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|  | **The Right Stuff** **Resources to Help Realize the Promise** **of Each Vermont Child** |
| **Issue No. 2 October 2016** **Featured Domain of the Vermont Early Learning Standards:**  **Social and Emotional Learning and Development** **Elements of this Domain*** **Emotion and Self-Regulation:** Children express a range of emotions, and regulate their emotional and social responses
* **Self-Awareness:** Children demonstrate awareness of personal characteristics, skills and abilities
* **Relationships with Adults and Peers:** Children develop healthy positive relationships with adults and peers

**Diversity-Informed Infant Mental Health Tenets** (birth – 12 months)The Tenets are a set of guiding principles that raise awareness about inequities and injustices embedded in our society.  The Tenets empower individual practitioners, agencies and systems of care to identify and address the social justice issues intricately intertwined with all infant mental health work.  The Tenets can be used to reflect on personal, team or organizational values and practices and to guide priorities for change and enhancement. They could also be applied to practices for supporting toddlers and families. The Tenets are available in English and Spanish at [**https://imhdivtenets.org/**](https://imhdivtenets.org/)NOTE: To access the November 2012 issue of *ZERO TO THREE*, with additional information on infant mental health, go to [**http://www.nxtbook.com/nxtbooks/zerotothree/201211/#/1/OnePage**](http://www.nxtbook.com/nxtbooks/zerotothree/201211/#/1/OnePage)**What You See Doesn’t Always Show What’s Beneath** (3-5)Children's behavior and social-emotional competence is linked to their home culture. This webinar and companion resources show 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.[**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html)**Thoughtful Transitions Reduce Traffic Jams and Challenges** (3-5)Make N Take-TransitionsThis three-hour make-and-take workshop provides teachers with tools and strategies to use when teaching children how to transition between activities and places within the early childhood environment. The workshop includes all presentation materials, embedded videos, handouts, and colorful patterns for activities and props. Participants will learn about tools to reduce challenges with transitions, strategies to assist in actively engaging children during transitions, and individualized transition strategies for children in need of additional supports. As a result of implementing these strategies, children are happier moving from place to place, are actively engaged, and know exactly what is expected as they successfully transition.[**http://challengingbehavior.fmhi.usf.edu/communities/make\_n\_take/make\_n\_take\_home.html**](http://challengingbehavior.fmhi.usf.edu/communities/make_n_take/make_n_take_home.html)**Designing Environments** (3-5)This set of materials (video, tips for teachers, tips for families, tips for supervisors) emphasizes features of the physical and social classroom environment that maximize young children's engagement and learning. Specific strategies for young dual language learners are included.[**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/design.html**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/design.html)**Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** (birth-5)One trip to the CSEFEL website will provide you with an endless supply of terrific free resources for supporting social and emotional development. You’ll find research, practical strategies (e.g., scripted stories), family tools, training kits, training modules, and videos. CSEFEL resources, many of which are available in Spanish, are designed for teachers/caregivers, trainers/coaches, families and state leaders. [**http://csefel.vanderbilt.edu/**](http://csefel.vanderbilt.edu/) **Measuring Elementary School Students’ Social and Emotional Skills: Providing Educators With Tools to Measure and Monitor Social and Emotional Skills That Lead to Academic Success** (5-9)This resource was created to help assess and monitor the extent to which improvements are being achieved for low-income students in the social and emotional skills associated with success in school and life. A secondary goal was to provide these tools and related guidance to educators who share a desire to strengthen students’ social and emotional skills as a strategy for supporting their success. [**http://www.childtrends.org/wp-content/uploads/2014/08/2014-37CombinedMeasuresApproachandTablepdf1.pdf**](http://www.childtrends.org/wp-content/uploads/2014/08/2014-37CombinedMeasuresApproachandTablepdf1.pdf)[**Family Routine Based Support Guides**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_infants.pdf)**: Early Elementary** (4-8)This guide was developed to assist family members and caregivers in building relationships and supporting social-emotional competence with young children, as well as in developing supportive plans. [**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_fam\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_early_ele.pdf)**The Missing Piece: How Social and Emotional Learning Can Empower Children and Transform Schools** (3-9)The national survey findings reported in this document have three major themes: (1) Teachers understand, value, and endorse social and emotional learning (SEL) for all students; (2) teachers believe SEL helps students achieve in school and life; and (3) teachers identify key accelerators for SEL. Throughout the report, the perspectives of teachers and what research tells us about various aspects of social and emotional learning are shared, including the importance of both adopting explicit evidence-based SEL strategies and integrating evidence-based SEL approaches.[**https://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a2589e4b01768fee91a6a/1382688137983/the-missing-piece.pdf**](https://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a2589e4b01768fee91a6a/1382688137983/the-missing-piece.pdf)**Want more information about this domain?** Check out the Vermont Early Learning Standards (VELS) online at [**http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards) The Social and Emotional Learning and Development section starts on page 30.**Want more free resources related to this domain?** An annotated collection of free resources related to social and emotional learning and development is available at [**http://fpg.unc.edu/presentations/vels-institute**](http://fpg.unc.edu/presentations/vels-institute)It includes free evidence sources, print materials, videos, websites and more.  |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are evidence-based, readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. **The Right Stuff** is compiled by Camille Catlett. It is supported by a contract from the Vermont Agency of Education. Funding is provided through the Vermont Race to the Top Early Learning Challenge Grant.To join the listserv, send an email **with no message** to **subscribe-the\_right\_stuff\_listserv@listserv.unc.edu**To suggest resources, please contact Camille Catlett at **camille.catlett@unc.edu** |