging behavior, as well as implementing screening programs. It also explains how to select appropriate tools for social-emotional screening. A list of brief descriptions of screening and assessment instruments is provided at the end.

Teachers Need More Training to Handle Children’s Emotions

<http://psychcentral.com/news/2012/06/08/teachers-need-more-training-to-handle-childrens-emotions/39862.html>

*This article summarizes the findings from a study that surveyed and observed student teachers on their beliefs and strategies in managing children’s emotions. The study also revealed that student teachers who reported more effective strategies for regulating **their own** emotions — for instance, thinking about a stressful situation in a different light — and who also reported more accepting beliefs about children’s emotions, were more supportive of children when they had emotional outbursts.*

Child Guidance/Social-Emotional Development

Technical Assistance Center on Social Emotional Intervention for Young Children

<http://www.challengingbehavior.org/>

TACSEI provides products and resources on social emotional intervention for young children. These resources include factsheets, handouts, and presentations, as well as practical tips for professionals and caregivers.

Making Life Easier Series http://www.challengingbehavior.org/do/resources/making_life_easier.html

TACSEI's "Making Life Easier" series is designed specifically for family members and caregivers. This series of tip sheets contains valuable information on how to make often challenging events, like going to the doctor or bedtime and naptime, easier to navigate, and even enjoyable, for both caregivers and children.

Teaching Tools for Young Children with Challenging Behavior

http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm

The Teaching Tools provide: 1) easily accessible ideas and materials such as handouts, worksheets, techniques, strategies, and visuals to support children in the classroom and other learning environments; and 2) ideas of effective intervention approaches for children who do not need a functional assessment to determine the function of the child's problem behavior or a team-based process to address persistent challenging behavior. These materials were designed for reproduction and may be reproduced for educational purposes.

Understanding and Responding to Children Who Bite

<http://families.naeyc.org/learning-and-development/child-development/understanding-and-responding-children-who-bite>

Biting is a typical behavior often seen in infants, toddlers, and 2-year olds. As children mature, gain self-control, and develop problem-solving skills, they usually outgrow this behavior. While not uncommon, biting can be an upsetting and potentially harmful behavior. This column offers information about the behavior and what to do when it occurs, along with additional resources for families and professionals.

Understanding Temperament in Infants and Toddlers Brief

<http://csefel.vanderbilt.edu/resources/wwb/wwb23.html>

This webpage explains what temperament is and its importance. It also provides ways in which caregivers and service providers can support the positive social-emotional development and behavior in infants and toddlers with different temperament types. Brief descriptions of the child's activity level and distractibility associated to each level on the temperament continuum are also provided.

What Works Training Kits

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

Based on the What Works Briefs topics, these short training packages include PowerPoint slides with accompanying note pages, activities, and handouts, which provide a trainer with the materials needed to conduct a short staff development program on a focused topic.