

Handout 1: Tips and Tools for Promoting Social and Emotional Health and Reducing Challenging Behavior

The Statistics

- An estimated 60 % of children experience some form of potentially traumatic event or circumstance at some point in their development.
- 6-20% of them go on to suffer some form of impairment or post-traumatic stress disorder.

Trauma Defined

- The experience of an event or enduring conditions in which the individual's ability to integrate his/her emotional experience is overwhelmed and the individual experiences (either objectively or subjectively) a threat to his/her life, bodily integrity, or that of a caregiver or family (Saakvitne, K. et al, 2000).

Traumatic Experiences

- homelessness
- community violence
- terrorism
- emotional neglect- lack of caregiving
- natural disasters- floods, hurricanes, fires
- death of a family member
- emotional abuse
- physical abuse
- sexual abuse
- witnessing violence
- incarceration of a parent or family member

Social Emotional Health Defined





It is the developing capacity to:

- Experience and regulate emotions,
- Form secure relationships, and
- Explore and learn

... All within the context of one's family, community and cultural background- Zero to Three.org

Resilience Defined

- The ability to recover from or adjust to misfortune or change, The ability to bounce back or "Overcoming the Odds"

Developmental Age Range	Emotions	Relationships	Explore and Learn
Young Infant (0-6 months) 	<ul style="list-style-type: none"> • Cries when upset • Can usually be comforted by a familiar adult • Smiles and reacts with pleasure to social play with a familiar adult • Shows excitement (i.e waving arms, legs, cooing) 	<ul style="list-style-type: none"> • Smiles at and back to familiar adult(s) • Anticipates being held or fed and moves body to participate • Prefers parent or caregivers face and voice • Responds to own name 	<ul style="list-style-type: none"> • Observes own hands • Reaches for and grasps things • Clasps hands together • Enjoys simple games like patty cake and peek-a-boo
Infant (8-18 months) 	<ul style="list-style-type: none"> • Accepts comfort from a familiar adult • Cries when upset • Shows excitement (i.e waving arms, legs, cooing) • May comfort self by sucking thumb or holding a special toy or blanket • Laughs out loud • Smiles • Reacts to changes in daily routine 	<ul style="list-style-type: none"> • Engages in eye contact • Smiles at and back to others • Stretches arms up to be held • Likes to look at and be near to familiar caregiver(s) • Show preference for parent or caregivers face and voice • Shows preference for being held by familiar adults • May be unsure of unfamiliar people 	<ul style="list-style-type: none"> • Enjoys simple games like patty cake and peek-a-boo • Reaches for and grasps playthings • Smiles or plays with self in mirror • Imitates others actions • Enjoys looking at picture books with a caregiver
Toddler (18-36 months) 	<ul style="list-style-type: none"> • May show increased fearfulness • Aware of own feelings and those of others • Shows pride in accomplishments • Communicates feelings more often • May protest and say, "No." more often • Laughs out loud • Smiles 	<ul style="list-style-type: none"> • Explores but checks in with familiar caregiver • Makes needs known to a familiar caregiver • Respond to his/her name • Shows affection for familiar adults 	<ul style="list-style-type: none"> • Keeps looking for a toy hidden from view • Show interest in other people and playthings • Plays alongside peers • May initiate some play with peers • Engages in make believe play • May enjoy repetition (i.e. rereading a familiar story)
Preschooler (37-60 months) 	<ul style="list-style-type: none"> • Adjusts to new situations • Separates from familiar caregiver more easily • Expresses feelings using words or gestures ("I am mad.") • Recognizes feelings of others 	<ul style="list-style-type: none"> • Enjoys playing with other children • Demonstrates a sense of humor • May have a "best" friend 	<ul style="list-style-type: none"> • Initiates activities based on own needs and wants • Evaluates accomplishments, ("I built a big tower!") • Enjoys books and games • Interested in rules and fairness

***Milestone categories coincide with the accepted SE definition- milestones were adapted from several resources to include: CCEP milestones grid, CSEFEL Developmental Continuum SE indicators, MDCH SE Development in Young Children Guide and Baby Stages and Preschool Stages Wheels (MIAIMH)

Risk Factors:

Regulation/Emotions

- Unsmiling or withdrawn behavior
- Extreme, long lasting tantrums that effect learning and relationships
- Sleeping too much or too little
- Troubles with eating- too much or too little
- Seems unable to calm
- Inability to cope with separation from familiar adult
- Inappropriate emotions for a given situation
- Frequent nightmares
- Cries a lot and cannot be consoled

Attachment:

- Little preference for familiar adult
- Little or no eye contact
- Doesn't seek to get needs met
- _____
- _____

Explore and Learn:

- Lack of interest in surroundings
- Lack of interest in familiar people
- Decrease in babbling or use of new words
- Indiscriminate interaction

Handout 3: Ten Prevention Strategies to Support Safety and Security within Head Start

1. Use Social Emotional Lenses Every Day.

- Infant toddler and preschool routine based posters: www.ecmhc.org
- Infant Toddler Temperament Tool: www.ecmhc.org

2. Keep Our Calm

- Taking Care of Ourselves Booklet: www.ecmhc.org
- Stress Posters: www.ecmhc.org

3. Provide Calming Activities for Children

- Social Stories: www.csefel.vanderbilt.edu

4. Talk About Feelings

- Feelings poster/games: www.csefel.vanderbilt.edu
- Emotion literacy: www.csefel.vanderbilt.edu

5. Maintain Predictability

- Do2Learn.com

6. Acknowledge Successes

- Positive Feedback Starters: www.csefel.vanderbilt.edu (Preschool Module 1, handout 1.3)

7. Use Positive Self-Talk

- Self-Talk Poster: www.ecmhc.org

8. Use Standardized Screeners

- Choose and Use for Screening Tools: www.ecmhc.org

9. Don't Wait, Ask for Help!

- Facilitating Intervention Booklet: www.ecmhc.org

Checklist Items for *Facilitating the Referral Process for Children and Families*

I have...

- Identified the appropriate staff member to talk with the family about the referral
- Gained agreement with the family on the reason for referral
- Identified mental health service providers that treat the specified needs of the child/family and know about their;
 - Cost
 - Availability (wait list, hours of service)
 - Location/Bus route
 - Array of service options
- Asked the family about possible barriers (cost, transportation, hours available to attend treatment)
- Discussed family concerns or worries about the referral
- Discussed and received signed consent from the family to share agreed upon information with the mental health provider
- Contacted the mental health provider to let them know a referral is coming and shared necessary information (with family consent) such as; reason for referral, background and history, strengths and culture of the family and any known barriers .
- Sent any necessary documentation to the mental health provider before the family's first visit
- Followed up with the mental health provider to be sure the information was received and reviewed
- Asked the family what kind of support I might provide them such as, being close by when they make their first appointment and going to the first appointment with them
- Established a follow-up plan with the family with a point person who can keep in contact with the family and help to organize services and answer questions that arise

10. Start Now! What is your action item?
