

AAP Bright Futures National Center
*Bright Futures: Guidelines for Health
Supervision of Infants, Children,
and Adolescents, 4th Edition*

***Promoting Social-Emotional Health
in Early Childhood***

Author: Heather Bernard, MD, MPH



**Bright
Futures..**

prevention and health promotion for infants,
children, adolescents, and their families™

American Academy of Pediatrics

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I have nothing to disclose

Note: The recommendations in this presentation/training do not indicate an exclusive course of treatment or serve as a standard of care. Variations, taking into account individual circumstances, may be appropriate.

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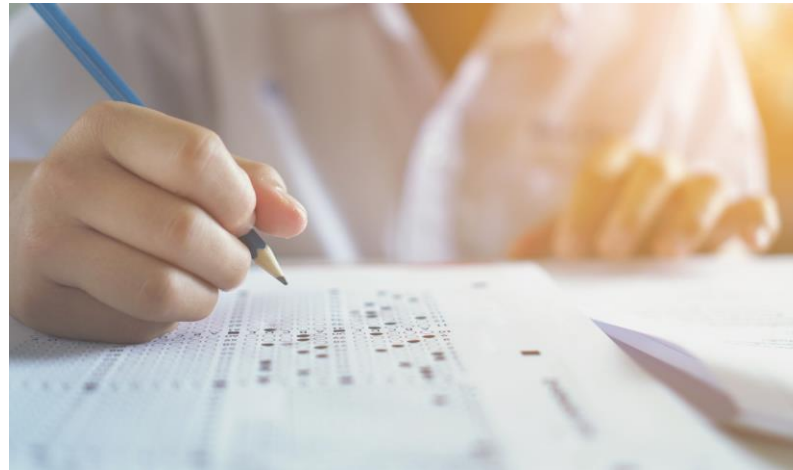


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Pre-test

Evaluate your knowledge about the topic before the mini training. Please click on the pre-test link below.



Please click on link to be routed to the [pre-test](#)

Note: This is for learning purposes only
and is NOT approved for CME.

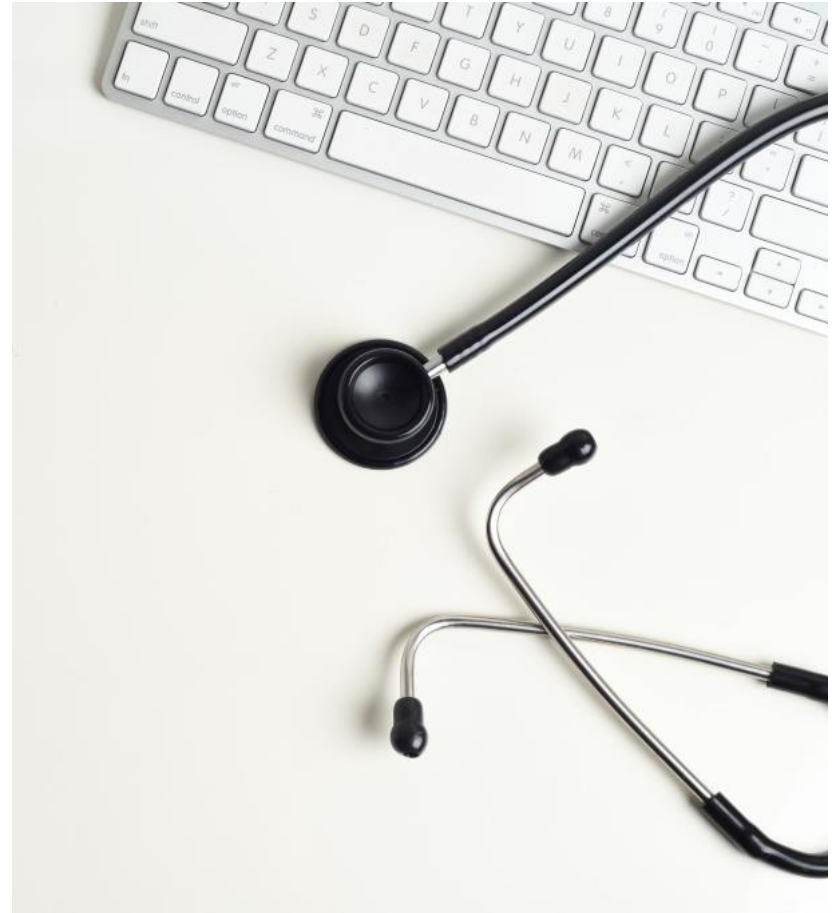


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Main Objective

- To highlight the importance of social-emotional health in child development
- To review basic social-emotional development in children ages 12-24 months
- To reinforce the importance of providing compassionate and comprehensive anticipatory guidance to parents that facilitates nurturing their child's social-emotional development



Scope of Pediatrics

- Social-emotional health is just as important as physical health
- Social-emotional health and functioning can impact one's future, which has implications for educational attainment, social functioning, and behavioral regulation later in life.
- Healthy social-emotional development supports positive outcomes in all domains of development.
- Bright Futures/AAP recommends behavioral/social/emotional screening at every health supervision visit.

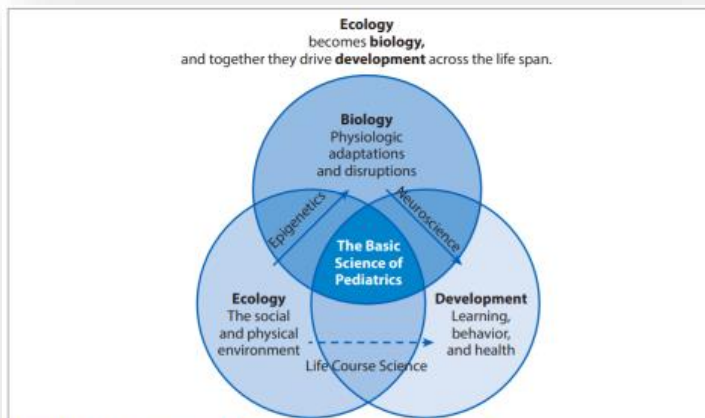


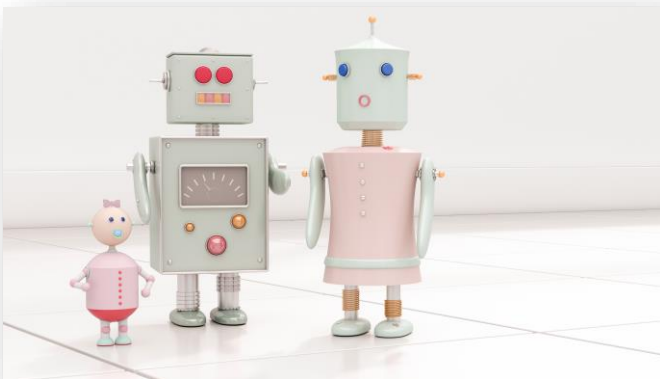
Figure 1: Eco-Bio-Developmental Model of Human Health and Disease⁸

Modified with permission from Shonkoff JP, Garner AS; American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health; Committee on Early Childhood, Adoption, and Dependent Care; Section on Developmental and Behavioral Pediatrics. The lifelong effect of early childhood adversity and toxic stress. *Pediatrics*. 2012;129(1):e232-e246.

Source: [Bright Futures Guidelines, 4th Edition Promoting Lifelong Health for Families and Communities](#)

Factors to Consider in the Parent-Child Relationship

- As pediatric health care professionals, our approach to counseling parents on the social-emotional health of their child must be culturally sensitive and trauma-informed.
- The experience of racism, implicit bias, and discrimination are psychosocial stressors that negatively impact one's social-emotional well-being and development.



Factors to Consider in the Parent-Child Relationship

- Support early relational health through the principles of a family-centered medical home and promoting **safe, stable, nurturing relationships** for all families.
- It is important to consider the detrimental and generational effects of discrimination when counseling parents and patients, to avoid inadvertently perpetuating health inequities.
- Keeping these issues in mind, pediatric health care professionals are in the position to help reduce toxic stress and promote the child's and family's resiliency.

Case History



- The patient is a 2-year-old toddler in for a health supervision visit (has an older sister)
- The patient's parents are interested in getting her ready for daycare and pre-kindergarten, but they have some concerns about her behavior.
- Her father worries about how her behavior may affect her interaction with other children
- Both parents appear exhausted and remark that they are both working parents with busy schedules.

Previsit Questionnaire

CLEAR FORM

PATIENT NAME: _____ DATE: _____
Please print.

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BRIGHT FUTURES PREVISIT QUESTIONNAIRE 2 YEAR VISIT



To provide you and your child with the best possible health care, we would like to know how things are going. Please answer all the questions. **Autism Spectrum Disorder screening is also part of this visit.** Thank you.

WHAT WOULD YOU LIKE TO TALK ABOUT TODAY?

Do you have any concerns, questions, or problems that you would like to discuss today? No Yes, describe:

Behavioral Problems, I am worried that my daughter is becoming defiant and a bad child. She occasionally has tantrums when she doesn't get her way. Any deviation from her normal routine leads to a breakdown in her behavior. Despite us telling her "no" she will reach for objects that are dangerous. Sometimes she hits her sister.

TELL US ABOUT YOUR CHILD AND FAMILY.

What excites or delights you most about your child?

She is fun and inquisitive. She has a wonderful sense of curiosity and a strong will. She seems to enjoy spending time with us as parents.

Does your child have special health care needs? No Yes, describe:

Have there been major changes lately in your child's or family's life? No Yes, describe:

Have any of your child's relatives developed new medical problems since your last visit? No Yes Unsure If yes or unsure, please describe:

Does your child live with anyone who smokes or spend time in places where people smoke or use e-cigarettes? No Yes Unsure

YOUR GROWING AND DEVELOPING CHILD

Do you have specific concerns about your child's development, learning, or behavior? No Yes, describe:

She has started saying "no" more often, and seems nosy, always wanting to explore new things. She requires frequent re-direction and won't sit still. Her attention span seems short.

Check off each of the tasks that your child is able to do.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Play with other children and express interest in their play. | <input checked="" type="checkbox"/> Follow a 2-step command (such as "Pick it up and put it away"). | <input checked="" type="checkbox"/> Run with coordination. |
| <input checked="" type="checkbox"/> Take off some clothing. | <input type="checkbox"/> Name at least 5 body parts. | <input type="checkbox"/> Climb up a ladder at a playground. |
| <input type="checkbox"/> Scoop well with a spoon. | <input checked="" type="checkbox"/> Speak so strangers can understand 50% of what he says. | <input checked="" type="checkbox"/> Stack objects. |
| <input checked="" type="checkbox"/> Use 50 words. | <input checked="" type="checkbox"/> Kick a ball. | <input checked="" type="checkbox"/> Turn book pages. |
| <input checked="" type="checkbox"/> Combine 2 words into a short phrase or sentence. | <input checked="" type="checkbox"/> Jump off the ground with 2 feet. | <input type="checkbox"/> Use his hands to turn objects. |
| | | <input type="checkbox"/> Draw lines. |



"Behavioral Problems, I am worried that my daughter is becoming defiant and a bad child. She occasionally has tantrums when she doesn't get her way. Any deviation from her normal routine leads to a breakdown in her behavior. Despite us telling her "no" she will reach for objects that are dangerous. Sometimes she hits her sister."

"She is energetic and inquisitive. She has a wonderful sense of curiosity and a strong will. She seems to enjoy spending time with us as her parents."

"She has started saying "no" more often, and seems nosy, always wanting to explore new things. She requires frequent re-direction and won't sit still. Her attention span seems short."

Previsit Questionnaire

PATIENT NAME: _____ DATE: _____
Please print.

2 YEAR VISIT

RISK ASSESSMENT

Anemia	Does your child's diet include iron-rich foods, such as meat, iron-fortified cereals, or beans?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unsure
	Do you ever struggle to put food on the table?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
Dyslipidemia	Does your child have parents, grandparents, or aunts or uncles who have had a stroke or heart problem before age 55 (male) or 65 (female)?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
	Does your child have a parent with elevated blood cholesterol level (240 mg/dL or higher) or who is taking cholesterol medication?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
Hearing	Do you have concerns about how your child hears?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
	Do you have concerns about how your child speaks?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
Lead	Does your child live in or visit a home or child care facility with an identified lead hazard or a home built before 1960 that is in poor repair or was renovated in the past 6 months?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
Oral health	Does your child have a dentist?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unsure
	Does your child's primary water source contain fluoride?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unsure
Tuberculosis	Was your child or any household member born in, or has he or she traveled to, a country where tuberculosis is common (this includes countries in Africa, Asia, Latin America, and Eastern Europe)?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
	Has your child had close contact with a person who has tuberculosis disease or who has had a positive tuberculosis test result?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
	Is your child infected with HIV?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
Vision	Do you have concerns about how your child sees?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
	Do your child's eyes appear unusual or seem to cross?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
	Do your child's eyelids droop or does one eyelid tend to close?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure
	Have your child's eyes ever been injured?	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> Unsure

ANTICIPATORY GUIDANCE

How are things going for you, your child, and your family?

YOUR FAMILY'S HEALTH AND WELL-BEING

Intimate Partner Violence	
Do you always feel safe in your home?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Has your partner, or another significant person in your life, ever hit, kicked, or shoved you, or physically hurt you or your child?	<input type="radio"/> No <input type="radio"/> Yes
Living Situation and Food Security	
Is permanent housing a worry for you?	<input type="radio"/> No <input type="radio"/> Yes
Do you have the things you need to take care of your child?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Does your home have enough heat, hot water, electricity, and working appliances?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Within the past 12 months, were you ever worried whether your food would run out before you got money to buy more?	<input type="radio"/> No <input type="radio"/> Yes
Within the past 12 months, did the food you bought not last, and you did not have money to get more?	<input type="radio"/> No <input type="radio"/> Yes
Alcohol and Drugs	
Does anyone in your household drink beer, wine, or liquor?	<input type="radio"/> No <input type="radio"/> Yes
Do you or other family members use marijuana, cocaine, pain pills, narcotics, or other controlled substances?	<input type="radio"/> No <input type="radio"/> Yes
Taking Care of Yourself	
Do you take time for yourself?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you and your partner spend time alone together?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you and your family do activities together?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you have someone you can turn to if you need to talk about problems?	<input checked="" type="radio"/> Yes <input type="radio"/> No

PATIENT NAME: _____ DATE: _____
Please print.

2 YEAR VISIT

YOUR CHILD'S BEHAVIOR

Is your child learning new things?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you spend time alone with your child doing something that he likes to do?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you encourage other family members and caregivers to be consistent, patient, and calm with your child?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you show your child how to be physically active every day by playing and being active with her?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Does your child play with other children?	<input checked="" type="radio"/> Yes <input type="radio"/> No
How much time every day does your child spend watching TV or using computers, tablets, or smartphones?	~2 hours

TALKING AND YOUR CHILD

Does your child have ways to tell you what he wants?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you use simple words when asking your child a question or telling her what to do?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you give your child plenty of time to respond?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you sing songs and talk with your child about the things you do together?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you read to your child or look at books together every day?	<input checked="" type="radio"/> Yes <input type="radio"/> No

TOILET TRAINING

Is your child interested in using the toilet?	<input type="radio"/> Yes <input type="radio"/> No
Does your child tell you when he has a bowel movement?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Is your child dry for about 2 hours at a time?	<input type="radio"/> Yes <input type="radio"/> No
Does your child know the difference between being wet and dry?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you help your child wash her hands after going to the bathroom?	<input checked="" type="radio"/> Yes <input type="radio"/> No

SAFETY

Car Safety	
Is your child fastened securely in a rear-facing car safety seat in the back seat every time he rides in a vehicle?	<input type="radio"/> Yes <input type="radio"/> No
Does everyone in the vehicle always use a lap and shoulder seat belt, booster seat, or car safety seat?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Outdoor Safety	
Does your child always wear a bike helmet when she rides on a tricycle, in a towed bike trailer, or in a seat on an adult's bicycle?	<input type="radio"/> Yes <input type="radio"/> No
Do you keep your child away from moving machines, lawn mowers, driveways, and streets?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you live near any backyard swimming pools, hot tubs, or spas?	<input type="radio"/> No <input type="radio"/> Yes
Gun Safety	
Does anyone in your home or the homes where your child spends time have a gun?	<input type="radio"/> No <input type="radio"/> Yes
If yes, is the gun unloaded and locked up?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, is the ammunition stored and locked up separately from the gun?	<input checked="" type="radio"/> Yes <input type="radio"/> No

Consistent with *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, 4th Edition*
For more information, go to <https://brighfutures.aap.org>.

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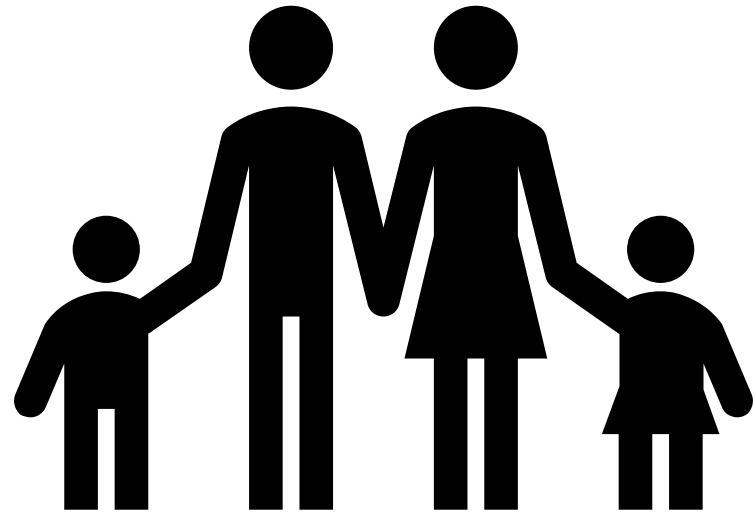
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The information contained in this questionnaire should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances. Original questionnaire included as part of the Bright Futures Tool and Resource Kit, 2nd Edition. The American Academy of Pediatrics (AAP) does not review or endorse any modifications made to this questionnaire and it is no event shall the AAP be liable for any such changes. © 2018 American Academy of Pediatrics. All rights reserved.



Self-Assessment

- What positives attributes about the patient can you reinforce with the parents?
- What positive factors about the parent's relationship with their child may you explore and look for during the health supervision visit?
- What stands out as a concern?



Self-Assessment (cont.)



- What additional clarifying questions would you like to ask the family?
- Are there any immediate concerns for the patient's Social Determinants of Health?

Self-Assessment (cont.)

- What topics would you like to address with the family during your visit?

Taking time
for yourself
as a parent



Child's
behavior



Talking with
your child



Click the icon to hear
narrated guidance.



Priorities for the 2 Year Visit

Priorities for the 2 Year Visit

The first priority is to attend to the concerns of the parents.

In addition, the Bright Futures Early Childhood Expert Panel has given priority to the following topics for discussion in this visit:

- ▶ Social determinants of health^a (risks [intimate partner violence; living situation and food security; tobacco, alcohol, and drugs], strengths and protective factors [parental well-being])
- ▶ Temperament and behavior (development, temperament, promotion of physical activity and safe play, limits on media use)
- ▶ Assessment of language development (how child communicates and expectations for language, promotion of reading)
- ▶ Toilet training (techniques, personal hygiene)
- ▶ Safety (car safety seats, outdoor safety, firearm safety)

^a Social determinants of health is a new priority in the fourth edition of the *Bright Futures Guidelines*. For more information, see the *Promoting Lifelong Health for Families and Communities* theme.

Source: [Bright Futures Guidelines, 4th Edition: Early Childhood Visits](#)

Returning to the Case

Observation of Parent-Child Interaction

- How do the parent and child communicate?
- What is the tone of the interaction between parent and child?
- Does the child feel free to explore the room?
- How do the parents set appropriate limits?
- How do the parents refer or speak about their child, do they seem positive when referencing them?

Attachment Patterns³¹

Secure Attachment

Parent: Is sensitive, responsive, and available.

Child: Feels valued and worthwhile; has a secure base; feels effective; feels able to explore and master, knowing that parent is available; and becomes autonomous. During visit, engages with health care professional and seeks and receives reassurance and comfort from parent.

Insecure and Avoidant Attachment

Parent: Is insensitive to child's cues, avoids contact, and rejects.

Child: Feels no one is there for him, cannot rely on adults to get needs met, feels he will be rejected if needs for attachment and closeness are shown and therefore asks for little to maintain some connection, and learns not to recognize his own need for closeness and connectedness. During visit, may act fearful but also angry with the parent, may seek contact but then arch away and struggle, and also may act extremely helpless or sad but not seek comfort and protection.

Insecure Attachment Characterized by Ambivalence and Resistance

Parent: Shows inconsistent patterns of care, is unpredictable, may be excessively close or intrusive but then push away. This pattern is seen frequently with depressed caregiver.

Child: Feels he should keep adult engaged because he never knows when he will get attention back and is anxious, dependent, and clingy.

Click the icon to hear narrated guidance.



Returning to the Case

Attachment Patterns Practice

SCENARIO 1

Click the icon to hear narrated guidance.



SCENARIO 2

Click the icon to hear narrated guidance.



Tips for Promoting Positive Parenting in the Exam Room

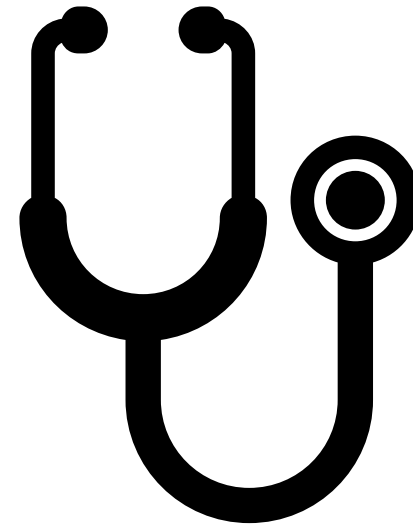
Comment on positive parenting skills that you notice in the room

Prompt parents who appear disengaged by asking for their help in managing their child

Demonstrate techniques for redirecting negative behaviors in the room

Narrate your actions, so it is clear for the parent what you are doing to adjust the child's behavior

Name the difficult emotions the child may be experiencing to help the parent better understand their child's behavior



- ✓ For more information, take the [*Bright Futures-Building Positive Parenting Skills Across Ages PediaLink course*](#)

Wrapping up the Visit

- Autism Spectrum Disorder Screening
- Lead and Anemia Screening
- Apply Fluoride Varnish
- Immunizations UTD
- Risk Assessment based on previsit questionnaire



Anticipatory Guidance

Based on the parent's concerns and your assessment, what aspects of anticipatory guidance for this family will you highlight?

Family
Dynamics



Child Behavior
&
Temperament



Physical
Activity



Language
Development

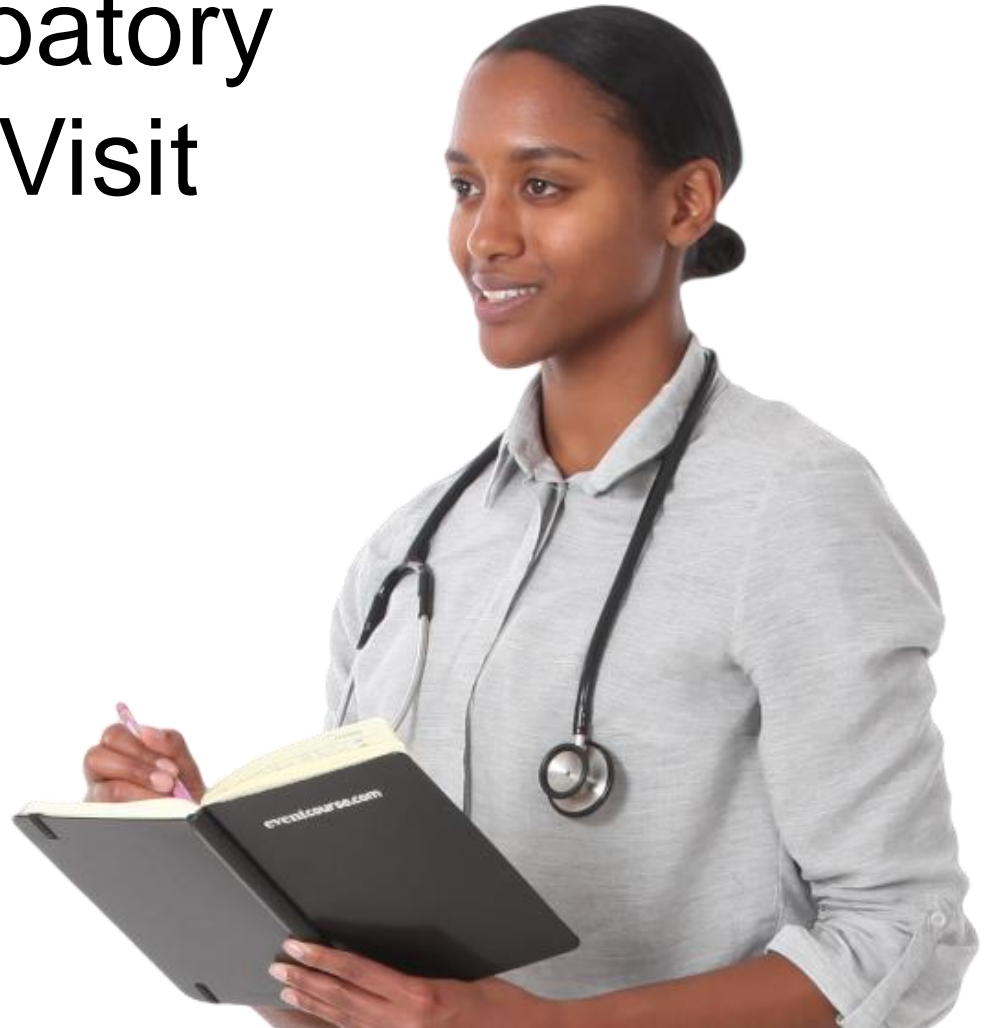


What developmental milestones would you encourage the family to expect over the next several months?

Click the audio icons to hear narrated guidance.

Suggested Anticipatory Guidance for the Visit

- The importance of parental well-being
- Review expectations about development, temperament and behavior
- Development follows a predictable pattern in acquisition of skills or behavior
- Temperament is a child's behavioral style and involves personality. "For example, it can influence how quickly and strongly children react to things like frustrating events."



Suggested Anticipatory Guidance for the Visit (cont.)

- Review the importance of reading and how it relates to language development
- Discuss ways to encourage positive parenting, such as positive reinforcement of behaviors parents would like to encourage in their child.
- Normalize the potential challenges parents may face in helping their child mature through dealing with bedtime struggles, resistance to toilet training, temper tantrums, emotional regulation, interaction with new people, and caregiver attachment.




Patient Education Handouts

American Academy of Pediatrics

BRIGHT FUTURES HANDOUT ► PARENT

2 YEAR VISIT

Here are some suggestions from Bright Futures experts that may be of value to your family.



✓ HOW YOUR FAMILY IS DOING

- Take time for yourself and your partner.
- Stay in touch with friends.
- Make time for family activities. Spend time with each child.
- Teach your child not to hit, bite, or hurt other people. Be a role model.
- If you feel unsafe in your home or have been hurt by someone, let us know. Helpline and community resources can also provide confidential help.
- Don't smoke or use e-cigarettes. Keep your home and car smoke-free. Tobacco-free spaces keep children healthy.
- Don't use alcohol or drugs.
- Accept help from family and friends.
- If you are worried about your living or food situation, reach out for help. Community agencies and programs such as WIC and SNAP can provide information and assistance.

✓ TALKING AND YOUR CHILD

- Use clear, simple language with your child. Don't use baby talk.
- Talk slowly and remember that it may take a while for your child to respond. Your child should be able to follow simple instructions.
- Read to your child every day. Your child may love hearing the same story over and over.
- Talk about and describe pictures in books.
- Talk about the things you see and feel when you are together.
- Ask your child to point to things as you read.
- Stop a story to let your child make an animal sound or finish a part of the story.

✓ YOUR CHILD'S BEHAVIOR

- Praise your child when he does what you ask him to do.
- Listen to and respect your child. Expect others to do so, too.
- Help your child talk about his feelings.
- Watch how he responds to new people or situations.
- Read, talk, sing, and explore together. These activities are the best ways to learn toddlers learn.
- Limit TV, tablet, or smartphone use to no more than 1 hour of high-quality programs each day.
 - If it is better for toddlers to play than to watch TV.
 - Encourage your child to play for up to 60 minutes a day.
- Avoid TV during meals. Talk together instead.

✓ TOILET TRAINING

- Begin toilet training when your child is ready. Signs of being ready for toilet training include:
 - Staying dry for 2 hours.
 - Knowing if she is wet or dry.
 - Can pull pants down and up.
 - Wants to learn.
 - Can tell you if she is going to have a bowel movement.
- Plan for toilet breaks often. Children use the toilet as many as 10 times each day.
- Teach your child to wash her hands after using the toilet.
- Clean potty chairs after every use.
- Take the child to choose underwear when she feels ready to do so.

Helpful Resources: National Domestic Violence Helpline: 800-795-7233 | Smoking Quit Line: 800-754-8600
 Information About Car Safety Seats: www.aap.org/parents | Toll-free Auto Safety Helpline: 800-321-4235

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2 YEAR VISIT—PARENT

✓ SAFETY

- Make sure your child's car safety seat is new being used is matches the highest weight or height allowed by the car safety seat's manufacturer. Once your child reaches these limits, it is time to switch the seat to the forward-facing position.
- Make sure the car safety seat is installed correctly in the back seat. The harness straps should be snug against your child's chest.
- Children watch what you do. Everyone should wear a top and shoulder seat belt in the car.
- Never leave your child alone in your home or yard, especially near cars or machinery, without a responsible adult in charge.
- When looking out of the garage or driving in the driveway, have another adult hold your child a safe distance away so he is not in the path of your car.
- Have your child wear a helmet that fits properly when riding a bike and inline.
- If it is necessary to keep a gun in your home, store it unloaded and locked with the ammunition locked separately.


WHAT TO EXPECT AT YOUR CHILD'S 2½ YEAR VISIT

We will talk about:

- Creating family routines
- Supporting your toddler's skills
- Getting along with other children
- Getting ready for preschool
- Keeping your child safe at home, outside, and in the car

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 For more information, go to <http://aap.org/brightfutures.org>

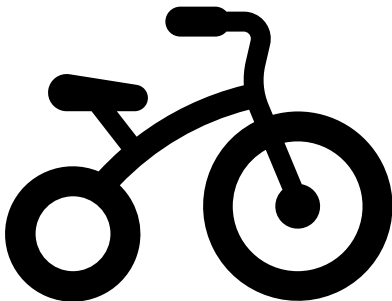
Education Handout: 2 Year Visit

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Teaching Points

- Two years of age is a pivotal time for social-emotional development
- It is important to practice a strength-based, culturally sensitive approach to counseling families about the behavioral development of their children
- Reading to toddlers is a great way to help promote their language development, which facilitates their ability to verbally communicate their desires with their family
- Toddlers are eager to learn, curiosity should be fostered in a safe way, allowing them to explore and learn from their environment



Teaching Points (cont.)



Curious and repetitive exploration is not a rejection of parental standards. Instead, it signifies normal developmental behavior of how children learn through their environment

In the midst of asserting more independence, it is normal for toddlers to still exhibit fears that to the parent may seem irrational

Most toddlers respond to their parent's reaction and have learned how to act to solicit certain parental responses

Patience, re-direction, and establishing routines are vital techniques that parents can use to establish a structured environment that feels safe for toddlers

Modeling positive parenting for difficult behaviors in the exam room can help parents manage challenging behaviors

- ✓ For more information, take the [Bright Futures- Building Positive Parenting Skills Across Ages PediaLink course](#)

Post-test

Test your knowledge about the topic and review feedback on your responses. Please complete the post-test, link below.



Please click on link to be routed to the [post-test](#)

Note: This is for learning purposes only
and is NOT approved for CME.

Resources for Clinicians

- *Bright Futures Guidelines: [Promoting Mental Health](#)*
- Bright Futures Pocket Guide ([2 Year Visit](#))
- Bright Futures - Building Positive Parenting Skills Across Ages: <https://shop.aap.org/bright-futures-building-positive-parenting-skills-across-ages/>
- Bright Futures Implementation Tip Sheet: [Eliciting Youth and Parental Strengths and Needs](#)
- Bright Futures Implementation Tip Sheet: [Integrating Social Determinants of Health Into Health Supervision Visits](#)
- Survey of Well-being of Young Children (SWYC [24 Month Form](#))
- Center for the Study of Social Policy; Fostering Social and Emotional Health through Pediatric Care: [Common Threads to Transform Everyday Practice and Systems](#)

Related AAP Policy and Resources

- [Promoting Optimal Development: Screening for Behavioral and Emotional Problems](#)
- [Promoting Optimal Development: Identifying Infants and Young Children With Developmental Disorders Through Developmental Surveillance and Screening](#)
- [Preventing Childhood Toxic Stress: Partnering With Families and Communities to Promote Relational Health](#)
- [Early Relational Health](#)
- [Evidence-Based Interventions for Children Younger Than 5 Years](#)
- AAP Textbook of Pediatric Care: [Symptoms of Emotional Disturbance in Young Children](#)

Resources for Families

- [Bright Futures Family-Center Care](#)
- [Bright Futures Well-Child Visits: Parent and Patient Education](#)
- HealthyChildren.org – [Emotional Development: 2 Year Olds](#)
- HealthyChildren.org – [Toddler](#)



Key References

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2. Shaw JS, Hagan JF Jr, Shepard MT, Curry ES, Swanson JT, Janies KM, eds. *Bright Futures Tool and Resource Kit*. 2nd ed. American Academy of Pediatrics; 2019
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