

Children of Substance Abusers: COSA Resource List

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INTRODUCTION

Children of parents with substance use disorders (SUDs), often referred to as COSAs (children of substance abusers) are at high risk for an array of vulnerabilities. When these vulnerabilities are left unaddressed, these children face poor life trajectories. These vulnerabilities may arise as the result of fetal exposure to alcohol and drugs, poor or inconsistent parenting, a chaotic environment and/or financial challenges as a result of parental substance use, increased risk of child neglect or abuse, trauma, parental separation and risks associated with early exposure to alcohol and drug use. Children have tremendous resiliency; many COSAs become successful, healthy adults with relatively few problems. The more protective factors and resources that are available, the more likely a child of parents with SUDs will overcome adversities and obtain positive outcomes.

More than 6 million children live with at least one parent who is dependent on or abuses alcohol or illicit drugs (Office of Applied Studies, 2003). These children remain an invisible population. When they access services, often years after they could benefit from interventions, COSAs present in mental health, learning disability, behavioral and developmental programs.

Much of the existing research operates from the premise that child outcomes will improve by providing effective services to the parents. For instance, a review to indicate the efficacy of key evaluated interventions to reduce the impact of parental drug use on children found that “children have rarely been the focus of intervention”; the assumption is that they will derive indirect benefit from support offered to parents (Barnard & McKeganey, 2004). As treatment for SUDs among parenting women has emerged and its effectiveness documented, so too has the recognition that parental treatment alone is often not sufficient for addressing the special needs of their children. To date, few interventions targeting COSAs have been specifically developed. Addressing their needs will have to come from a wide range of knowledge, approaches and resources.

The purpose of this Resource List is to develop an understanding of the landscape and identify more concretely what resources can be considered in addressing the children of parents who enter treatment programs. For a better understanding of the policy-based interventions for addressing the needs of children, see *Screening and Assessment for Family Engagement, Retention, and Recovery* (Young, Nakashian, Yeh & Amatetti, 2007). This document serves as a Resource List of websites, reports and publications, trainings and organizations that relate to, either directly or indirectly, the services and interventions that address the array of needs common to many COSAs. To the extent possible, resources included in this document offer direct service interventions. This list includes three primary sections: resources specific to addressing the intervention needs of COSAs, resources that are not specific to COSAs but that offer services and interventions from which COSAs often benefit and research publications addressing interventions for children of parents with SUDs.

This document focuses on the interventions specifically aimed at the children of parents with SUDs, not prevention of substance exposure or screening and interventions for the parents themselves. This is not to discount the importance of pre-pregnancy prevention, prenatal screening and intervention or interventions for parents with SUDs themselves. Sid Gardner, of the National Center on Substance Abuse and Child Welfare has developed a five-point framework that comprehensively addresses the

needs of children and their families. The five approaches are pre-pregnancy and public awareness, prenatal screening and support, screening at birth, services to infants and services to parents (Young, et al, 2008). This Resource List focuses on intervention points for infants and children in this framework.

In 2003, the Federal Government reauthorized the Child Abuse Prevention and Treatment Act (CAPTA), with two core provisions: (1) healthcare providers must notify child protective services when an infant is born with substance exposure in utero and (2) all identified children must have a care plan developed. The care plans provide for the screening, assessment and intervention, if needed, for the children (National Abandoned Infants Assistance Resource Center, (2006). If the assessment indicates needs, seamless linkages to early intervention, mental health and/or educational services should follow.

Interventions for COSAs may occur in a variety of settings. The most common interventions include working with parents and children to improve children's outcomes. Other interventions are provided in school, mental health, child welfare or regional center settings. Despite the recent proliferation of interventions aimed at improving parenting capacity, few programs or clinical approaches have been subjected to rigorous and independent evaluation. Data are conflicting for what constitutes effective parent educational interventions addressing child behavioral problems and parenting stress in substance-abusing families with children (Barnard & McKegancy, 2004; Butz et al., 2001). Other problems include small sample sizes and insufficient differentiation among clients with SUDs. Butz and colleagues (2001) conclude that there is "cautious optimism" for positive child outcomes following home-based interventions for many high-risk groups, including mothers with SUDs, less than a high school education and limited income.

Overview of COSA Populations, Needs and Issues

Children of substance-abusing parents are considered to be at risk because of pre- and post-natal biological and psychosocial factors. The literature repeatedly identifies risk factors relating to emotional, developmental, psychological and educational problematic outcomes (Deren, 1986; Johnson & Leff, 1999; Shulman, Shapira & Hirshfield, 2000; Steinhausen, Blattmann & Pfund, 2007. However, the research is not robust, and further evidence-based clinical and research studies are needed. In a paper on family-centered treatment for women with SUDs (Werner, Young, Dennis & Amatetti, 2007), seven developmental areas in particular were identified as warranting attention:

- Physical health consequences (e.g., premature or low birth weights, alterations in fetal brain development, increased vulnerability to acute and chronic health problems or poor healthcare management) (Noonan, Reichman, Corman & Dave, 2007; Schuetze, Eiden & Coles 2007; Smith, et al., 2006)
- Attachment, particularly lack of secure attachment (e.g., less securely attached to caregivers) (Eiden, 2001; Espinosa, Beckwith, Howard, Tyler & Swanson, 2001)
- Psychopathology (e.g., attention deficit/hyperactivity disorder [AD/HD], anxiety, depression and somatic complaint) (Delaney-Black et al., 2000; Jacobson & Jacobson, 2002)
- Behavioral problems (e.g., poor internal controls; lack of tolerance for frustration or stress; difficulty delaying gratification; easily distracted; impulsive behavior; trouble focusing attention;

difficulty organizing behavior; inappropriate behaviors to express wants, needs and fears; conduct disorder; oppositional defiant disorder; and delinquency) (Bada, et al., 2007; Bono, et al., 2008; Kronstadt, 1991)

- Poor social relations/skills (e.g., poor social skills and adjustment; problems with peers; deficits in interpersonal relations; poor development of moral reasoning, social judgment and interpersonal skills; aggression; difficulty sustaining relationships; overcontrolling; and antisocial behavior) (Jacobson & Jacobson, 2002; Schonfeld, Paley, Frankel & O'Connor, 2006).
- Deficits in motor skills (e.g., difficulties with gross or fine motor skills and poor handwriting) (Richardson, Goldschmidt & Willford, 2007)
- Cognition and learning disabilities or learning problems (e.g., delayed receptive and expressive language development, difficulties with expressive language and articulation, literal understanding with poor decoding of figurative language and metaphors, difficulty in filtering out stimuli, performing poorly on memory and verbal tests, impairments in executive functioning, poor task organization and processing and poor academic skills) (Chapman, 2004; Beeghly et al., 2006; Schulman, Shapira & Hirshfield, 2000).

Acknowledging these areas of developmental concerns leads to the need for screening, assessment and intervention. The needs are great and multi-factorial, spanning multiple agencies and requiring a variety of approaches. Moving away from the deficit model to the resiliency model increases attention on supporting families with what works (Masten, 2001). The strength-based approach in substance abuse treatment is being applied to the children as well (Finkelstein et al., 2005; Sandau-Beckler, Devall & de la Rosa, 2002).

How To Use This Resource List

The development of this Resource List called on the knowledge of many who work with young children and in the substance abuse prevention and treatment fields, including clinicians, evaluators and program and policy people. The net was cast wide, recognizing the complexity of needs for children of parents who abuse substances requires a variety of choices and that no one approach meets all needs. The material in this Resource List offers guidance to those seeking to understand and address the needs of children of parents who abuse substances. It is our hope that the resources described below can assist agencies in planning and implementing services for children and families.

For the past two decades, gender-specific treatment programs have been developed to enable mothers to bring their children into treatment with them. The programs are turning increasingly to a family treatment focus. Programs are recognizing the necessity of providing intervention services for children. For many, this is a new area. This guide will support increased service development for the children by providing child- and family-focused resources in areas outside the treatment field.

This list is not exhaustive, complete or final. It is a first attempt to catalog current research and agencies that offer resources that assist treatment agencies and other stakeholders serving children of parents with SUDs.

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RESOURCES BY TOPIC (WEBSITES, REPORTS, ORGANIZATIONS)

GOVERNMENT AGENCIES, CLEARINGHOUSES AND RESEARCH CENTERS

Centers for Disease Control and Prevention (CDC), Fetal Alcohol Syndrome

<http://www.cdc.gov/ncbddd/fas>

CDC provides an overview of fetal alcohol spectrum disorder (FASD), including its definition, a description of common characteristics, prevention information and other FASD topics.

Child Welfare Information Gateway

<http://www.childwelfare.gov>

This link provides access to print and electronic publications, websites and online databases covering a wide range of child welfare topics, including child abuse prevention, family preservation, foster care and domestic and intercountry adoption.

Children's Bureau

<http://www.acf.hhs.gov/programs/cb>

The Children's Bureau is administered by the Administration for Children and Families (ACF). Among the information provided are programs and funding, statistics and research and laws and policies. Key features include the Children's Bureau Express Online Digest, a list of upcoming events and current initiatives.

Clearinghouse on Early Education and Parenting (CEEP)

<http://ceep.crc.uiuc.edu/poptopics/biting.html>

CEEP is part of the Early Childhood and Parenting Collaborative at the University of Illinois, Urbana-Champaign. Publications and information on early childhood and parenting topics are offered.

Exemplary and Promising Safe, Disciplined and Drug-Free Schools Programs

<http://www.ed.gov/admins/lead/safety/exemplary01/index.html>

The Department of Education and the Expert Panel on Safe, Disciplined and Drug-Free Schools identified 9 exemplary and 33 promising programs for this 2001 report. The report provides descriptions and contact information for each program and focuses on programs that can be implemented in a school setting whether in the classroom, in extracurricular activities or as after-school programming.

Head Start

<http://www.acf.hhs.gov/programs/ohs>

Head Start is a nationally funded childcare program promoting school readiness to children and families. The website has policies, research findings and the Early Childhood Learning and Knowledge Center with early childhood information for parents and professionals.

Helping America's Youth

<http://guide.helpingamericasyouth.gov/programtool.cfm>

This registry is sponsored by the White House and was developed with the help of several Federal agencies. Programs focus on a range of youth outcomes such as academic achievement, substance use and delinquency and are categorized as Level 1, Level 2 or Level 3 according to their demonstrated effectiveness. The registry can be searched with keywords or by risk or protective factor and is updated regularly to incorporate new evidence-based programs.

National Center on Substance Abuse and Child Welfare (NCSACW)

<http://www.ncsacw.samhsa.gov/resources.asp>

NCSACW is a national resource center that provides technical assistance to States, counties, local agencies and tribes. Publications and resources pertinent to substance abuse, child welfare, tribes and family judicial systems are available.

National Clearinghouse on Families and Youth (NCFY)

<http://ncfy.acf.hhs.gov>

NCFY is a service provided by the Family and Youth Services Bureau for its grantees, individuals and communities. Information and resources are available on youth development, family violence prevention, mentoring children of prisoners and abstinence education.

National Institute on Alcohol Abuse and Alcoholism (NIAAA)

<http://www.niaaa.nih.gov>

NIAAA provides a general overview of alcohol abuse and alcoholism. Research, statistics, upcoming events, newsletters and other publications about this topic are available.

National Institute on Drug Abuse (NIDA)

<http://www.nida.nih.gov>

NIDA explores different drugs of abuse and shares resource materials on each one. Information is presented on drug abuse and addiction for researchers, professionals, students, parents, teachers and other adults.

National Mental Health Information Center

<http://mentalhealth.samhsa.gov/child/childhealth.asp>

The Substance Abuse and Mental Health Services Administration (SAMHSA) provides an overview of child and adolescent mental health and identifies a list of website links to reports, publications, campaigns and initiatives on this topic.

National Registry of Evidence-based Programs and Practices (NREPP)

<http://www.nrepp.samhsa.gov>

NREPP is a data-based system that provides accreditation for evidence-based prevention and treatment programs for mental and substance use disorders.

Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs Guide

http://www.dsgonline.com/mpg2.5/mpg_index.htm

The OJJDP Model Programs Guide is a user-friendly, online portal to prevention and intervention programs that address a range of issues across the juvenile justice spectrum. The Guide profiles more than 200 programs—rated exemplary, effective or promising—and helps communities identify those that best suit their needs. Users can search the Guide’s database by program category, target population, risk and protective factors, effectiveness rating and other parameters. This registry is continuously updated and contains more programs than other well-known registries, although many are promising rather than exemplary or effective.

SAMHSA

<http://www.samhsa.gov/index.aspx>

SAMHSA focuses on building resiliency and facilitating recovery for people with or at risk for mental or substance use disorders. Publications, grant information, programs, statistics and campaigns are highlighted.

SAMHSA’s Co-Occurring Center for Excellence (COCE)

http://www.coce.samhsa.gov/links/cod_women.aspx

COCE features publications and websites on co-occurring disorders for children, adolescents and families.

SAMHSA's Health Information Network (SHIN)

<http://www.samhsa.gov/shin/index.aspx>

SHIN is a clearinghouse for alcohol and drug information and features a search tool to obtain publications and multimedia resources. The website is targeted to families, youth, schools, the workplace and communities.

SAMHSA Promising Programs

<http://www.modelprograms.samhsa.gov/promising.htm>

SAMHSA Promising Programs are featured interventions that include a program description and contact information. Please refer to NREPP.

FASD Center for Excellence

<http://www.fascenter.samhsa.gov>

The federally funded Center focuses on prevention and treatment of FASD and features a database with a variety of resources, including books, CD-ROMs, newsletters, magazines, newspapers, journal articles, pamphlets, posters, videos, slide shows and web-based materials.

COSA-SPECIFIC RESOURCES (GENERAL INFORMATION)

FETAL ALCOHOL SPECTRUM DISORDER

CDC

<http://www.cdc.gov/ncbddd/fas>

This webpage provides information on activities, publications, announcements and podcasts on FASD.

Fetal Alcohol and Drug Unit, University of Washington

<http://depts.washington.edu/fadu>

This unit researches fetal alcohol and drug effects with an emphasis on prevention, intervention and treatment strategies. Resources on FAS and fetal alcohol effects (FAE) are available by region or by focus area.

Fetal Alcohol Center for Excellence

<http://www.fascenter.samhsa.gov>

The Center is a Federal initiative devoted to preventing and treating FASD. This website provides information and resources about FASD. It also provides materials to raise awareness about FASD. The Center is dedicated to providing training, technical assistance and conference/event speakers.

National Organization on Fetal Alcohol Syndrome (NOFAS)

<http://www.nofas.org>

NOFAS addresses birth defects resulting from alcohol consumption during pregnancy and offers fact sheets, journal articles and a national and State resource directory.

TRAININGS

Fetal Alcohol Spectrum Disorders: Curriculum for Addiction Professionals: Level 2

<http://ncadistore.samhsa.gov/catalog/productDetails.aspx?ProductID=17776>

This curriculum was developed as a joint project of SAMHSA, FASD Center for Excellence and NOFAS. The curriculum helps addiction professionals prevent, recognize and address FASD. It is intended as training for social

workers, certified addiction counselors, psychologists, psychiatrists and others in the treatment and recovery field. This curriculum has been designed for professionals who work with men, women and adolescents in treatment.

FASD Center Online Training

<http://fascenter.samhsa.gov/educationTraining/courses/FASDTheCourse/index.cfm>

The FASD Center provides an online course with seven modules for professionals who work with children, adolescents and adults with FASD.

Tools for Success Curriculum: Working with Youth with FASD in the Juvenile Justice System

<http://ncadistore.samhsa.gov/catalog/productDetails.aspx?ProductID=17760>

Tools for Success is a training promoting strategies to identify the needs of youth in corrections with FASD and to develop and present more effective intervention strategies. The training curriculum is designed to help juvenile justice professionals intervene more effectively with juvenile offenders with FASD who are identified as likely to engage in repeated criminal activity. Its target audience is professionals working in or with the juvenile justice system, including attorneys, judges and social workers.

INTERVENTIONS

Assessing and Supporting Parenting in Families Affected by Substance Abuse and HIV 2007

http://aia.berkeley.edu/media/pdf/parenting_guide.pdf

The National Abandoned Infants Assistance Projects developed this publication. It provides guidance to practitioners and administrators in their work with birth parents and children.

Children of Alcoholics

<http://ncadi.samhsa.gov/govpubs/ms417/default.aspx>

The Center for Substance Abuse Prevention (CSAP) focuses on children of alcoholics and provides a list of books, videos, posters, studies, articles, organizations and internet sites on the topic of children of alcoholics.

Children of Drug Using Parents Project Evaluation: August 2004 to March 2005

http://www.dorsetforyou.com/media/pdf/0/1/Children_of_Drug_Using_Parents_Project_Evaluation_Short_Version.pdf

The Children of Drug Using Parents Project in Dorset County, United Kingdom, completed an evaluation report based on information from August 2004 to March 2005.

Children of Substance Abusers Learn Coping Skills

<http://www.rwjf.org/reports/grr/022408.htm>

This report describes services to overcome drug abuse among teenagers and the development of Project HELP, a program for children of parents who abuse substances.

Children's Program Kit

<http://ncadistore.samhsa.gov/catalog/productDetails.aspx?ProductID=17245>

The kit provides materials for substance abuse programs to initiate educational supports for the children of their clients in substance abuse treatment. The program teaches children skills such as solving problems, coping, social competence, autonomy and a sense of purpose and future. The toolkit has activities for children in elementary school, middle school and high school. It contains information for therapists to distribute to their clients to help parents understand the needs of their children. Training materials include posters and DVDs.

Developing Intervention Strategies for Children with Fetal Alcohol Syndrome

<http://www.cdc.gov/ncbddd/fas/intervening.htm>

This document describes five CDC grantees with federally funded projects that address effective intervention strategies for children with FAS or alcohol-related neurodevelopmental disorders (ARNDs).

Parent Child Interactive Therapy (PCIT)

http://www.nctsn.org/nctsn_assets/pdfs/promising_practices/PCIT_fact_sheet_2-11-05.pdf

The National Child Traumatic Stress Network lays out the framework for PCIT, an evidence-based intervention program for parents or caregivers and their children.

Policy Issues and Intervention Strategies for Young Children Prenatally Exposed to Drugs or Alcohol: Selected Resources

<http://www.nectac.org/~pdfs/pubs/prenatalexp.pdf>

This document was compiled in December 2005 by Evelyn Shaw, M.Ed., and Susan Goode, M.L.S., PT.

Quick Find On-Line Clearinghouse—Topic: Children of Alcoholics and Substance Abusers

<http://smhp.psych.ucla.edu/qf/coa.htm>

This resource list identifies documents and tools relevant to children of people who abuse substances.

Starting Early Starting Smart (SESS)

<http://ncadi.samhsa.gov/promos/sess/about.html>

SESS is a knowledge development initiative involving 12 grantees in a study on integrated behavioral health services. Reports on the study findings, fact sheets and training resources are available.

Webcast—Addiction and the Family: Healing and Recovery

<http://ncadi.samhsa.gov/multimedia/webcasts/w.aspx?ID=472>

This webcast features Ivette Torres as host along with a four panelists who discuss the risks to children and the recovery process.

COSA-RELATED AGENCIES/ORGANIZATIONS

Adult Children of Alcoholics World Service Organization, Inc.

<http://www.adultchildren.org>

This nonprofit organization is a recovery program for adults affected by family members who used and/or abused alcohol. It offers the opportunity to engage in community forums, meetings, groups and other events.

Al-Anon and Alateen

<http://www.al-anon.alateen.org>

Al-Anon and Alateen are for families and friends of individuals who abuse alcohol. Resources for professionals, publications and podcasts are available.

Center for Child and Family Policy, Duke University

<http://www.childandfamilypolicy.duke.edu>

The Center highlights the main research topics of interest, including early childhood adversity, substance abuse prevention, education, policy and youth violence. Resources include books, newsletters, presentations and college courses and training offered by Duke University.

Children's Research Triangle (CRT)

<http://www.childstudy.org/index.php>

This not-for-profit organization has clinical and research programs that provide educational information on services to children and families, including FASDs.

National Abandoned Infants Assistance (AIA) Resource Center

<http://aia.berkeley.edu>

The mission of AIA is to enhance the quality of social and health services delivered to children who are abandoned or at risk of abandonment because of the presence of drugs and/or HIV in the family. The Resource Center provides training, information, support and resources to service providers who assist these children and their families.

National Alliance for Drug Endangered Children (DEC)

<http://www.nationaldec.org>

DEC creates public awareness on the impact of methamphetamine exposure and the manufacturing process on drug-endangered children.

National Association of Children of Alcoholics (NACOA)

<http://www.nacoa.net>

This nonprofit organization focuses on raising public awareness about children of alcoholics by providing resources for specific target populations, including social workers, children, clergy and other professionals.

National Council on Alcoholism and Drug Dependence (NCADD)

<http://www.ncadd.org>

NCADD focuses on fighting the stigma of alcoholism and other drug addictions. Awareness activities and prevention and treatment programs are explored.

Phoenix House Center on Addiction and Family (COAF)

<http://www.coaf.org>

COAF works to break the intergenerational cycle of parental substance abuse. The website contains resources for families and professionals working on substance abuse issues.

PARENT-BASED INTERVENTIONS AND PROGRAMS

California Evidence Based Clearinghouse for Child Welfare

<http://www.cachildwelfareclearinghouse.org/program/33/detailed>

The California Evidence Based Clearinghouse for Child Welfare offers a detailed report on the Nurturing Program for Families in Substance Abuse Treatment and Recovery.

Celebrating Families! Model

<http://www.celebratingfamilies.net/CFmodel.htm>

The Celebrating Families! Model Program is for families affected by alcohol abuse or SUDs. The curriculum involves 16 sessions and teaches parents and their children healthy living skills. It is an NREPP evidence-based program.

Hazelden—Parenting Program

<http://www.hazelden.org/web/public/parents.page>

Hazelden offers a 4-day Parenting Program at its Center for Youth and Families (CYF) in Plymouth, Minnesota. This program assists parents and caregivers in their recovery process.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

<http://hippy.org.il/html/tour.html#>

HIPPY is a home-based, family-focused program for parents with children between ages 3 and 5. The program is led by parents in the community who provide activity packets, home visits and group meetings.

The Incredible Years

<http://www.incredibleyears.com>

This CSAP model parenting program and offers training for parents, teachers and children. Key features of the website include the availability of international resources in different languages, handouts, e-newsletters and blogs.

March of Dimes

<http://www.marchofdimes.com>

The mission of this nonprofit organization is to improve the health of babies. Information, resources and a product catalog are available for parents, professionals, researchers and others.

Matrix of Children's Evidence Based Interventions

<http://www.systemsofcare.samhsa.gov/headermenu/docsHM/MatrixFINAL1.pdf>

A manual published in 2006 by NASMHPD Research Institute Center for Mental Health Quality and Accountability synthesizes key literature reviews on effectiveness of prevention, intervention and/or treatment programs that can be applied to child and adolescent mental health services.

National Even Start Association

<http://www.evenstart.org>

This is an organization with professional members who support the Even Start Family Literacy Programs offered nationally. The programs are partnerships developed by school and community members.

Nurturing Parenting Programs

http://www.nurturingparenting.com/npp/substance_abuse_info.php

Nurturing Parenting Programs are evidence-based prevention and treatment programs that assist with parenting skills and family-based interventions. One program is specifically developed to meet the needs of parents who abuse substances. The program has DVDs, lesson guides, parent handbooks and assessment inventories.

Parent as Teacher

<http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091>

Parents as Teacher's National Center features Born-to-Learn, a four-part intervention model designed to increase the parent's knowledge on child development topics, developmental delays, school readiness and child abuse and neglect.

Parenting Wisely

<http://www.familyworksinc.com>

Family Works, Inc., features its key product called Parenting Wisely, an evidence-based program on parenting skills. Parenting Wisely is a SAMHSA Model Program that is offered on DVD or VHS and in an interactive online format.

STEP: Systematic Training for Effective Parenting

<http://www.ciccparenting.org/StepPrograms.aspx>

The STEP parenting program offers videos, books and other materials as parenting tools. Three versions of the program are available for parents with children younger than age 6, parents with children between ages 6 and 12 and parents with children ages 12 and older.

Strengthening Families

<http://www.strengtheningfamiliesprogram.org>

This is an evidence-based program for high-risk families and offers program information for special populations. The program was developed for preschool- to high school-aged children and youth, parents and families and uses handbooks, handouts, CDs and online courses.

NEEDS OF CHILDREN OF SUBSTANCE-ABUSING PARENTS

MENTAL HEALTH

Bright Futures in Practice: Mental Health, Volume I

<http://www.brightfutures.org/mentalhealth>

The information and resources in this guide provide primary care health professionals with the tools needed to promote mental health in children, adolescents and families. It also helps them recognize the early stages of mental health problems and mental disorders and intervene appropriately.

Bright Futures in Practice: Mental Health, Volume II—Toolkit

<http://www.brightfutures.org/mentalhealth/pdf/tools.html>

This two-volume toolkit provides hands-on tools for healthcare professionals and families for use in screening, care management and health education.

Center for Mental Health in Schools

<http://smhp.psych.ucla.edu>

The Center is part of UCLA's School Mental Health Project that features technical assistance resources and a practitioner toolkit and shares information on other mental health topics impacting schools.

Early Childhood Mental Health Systems of Care, Georgetown University

http://gucchd.georgetown.edu/programs/ta_center/topics/early_childhood.html

The National Technical Assistance Center for Children's Mental Health provides information on early childhood mental health.

Evidence Based Practice: Young Children with Challenging Behavior

<http://challengingbehavior.fmhi.usf.edu>

This is the Technical Assistance Center on Social Emotional Intervention for Young Children. TACSEI identifies evidence-based practices and highlights the Pyramid Model Program.

Family Guide Keeping Youth Mentally Healthy and Drug Free

<http://family.samhsa.gov/set/practicepreach.aspx>

This public education website assists families in reducing the risk for alcohol, tobacco and illegal drug use. A mental health dictionary, drug facts, videos and e-cards are some of the featured resources.

Head Start Information and Publication Center

http://www.headstartinfo.org/infocenter/ehs_tipsheet/tip22.htm

This Center offers tip #22 and discusses the definition of infant mental health and the services available from the Early Head Start program.

SPECIAL NEEDS

Center for Evidence-Based Practice: Young Children with Challenging Behavior

<http://challengingbehavior.fmhi.usf.edu/index.html>

The Center is now the Technical Assistance Center on Social Emotional Intervention for Young Children. TACSEI provides information, products, training and e-learning opportunities on evidence-based practices, focusing on behavior problems in young children.

Center of Human Development and Disability (CHDD), University of Washington

http://depts.washington.edu/chdd/gist/about_chdd.html

CHDD offers two programs on developmental disabilities: one focuses on clinical services, training and community outreach, and the other explores research.

Council for Exceptional Children (CEC)

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

This international special education professional organization is dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities and/or the gifted.

Individuals with Disabilities Education Act (IDEA)

<http://idea.ed.gov>

IDEA mandates identification of infants, toddlers, children and youth with disabilities to receive early intervention or special education services until age 21. Webcasts, presentations, videos and training resources are aimed at States and school districts.

National Dissemination Center for Children with Disabilities

<http://www.nichcy.org/index.html>

This Center shares information on children and adults with disabilities from birth to age 22 and highlights education laws, such as IDEA and No Child Left Behind. The website also provides State resources and publications.

National Early Childhood Technical Assistance Center (NECTAC)

<http://www.nectac.org/topics/earlyid/capta.asp>

NECTAC provides technical assistance to State and local systems on services to children with disabilities from birth to age 5 and shares resources on related topics.

LEARNING DISABILITIES/EXECUTIVE FUNCTIONS

Learning Disabilities on Line

http://www.ldonline.org/indepth/early_identification/characteristics_students.html

This website provides a range of information on AD/HD and learning disabilities in children and adults.

National Center for Learning Disabilities (NCLD)

<http://www.nclld.org>

NCLD is designed to innovate and inform as well as advocate for children and adults with learning disabilities. A parent center and advocacy center are featured on the website.

Schwab Learning

<http://www.schwablearning.org>

The website primarily targets parents of children and youth who have learning disabilities. Resources, publications and other parenting tools are offered.

ATTENTION DEFICIT/HYPERACTIVITY DISORDER/EXECUTIVE FUNCTIONING PROBLEMS

CDC

<http://www.cdc.gov/ncbddd/adhd>

An overview of AD/HD, including its definition, symptoms, prevalence rate and treatment rate, are explored.

Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)

<http://www.chadd.org>

CHADD is a membership organization that offers support for individuals, teachers, parents, professionals and others. This website provides an overview of AD/HD and information on conferences and trainings.

National Resource Center on AD/HD

<http://www.help4adhd.org/index.cfm?varLang=en>

The Center on AD/HD is a program of CHADD. It is a clearinghouse on AD/HD and presents information on the disorder, its diagnosis and treatment, working with multiple systems, educational topics and living with AD/HD.

CHILD TRAUMA MENTAL HEALTH

Child Trauma Academy

<http://www.childtrauma.org/default.asp>

The Academy involves the collaboration of individuals from various sectors who provide clinical assessments, consultations, educational activities, trainings and presentations.

National Child Traumatic Stress Network

<http://kb.nctsn.org/SPT--Home.php>

This website features resources developed by network members on child trauma and related issues.

DOMESTIC VIOLENCE/VIOLENCE

Adults and Children Together Against Violence (ACT)

<http://www.actagainstviolence.apa.org>

ACT distributes research-based information to protect children and youth from violence. Publications, handouts and public service announcements for television and radio are available.

Family Violence Prevention Fund (FVPF)

<http://www.endabuse.org/about>

The goal of FVPF is to prevent violence at home and in the community. FVPF provides an overview of domestic violence, shares personal stories and offers programs for specific populations.

Office for Victims of Crime (OVC)

<http://www.ojp.usdoj.gov/ovc>

OVC provides State victim assistance and compensation programs. A list of website links, publications and trainings are available offering help and resources for local and international victims of crime.

SOCIAL EMOTIONAL DEVELOPMENT

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

<http://www.vanderbilt.edu/csefel>

CSEFEL is a national center that features resources for States, families, caregivers, teachers, trainers and coaches who address the social and emotional development of children from birth to age 5.

Collaborative for Academic, Social, and Emotional Learning (CASEL)

<http://www.casel.org/about/index.php>

CASEL is a collaborative project that advances social and emotional learning or SEL. Publications, e-newsletter, DVDs, PowerPoint presentations, trainings and an online searchable database are some of the resources available.

Resiliency Resource Centre

<http://www.embracethefuture.org.au/resiliency/index.htm?>

The Resiliency Resource Centre, in Australia, focuses on providing information and resources to parents, teachers and other professionals who work with children. Information on social skills, including social competence, social behaviors and assertiveness, are described.

Social Emotional Development

<http://smhp.psych.ucla.edu/gateway/cativa.htm>

This website provides an abundance of resources addressing mental health in schools. Information on a variety of centers, coalitions, initiatives, projects and electronic journals and newsletters are available.

ATTACHMENT

Attachment Research at Stony Brook

<http://www.johnbowly.com>

This website is dedicated to the topic of attachment theory and shares videos, articles, publications, course materials, trainings and conferences provided by the State University of New York at Stony Brook and the New York Attachment Consortium.

Circle of Security Early Intervention Program for Parents and Children

<http://www.circleofsecurity.org>

Circle of Security is an evidence-based early intervention program focusing on parent/child attachment. Trainings, workshops and videos for parents and professionals are used to support this intervention.

EARLY CHILDHOOD

Building Blocks

<http://bblocks.samhsa.gov>

SAMHSA's Building Blocks for a Healthy Future provides parents, caregivers and teachers of children between ages 3 and 6 with tips, materials and ideas for spending quality time with children and promotes learning together.

Clearinghouse on Early Education and Parenting (CEEP)

<http://ceep.crc.uiuc.edu/poptopics/biting.html>

CEEP is part of the Early Childhood and Parenting Collaborative at the University of Illinois, Urbana-Champaign. Publications and information on early childhood and parenting topics are offered, including an article on dealing with biting behaviors in young children.

Culturally and Linguistically Appropriate Services (CLAS)—Early Childhood Research Institute

<http://www.clas.uiuc.edu/index.html>

CLAS identifies effective early intervention and preschool practices appropriate for children and families from various cultural and linguistic backgrounds.

Early Head Start National Resource Center

<http://www.ehsnrc.org>

Early Head Start serves families with children from birth to age 3. The Resource Center provides information on training events, online lessons, audio conferences, webcasts and other resources directed to supporting and enhancing early childhood topics.

National Child Care Information and Technical Assistance Center (NCCIC)

<http://www.nccic.org/poptopics/behavior.html>

NCCIC is a service of the Children's Bureau and serves as a national clearinghouse and technical assistance center. It provides a list of Federal agencies, national organizations and publications that offer assistance and information on behavior management and guidance strategies.

National Early Childhood Technical Assistance Center (NECTAC)

<http://www.nectac.org/default.asp>

Funded by Office of Special Education Programs in the U.S. Department of Education, NECTAC provides technical assistance to State and local systems on early childhood services for children with disabilities from birth to age 5. The mission is to strengthen service systems to ensure that children with disabilities and their families receive and benefit from high-quality, culturally appropriate and family-centered supports and services.

National Resource Center (NRC) on Health and Safety in Child Care and Early Education

<http://nrc.uchsc.edu>

This NRC provides information geared toward childcare providers, parents and consultants, focusing on the health and safety of children who attend childcare programs. State licensing, health and safety performance standards, parent guides to choosing a childcare program and additional resources are available.

National Scientific Council on the Developing Child at Harvard University

<http://www.developingchild.net>

The Council translates research findings on early childhood brain development and learning for multiple audiences and identifies evidence-based strategies to guide social policies, professional services and parenting practices. The website offers publications, working papers and resources.

Research and Training Center on Early Childhood Development (RTC)

<http://www.researchtopractice.info/index.php>

RTC is designed for parents, therapists, early childhood educators, early interventionists and researchers. The website features evidence-based early childhood intervention programs.

Zero to Three National Center for Infants, Toddlers and Families

<http://www.zerotothree.org/site/PageServer>

Zero to Three supports and educates parents, professionals and other adults about the health and well-being of infants, toddlers and families. The website offers resources on public policy regarding this topic.

SCHOOL-AGE CHILDREN

Children's Place: A Program of the Legacy Foundation

<http://www.thechildrensplaceprogram.org>

The Legacy Foundation offers programs for school and community groups through the Children's Place. Other programs include a Kids Kamp and a 10-week program curriculum to empower youth and families.

Children, Youth and Family Consortium (CYFC)

<http://www.cyfc.umn.edu/schoolage/resources/index.html>

CYFC at the University of Minnesota strives to build networks, build bridges and communicate information. The website features a database for experts in the field, policy briefs and other publications.

Coalition for Evidence-Based Policy

<http://www.evidencebasedprograms.org/Default.aspx?tabid=1>

The coalition presents findings on effective social programs, including interventions for early childhood, school-age children, youth development, crime/violence prevention, substance abuse prevention and treatment, mental health, employment and welfare and international development.

Freevibe

<http://www.freevibe.com/talking>

Freevibe was developed for the National Youth Anti-Drug Media Campaign and provides teens with tools and resources to abstain from drug use and other high-risk behaviors. The website provides an overview of drug facts and features the opportunity to share stories using the message boards.

Promising Practices Network on Children, Families and Communities

<http://www.promisingpractices.net/programs.asp>

A project of the RAND Corporation, the Promising Practices Network website contains a registry of Proven and Promising research-based prevention programs. These programs focus on children, adolescents and families. The website provides a thorough summary of each program and is updated regularly.

FAMILY CENTERED

California Evidence-Based Clearinghouse (CEBC)

<http://www.cachildwelfareclearinghouse.org>

The Clearinghouse identifies evidence-based programs and practices related to child welfare.

California GEAR UP

<http://www.clearinghouse.castategearup.org/parents/resources/pubs/commSocial.asp>

California GEAR UP is a resources clearinghouse that targets both parents and educators. Information on the website is divided into four categories: frequently asked questions, detailed information, resources and a glossary.

Child and Family Center (CFC)

<http://cfc.uoregon.edu/index.htm>

CFC is a research institute within the University of Oregon that conducts research on the social-emotional development of children. A searchable database for publications, intervention models and resources and adolescent transitions trainings are available.

National Center on Family Homelessness

<http://www.familyhomelessness.org>

The mission of the Nation Center on Family Homelessness is to end family homelessness. The Center offers fact sheets, publications, online trauma training and website links that address topics on homelessness.

UCLA Center for Healthier Children, Families, Communities

<http://www.healthychild.ucla.edu>

The Center promotes the health and well-being of children and includes an extensive resource of publications and PowerPoint presentations on health services and models.

PROFESSIONAL ORGANIZATIONS

American Academy of Pediatrics (AAP)

<http://www.aap.org/topics.html>

AAP discusses various children's health topics throughout the developmental stages. It features a bookstore, a parenting corner, resources for professionals and advocacy information.

American Physical Therapy Association (APTA)

<http://www.apta.org>

APTA is a professional organization with publications, magazines, bulletins and e-clips for physical therapists and APTA members. A web page is devoted to consumer information.

American Speech-Language-Hearing Association (ASHA)

<http://www.asha.org>

ASHA is an association for audiologists, speech pathologists and speech language and hearing therapists. There are resources for ASHA members and professionals, students and the general public. ASHA provides an extensive topic index and resources for finding professionals.

Court Appointed Special Advocates for Children (CASA)

<http://www.casanet.org>

CASA provides trained volunteers to advocate for abused and neglected children in each State. An archive of audio recordings and presentations from past conferences, program services for special populations and training resources for CASA volunteers are available.

Northeast Center for the Application of Prevention Technology (CAPT) Database of Prevention Programs

<http://www.hhd.org/capt/search.asp>

This site features a search function to find substance abuse and other types of prevention programs using criteria-based assessment to determine their effectiveness. It also includes information about the sources those agencies used for their evaluations, contact information, websites, domains, relevant references and a brief description of each program.

Pediatric Physical Therapy

<http://www.pediatricphysicaltherapy.com>

This website is for pediatric physical therapists and offers articles on physical therapy, a bulletin board and job and course listings.

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