

Child Mental Health Awareness

April showers bring May flowers and they also bring Children's Mental Health Awareness week May 1-7. In honor of this special week and the importance of children's mental health and wellness all year long, we have put together materials that may be useful in your community outreach and education.

One of the primary goals of Children's Mental Health Awareness week is to promote general awareness that infants, children, and teens can have mental health issues. Did you know that one in five children or 20 percent of children have a mental health disorder¹? Seventy-five to 80 percent of children and youth in need of mental health services do not receive them². The first step to supporting children's mental health is awareness. All of the children in our community need the support of adults around them and we all have a role in supporting children's mental health.

To help promote a better understanding of what children's mental health is and to provide information on where parents and communities can go to get more information and support we have created a few materials that you can use at your center. Attached to this email you'll find the following documents:

- **Children's Mental Health Awareness Flyer**

How to use it: display it at your center, put it on your webpage, include it in your newsletter, and have copies available in your waiting area. We've provided a flyer with and without a date for Children's Mental Health Awareness week in the event that you'd like to include the flyer in a newsletter that goes out after the awareness week has occurred. Children need our support all year so please feel free to use the materials after May.

- **Children's Mental Health Awareness Information Packet**

How to use it: The packet contains some great articles and additional resources if your agency or parents would like more information. Please feel free to copy make copies of the packet to distribute.

Together we can all work to promote the mental health of infants, children, and teens across the state.

¹*Children's Mental Health: What Every Policymaker Should Know*. National Center for Children in Poverty, April 2010. http://www.nccp.org/publications/pdf/text_929.pdf Accessed 4/13/11

² Ibid.

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EMOTIONS CAN BE SEEN...
MENTAL HEALTH IS INVISIBLE.



CHILDREN'S MENTAL HEALTH AWARENESS WEEK MAY 1-7, 2011

In Wisconsin

ONE IN EVERY FIVE

children and adolescents who appear healthy on the
outside suffer mental health problems on the inside.

KNOW THE FACTS:

- Brain development occurs rapidly in the first three years of life. Positive relationships during this developmental stage provide the building blocks for good mental health.
- Treatment of children's mental health disorders can PREVENT school drop-out, substance abuse, juvenile justice involvement and homelessness.
- Half of all lifetime cases of mental illness begin by age 14, three quarters by age 24. Despite effective treatments, there are long delays - sometimes decades between the first onset of symptoms and when people seek and receive treatment.

DO YOUR PART TO HELP THEM HEAL:

- Provide positive early experiences and close relationships by providing opportunities to experience, express and regulate emotions
- Encourage people to consider mental health with the same regard as physical health
- Talk about mental health

WHERE CAN I GO FOR SUPPORT?

Wisconsin Family Ties
<http://www.wifamilyties.org>

Maternal Child Health Hotline (staffed 24/7)
1-800-722-2295

WITH SUPPORT FROM: Wisconsin United for Mental Health, Wisconsin Alliance for Infant Mental Health, Wisconsin Family Ties, Wisconsin Public Broadcasting, and Supporting Families Together Association

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Children are Born with Emotions



It's a beautiful summer day. Dad and his 10-week-old son Ryan are relaxing on a blanket outside. Dad leans over Ryan and smiles and coos happily as his baby looks up at him. Baby smiles and dad is thrilled. Suddenly, the family dog bounds into this perfect world, disturbing the moment and knocking over a glass of lemonade. Not pleased, dad immediately turns to the dog, shouts at him, and shoos him away. As he turns back to his baby, an expression of anger is still on his face. Ryan looks at his dad's face and begins to cry. Dad immediately senses his baby's reaction. He scoops him up, cuddles him and soothes away his tears. What happened there? Was Ryan's smile a real expression of contentment or was he simply mirroring his dad's facial expression? Was Ryan's response to his dad's anger a real emotional reaction? What do babies feel and when do they start to feel it?

Infants are emotional beings right from birth. In fact, emotions are biologically based, and are built into children's brains, and help them connect to caregivers (National Scientific Council on the Developing Child, 2004). Human beings are truly born to feel!

But when do children begin to feel emotions and what do they feel? Right from birth infants experience several basic or primary emotions. During the first six months of life, as the infant makes cognitive gains, these basic emotions develop into more sophisticated emotions. Thus, over time, a young child's repertoire of emotions continues to grow.

The primary emotions and their development during the first six months of life are mapped in the chart below. At birth there are several basic emotions that infants experience. But over the course of the first six months of life, infants begin to experience more complex emotions. And with each passing year their emotional repertoire grows. For instance, two to three year old children begin to experience embarrassment, pride, shame and guilt.

Infants can't talk about their emotions—at least not yet! So, to find out about young children's emotions, researchers created experiments that examined how babies respond to the emotional expressions they see and hear in other people. Would the babies react to another person's emotions? Would they copy the emotions they saw?

Helpful Parenting Tips

- Smile, laugh, talk, sing and read together every day.
- Play face-to-face games, like peek-a-boo, with your infant. Keep your face about 8 to 18 inches from your baby's face.
- Your baby is reading your face. Be aware that your angry or sad face will affect how your baby reacts.
- Pay attention to your baby's emotional expressions and respond to them.
- When you respond to your baby's emotional needs, he learns that he can count on you and he learns to connect with you.
- Watch and learn how your baby's emotions develop over time.

This Research Spotlight was reprinted for Children's Mental Health Awareness Week with permission from the Talaris Research Foundation, www.talaris.org.



It's a Stressful Life!

How do you teach your child to handle everyday stress?

Let's face it – stress is a part of life. And babies can get stressed too. Just as you can feel stressed sometimes, babies can get stressed when their needs are not met. When babies get stressed too often, it can be harmful to their health. Our brains begin to learn how to deal with stress when we're young, and too much stress early may set a pattern for the way we deal with it later in life.



You know it when you feel it.

Stress is complicated. What's stressful to one person may not be stressful to another. Our bodies usually get stressed when we feel afraid or really anxious about something/ to understand stress, it helps to know more about what the brain does when we feel we are in danger.

Fight or flight.

When we are anxious or feel we are in danger, our brains react by creating a stress response in the body. Stress hormones are created which lead to physical changes in the body. You might notice some of the following things happen:

- Sweaty palms
- Rapid and shallow breathing
- A faster, pounding heart
- A loss of appetite

These changes are not always bad. In fact, this reaction can help us survive by getting us ready to run away or defend ourselves if needed. This is not harmful to us for short periods. But long periods of stress can lead to health problems.

Stress is hard on babies.

Babies can get stressed right from birth, but they don't know how to calm themselves down yet. That's why lots of stress might be even harder on babies. In the first year, the parts of the brain that react to stress and help us calm down are still developing. Babies who get lots of loving care learn healthy ways of reacting to stress and are better at calming down. When babies feel safe with you and their needs are met, they learn to handle the stress that life can

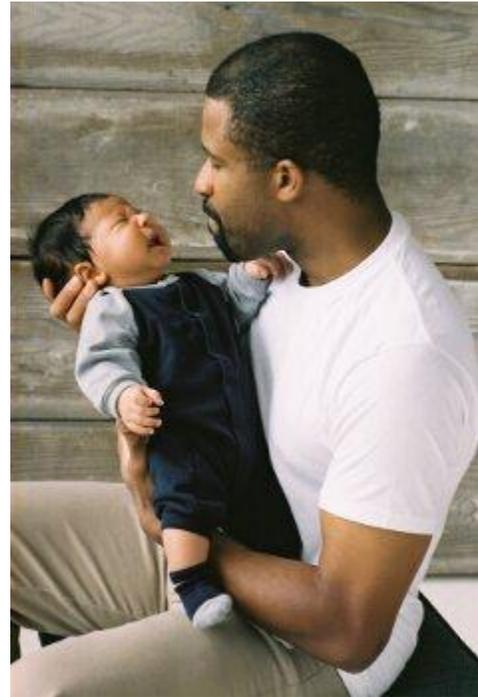
bring. Parents and caregivers can help their babies feel safe by holding them, comforting them when they cry, and spending time talking and playing with them.

But babies who get stressed over and over don't learn healthy ways of handling stress and they may struggle to deal with stress as they get older. Babies can be stressed when they're hurt, uncomfortable or when they get too much stimulation. They can also get stressed when they are left alone too much and when the people around them are very stressed out or upset.

Helpful parenting tips

You can't protect your baby from everything that might cause stress. But you can help him deal with hard times. Showing your child healthy ways of handling the stress that comes our way is a very important skill to teach.

- Get to know your baby and try different ways to comfort him. One baby may like baths. Another may like to be held. Other babies love to be rocked.
- Try to figure out what causes stress for your baby.
- Do not leave a baby to "cry it out" when he is upset. Letting a baby deal with stress on his own will NOT make him a "tougher" adult.
- Your baby needs a lot from you and that can cause stress for you.
- Get help if you find it hard to handle the stress you feel when your baby cries.
- Take care of your baby's needs by being there when she needs you.
- There is no such thing as spoiling babies with love and attention.
- Sometimes bad things happen, and it's important that you don't ignore them. You can help your baby by being calm and by caring for them right after a stressful event happens.



Babies are amazing. They can recover from lots of different experiences that might cause stress. You can help most by being a good model when coping with stress and showing them plenty of love and support along the way.

This Research Spotlight was reprinted for Children's Mental Health Awareness Week with permission from the Talaris Research Foundation, www.talaris.org.

Here Comes a Tantrum!



When you least expect it...

Tantrums happen! No matter how hard you try to understand your child's needs, sometimes you just can't prevent a kid from kicking, screaming and crying. It's not fun for you or your child and it can be a helpless and embarrassing feeling especially when it happens at your favorite restaurant or in the middle of the grocery store. But take heart, tantrums are a normal part of typical child development and there may be a little comfort in knowing that most parents have been in your shoes.

What causes a meltdown?

It's often hard to pinpoint the cause of a meltdown. After all, there's a lot going on inside the head of a toddler. He truly wants to be independent, but his skills don't yet match his desires. Not only is your toddler learning how to handle a lot of different emotions, but also how to handle being hungry, tired, bored, or overwhelmed.

Sometimes our busy schedules are a little more than a toddler can handle. Most parents are pretty good at recognizing the early signs of frustration that can lead to a meltdown. It might start with a frown, sighing or pulling away or an attempt to communicate that is not very clear.

A child could go from smiles to stomping and screaming within seconds. But the good news is tantrums do not last forever. In fact, usually by age 4 or 5, they seldom occur.

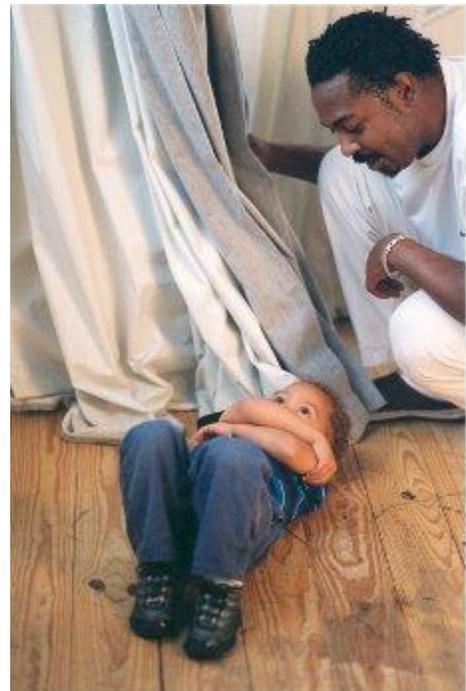
Stay close and stay calm.

It's tempting to get upset when your child is having a tantrum, but it is not a good idea. As tough as tantrums are for you, keep in mind your child is not having fun either.

So what can you do when a tantrum happens? Stay close and stay calm! Your child needs you. Talk softly and let her know you understand. You're helping her to feel safe and she's learning to manage her emotions by watching how you handle hers... and yours!

That's not okay!

Once your child has settled down, ask her what she was



feeling. Was she “angry” or “frustrated” or “hurt”? If someone was hurt (or something was broken) during a tantrum, let her know that her behavior is not acceptable. You might say “It’s not all right to hurt someone.” If the child has not done anything wrong, don’t punish her for having a tantrum. Instead, talk to her about her behavior and let her know that her feelings are important.

Helpful parenting tips

Tantrums may be difficult, but they can be a great opportunity to teach your child about emotions. Don’t expect him to be able to clearly tell you what is wrong. He is still developing the skills to both handle emotions and communicate his feelings. With a little patience, you’ll both get through it.

- Take a deep breath and try to stay calm. It doesn’t help, and likely makes things worse, if you get upset.
- Stay close. Bend down or sit on the floor. It may take a few minutes for him to settle down.
- If your child has hit someone or damaged something, let him know that his behavior is not okay.
- Once your child has settled down, talk about what happened. “I know you are mad that you can’t stay at the park, but we have to go and pick up your brother.”
- Tantrums are a normal part of child development and a signal of your child’s growing independence. Tantrums usually disappear by 4 or 5 years of age.

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Children and Overwhelming Stress

We look at our sons and daughters, nieces and nephews, and we dream of their happiness and future success. The dinners spent together, multiple visits to the same swing-set, and non-sensical conversations are understood as wise investments in the creation of the lives of our soon-to-be leaders. For many caretakers, these activities come naturally. Somehow we know, without reading the voluminous literature on the developing brain, that these seemingly simple interactions are essential to our children's developing healthy selves.

The early relationships we have with our children are much like building a house. We lay the foundation, frame the rooms, and wire the electrical system. It's a process, but the foundation is elemental in ensuring the secure and safe structure that will result in a reliable and sound home. This similar strong foundation is what we create for our children to increase their chances of developing a wise spirit, sound body and good mental health.

Unfortunately, even with the best laid foundation, our homes may have problems. There are hail storms that dent our siding, an old tree falls on our garage, and termite infestations may silently decay the house's solid frame. Similarly, neuroscientists report that certain kinds of overwhelming stress in a child's environment can lead to mental health problems. Overwhelming stress and trauma in early childhood can be caused by experiences such as extreme poverty, neglect and abuse, bullying, maternal depression, domestic violence, severe family disruptions (to name just a few); all of which can disrupt the developing brain.

So, just like we need to limit the negative substances in our environments to avoid harm, we need to minimize the stressors in children's environments to avoid the overwhelming stress that may affect their mental health. When children's developing brains are exposed to an environment of unmanageable stress, they may need more attention than caregivers alone can provide. This is where the community – neighbors, teachers, extended family, therapists, lawmakers - can play a central part in ensuring the mental health of our most valuable resources – our children. As a society, it is in our best interest to create environments for children that shore up the brain's architecture, reduce exposure to overwhelming stress, and create buffers of support to make stress more tolerable.

Wisconsin has been innovative in recognizing the role that overwhelming stress and trauma plays in the lives of all of our citizens, young and old. One example has been the recent initiative known as 'Trauma-Informed Care.' Communities from across the State have committed time and resources to learning about the impact and prevalence of toxic stress and trauma. They are shifting from a punitive response to troublesome behaviors to asking, 'what has happened to you?' vs. 'what is wrong with you?' They are seeking to understand and explore the stressors in people's lives to come up with creative and healing responses instead of punishing or further isolating children and families who struggle.

You make all the difference -- in your children's lives and in the lives of all of Wisconsin's youngest citizens. Learn more about what you can do to move Trauma-Informed Care forward in your community by contacting Elizabeth Hudson at Elizabeth.Hudson@wi.gov. (*Some information adapted from 'Frameworks Institute, Children's Mental Health Toolkit'*)

Elizabeth Hudson, LCSW

Elizabeth Hudson is Trauma-Informed Care Consultant for Wisconsin's Department of Health Services, Division of Mental Health and Substance Abuse Services. She is employed by *the University of Wisconsin, School of Medicine and Public Health*.

Elizabeth Hudson, LCSW

608-266-2771

FOR IMMEDIATE RELEASE

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How Children Can Cope with Emotions: Tips for Parents

Young children often experience many strong emotions as they learn to handle disappointment and manage conflict with their peers. As young children gain an understanding of emotion, they become better able to manage and appropriately express their feelings and behaviors. Controlling anger and impulses is possibly the most challenging emotional task for young children. Children who learn to cope with their emotions constructively have an easier time relating to adults and other children (National Research Council & Institutes of Medicine, 2000). Children who aren't able to manage their own feelings have more conflict, less problem solving skills and don't do as well in school. It is important to teach young children about their emotions and how to manage them in the same way we teach literacy and other academics. Additionally, emotional regulation is fostered not only by learning the skills, but also by the confidence and security that a warm, responsive relationship with a caregiver provides young children. Below are some strategies that provide children support and encouragement they need to be successful in managing the difficult feelings that occur so frequently in young children.

What Things Can We Do to Help Our Children Behave Well?

1. Give clear directions:

- Tell your child exactly what you want them to do.

2. Give your child lots of "good stuff" when they behave well:

- Give praise, hugs, and spend special time together.

3. Catch them being good:

- Recognize when they are being good and praise them (e.g. "I am glad you came in for dinner without having to be reminded." or "I appreciate your hanging up your clothes even though you were in a hurry to go and play." or "You were really patient while I was on the phone.").

4. Be consistent:

- Always do what you say you will and act the same way in each situation.

5. Warn children about transitions:

- Tell your child several minutes before it is time to come in to dinner, time to go to bed, time to stop playing, time to turn off the TV, or time to clean up their toys.



6. Listen actively:

- Stop what you are doing, make eye contact with your child and pay attention to what they are saying.

7. Teach your child to express themselves verbally and recognize their feelings:

- Label your child's feelings and talk about them using a question (e.g. *Are you angry?* or *Are you scared?*).
- Help your child talk about what is going on.

8. Express an interest in your child's activities.

- Ask your child about what they are doing.
- Join them while they are playing.

What Can We Do to Encourage Our Children?

1. Avoid discouraging your child by:

- Expressing negative expectations (e.g. "No you can't use that; you'll break it.").
- Focusing on mistakes (e.g. "This doesn't look good where you colored outside the lines, does it?").
- Perfectionism; expecting too much (e.g. "This isn't a bad report card, but with your potential you could have done better.").
- Overprotection; expecting too little.

2. Take care not to undermine your encouraging words (e.g.

- "You worked hard on that; I wish you always would." or "You can do it ... if you quit whining and get busy.").

3. Catch them being good as often as possible.

4. Show confidence in them by:

- Giving them some reasonable responsibilities.
- Asking their advice or opinions about things they know (e.g. play).
- Avoid the temptation to take over even if they are expressing frustration (e.g. "Keep trying, you can do it!").

5. Build on your child's strengths:

- Acknowledge what they do well.
- Encourage them to take the next step.
- Concentrate on improvement, not perfection.

6. Let your child know that you value them:

- Separate worth from accomplishments (e.g. "Playing your hardest is more important than winning.").
- Separate worth from misbehavior (e.g. "No, you're not bad, but it is bad to put crayons on the wall.").
- Appreciate your child's uniqueness and let them know.



How Do You Respond to Your Angry Child?

- 1. Minimize the need to say “NO” to your child:**
 - Move tempting things out of the way and; store items in a safe place.
- 2. Use distractions:**
 - Redirecting their attention toward less frustrating or more acceptable activities.
- 3. Give your child choices within the limit of what is acceptable.**
- 4. If your child has a tantrum, stay within his or her sight and carry on your normal activities without talking to him or her:**



- 5. Be aware of your feeling and try to stay calm:**
 - If a child is hurting himself or others, he may need to be moved to a safer place.
- 6. Use closeness or touching:**
 - Move closer to your child to lessen his impulses. Some children are calmed by a nearby adult.

- 7. Be ready to show affection:**
 - Sometimes a sudden hug or other sudden affection can help a child regain control. Some children need to be held.
- 8. Say “NO:”**
 - Limits should be clearly explained and enforced.
 - Also tell children what they should be doing instead.
- 9. Provide physical outlets:**
 - It is important for children to have physical exercise and movement.
- 10. Accept your child’s angry feelings:**
 - Offer them suggestions for showing their anger in “safe” ways.
 - Use words like “out of control” rather than “bad child.”
 - Let them know it is okay to be angry, but not to hurt people/things.

For more information, visit the Center on the Social and Emotional Foundations for Early Learning at <http://csefel.vanderbilt.edu>.

What Are Safe Ways of Being Angry and Calming Down?

- 1. Count to ten.**
- 2. Do the lemon squeeze:**
 - This technique involves squeezing a pretend lemon in each hand, making large puddles of lemon juice, and then dropping the lemons in the juice to make them splash.
- 3. Blow out birthday candles with deep breaths:**
 - Have them hold up four or five fingers according to their age and blow each finger down.
- 4. Blow imaginary bubbles until they pop.**
- 5. Fill their belly up like a balloon, let the air out, and blow the teacher over.**
- 6. Use their words and say “I feel angry when you do ...”**
- 7. Walk away from the situation and go to a calming “get it together” space.**
- 8. Do thumb squeezes:**
 - Hold up your thumbs and have them squeeze your thumbs.
- 9. Ask an adult for help.**
- 10. Tell yourself “stop,” hide your turtle shell (e.g. have child curl up small), take a breath, count to three, and tell yourself “I am going to try again.”**
- 11. Shut your eyes, picture your safe place, and tell yourself “I am okay.”**



Emotions can be Seen, Mental Health is Invisible

Under the best of circumstances, adolescence is a highly emotional stage of life. It is a time when youth are learning who they are and encountering a whole new social dynamic with their peers. Any parent of an adolescent can tell you how difficult it is to keep up with the daily emotional roller coaster and that the challenges youth face today are different than 20 years ago. While the varying emotions of our youth can be seen, mental health is not always visible: One in five Wisconsin youth who appear healthy on the outside have a serious mental health disorder.

Children and adolescents who have mental health disorders are the most underserved disability group in the state. It is estimated that more than 106,000 school-age children and youth in Wisconsin have a serious mental health disorder that substantially impacts their functioning at home, at school and in the community. However, only 3.2% of these youth received public mental health services in 2009, the last year of available data. The number of youth who do not receive services each year would more than fill Lambeau Field.

Wisconsin's public mental health service rate for children ages 0-12 who have a serious emotional disability is one of the worst in the nation, ranking 48th out of 50 states; for adolescents ages 13-17, the state comes in 47th (US Dept. of Health and Human Services, Center for Mental Health Services, 2009 data).

While most chronic illnesses begin later in life, mental illness is the chronic disease of the young. Half of all lifetime cases of mental illness begin by age 14 and an additional one-quarter by the age of 24. Delays in receiving appropriate treatment can result in a more serious illness that is more difficult to treat. Untreated mental illness impacts not only youth with mental health disorders, but also their families, friends, and the communities in which they live.

Stigma can be daunting for many families, but it is only a fraction of the challenges they face in obtaining appropriate treatment for their child. Caring for their child may result in frequent work absences, the need to take Family Medical Leave or job loss altogether. The many service systems encountered in Wisconsin are complex. Simply finding treatment is a challenge: Access to qualified child and adolescent mental health providers is severely limited in most parts of the state. Currently, Wisconsin has one of the most severe shortages of mental health professionals in the nation, with about 1.6 million residents living in a designated "mental health professional shortage area" (State Health Facts, Kaiser Family Foundation).

While mental health disorders are invisible, the impact on the state is undeniably evident. Youth with a mental health disorder are at increased risk for school failure, substance abuse and law enforcement contacts. Studies have shown that approximately 70% of youth in the juvenile justice system have a mental health disorder. The U.S. Department of Education indicates that more than 50% of students with a mental health disorder do not complete high school. State statistics also show that students with a mental health disability have the highest suspension rate of all disability groups at about eight times the rate of their non-disabled peers. Most significantly, suicide is the

second leading cause of death among 15-24 year olds in the state of Wisconsin (LaCrosse Tribune, 2/21/10). More than 90 percent of adolescents who take their lives have a mental health disorder such as depression.

Treatment success rates for mental health disorders are quite high, surpassing those of many other medical disorders. Because of this, it is particularly disheartening that the number of youth served by Wisconsin's public mental health system has declined in each of the past two years. We believe that comprehensive, coordinated mental health treatment is vital to the overall health and wellbeing of all children and foundational to the future of Wisconsin. Turning attention to the mental health needs of Wisconsin children and adolescents will improve future outcomes for our youth and our state.

Children's Mental Health Awareness Week – May 1-7, 2011

Wisconsin Family Ties is a statewide nonprofit organization serving families that include children who have mental health disorders.

For more information contact:

Wisconsin Family Ties

1-800-422-7145

FOR IMMEDIATE RELEASE

April 18, 2011

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My Feelings Booklist

Children's Mental Health Awareness

Check out some of these titles to help you and your child explore the wonderful world of emotions.

<i>Title</i>	<i>Author</i>	<i>Social-Emotional Content</i>
All By Myself	<i>Aliki</i>	Celebrating a child's independence
Calm Down Time	<i>Elizabeth Verdick</i>	Self soothing, learning to relax
The Chocolate Covered Cookie Tantrum	<i>Deborah Blumenthal</i>	Expressing anger in appropriate ways
Don't Worry Bear	<i>Greg Foley</i>	Comforting an anxious friend
Eyes, Nose, Fingers and Toes	<i>Judy Hindley</i>	Self awareness, body boundaries
Glad Monster, Sad Monster	<i>Ed Emberley and Anna Miranda</i>	Identifying and understanding emotions with pictures
Hands are not for Hitting	<i>Martine Agassi</i>	Understanding body boundaries
How To Heal a Broken Wing	<i>Bob Graham</i>	Caring for small creatures, empathy
I Can Share	<i>Karen Katz</i>	Sharing and conflict resolution
I'm Sorry	<i>Sam McBratney</i>	Empathy, apology and forgiveness
The Kissing Hand	<i>Audrey Penn</i>	Separation anxiety, attachment
Knuffle Bunny: A Cautionary Tale	<i>Mo Willems</i>	Attachment to a favorite toy
The Memory String	<i>Eve Bunting</i>	Grief, love and loyalty
My Friend and I	<i>Lisa Jahn-Clough</i>	Friendship, sadness and forgiveness
Say Hello	<i>Jack Forman</i>	Loneliness and inclusion
Sumi's First Day of School Ever	<i>Soyung Pak</i>	Caring behaviors toward a classmate experiencing fear
A Weekend with Wendell	<i>Kevin Henkes</i>	Annoyance and acceptance of challenging personalities
Wemberly Worried	<i>Kevin Henkes</i>	Worry and anxiety, friendship
When a Pet Dies	<i>Fred Rogers</i>	Understanding grief and healing
Words are Not for Hurting	<i>Elizabeth Verdick</i>	Feelings after hearing unkind words

Children's Mental Health Resource List

Children's Social Emotional Development Information and Resources

1. **TALARIS INSTITUTE:** Talaris Institute's mission is to support parents and caregivers in raising socially and emotionally healthy children. Research and other resources. <http://www.talaris.org/>
2. **ZERO TO THREE:** National Center for Infants, Toddlers, and Families: ZERO TO THREE is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers. Their mission is to promote the health and development of infants and toddlers. www.zerotothree.org
3. **WISCONSIN ALLIANCE FOR INFANT MENTAL HEALTH:** Wisconsin Alliance for Infant Mental Health (WI-AIMH) promotes the healthy social and emotional development of Wisconsin children from birth through age 5. <http://www.wiimh.org/>
4. **PBS:** <http://www.pbs.org/parents/>

Trauma Information and Resources

1. **THE NATIONAL CHILD TRAUMATIC STRESS CENTER NETWORK:** To raise the standard of care and improve access to services for traumatized children, their families and communities throughout the United States. <http://nctsnet.org/resources/audiences/parents-caregivers>
2. **CHILD TRAUMA ACADEMY:** A not-for-profit organization, based in Houston, Texas, working to improve the lives of high-risk children through direct service, research and education. <http://www.childtrauma.org/>
3. **SIDRAN ACADEMY FOR TRAUMATIC STRESS EDUCATION AND ADVOCACY:** Organization helps people understand, recover from, and treat; traumatic stress (including PTSD), dissociative disorders, and co-occurring issues. <http://www.sidran.org>
4. **WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION:** Creating Trauma-Sensitive Schools to Improve Learning: A Response to Intervention (RtI) Model Information and additional resources. <http://dpi.state.wi.us/sspw/mhtrauma.html>

Other Mental Health Resources

1. **YOUR FAMILY DOCTOR**
2. **WISCONSIN HEALTH DEPARTMENTS:** <http://www.dhs.wisconsin.gov/localhealth/>
3. **MENTAL HEALTH AMERICA OF WISCONSIN:** A nonprofit organization dedicated to improving the mental health of all individuals through advocacy, education and service. Resource information by topic as well as a local Resource Directory by County for WI. <http://www.mhawisconsin.org/MH-information.aspx>
4. **MINNESOTA ASSOCIATION FOR CHILDREN'S MENTAL HEALTH:** MACMH's mission is to promote positive mental health for all infants, children, adolescents and their families. Book reviews, links to additional information and resources. <http://www.macmh.org/families/>
5. **NATIONAL MENTAL HEALTH AMERICA:** Nonprofit organization dedicated to helping all people live mentally healthier lives. Resource information by topic: <http://www.mentalhealthamerica.net/go/children>
6. **WISCONSIN UNITED FOR MENTAL HEALTH:** A coalition that provides education and awareness about mental illnesses to reduce stigma and promote recovery. <http://www.wimentalhealth.org/lifespan/infant.php>
7. **SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA):** www.samhsa.gov/children