

the Consortium

for resilient young children

The Consortium for Resilient Young Children is a collaboration of early childhood and mental health organizations dedicated to supporting young children's social and emotional development.

Our Vision

All children are socially and emotionally competent and resilient. Parents, teachers and other caring adults support, build, and advocate for young children's social and emotional well being. Systems and communities serving young children and families are high quality, aligned and coordinated.

MEMBERS:

4C for Children

Central Clinic

Children, Inc.

The Children's Home of Cincinnati

Cincinnati Early Learning Centers, Inc.

Cincinnati Public Schools

NorthKey Community Care

Santa Maria Community Services

Talbert House

Dr. Dorothy June Sciarra,
Professor Emeritus

Community Forum May 30, 2013

"The Essential Role of Social and Emotional Development in School Readiness"

Resources:

Bowman, B. and E. Moore, Eds. (2006). *School readiness and social-emotional development: Perspectives on cultural diversity*. Washington, DC: National Black Child Development Institute.

Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development: www.ecmhc.org

Center on the Developing Child, Harvard University:
www.developingchild.harvard.edu

- Working Paper 1: *Young Children Develop in an Environment of Relationships*
- Working Paper 6: *Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood*
- Working Paper 11: *Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function*
- *In Brief Series*

Center on the Social Emotional Foundations of Learning (CSEFL):
www.csefl.vanderbilt.edu

- *What Works Briefs*

Collaborative for Academic, Social and Emotional Learning (CASEL):
www.casel.org

- *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*
- *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School Based Universal Interventions*

Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. Clifton Park, NY: Thomson Delmar Learning.

The Ewing Marion Kauffman Foundation (2002). *Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children*. The Ewing Marion Kauffman Foundation; Kansas City, MO.

Katz, L. and D. McClellan (1997). *Fostering children's social competence: The teacher's role*. Washington, DC: National Association for the Education of Young Children.

Kentucky Governor's Office of Early Childhood: www.kidsnow.ky.gov

Knitzer, J. and J. Lefkowitz (2005). *Resources to Promote Social and Emotional Health and School Readiness in Young Children and Families*. National Center for Children in Poverty; New York, NY.

Ohio Professional Development Network (2010). *Guiding Young Children's Behavior by Supporting Social and Emotional Development: A Core Knowledge Early Childhood Field Guide*. Ohio Professional Development Network; Columbus, OH.

Patton, C. and J. Wang (2012). *Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten*. Harvard Family Research Project: Cambridge, MA.

Peth-Pierce, R. (2000). *A Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need to Succeed*. The Child Mental Health Foundations and Agencies Network (FAN); Bethesda, MD.

Pitel, J., E. Provance and C. Arstein Kerslake (2006). *Social and Emotional Well Being: The Foundation for School Readiness*. WestEd Center for Prevention and Early Intervention; San Francisco, CA.

Raver, C. and J. Knitzer (2002). *Ready to Enter: What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among Three- and Four-Year Old Children*. National Center for Children and Poverty; New York, NY.

School Readiness Indicators Initiative (2005). *Ohio's School Readiness Initiative*. Rhode Island Kids Count; Providence, RI.

Shonkoff, J. and A. Garner (2011). *The Lifelong Effects of Early Childhood Adversity and Toxic Stress*. Pediatrics Vol. 129 No. 1 January 1, 2012; pp. 232-246.

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI): www.challengingbehavior.org

Thompson, R. and H.A. Raikes (2007). *The Social and Emotional Foundations of School Readiness*. In Deborah F. Perry, Roxane K. Kaufmann, & Jane Knitzer (Eds.), Social and emotional health in early childhood: Building bridges between services and systems. Baltimore, MD: Paul H. Brookes.