

MNCHP Network Bulletin



best start
meilleur départ

by/par health **nexus** santé

The MNCHP Bulletin is a bi-weekly electronic bulletin that highlights current trends, new resources and initiatives, upcoming events and more in the preconception, prenatal and child health field. Our primary focus is the province of Ontario, Canada but the Bulletin also includes news & resources from around the world. Wherever possible, we include resources that are available for free. For more information about this Bulletin, [click here](#).

December 17, 2012

The next bulletin will be released January 11, 2013.

In this week's issue:

I. NEWS & VIEWS

1. [Kids and Self-Regulation: How Marshmallows Can Determine Success](#)
2. [Developing Your Children's Self-Regulation Through Everyday Experiences](#)
3. [How Children Learn to Control Behaviour](#)
4. [Setting Limits: Helping Children Learn Self-Regulation](#)
5. [Teaching Children Self-Regulation](#)
6. [Developing Self-Regulation in Kindergarten](#)
7. [How Self-Regulation Activities Affects Children](#)

II. RECENT REPORTS AND RESEARCH

8. [The Role of Self-Regulated Strategies and Goal Orientation in Predicting Achievement of Elementary School Children](#)
9. [Self-Regulation Abilities, Beyond Intelligence, Play Major Role in Early Achievement](#)
10. [Facilitating Emotional Self-Regulation in Preschool Children: Efficacy of the Early HeadSmarts Program in Promoting Social, Emotional and Cognitive Development](#)
11. [Relations Between Early Family Risk, Children's Behavioral Regulation, and Academic Achievement](#)
12. [The Role of Emotion Regulation in Children's Early Academic Success](#)

III. CURENT INITIATIVES

13. [Can the Right Kinds of Play Teach Self Control?](#)
14. [B.C. Schools to Promote Student Self-Discipline](#)
15. [B.C.'s Self-Regulation Story: Engaging the First Wave Classrooms and Schools](#)

IV. RESOURCES

16. [Self-Regulation](#)
17. [Assessing Self-Regulation: A Guide for Out-Of-School Time Program Practitioners](#)
18. [Self-Regulation/Self Control: Tips and Strategies](#)
19. [Self Regulation: Ideas to Guide Early Practice](#)

V. FEATURED BEST START RESOURCES

20. [The Importance of Self-Regulation](#)
21. [Learning to Play and Playing to Learn: What Families Can Do / Apprendre à jouer et jouer pour apprendre : ce que les familles peuvent faire](#)
22. [The Healthy Baby Healthy Brain Campaign / Bébé en santé – Cerveau en santé](#)
23. [Building Resilience in Young Children: Booklet for Parents of Children From Birth to Six Years / Bâtir la résilience chez les jeunes enfants Pour les parents de jeunes enfants, de la naissance à l'âge de six ans](#)
24. [The On Track Guide: Supporting Healthy Child Development and Early Identification in the Early Years: A Reference Guide for Professionals in Ontario / Soutenir le développement sain de l'enfant et le diagnostic précoce de la petite enfance : Un guide de référence pour les professionnels de l'Ontario](#)

I. NEWS & VIEWS

1. Kids and Self-Regulation: How Marshmallows Can Determine Success

This article (TVOParents, 2011) provides parents with information on self-regulation in children. Self-regulation is defined as the ability to control physical, behavioural and mental impulses (Shanker, 2011). The ability to self-regulate is influenced by both biological and environmental factors. Approximately 25 to 50 percent of students entering Grade 1 have problems with self-regulation. Poor self-regulation skills are associated with poor educational outcomes and risky behaviour in later life. Stressors (such as parental divorce), may negatively impact a child's ability to self-regulate. Self-regulation may be improved through participation in music, drama, sports, and by reading. This article also contains a link to a keynote address delivered by Dr. Shanker addressing issues in child self-regulation.

<http://tvoparents.tv.org/article/kids-and-self-regulation-how-marshmallows-can-determine-success>

2. Developing Your Children's Self-Regulation through Everyday Experiences

This article (Young Children, 2011) describes how adults can help children develop self-regulation skills. Suggestions include modeling, using hints and cues and gradually withdrawing adult support. Self-

regulation begins to develop before birth and becomes more sophisticated as children develop. Children develop strategies to manage incoming information, choose appropriate responses and actively participate in learning. It is important that adults have developmentally appropriate expectations for children's behaviour, as expectations that are too high might be detrimental to the child. Conversely, parents who do not provide challenging opportunities for children to develop their self-regulation skills might hinder their child's growth.

http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf

3. How Children Learn to Control Behaviour

This article (Raising Children Network, 2012) describes the development of self-regulation in children and provides parents with hints as to how to improve this skill in their children. Some children develop the ability to self-regulate earlier than others and some may show more effortful control (which is a personality trait that leads to self-regulation). A lot of improvement in self-regulation takes place between the ages of 1 to 3. Children become more aware of social demands and develop the ability to change their behaviour accordingly at approximately 12 to 18 months of age. By 24 months most children begin to develop self-control in the absence of their parents or guardians. By 36 months, most children can behave in a manner that they think their parents would want them to, when faced with different situations.

<http://raisingchildren.net.au/articles/self-regulation.html>

4. Setting Limits: Helping Children Learn Self-Regulation

This article (PBS, n.d.) outlines for parents how they can help their children learn self-regulation. Parents should set clear limits for their children, express expectations, and set rules and consequences. Anticipation relieves stress in young children. Therefore when possible, children should be alerted before transitions (e.g., such as at the end of playtime, leaving an outing, or the arrival or departure of guests). Desired behaviour should be rewarded. When a child misbehaves, feelings and rules should be discussed. Time outs may also be useful as they allow children to regain control without feeling anxious or rejected.

<http://www.pbs.org/wholechild/parents/building.html>

5. Teaching Children Self-Regulation

This article (Forever Families, n.d.) teaches parents how to teach their children self-regulation. Children learn to make good choices when they are provided with options, therefore they should be given as many choices as possible (that are appropriate for their age level). Parents who issue orders run the risk of stunting their child's ability to make choices. Based on their maturity level, when children are given the freedom to make decisions, they are made to feel empowered to make good choices and to meet parental expectations. Parents may also contribute to the development of self-regulation in their children by predicting situations that will tempt their children to misbehave and speaking with them about the situations ahead of time.

<http://foreverfamilies.byu.edu/Article.aspx?a=79>

[6. Developing Self-Regulation in Kindergarten](#)

This article (Bodova, 2008) outlines the importance of self-regulation in children and provides teachers with suggestions for promoting the development of self-regulation skills in children. Teachers are encouraged to teach self-regulation to all children (not just those thought to have regulation problems). It is helpful for teachers to create opportunities for children to practice and apply rules in new situations. Children should be offered visual and tangible reminders about self-regulation and play, and games should be made important parts of the curriculum.

http://www.naeyc.org/files/yc/file/200803/BTJ_Primary_Interest.pdf

[7. How Self-Regulation Difficulties Affect Children](#)

This article (Kids Matter, 2012) explains to families the protective effects of well-developed self-regulation skills. When equipped with well developed self-regulation skills, children are better able to manage the stressful situations that occur as part of life (e.g., the loss of a pet, family separation or death of a family member). As children learn to self-regulate, they get better at concentrating, sharing and taking turns. This article lists several signs of self-regulation difficulties in children. These include: difficulty concentrating, looking very sad, disinterest in daily activities, becoming easily upset, and excessive worrying that prevents them from carrying out other tasks. Difficulties in self-regulation can interrupt children's learning, the maintenance of relationships and the understanding of ones own behaviour and feelings.

<http://www.kidsmatter.edu.au/families/about-behaviour/anger/how-self-regulation-difficulties-affect-children>

II. RECENT REPORTS AND RESEARCH

This section lists abstracts that are relevant to the preconception, prenatal and child health field. Links to full-text articles are provided when available.

* indicates journal subscription required for full text access

[8. The Role of Self-Regulated Strategies and Goal Orientation in Predicting Achievement of Elementary School Children](#)

Kitanas, A., Steen, S., & Huie, F. (2009). The role of self-regulated strategies and goal orientation in predicting achievement of elementary school children. *International Electronic Journal of Elementary Education*, 2(1), 55-81. Retrieved from http://www.iejee.com/2_1_2009/kitsantas.pdf

The present study examined the predictiveness of self-regulated learning strategies and goal orientation of elementary students' academic achievement. Eighty one (n = 81) fifth graders were asked to respond to two scales. It was hypothesized that student achievement would be predicted by prior achievement, use of self-regulation strategies, and goal orientation. Results showed that prior achievement and use of self-regulation strategies accounted for a significant amount of variance in students' academic achievement. Overall, goal orientation was not a significant predictor of students' outcomes measures across different subject areas. Areas for future research are explored and implications for school personnel are provided.

http://www.iejee.com/2_1_2009/kitsantas.pdf

9. Self-Regulation Abilities, Beyond Intelligence, Play Major Role in Early Achievement

Science Daily (2007) summary based on:

Blair, C., & Razza, R.P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development, 78*(2), 647-663. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/17381795>

This article (Science Daily, 2007) reports the findings of a study conducted by researchers at Pennsylvania State University. This study demonstrates that children's self-regulation abilities are greater predictors of future academic success than intelligence. It was also found that the inhibitory control aspect of brain function (used in planning, problem solving and goal-directed activity) is predictive of all academic outcomes, but is particularly associated with early mathematical ability. Children who are experiencing poverty or other forms of early adversity tend to be slower in developing their self-regulating abilities, putting them at increased risk for early school failure.

<http://www.sciencedaily.com/releases/2007/03/070326095349.htm>

10. Facilitating Emotional Self-Regulation in Preschool Children: Efficacy of the Early HeartSmarts Program in Promoting Social, Emotional and Cognitive Development

Bradley, R. T., Atkinson, M., Tomasino, D., & Rees, R. A. (2009). The Institute of HeartMath: Boulder Creek, CA: author. Retrieved from http://www.heartmathbenelux.com/doc/facilitating-emotional-self-regulation-in-preschool-children_sept09.pdf

Developed by the Institute of HeartMath (IHM), the Early HeartSmarts (EHS) program is designed to train teachers to guide and support young children (3-6 years old) in learning emotional self-regulation and key age-appropriate socioemotional competencies, with the goal of facilitating their emotional, social and cognitive development. This work reports the results of an evaluation study conducted to assess the efficacy of the EHS program in a pilot implementation carried out during the 2006–2007 academic year in schools of the Salt Lake City School District. The study was conducted using a quasi-experimental longitudinal field research design with three measurement moments (baseline and pre- and post-intervention panels) using *The Creative Curriculum Assessment* (TCCA) instrument, a teacher-

scored, 50-item instrument measuring student growth in four areas of development — social/emotional, physical, cognitive and language development. Children in nineteen preschool classrooms were divided into intervention and control group samples (N = 66 and 309, respectively; mean age = 3.6 years), in which classes in the former were specifically selected to target children of lower socioeconomic and ethnic minority family backgrounds. Overall, there is compelling evidence of the efficacy of the EHS program in increasing total psychosocial development and also in each of the four development areas measured by the TCCA: the results of a series of ANCOVAs found a strong, consistent pattern of significant differences on the development measures favoring preschool children who received the EHS program over those in the control group who did not.

http://www.heartmathbenelux.com/doc/facilitating-emotional-self-regulation-in-preschool-children_sept09.pdf

[11. Relations Between Early Family Risk, Children’s Behavioral Regulation, and Academic Achievement](#)

Sektnan, M., McClelland, M. M., Acock, A., & Morrison, F. J. (2010). Relations between early family risk, children’s behavioral regulation, and academic achievement. *Early Childhood Research Quarterly*, 25(4), 464-479. Retrieved from

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2953426/>

This study examined relations among early family risk, children’s behavioral regulation at 54 months and kindergarten, and academic achievement in first grade using data on 1,298 children from the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development. Family risk was indexed by ethnic minority status, low maternal education, low average family income from 1 – 54 months, and high maternal depressive symptoms from 1 - 54 months. Results of structural equation modeling indicated that minority status, low maternal education, and low family income had significant negative effects on reading, math, and vocabulary achievement in first grade. Modest indirect effects were also found from ethnicity, maternal education, and maternal depressive symptoms, through 54-month and kindergarten behavioral regulation to first-grade achievement. Discussion focuses on the importance of behavioral regulation for school success especially for children facing early risk.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2953426/>

[12. The Role of Emotion Regulation in Children’s Early Academic Success*](#)

Graziano, P. A., Reavis, R. D., Keane, S. P., & Calkins, S. D. (2007). The role of emotion regulation in children’s early academic success. *Journal of School Psychology*, 45(1), 3-19. Retrieved from

<http://www.sciencedirect.com/science/article/pii/S0022440506000859>

This study investigated the role of emotion regulation in children's early academic success using a sample of 325 kindergarteners. A mediational analysis addressed the potential mechanisms through which emotion regulation relates to children's early academic success. Results indicated that emotion regulation was positively associated with teacher reports of children's academic success and productivity in the classroom and standardized early literacy and math achievement scores. Contrary to

predictions, child behavior problems and the quality of the student teacher relationship did not mediate these relations. However, emotion regulation and the quality of the student–teacher relationship uniquely predicted academic outcomes even after accounting for IQ. Findings are discussed in terms of how emotion regulation skills facilitate children's development of a positive student–teacher relationship as well as cognitive processing and independent learning behavior, all of which are important for academic motivation and success.

<http://www.sciencedirect.com/science/article/pii/S0022440506000859>

III. CURRENT INITIATIVES

13. Can the Right Kinds of Play Teach Self Control?

This article (New York Times, 2009) outlines the importance of self-regulation in children and describes the Tools of the Mind program that is currently being implemented in several U.S. classrooms. The program is aimed at improving the self-regulation abilities of young children, beginning at the age of 3. This program is believed to teach self-regulation skills to children from a variety of demographic groups (including those with special needs). It uses play as a key tool in the development of self-regulation. Play in the Tools of the Mind program is complex, entails extended make-believe scenarios involving multiple children and often lasts for hours (and even days). It is believed that with adult guidance and instruction, children are able to play in a productive way that enables them to control their reactions, direct their interests and master their thoughts, resulting in improved self-regulation skills.

<http://www.nytimes.com/2009/09/27/magazine/27tools-t.html?pagewanted=all>

14. B.C. Schools to Promote Student Self-Discipline

Six British Columbia school districts have begun to train teachers and other staff on how to improve self-regulation among students. The goal of this program is to address the mental, physical and psychological issues in classrooms that sometimes disrupts learning and creates a stressful environment for teachers. The program is theory based and grounded in the work of Dr. Stuart Shanker (Vancouver Sun, 2012).

<http://www.vancouversun.com/technology/schools+promote+student+self+discipline/7287707/story.html>

15. B.C.'s Self-Regulation Story: Engaging the First Wave Classrooms and Schools

The Canadian Self-Regulation project is currently being initiated under the guidance of Dr. Stuart Shanker and the Milton and Ethel Harris Research Institute. The program aims to develop self-regulated students, teachers, classrooms and schools and to implement and monitor a consistent self-regulated

learning oriented instruction model. This project is currently being run within six school districts within British Columbia and will eventually be run within schools in the Toronto District School Board and Halton District School Boards (School District 36, 2012).

http://www.self-regulation.ca/?page_id=515http://www.self-regulation.ca/?page_id=537

IV. RESOURCES

16. Self-Regulation

This guide for parents (Talaris Institute, n.d.) describes the importance of self-regulation in children. Tips are also provided for parents about how they can improve their children's self-regulation. Self-regulation helps children develop coping and problem solving skills, and also helps them to make a smoother transition to school. During the first year, babies learn how it feels to have their needs met and gradually learn to create that feeling themselves (known as self-soothing). In the toddler stage, children's self-regulation and language skills begin to develop and emotional outbursts become less frequent and more manageable. In the preschool years, between the ages of 3 and 5, children begin to understand the relationship between their feelings and their behaviour. Parents should help children to identify and implement self-regulation strategies such as practicing and waiting.

http://www.wvdhhr.org/bcf/children_adult/cabuseprev/documents/information-for-parents-self-regulation.pdf

17. Assessing Self-Regulation: A Guide for Out-Of-School Time Program Practitioners

This guide for early childhood practitioners (Bandy & Moore, 2010) defines self-regulation and highlights why it is important. This guide also provides several questionnaire tools, which practitioners can use to assess self-regulation in children, specifically the Questionnaire on Self-Regulation, the Fast Track Project Child Behaviour Questionnaire, the Adolescent Self-Regulatory Inventory and the Self Regulatory Questionnaire.

http://www.childtrends.org/Files/Child_Trends-2010_10_05_RB_AssesSelfReg.pdf

18. Self-Regulation/Self Control: Tips and Strategies

This guide (University of New Mexico, n.d.) provides adults with a list of effective strategies for improving self-regulation in children. Strategies include: modelling appropriate anger management behaviours, clear communication, undertaking a variety of calming activities, helping children to explore their feelings, anticipating children's outbursts, teaching children conflict resolution skills, reducing wait

times for children who are experiencing difficulties during transitions, providing a visual schedule of routine activities, and providing pre-warning cues to allow children to know what will happen next.

<http://www.cdd.unm.edu/ecspd/resources/pdfs/QualityChildcare/Resource%20Guide/SelfRegulationTipsandStrategies.pdf>

19. Self-Regulation: Ideas to Guide Early Practice

This presentation (Thomas, n.d.) provides a definition of self-regulation and provides information on the milestones of self-regulation at various ages. The relationship between regulatory abilities and social, emotional, motor, self-help and attention skills in later life is highlighted. This presentation also contains information on the disorders of regulation and the application of self-regulation to parenting.

<http://www.lapen.org/uploads/SELFREGULATIONforECSS...1.pdf>

V. FEATURED BEST START RESOURCES

20. The Importance of Self-Regulation

This presentation by Dr. Stuart Shanker was delivered at Best Start Resource Centre's Annual Conference in 2011. It outlines the importance of self-regulation (and arousal regulation), the impact of stress on development, and the impact of self-regulation on academic achievement, long-term outcomes, and both mental health and physical health.

http://www.beststart.org/events/detail/bsannualconf11/webcov/presentations/K3_Importance%20of%20Self-Regulation.pdf

21. Learning to Play and Playing to Learn: What Families Can Do / Apprendre à jouer et jouer pour apprendre : ce que les familles peuvent faire

This booklet (2012) helps parents and all who care for children, support play-based learning at home, in child care and preschool settings and Kindergarten. Particular attention is given to attachment, self-regulation and play. This booklet uses a language that is used in Kindergarten and will be familiar to parents and the Kindergarten team. Checklists relating to growth, development, health, nutrition, routines and self-help, including the revised Nipissing District Development Screens are included in the booklet.

http://www.beststart.org/resources/hlthy_chld_dev/pdf/school_readiness_english_fnl.pdf

Ce livret (2012) répondra aux questions des parents et de toute personne qui s'occupe des enfants. On y explique comment les enfants apprennent dès leur naissance et comment les parents et les autres personnes responsables peuvent préparer les enfants pour leur entrée à la maternelle et au-delà. Une attention particulière est accordée aux thèmes de l'attachement, de l'autorégulation et du jeu. C'est

livret utilisée à la maternelle et sera familière aux parents et à l'équipe de la maternelle. Des listes de contrôle relatives à la croissance, le développement, la santé, la nutrition, les routines et d'auto-assistance, y compris les questionnaires de dépistage de développement révisés du district de Nipissing sont incluses dans le livret.

http://www.meilleurdepart.org/resources/develop_enfants/pdf/school_readiness_FRENCH_sept2012_fnl.pdf

22. The Healthy Baby Healthy Brain Campaign / Bébé en santé – Cerveau en santé

The focus of this provincial awareness campaign is to make parents aware of practical ways to support their young child's brain development, the foundation to healthy child development. This campaign was launched in October 2012. It is designed to reach parents of children 0-3 and parents expecting a child. This campaign website provides find videos and other campaign resources relating to self-regulation (and several other topics).

<http://www.HealthyBabyHealthyBrain.ca/>

<http://www.beststart.org/healthybabyhealthybrain/background.html>

Le but principal de cette campagne de sensibilisation provinciale est de donner des idées pratiques aux parents pour soutenir le développement du cerveau de leur jeune enfant, le fondement du développement de la petite enfance. Cette campagne a été lancée en octobre 2012. Elle vise les parents ayant des enfants de 0 à 3 ans et les parents qui attendent un enfant. Ce site Web fournit des vidéos et des ressources de la campagne sur l'autorégulation (et plusieurs autres sujets).

<http://www.bebeensantecerveuensante.ca/index.htm>

<http://www.meilleurdepart.org/bebeensantecerveuensante/index.html>

23. Building Resilience in Young Children: Booklet for Parents of Children From Birth to Six Years / Bâtir la résilience chez les jeunes enfants Pour les parents de jeunes enfants, de la naissance à l'âge de six ans

This booklet is for parents of children from birth to six years and anyone who cares for children – like grandparents, relatives, foster parents and other adults. Many of the ideas will also help families with older children. *Building Resilience in Young Children* is a resource to help you boost your child's ability to bounce back from life's challenges and thrive. It contains a chapter on the development of self-control and self-regulation in children.

It is filled with:

- Up-to-date information
- Helpful tips
- Parent stories
- Links to other resources

http://www.beststart.org/resources/hlthy_chld_dev/pdf/BSRC_Resilience_English_fnl.pdf

Cette brochure (2012) est pour les parents de jeunes enfants, de la naissance à l'âge de six ans et tous ceux qui s'occupent d'un enfant, par exemple les grands-parents, la parenté, les parents de famille d'accueil et les autres adultes. *Bâtir la résilience chez les jeunes enfants* est un outil pour vous aider à améliorer la capacité de votre enfant à surmonter les défis de la vie et à s'épanouir. Il y a un chapitre sur le développement de l'auto-contrôle et de l'autorégulation chez les enfants.

Elle contient :

- des informations courantes;
- des conseils utiles;
- des témoignages de parents;
- des liens vers d'autres ressources.

24. The On Track Guide: Supporting Healthy Child Development and Early Identification in the Early Years: A Reference Guide for Professionals In Ontario / Le guide Sur la bonne voie : Soutenir le développement sain de l'enfant et le diagnostic précoce de la petite enfance : Un guide de référence pour les professionnels de l'Ontario

The On Track guide (2011) is an online reference guide for service providers working with children from 0 - 6 and their families. Chapter 6 of the guide contains a section on self-regulation.

The objectives of the guide are to:

- Support healthy development of all children within their own pace and context
- Provide identification of indicators that may put a child at risk
- List strategies to support children and those who work with and care for them
- Assist service providers in connecting to local services for children.

<http://www.meilleurdepart.org/SurLaBonneVoie/6-supportchildren.html>

Le guide Sur la bonne voie est un guide de référence en ligne pour les intervenants travaillant avec des enfants de 0 à 6 ans et leurs familles. Le chapitre 6 du guide contient une section sur l'autorégulation.

Les objectifs du guide sont de :

- Soutenir le développement sain de tous les enfants, selon leur rythme et leur contexte.
- Identifier les indicateurs que pourraient mettre un enfant à risque.
- Offrir des stratégies pour aider les enfants et ceux qui travaillent avec eux et ont soin d'eux.
- Fournir de l'assistance aux intervenants pour aiguiller les enfants aux services locaux disponibles.

<http://www.meilleurdepart.org/SurLaBonneVoie/fr-6-soutenirenfans.html>

About This Bulletin

The Best Start Resource Centre thanks you for your interest in, and support of, our work. Best Start permits others to copy, distribute or reference the work for non-commercial purposes on condition that full credit is given. Because our MNCHP bulletins are designed to support local health promotion initiatives, we would appreciate knowing how this resource has supported, or been integrated into, your work (mnchp@healthnexus.ca). Please note that the Best Start Resource Centre does not endorse or recommend any events, resources, or publications mentioned in this bulletin.

Other Health Nexus communications:

OHPE - The free weekly Ontario Health Promotion E-mail bulletin (OHPE) offers a digest of news, events, jobs, feature articles on health promotion issues, resources, and much more, to those working in health promotion. <http://www.ohpe.ca/>

Click4HP - An open, facilitated public listserv, Click4HP is an international dialogue on health promotion. Participants exchange views on issues and ideas, provide leads to resources, and ask questions about health promotion. <https://listserv.yorku.ca/archives/click4hp.html>

The Maternal Newborn and Child Health Promotion (MNCHP) Network - A province-wide electronic forum for service providers working to promote preconception, prenatal and child health. <http://www.beststart.org/services/MNCHP.html>

Health Promotion Today / Promotion de la santé aujourd'hui - Our bilingual blog keeps you informed of news and topics related to health promotion. <http://www.blogs.healthnexussante.ca/>

Follow us on **Twitter** to stay up to date on all things related to health promotion. https://twitter.com/Health_Nexus

View our video resources on **YouTube** and **Vimeo** (<http://www.youtube.com/user/healthnexussante>, <https://vimeo.com/user9493317>)

We encourage you visit the website of our new **3M Health Leadership Award** to find out how you can support community health leadership and honour your own community leader by nominating them for this national award. <http://www.healthnexus.ca/leadershipaward>

NEW ! The Best Start Aboriginal Sharing Circle (BSASC) Network is a distribution list designed for service providers working with Aboriginal Peoples in areas of preconception, prenatal and child health. The network is a forum to share news, ideas, questions and best practices. <http://lists.beststart.org/listinfo.cgi/bsasc-beststart.org>

En français:

Le bulletin *francophone* **Le Bloc-Notes** est un outil indispensable pour les intervenants professionnels qui aiment être à l'affût des nouveautés dans le domaine de la promotion de la santé. <http://www.leblocnotes.ca/>

Le **Bulletin de santé maternelle et infantile** est un bulletin électronique mensuel à l'intention des fournisseurs de services œuvrant dans le domaine de la promotion de la santé maternelle et infantile. <http://www.meilleurdepart.org/services/bulletins.html>

Promotion de la santé aujourd'hui / Health Promotion Today – Notre blogue bilingue sur lequel on partage des nouvelles et réflexions liées à la promotion de la santé. <http://www.blogs.healthnexussante.ca/>

Suivez-nous sur **Twitter** pour demeurer au fait de tout ce qui concerne la promotion de la santé. https://twitter.com/Nexus_Sante

Visionner nos ressources vidéo sur **YouTube** et **Vimeo** (<http://www.youtube.com/user/healthnexussante>, <https://vimeo.com/user9493317>)

Nous vous encourageons à visiter le site Web de notre nouveau **Prix 3M de leadership en santé** pour découvrir de quelle façon vous pouvez appuyer le leadership en santé communautaire et honorer un chef de file de votre milieu en présentant sa candidature à ce prix national. <http://www.nexussante.ca/prixdeleadership>