| Topic | Title of Resource | Description | Citation | Type of Resource | Link |
|---|---|---|---|---|---|
| Child with Exceptionalities | Adaptive Feeding Devices | Describes adaptive feeding devices, including mugs, plates, utensils and more, to support children with disabilities feed themselves independently. | nfosdadmin. (2015). Adaptive Feeding Devices. National foundation of Swallowing Disorders. Retrieved from https://swallowingdisorderfoundation.com/adaptive-feeding-devices/ | Website | https://swallowingdisorderfoundation.com/adaptive-feeding-devices/ |
| Health, Safety and Nutrition | 25 of the Best Children's Books About Heath and Safety | Lists and summarizes 25 books about health and safety. | Young, N. (2019). 25 of the Best Children's Books about health and safety. Book Riot. Retrieved from https://bookriot.com/childrens-books-about-health/ | Website | https://bookriot.com/childrens-books-about-health/ |
| Health, Safety and Nutrition | Adaptive and Power Brushes | Identifies various types of toothbrushes and descriptions on why they are useful to use with some children with Autism Spectrum Disorder. | Sewell, J. (n.d.). Treating Patients with Autism in a Dental Setting. Adaptive & Power Brushes. Dentalcare.com. Retrieved from https://www.dentalcare.com/en-us/professional-education/ce-courses/ce402/adaptiveamppower-brushes | Website | https://www.dentalcare.com/en-us/professional-education/ce-courses/ce402/adaptiveamppower-brushes |
| Health, Safety and Nutrition | Adaptive Feeding Devices | Describes adaptive feeding devices, including mugs, plates, utensils and more, to support children with disabilities feed themselves independently. | nfosdadmin. (2015). Adaptive Feeding Devices. National foundation of Swallowing Disorders. Retrieved from https://swallowingdisorderfoundation.com/adaptive-feeding-devices/ | Website | https://swallowingdisorderfoundation.com/adaptive-feeding-devices/ |
| Promoting Social and Emotional Competence | Preschool Anxiety Scale (Teacher Report) | A scale for preschool teachers to complete, intended to inform the assessment process (not a diagnostic tool) and provide an indication of the number and severity of anxiety symptoms experienced by a young child. Go to www.scaswebsite.com for more information. | Rapee, R. & Spence, H. S. (1999). *Preschool Anxiety Scale: Teacher Report.* The Spence Children's Anxiety Scale. https://www.scaswebsite.com/wp-content/uploads/2021/07/PAS-teacher.pdf | PDF | https://www.scaswebsite.com/wp-content/uploads/2021/07/PAS-teacher.pdf |
| Child Development | Connecticut Early Learning and Development Standards | Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, science, and social studies) are explored by age range. | Connecticut Early Childhood Education Cabinet Working Group. (2014). *CTELDS Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do.* Connecticut Office of Early Childhood. https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf | PDF | https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf |
| Child Development | Early Childhood Development Resources for Early Childhood Professionals. | Learning resources created for early childhood professionals. Resources include PowerPoints, handouts, video and more on topics that include early literacy, nutrition, creating safe environments, development and more. | MSU Extension Early Childhood Development. (n.d.). *Early Childhood Development Resources for Early Childhood Professionals.* Michigan State University. Retrieved from https://www.canr.msu.edu/early_childhood_development/early-childhood-professionals/ | Website | https://www.canr.msu.edu/early_childhood_development/early-childhood-professionals/ |
| Child Development | Institute for the Advancement of Family Support Professionals | Learning modules created for early childhood professionals. Topics include: infant and early childhood development; parent-child interactions; child health, safety and nutrition; dynamics of family relationships; family health, safety and nutrition; community resources and support; relationship-based family partnerships; cultural and linguistic responsiveness; effective home visits; and professional practice. | *Institute for the Advancement of Family Support Professional.* https://institutefsp.org/modules | Learning Modules | https://institutefsp.org/ |
| Child with Exceptionalities | Adaptive and Power Brushes | Identifies various types of toothbrushes and descriptions on why they are useful to use with some children with Autism Spectrum Disorder. | Sewell, J. (n.d.). Treating Patients with Autism in a Dental Setting. Adaptive & Power Brushes. Dentalcare.com. Retrieved from https://www.dentalcare.com/en-us/professional-education/ce-courses/ce402/ | Website | https://www.dentalcare.com/en-us/professional-education/ce-courses/ce402/adaptiveamppower-brushes |
| Early Intervention/Early Childhood Special Education | Let's Eat Together: Responsive Feeding Practices in Early Intervention | Highlights best practices related to feeding supports in early intervention with an emphasis on collaboration. | EITP Illinois. (2019, February 15). Lets Eat Together: Responsive Feeding Practices in Early Intervention [Webinar]. YouTube. https://www.youtube.com/watch?v=9D_osZ8ifxY | Webinar | https://www.youtube.com/watch?v=9D_osZ8ifxY |
| Early Learning and Development Standards | Connecticut Early Learning and Development Standards | Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, | Connecticut Early Childhood Education Cabinet Working Group. (2014). *CTELDS Connecticut Early Learning and Development Standards: What children, birth to five, should* | PDF | https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf |
| Early Learning and Development Standards | Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands | A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning. | Connecticut Office of Early Childhood, UConn Center for Excellence in Developmental Disabilities, & EASTCONN. (2016). CTELDS *Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands.* Connecticut Office of Early Childhood. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf | PDF | https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf |
| Family Engagement | Institute for the Advancement of Family Support Professionals | Learning modules created for early childhood professionals. Topics include: infant and early childhood development; parent-child interactions; child health, safety and nutrition; dynamics of family relationships; family health, safety and nutrition; community resources and support; relationship-based family partnerships; cultural and linguistic responsiveness; effective home visits; and professional practice. | *Institute for the Advancement of Family Support Professional.* https://institutefsp.org/modules | Learning Modules | https://institutefsp.org/ |
| Health, Safety and Nutrition | A Parent's Guide to Child Safety | Provides advice and tips from safety experts to help families reduce risks, prevent injuries and keep kids safe at home, at play and on the road. | Safe Kids Worldwide. (2020). *A Parent's Guide to Child Safety.* https://sklarimer.files.wordpress.com/2020/07/a_parents_guide_to_child_safety-3.pdf | PDF | https://sklarimer.files.wordpress.com/2020/07/a_parents_guide_to_child_safety-3.pdf |
| Health, Safety and Nutrition | Adverse Childhood Experiences (ACES) | Adverse Childhood Experiences (ACEs) have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. This webpages includes facts, risk and protective factors, prevention strategies, resources and much more about ACEs. | Centers for Disease Control and Prevention. (2020). Adverse Childhood Experiences (ACEs). Retrieved from https://www.cdc.gov/violenceprevention/aces/index.html | Website | https://www.cdc.gov/violenceprevention/aces/index.html |
| Health, Safety and Nutrition | Adverse Childhood Experiences (ACEs) Resilience Initiative | Describes ACEs and what can be done to prevent and mitigate the effects of ACEs. *(Video Length: 6:10)* | Safe child NC. (2020, November 4). *Explaining Adverse Childhood Experiences (ACEs) and Resilience [Video].* YouTube. https://safechildnc.org/resilience-initiative/ | Video | https://safechildnc.org/resilience-initiative/ |
| Health, Safety and Nutrition | Assistive Devices for Feeding | A list of equipment that may be helpful to assist with feeding for children with low muscle tone and motor planning weaknesses. | Ellis, R. & Edwards, S. (2003). *Assistive Devices for Feeding.* Child & Parent Resource Institute. https://www.cpri.ca/files/3014/5019/0886/ot_assistive_devices_for_feeding.pdf | PDF | https://www.cpri.ca/files/3014/5019/0886/ot_assistive_devices_for_feeding.pdf |
| Health, Safety and Nutrition | Child Nutrition Resources | A plethora of resource created by the Institute of Child Nutrition surrounding nutrition and meal planning. Resources include courses, documents, newsletters and more. | Institute of child nutrition. (n.d.). *Child and Adult Care Food Programs* (CACFP). Retrieved from https://theicn.org/cacfp | Website | https://theicn.org/cacfp |
| Health, Safety and Nutrition | Child Passenger Safety | Provides information on the Child Passenger Safety laws in Connecticut. | Safe Kids Worldwide. (2020). *Child Passenger Safety.* http://www.ctsafekids.org/child-passenger-safety/ | PDF | http://www.ctsafekids.org/child-passenger-safety/ |
| Health, Safety and Nutrition | Connecticut Shares | Provides access to policies, forms, regulations, handbooks, guidance, and more for Connecticut early childhood professionals. | Connecticut Association for the Education of Young Children. (n.d.). *Ct SHARES.* Retrieved from https://www.ctshares.org/marketing-home/ | Website | https://www.ctshares.org/successful-program-management/nutrition-health-safety/ |
| Health, Safety and Nutrition | Connecticut Statues and Regulations: Child Care Centers and Group Child Care Homes | Statues and regulations that must be met for a child care program to be licensed in the state of Connecticut. | Connecticut Office of Early Childhood. (2019). *Statues and Regulations: Child Care Centers and Group Child Care Homes.* https://www.ctoec.org/wp-content/uploads/2019/03/centers_statsregs.pdf | PDF | https://www.ctoec.org/wp-content/uploads/2019/03/centers_statsregs.pdf |
| Health, Safety and Nutrition | Create a Culture of Safety | A variety of resources regarding creating a culture of safety. Resource types include video, webpages and documents about topics such as active supervision, playground safety, injury prevention and more. | Early Childhood Learning & Knowledge Center. (n.d.). *Create a Culture of safety.* ECLKC. Head start. Retrieved from https://eclkc.ohs.acf.hhs.gov/safety-practices/article/create-culture-safety | Website | https://eclkc.ohs.acf.hhs.gov/safety-practices/article/create-culture-safety |
| Health, Safety and Nutrition | Early Childhood Development Resources for Early Childhood Professionals. | Learning resources created for early childhood professionals. Resources include PowerPoints, handouts, video and more on topics that include early | MSU Extension Early Childhood Development. (n.d.). *Early Childhood Development Resources for Early Childhood* | Website | https://www.canr.msu.edu/early_childhood_development/early-childhood-professionals/ |
| Health, Safety and Nutrition | Essentials for Childhood | Contains a link to the Essentials for Childhood Framework, created by the CDC. Provides additional resources that compliment the framework such as fact sheets, reports, documents and trainings. | Centers for Disease Control and Prevention. (n.d.). *Essentials for Childhood.* Retrieved from https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials/index.html? | Website | https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fchildabuseandneglect%2Fessentials.html |
| Health, Safety and Nutrition | Faces of Child Abuse | Dedicated to raising awareness of neglect and physical, sexual and emotional abuse. | *Faces of child abuse.* (http://facesofchildabuse.org/child-abuse-cases.html) | Website | http://facesofchildabuse.org/child-abuse-cases.html |
| Health, Safety and Nutrition | Feed To Succeed Podcast | Nutrition experts share their personal experiences as moms and discuss | Hjelmgren, B. & Karakosta, J. (n.d.). *Feed to Succeed Podcast.* | Podcast | https://feedtosucceed.com/feed-succeed-podcast/ |
| Health, Safety and Nutrition | Feeding a Child with Special Needs | Description of suggestions for feeding a child with disabilities. | UR Medicine Golisano Children's Hospital. (n.d.). *Feeding a Child with Special Needs.* Retrieved from https://www.urmc.rochester.edu/childrens-hospital/nutrition/special-needs.aspx | Website | https://www.urmc.rochester.edu/childrens-hospital/nutrition/special-needs.aspx |
| Health, Safety and Nutrition | Food Allergies in Early Childhood | Guidelines created by the Centers for Disease Control and Prevention (CD) to support early care and education programs and schools manage children with food allergies. | FARE. (n.d.). *Food Allergies in Early Childhood.* Retrieved from https://www.foodallergy.org/resources/food-allergies-early-childhood | Website | https://www.foodallergy.org/resources/food-allergies-early-childhood |
| Health, Safety and Nutrition | Grow Strong! A Book About Healthy Habits by Cheri J. Meiners | Children's health and confidence can increase as they become more aware of their own unique bodies and abilities, and as they incorporate the self-care principles presented in this warm and encouraging book. | Meiners, C. (2016). *Grow Strong! A Book About Healthy Habits.* Free Spirit Publishing. | Children's Literature | |
| Health, Safety and Nutrition | Health and Safety in Child Care | A list of link to various webpages with specific information on keeping children safe and healthy. | Childcare. (2019). *Health and Safety in Child Care.* Retrieved from https://childcare.extension.org/health-and-safety-in-child-care/ | Website | https://childcare.extension.org/health-and-safety-in-child-care/ |
| Health, Safety and Nutrition | Health, Safety, Nutrition | A plethora of resources put together by Frank Poter Graham Child Development Institute regarding health, wellness, safety and nutrition for young children. | Frank Porter Graham Child Development Institute. (n.d.). *Health, Safety, Nutrition.* The University of North Carolina. Retrieved from https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/SCRIPT-NC_EDU-153_Health_Safety_Nutrition.pdf | Website | https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/SCRIPT-NC_EDU-153_Health_Safety_Nutrition.pdf |
| Health, Safety and Nutrition | How Childhood Trauma Affects Health Across a Lifetime | Pediatrician Nadine Burke Harris explains that the repeated stress of abuse, neglect and parents struggling with mental health or substance abuse issues has real, tangible effects on the development of the brain. This unfolds across a lifetime, to the point where those who've experienced high levels of trauma are at triple the risk for heart disease and lung cancer. An impassioned plea for pediatric medicine to confront the prevention and treatment of trauma, head-on. *(Video Length: 15:50)* | Harris, B. N. (2014). How Childhood Trauma affects health across a lifetime [Video]. TEDMED2014. https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en | Video | https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en |
| Health, Safety and Nutrition | How to Feed Your Young Child with Care \| UNICEF | Illustrates families feeding their young child with a warm interactive approach as well as in not healthy ways. One suggestion is to have students watch the video with the sound off and have them identify responsive interactions and interactions that are non-responsive. | UNICEF. (2018, August 1). How to feed your young child with care [Video]. YouTube. https://www.youtube.com/watch?v=kPK3Q9BbJv8 | Video | https://www.youtube.com/watch?v=kPK3Q9BbJv8 |
| Health, Safety and Nutrition | I Am Moving, I Am Learning | Illustrates Head Start using movement and music during their staff trainings and the effects it has the early childhood professionals and their subsequent work with young children. | Early Childhood Learning & Knowledge Center. (n.d.). I am moving, I am learning: Training Participants [Video]. ECLKC. Head start. https://eclkc.ohs.acf.hhs.gov/physical-health/article/i-am-moving-i-am-learning-imil | Video | https://eclkc.ohs.acf.hhs.gov/physical-health/article/i-am-moving-i-am-learning-imil |
| Health, Safety and Nutrition | Infant and Early Childhood Mental Health | Contains links to various Zero to Three webpages about young children's social and emotional wellbeing and competence. | Zero to Three. (n.d.). *Infant and Early Childhood Mental Health.* Retrieved from https://www.zerotothree.org/espanol/infant-and-early-childhood-mental-health | Website | https://www.zerotothree.org/espanol/infant-and-early-childhood-mental-health |
| Health, Safety and Nutrition | Information for Parents with Children (Approximate Ages 4-11) | Provides link to various Center for Disease Control and Prevention (CDC) webpages about safety, health, milestones and school. | Centers for Disease Control and Prevention. (n.d.). *Information for Parents with Children (Approximate age 4 - 11).* Retrieved from https://www.cdc.gov/parents/children/ | Website | https://www.cdc.gov/parents/children/ |
| Health, Safety and Nutrition | Information for Parents with Infants and Toddlers (Approximate Ages 0-3) | Provides link to various Center for Disease Control and Prevention (CDC) webpages about safety, health, milestones and vaccines. | Centers for Disease Control and Prevention. (n.d.). *Information for Parents with Children (Approximate age 0 -3).* Retrieved from https://www.cdc.gov/parents/infants/ | Website | https://www.cdc.gov/parents/infants/ |
| Health, Safety and Nutrition | Institute for the Advancement of Family Support Professionals | Learning modules created for early childhood professionals. Topics include: infant and early childhood development; parent-child interactions; child health, safety and nutrition; dynamics of family relationships; family health, safety and nutrition; community resources and support; relationship-based | *Institute for the Advancement of Family Support Professional.* https://institutefsp.org/modules | Learning Modules | https://institutefsp.org/ |
| Health, Safety and Nutrition | Is Your Baby Hungry or Full? Responsive Feeding Explained | Describes the practice of responsive feeding and how to understand, recognize, and respond to your baby's hunger or fullness cues. Responsive feeding can occur while bottle feeding, breast feeding and when providing solids. | Healthychildren.org. (n.d.). *Is your baby hungry or full? Responsive feeding explained.* Retrieved from https://www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Is-Your-Baby-Hungry-or-Full-Responsive- | Website | https://www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Is-Your-Baby-Hungry-or-Full-Responsive-Feeding-Explained.aspx |
| Health, Safety and Nutrition | Keeping Safe from Injury for Children with Special Needs | Provides safety information regarding keeping a child with a disability while riding in a car or other type of transportation. | Children's Hospital & Research Center Oakland. (2011). *Keeping safe from injury for Children with Special Needs.* Khol's Cares. http://www.childrenshospitaloakland.org/Uploads/Public/Documents/PDF/ | PDF | http://www.childrenshospitaloakland.org/Uploads/Public/Documents/PDF/keep_safe_injury_special_needs_2012_eng.pdf |
| Health, Safety and Nutrition | Let's Eat Together: Responsive Feeding Practices in Early Intervention | Highlights best practices related to feeding supports in early intervention with an emphasis on collaboration. | EITP Illinois. (2019, February 15). Lets Eat Together: Responsive Feeding Practices in Early Intervention [Webinar]. YouTube. https://www.youtube.com/watch?v=9D_osZ8ifxY | Webinar | https://www.youtube.com/watch?v=9D_osZ8ifxY |
| Health, Safety and Nutrition | Lunch at the Nursery | Illustrates an early childhood professional engaging 3 and 4-year-olds in getting ready for lunch and eating together family style. *(Video Length: 5:51)* | Laser Learning. (2018, February 8). Lunch at the Nursery [Video]. YouTube. https://www.youtube.com/watch?v=uXYktk8_KsY | Video | https://www.youtube.com/watch?v=uXYktk8_KsY |
| Health, Safety and Nutrition | My Plate | Promotes dietary guidance for all Americans. | *USDA MyPlate U.S. Department of Agriculture.* (https://www.myplate.gov/) | Website | https://www.myplate.gov/ |
| Health, Safety and Nutrition | Nutrition | Links to resources about healthy eating, coordinating nutrition services, responsive feeding, positive eating and more. | Early Childhood Learning & Knowledge Center. (n.d.). *Nutrition.* Head Start. ECLKC. Retrieved from https://eclkc.ohs.acf.hhs.gov/nutrition | Website | https://eclkc.ohs.acf.hhs.gov/nutrition |
| Health, Safety and Nutrition | Nutrition | Links to articles created by Healthy Children about nutrition. | Healthychildren.org. (n.d.). *Nutrition.* Retrieved from https://www.healthychildren.org/English/ages-stages/toddler/nutrition/Pages/default.aspx | Website | https://www.healthychildren.org/English/ages-stages/toddler/nutrition/Pages/default.aspx |
| Health, Safety and Nutrition | Pediatric Eating Aids, Scooped Dish, Food Guard, Weighted Utensils | Illustrates pediatric eating aids along with a description of how each my support independent eating. | Rehabmart.com. (n.d.). *Pediatric Eating Aids, Scooped Dish, Food Guard, Weighted Utensils.* Retrieved from https://www.rehabmart.com/category/pediatric_eating_aids.htm | Website | https://www.rehabmart.com/category/pediatric_eating_aids.htm |
| Health, Safety and Nutrition | Physical Neglect Scenarios | Vignettes of physical neglect scenarios of young children along with an explanation of the neglect that occurred. | Wisconsin Child Welfare Professional Development System. (2012). *Mandated Reporter Online Training - Physical Neglect.* Live United. https://www.unitedwaygmwc.org/UnitedWay/CID-Publications-Not-in-Toolkit/PhysicalNeglectScenarios.pdf | PDF | https://www.unitedwaygmwc.org/UnitedWay/CID-Publications-Not-in-Toolkit/PhysicalNeglectScenarios.pdf |
| Health, Safety and Nutrition | Position of the Academy of Nutrition and Dietetics: Benchmarks for Nutrition in Child Care | Presents current evidence and recommendations for nutrition in early care and education and provides guidance for registered dietitian nutritionists; nutrition and dietetics technicians, registered; and other food and nutrition practitioners working with parents and child-care providers. | Academy of Nutrition and Dietetics. (2018). *Position of the Academy of Nutrition and Dietetics: Benchmarks for Nutrition in Child Care.* Eat Right. https://www.eatrightpro.org/-/media/eatrightpro-files/practice/position-and-practice- | Position Statement | https://www.eatrightpro.org/-/media/eatrightpro-files/practice/position-and-practice-papers/position-papers/benchmarksfornutritionprogramsinchildcaresettings.pdf |
| Health, Safety and Nutrition | Preschool Anxiety Scale (Parent Report) | A scale for families to complete, intended to inform the assessment process (not a diagnostic tool) and provide an indication of the number and severity of anxiety symptoms experienced by a young child. Go to www.scaswebsite.com for more information. | Rapee, R. & Spence, H. S. (1999). *Preschool Anxiety Scale: Parent Report.* The Spence Children's Anxiety Scale. https://www.scaswebsite.com/wp-content/uploads/2021/07/scas-preschool-scale.pdf | PDF | https://www.scaswebsite.com/wp-content/uploads/2021/07/scas-preschool-scale.pdf |
| Health, Safety and Nutrition | Preschool Anxiety Scale (Teacher Report) | A scale for preschool teachers to complete, intended to inform the assessment process (not a diagnostic tool) and provide an indication of the number and severity of anxiety symptoms experienced by a young child. Go to www.scaswebsite.com for more information. | Rapee, R. & Spence, H. S. (1999). *Preschool Anxiety Scale: Teacher Report.* The Spence Children's Anxiety Scale. https://www.scaswebsite.com/wp-content/uploads/2021/07/PAS-teacher.pdf | PDF | https://www.scaswebsite.com/wp-content/uploads/2021/07/PAS-teacher.pdf |
| Health, Safety and Nutrition | Preschool Anxiety Scale (T-Score Sheet) | Scoring sheet for the Preschool Anxiety Scale. Go to www.scaswebsite.com for more information. | The Spence Children's Anxiety Scale. (2019). *Preschool Anxiety Scale: T-score sheet.* https://www.scaswebsite.com/wp-content/uploads/2021/07/preschool-tscore-2019.pdf | PDF | https://www.scaswebsite.com/wp-content/uploads/2021/07/preschool-tscore-2019.pdf |
| Health, Safety and Nutrition | Preventing Childhood Obesity in Early Care and Education Programs | National standards describing evidence-based practices in nutrition, physical activity, and screen time for early care and education programs. | National Resource Center. (2011). *Preventing Childhood Obesity in Early Care and Education.* Special Collection. Retrieved from https://nrckids.org/CFOC/Childhood_Obesity | Website | https://nrckids.org/CFOC/Childhood_Obesity |
| Health, Safety and Nutrition | Recognizing Child Abuse and Neglect: Scenario Cards | Vignettes about possible child abuse and neglect along with explanations of signs that might be indicative of child abuse or neglect and what might be done in each situation. | Virtual Lab School. (2014). *Recognizing Child Abuse and Neglect: Scenario Cards.* https://static.virtuallabschool.org/atmt/abuse-reporting/TC.AbuseReport_2.Signs_A2.ScenarioCards9.12.14.pdf | PDF | https://static.virtuallabschool.org/atmt/abuse-reporting/TC.AbuseReport_2.Signs_A2.ScenarioCards9.12.14.pdf |
| Health, Safety and Nutrition | Reporting Child Abuse and Neglect: Role Play Cards | Vignettes that can be used to identify sighs that might be indicative of child abuse or neglect. | Virtual Lab School. (2014). Recognizing Child Abuse and Neglect: Role Play Cards. https://static.virtuallabschool.org/atmt/abuse-reporting/TC.AbuseReport_2.Signs_A2.ScenarioCards9.12.14.pdf | PDF | https://static.virtuallabschool.org/atmt/abuse-reporting/MG.AbuseReport_3.Reporting_A2.RolePlays.pdf |
| Health, Safety and Nutrition | Resilience | Explores the science of Adverse Childhood Experiences (ACEs) and how to treat and prevent toxic stress. | Redford, J. (2016). *Resilience* [Movie]. Roco Films Educational. https://www.rocoeducational.com/resilience | Film | https://www.rocoeducational.com/resilience |
| Health, Safety and Nutrition | Resources for Healthy Child Care | Provides links to resources about physical activity, emotional wellness, nutrition and rest and sleep. | Childcare Aware of America. (n.d.). *Resources For Healthy Child Care.* Retrieved from https://www.childcareaware.org/our-issues/health-nutrition/health-resources-and-links/ | Website | https://www.childcareaware.org/our-issues/health-nutrition/health-resources-and-links/ |
| Health, Safety and Nutrition | Safety and Children with Disabilities | Steps that families and caregivers can take to keep children with disabilities safe. | Centers for Disease Control and Prevention. (n.d.). *Keeping Children with Disabilities Safe.* Retrieved from https://www.cdc.gov/ncbddd/disabilityandsafety/child-safety.html | Website | https://www.cdc.gov/ncbddd/disabilityandsafety/child-safety.html |
| Health, Safety and Nutrition | Safety and Children with Disabilities (Spanish) | Written in Spanish. Steps that parents and caregivers can take to keep children with disabilities safe. | Centers for Disease Control and Prevention. (n.d.). *Keeping Children with Disabilities Safe.* Retrieved from https://www.cdc.gov/ncbddd/spanish/disabilityandsafety/child-safety.html | Website | https://www.cdc.gov/ncbddd/spanish/disabilityandsafety/child-safety.html |
| Health, Safety and Nutrition | Screening and Surveillance | Screening and monitoring tools, scales, checklists, etc. for a large variety of concerns including Adverse Childhood Experiences (ACEs), Attention Deficit Hyperactivity Disorder (ADHD) in preschool-aged children, development and more. | University of Washington. (n.d.). *Screening & Surveillance.* Retrieved from https://depts.washington.edu/dbpeds/Screening%20Tools/ScreeningTools.html | Website | https://depts.washington.edu/dbpeds/Screening%20Tools/ScreeningTools.html |
| Health, Safety and Nutrition | State of Connecticut Department of Education Early Childhood Health Assessment Record | Health assessment form that must be completed prior to entering an early childhood program in Connecticut. | State of Connecticut Department of Education. (2018). *Early Childhood Health Assessment Record.* https://portal.ct.gov/-/media/SDE/School-Nursing/Forms/EC_HAR.pdf | PDF | https://portal.ct.gov/-/media/SDE/School-Nursing/Forms/EC_HAR.pdf |
| Health, Safety and Nutrition | Tips for Keeping Children Safe: A Developmental Guide | Provides safety tips for early childhood professionals working with young children in early learning environments. Each section includes a description of development and safety tips organized by daily routines. Some tips apply to all children. Others address the developmental needs of children in a specific age group. | Early Childhood Learning & Knowledge Center. (n.d.). *Tips for Keeping Children Safe: A developmental Guide.* Head Start. ECLKC. Retrieved from https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-children-safe-developmental-guide | Website | https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-children-safe-developmental-guide |
| Health, Safety and Nutrition | Tips for Keeping Children Safe: A Developmental Guide (Spanish) | Written in Spanish. Provides safety tips for early childhood professionals working with young children in early learning environments. Each section includes a description of development and safety tips organized by daily routines. Some tips apply to all children. Others address the developmental needs of children in a specific age group. | Early Childhood Learning & Knowledge Center. (n.d.). *Tips for Keeping Children Safe: A developmental Guide (Spanish).* Head Start. ECLKC. Retrieved from https://eclkc.ohs.acf.hhs.gov/es/practicas-de-seguridad/articulo/consejos-para-proteger-los-ninos-una-guia-de-desarrollo | Website | https://eclkc.ohs.acf.hhs.gov/es/practicas-de-seguridad/articulo/consejos-para-proteger-los-ninos-una-guia-de-desarrollo |
| Health, Safety and Nutrition | Top 10 books To Teach Body Safety To Children | Ten books to teach young children about body safety. | My Motherhood Studio. (2018). *Top 10 books to teach body safety to children.* Retrieved from https://www.mymotherhoodstudio.com/2018/05/top-10-books-to-teach-safety-to-children.html | Website | https://www.mymotherhoodstudio.com/2018/05/top-10-books-to-teach-safety-to-children.html |
| Health, Safety and Nutrition | Top 25 Children's Health Podcasts You Must Follow in 2021 | Twenty-five podcasts about children's health. | Feedspot. (2021). *Top 25 Children's Health Podcasts you must follow in 2021.* https://blog.feedspot.com/childrens_health_podcasts/ | Podcast | https://blog.feedspot.com/childrens_health_podcasts/ |
| Health, Safety and Nutrition | Toy Safety in Child Care | Identifies suggestions for choosing toys, teaching proper use of toys, avoiding common toy dangers and using extra care with toys for infants and toddlers. | Childcare. (2019). *Toy safety in Child Care.* Retrieved from https://childcare.extension.org/toy-safety-in-child-care/ | Website | https://childcare.extension.org/toy-safety-in-child-care/ |
| Health, Safety and Nutrition | Updated Child and Adult Care Food Program Meal Patterns: Child and Adult Meals | Describes updates to the Child and Adult Care Food Program (CACFP) and provides breakfast, snack, lunch and dinner meal patterns with include serving sizes of various food groups. | Child & Adult Care Food Program. (2017). *Updated Child and Adult Care Food Program Meal Patterns: Child and Adult Meals.* United States Department of Agriculture. https://fns-prod.azureedge.net/sites/default/files/cacfp/ | PDF | https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_MealBP.pdf |
| Health, Safety and Nutrition / Promoting Social and Emotional Competence | Take The Adverse Childhood Experiences (ACE) Quiz — And Learn What It Does And Doesn't Mean | ACEs quiz. | Starecheski, L. (2015). *Take the ACE Quiz - and Learn What it does and doesn't mean.* What Shapes Health. NPR. Retrieved from https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean | Website | https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean |
| Language and Literacy Development | Early Childhood Development Resources for Early Childhood Professionals. | Learning resources created for early childhood professionals. Resources include PowerPoints, handouts, video and more on topics that include early literacy, nutrition, creating safe environments, development and more. | MSU Extension Early Childhood Development. (n.d.). *Early Childhood Development Resources for Early Childhood Professionals.* Michigan State University. Retrieved from https://www.canr.msu.edu/early_childhood_development/early-childhood-professionals/ | Website | https://www.canr.msu.edu/early_childhood_development/early-childhood-professionals/ |
| Promoting Justice | Institute for the Advancement of Family Support Professionals | Learning modules created for early childhood professionals. Topics include: infant and early childhood development; parent-child interactions; child health, safety and nutrition; dynamics of family relationships; family health, safety and nutrition; community resources and support; relationship-based | *Institute for the Advancement of Family Support Professional.* https://institutefsp.org/modules | Learning Modules | https://institutefsp.org/ |
| Promoting Social and Emotional Competence | Adverse Childhood Experiences (ACES) | Adverse Childhood Experiences (ACEs) have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. This webpages includes facts, risk and protective factors, prevention strategies, resources and much more about ACEs. | Centers for Disease Control and Prevention. (2020). Adverse Childhood Experiences (ACEs). Retrieved from https://www.cdc.gov/violenceprevention/aces/index.html | Website | https://www.cdc.gov/violenceprevention/aces/index.html |
| Promoting Social and Emotional Competence | Adverse Childhood Experiences (ACEs) Resilience Initiative | Describes ACEs and what can be done to prevent and mitigate the effects of ACEs. *(Video Length: 6:10)* | Safe child NC. (2020, November 4). *Explaining Adverse Childhood Experiences (ACEs) and Resilience [Video].* YouTube. https://safechildnc.org/resilience-initiative/ | Video | https://safechildnc.org/resilience-initiative/ |
| Promoting Social and Emotional Competence | Create a Culture of Safety | A variety of resources regarding creating a culture of safety. Resource types include video, webpages and documents about topics such as active supervision, playground safety, injury prevention and more. | Early Childhood Learning & Knowledge Center. (n.d.). *Create a Culture of safety.* ECLKC. Head start. Retrieved from https://eclkc.ohs.acf.hhs.gov/safety-practices/article/create-culture-safety | Website | https://eclkc.ohs.acf.hhs.gov/safety-practices/article/create-culture-safety |
| Promoting Social and Emotional Competence | Faces of Child Abuse | Dedicated to raising awareness of neglect and physical, sexual and emotional abuse. | *Faces of child abuse.* (http://facesofchildabuse.org/child-abuse-cases.html) | Website | http://facesofchildabuse.org/child-abuse-cases.html |
| Promoting Social and Emotional Competence | How Childhood Trauma Affects Health Across a Lifetime | Pediatrician Nadine Burke Harris explains that the repeated stress of abuse, neglect and parents struggling with mental health or substance abuse issues has real, tangible effects on the development of the brain. This unfolds across a lifetime, to the point where those who've experienced high levels of trauma are at triple the risk for heart disease and lung cancer. An | Harris, B. N. (2014). How Childhood Trauma affects health across a lifetime [Video]. TEDMED2014. https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en | Video | https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en |
| Promoting Social and Emotional Competence | How to Feed Your Young Child with Care \| UNICEF | Illustrates families feeding their young child with a warm interactive approach as well as in not healthy ways. One suggestion is to have students watch the video with the sound off and have them identify responsive interactions and interactions that are non-responsive. | UNICEF. (2018, August 1). How to feed your young child with care [Video]. YouTube. https://www.youtube.com/watch?v=kPK3Q9BbJv8 | Video | https://www.youtube.com/watch?v=kPK3Q9BbJv8 |
| Promoting Social and Emotional Competence | I Am Moving, I Am Learning | Illustrates Head Start using movement and music during their staff trainings and the effects it has the early childhood professionals and their subsequent work with young children. | Early Childhood Learning & Knowledge Center. (n.d.). I am moving, I am learning: Training Participants [Video]. ECLKC. Head start. https://eclkc.ohs.acf.hhs.gov/physical-health/article/i-am-moving-i-am-learning-imil | Video | https://eclkc.ohs.acf.hhs.gov/physical-health/article/i-am-moving-i-am-learning-imil |
| Promoting Social and Emotional Competence | Infant and Early Childhood Mental Health | Contains links to various Zero to Three webpages about young children's social and emotional wellbeing and competence. | Zero to Three. (n.d.). *Infant and Early Childhood Mental Health.* Retrieved from https://www.zerotothree.org/espanol/infant-and-early-childhood-mental-health | Website | https://www.zerotothree.org/espanol/infant-and-early-childhood-mental-health |
| Promoting Social and Emotional Competence | Institute for the Advancement of Family Support Professionals | Learning modules created for early childhood professionals. Topics include: infant and early childhood development; parent-child interactions; child health, safety and nutrition; dynamics of family relationships; family health, safety and nutrition; community resources and support; relationship-based family partnerships; cultural and linguistic responsiveness; effective home visits; and professional practice. | *Institute for the Advancement of Family Support Professional.* https://institutefsp.org/modules | Learning Modules | https://institutefsp.org/ |
| Promoting Social and Emotional Competence | Let's Eat Together: Responsive Feeding Practices in Early Intervention | Highlights best practices related to feeding supports in early intervention with an emphasis on collaboration. | EITP Illinois. (2019, February 15). Lets Eat Together: Responsive Feeding Practices in Early Intervention [Webinar]. YouTube. https://www.youtube.com/watch?v=9D_osZ8ifxY | Webinar | https://www.youtube.com/watch?v=9D_osZ8ifxY |
| Promoting Social and Emotional Competence | Lunch at the Nursery | Illustrates an early childhood professional engaging 3 and 4-year-olds in getting ready for lunch and eating together family style. *(Video Length: 5:51)* | Laser Learning. (2018, February 8). Lunch at the Nursery [Video]. YouTube. https://www.youtube.com/watch?v=uXYktk8_KsY | Video | https://www.youtube.com/watch?v=uXYktk8_KsY |
| Promoting Social and Emotional Competence | Preschool Anxiety Scale (Parent Report) | A scale for families to complete, intended to inform the assessment process (not a diagnostic tool) and provide an indication of the number and severity of anxiety symptoms experienced by a young child. Go to www.scaswebsite.com for more information. | Rapee, R. & Spence, H. S. (1999). *Preschool Anxiety Scale: Parent Report.* The Spence Children's Anxiety Scale. https://www.scaswebsite.com/wp-content/uploads/2021/07/scas-preschool-scale.pdf | PDF | https://www.scaswebsite.com/wp-content/uploads/2021/07/scas-preschool-scale.pdf |
| Promoting Social and Emotional Competence | Preschool Anxiety Scale (T-Score Sheet) | Scoring sheet for the Preschool Anxiety Scale. Go to www.scaswebsite.com for more information. | The Spence Children's Anxiety Scale. (2019). *Preschool Anxiety Scale: T-score sheet.* https://www.scaswebsite.com/wp-content/uploads/2021/07/preschool-tscore-2019.pdf | PDF | https://www.scaswebsite.com/wp-content/uploads/2021/07/preschool-tscore-2019.pdf |
| Promoting Social and Emotional Competence | Recognizing Child Abuse and Neglect: Scenario Cards | Vignettes about possible child abuse and neglect along with explanations of signs that might be indicative of child abuse or neglect and what might be done in each situation. | Virtual Lab School. (2014). *Recognizing Child Abuse and Neglect: Scenario Cards.* https://static.virtuallabschool.org/atmt/abuse-reporting/TC.AbuseReport_2.Signs_A2.ScenarioCards9.12.14.pdf | PDF | https://static.virtuallabschool.org/atmt/abuse-reporting/TC.AbuseReport_2.Signs_A2.ScenarioCards9.12.14.pdf |
| Promoting Social and Emotional Competence | Reporting Child Abuse and Neglect: Role Play Cards | Vignettes that can be used to identify sighs that might be indicative of child abuse or neglect. | Virtual Lab School. (2014). Recognizing Child Abuse and Neglect: Role Play Cards. https://static.virtuallabschool.org/atmt/abuse-reporting/TC.AbuseReport_2.Signs_A2.ScenarioCards9.12.14.pdf | PDF | https://static.virtuallabschool.org/atmt/abuse-reporting/MG.AbuseReport_3.Reporting_A2.RolePlays.pdf |
| Promoting Social and Emotional Competence | Resilience | Explores the science of Adverse Childhood Experiences (ACEs) and how to treat and prevent toxic stress. | Redford, J. (2016). *Resilience* [Movie]. Roco Films Educational. https://www.rocoeducational.com/resilience | Film | https://www.rocoeducational.com/resilience |
| Promoting Social and Emotional Competence | Screening and Surveillance | Screening and monitoring tools, scales, checklists, etc. for a large variety of concerns including Adverse Childhood Experiences (ACEs), Attention Deficit Hyperactivity Disorder (ADHD) in preschool-aged children, development and more. | University of Washington. (n.d.). *Screening & Surveillance.* Retrieved from https://depts.washington.edu/dbpeds/Screening%20Tools/ScreeningTools.html | Website | https://depts.washington.edu/dbpeds/Screening%20Tools/ScreeningTools.html |