

- Administration for Children and Families. (n.d.). *Reducing suspension and expulsion practices in early childhood settings*. Retrieved from <https://www.acf.hhs.gov/ecd/child-health-development/reducing-suspension-and-expulsion-practices>
- Bradley Online Learning. (n.d.). *Foundations of infant/toddler social emotional health and development – Provider modules*. Retrieved from <https://bradleyhospitalifespan.learnupon.com/store>
- Center on the Developing Child. (2015, June 19). *InBrief: Early childhood mental health* [Video file]. Retrieved from <https://developingchild.harvard.edu/resources/inbrief-early-childhood-mental-health-video/>
- Centers for Disease Control and Prevention (CDC). (n.d.a). *CDC's developmental milestones*. Retrieved from <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Centers for Disease Control and Prevention (CDC). (n.d.b). *Developmental monitoring and screening*. Retrieved from <https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
- Cherry, K. (2018, September 3). *Developmental milestones in children*. Retrieved from <https://www.verywellmind.com/what-is-a-developmental-milestone-2795123>
- Children's Medical Services (CMS). (2018). *Early steps policy handbook and operations guide*. Retrieved from [http://www.cms-kids.com/home/resources/es\\_policy/es\\_policy.html](http://www.cms-kids.com/home/resources/es_policy/es_policy.html)
- Cohen, J., & Stark, D. (2017). The basics of infant and early childhood mental health. *ZERO TO THREE*, 38(2), 28–31.
- Copple, C., Bredekamp, S., Koralek, D., & Charner, K. (Eds.). (2013). *Developmentally appropriate practices: Focus on infants and toddlers*. Washington, DC: National Association for the Education of Young Children.
- Dunst, C. J., & Espe-Sherwindt, M. (2016). Family-centered practices in early childhood intervention. In B. Reichow, B. Boyd, E. Barton, & S. Odom (Eds.). *Handbook of early childhood special education* (pp. 37-55). Switzerland: Springer International.
- Early Childhood Technical Assistance Center. (n.d.). *Screening, evaluation, and assessment*. Retrieved from <https://ectacenter.org/topics/earlyid/screeneval.asp>
- Early Learning Florida. (2019, October 28). *Looking for teachable moments in the lobby* [Video file]. University of Florida, College of Education, Lastinger Center for Learning.
- Early Milestones. (n.d.). *Your child had a developmental screening, now what?* Retrieved from [https://earlymilestones.com/pdf/Screening\\_Rack\\_card\\_web.pdf](https://earlymilestones.com/pdf/Screening_Rack_card_web.pdf)
- Ensher, G. L., & Clark, D. A. (2016). Social-emotional development, families, and mental health needs in the earliest years. *ZERO TO THREE*, 36(4), 36–44.

- Florida Department of Education. (n.d.). *Position statement on expulsion and suspension prevention in early childhood settings*. Retrieved from [http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/Policy/Health%20and%20Safety/Expulsion%20Policy%20Position%20Statement\\_ADA\\_II.pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/Policy/Health%20and%20Safety/Expulsion%20Policy%20Position%20Statement_ADA_II.pdf)
- Florida Developmental Disabilities Council. (2017). *First steps: A guide to your child's development*. Retrieved from <https://www.fddc.org/sites/default/files/First%20Steps%20Guide%20English%20Print%20%28final%29.pdf>
- Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M. L. (2009). *Response to intervention and the Pyramid Model*. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children.
- Gilliam, W. S., & Shahar, G. (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants & Young Children*, 19(3), 228–245.
- Global Family Research Project. (2019). *Family agency and voice: Designing the next generation of family engagement*. Retrieved from [https://globalfrp.org/content/download/585/4757/file/GFRP\\_FamilyAgency&Voice.pdf](https://globalfrp.org/content/download/585/4757/file/GFRP_FamilyAgency&Voice.pdf)
- Halgunseth, L. C., Peterson, A., Stark, D. R., & Moodie, S. (2009). *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature*. Retrieved from <https://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Objectives for development & learning*. Washington, DC: Teaching Strategies, Inc.
- House Appropriations Committee. (2015, April 14). *Hearing: Early education panel (EventID=103296)* [Video file]. Retrieved from <https://www.youtube.com/watch?v=Dd39yX-P5VA&t=5184s>
- Mader, J. (2019). *50,000 preschoolers are suspended each year. Can mental health training for teachers make a difference?* Retrieved from <https://www.nbcnews.com/news/us-news/50-000-preschoolers-are-suspended-each-year-can-mental-health-n962691>
- National Association for the Education of Young Children (NAEYC). (n.d.). *3 core considerations of DAP*. Retrieved from <https://www.naeyc.org/resources/topics/dap/3-core-considerations>
- National Center on Early Childhood Health and Wellness. (n.d.). *Understanding and eliminating preschool expulsion in early childhood programs*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-eliminating-expulsion-early-childhood-factsheet.pdf>
- Paul H. Brookes Publishing Co. (2018). *An introduction to ASQ®:SE-2* [PowerPoint slides]. Retrieved from [https://agesandstages.com/wp-content/uploads/2019/04/Intro-to-ASQSE2-PPT\\_2019.pdf](https://agesandstages.com/wp-content/uploads/2019/04/Intro-to-ASQSE2-PPT_2019.pdf)

- Paul H. Brookes Publishing Co. (2019). ASQ-3®. Retrieved from <https://agesandstages.com/products-pricing/asq3/>
- Shonkoff, J., & Phillips, D. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Stuart, A. (n.d.). *Early intervention: What it is and how it works*. Retrieved from <https://www.understood.org/en/learning-attention-issues/treatments-approaches/early-intervention/early-intervention-what-it-is-and-how-it-works>
- Tools for Early Steps Teams. (n.d.). *Identify formal and informal supports*. Retrieved from <https://www.cpeip.fsu.edu/earlysteps/testtoolkit/test/identify-supports.html>
- Trivette, C., & Dunst, C. (2014). *Community-based parent support programs*. Retrieved from <http://www.child-encyclopedia.com/parenting-skills/according-experts/community-based-parent-support-programs>
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, & National Center on Parent, Family, and Community Engagement. (2018). *Relationship-based competencies to support family engagement: A guide for early childhood professionals who work with families*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/rbc-sfe-guide-pro-work-with-families.pdf>
- United Way Worldwide. (n.d.). *About 211*. Retrieved from <http://www.211.org/pages/about>
- University of South Florida. (n.d.). *Adult learning principles*. Retrieved from <https://etc.usf.edu/broward/pdf/principles.pdf>
- Vroom. (n.d.). *Behind the research*. Retrieved from <https://www.vroom.org/behind-the-research>
- ZERO TO THREE. (2016). *Planting seeds in fertile ground: Actions every policymaker should take to advance infant and early childhood mental health*. Retrieved from [www.zerotothree.org/resources/1221-planting-seeds-in-fertile-ground-steps-every-policymakershould-take-to-advance-infant-and-early-childhood-mental-health](http://www.zerotothree.org/resources/1221-planting-seeds-in-fertile-ground-steps-every-policymakershould-take-to-advance-infant-and-early-childhood-mental-health)