



Nurtured Beginnings:

Supporting Infant and Early Childhood Mental Health

PRESENTED BY;
ROSE SHUFELT
DIRECTOR OF HEALTH AND SOCIAL EMOTIONAL CHILD WELLNESS
PYRAMID MODEL MASTER TRAINING/COACH
CHILD CARE COUNCIL, INC.
585-654-4740
R.SHUFELT@CHILDCARECOUNCIL.COM

Agenda:

- Introductions
- What is Infant and Early Childhood Mental Health?
- IMH and Kindergarten Readiness
- Ways to support healthy social emotional development
- IMH and Pyramid Model
- Questions?



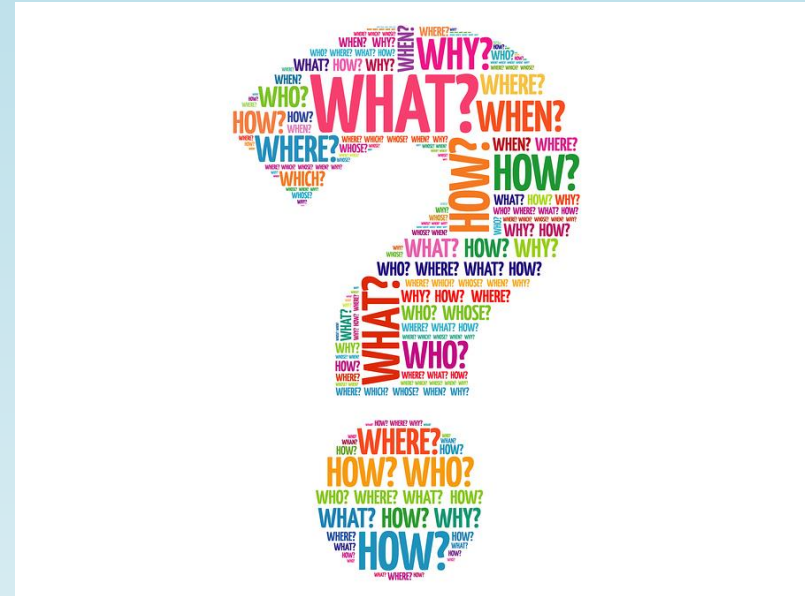
Who am I?



A word cloud centered around the theme of mental health. The words are arranged in various orientations and sizes, with 'MENTAL' and 'HEALTH' being the largest and most central. Other prominent words include 'DEPRESSION', 'ANXIETY', 'GRIEF', 'STRESS', 'BIPOLAR', 'ANOREXIA', 'TRAUMA', 'SUICIDE', 'POST-TRAMATIC STRESS', 'PSYCHOLOGICAL', 'ATTITUDE', 'COGNITIVE', 'DRUGS', 'EMOTIONS', 'PHOBIA', 'GENETIC', 'UNHAPPY', 'OPTIMIST', 'WELLNESS', 'AWARENESS', 'BENEFITS', 'RISK', 'WORRIED', 'STIGMA', 'RELATIONSHIPS', 'POSTPARTUM', 'CRISIS', 'PSYCHOLOGY', 'SELF HARM', 'IQ', 'TREATMENT', 'ANXIETY', 'GRIEF', 'STRESS', 'BIPOLAR', 'ANOREXIA', 'DEPRESSION', 'CLINICAL', 'HEALTH', 'ATTITUDE', 'COGNITIVE', 'DRUGS', 'EMOTIONS', 'PHOBIA', 'GENETIC', 'UNHAPPY', 'OPTIMIST', 'WELLNESS', 'AWARENESS', 'BENEFITS', 'RISK', 'WORRIED', 'STIGMA', 'RELATIONSHIPS', 'POSTPARTUM', 'CRISIS', 'PSYCHOLOGY', 'SELF HARM', 'IQ', 'TREATMENT'.

Reflecting on Infant Early Childhood Mental Health

- What do you think of when you think of early childhood mental health?
- What do parents think?
- What do teachers, directors, and other stakeholders think?



What is infant mental health?

Zerotothree Definition

Infant and early childhood mental health (IECMH) is the developing capacity of the child from birth to years old to form close and secure adult and peer relations: experience, manage and express a full range of emotions; and explore the environment and learn - all in the context of family, community, and culture.

Why Focus on Social Emotional Development?



CSEFEL Definition of Social Emotional Development

The developing capacity of the child from birth through five...

- to form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn - all in the context of family, community, and culture.

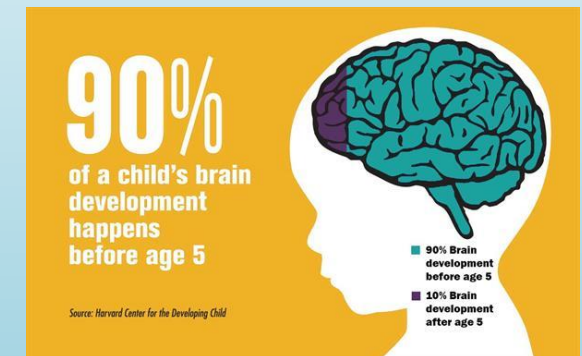
Activity: ABC's of Social Emotional Development

A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____

- Using a blank piece of paper, write the alphabet down the left hand side
- Think about your own social emotional skills and strengths, as well as social emotional skills you want to see and help support in children.
- In 2 minutes, brainstorm a list of words you are thinking about using each letter of the alphabet

The Developing Brain – Essential Needs

- Healthy Relationships - early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure.
- Positive Experiences - new brain connections are formed and modified through verbal and physical interactions
- Consistent and Secure Environment - the brain develops gradually in response to experience and to the environment



Key Social Emotional Skills Needed for School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems



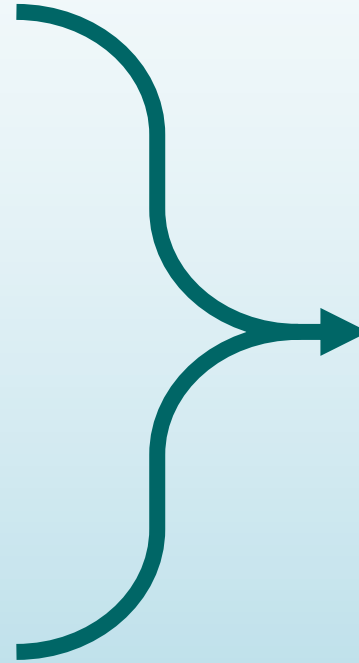
How Can We Get There?

Capacity to:

- Form relationships
- Express emotions
- Self-regulate
- Explore with security
- Develop “emergent” emotional literacy

Capacity to:

- Feel confidence/ competence
- Develop relationships
- Make friends
- Persist
- Follow directions
- Be emotionally literate
- Manage emotions
- Be empathetic



Birth

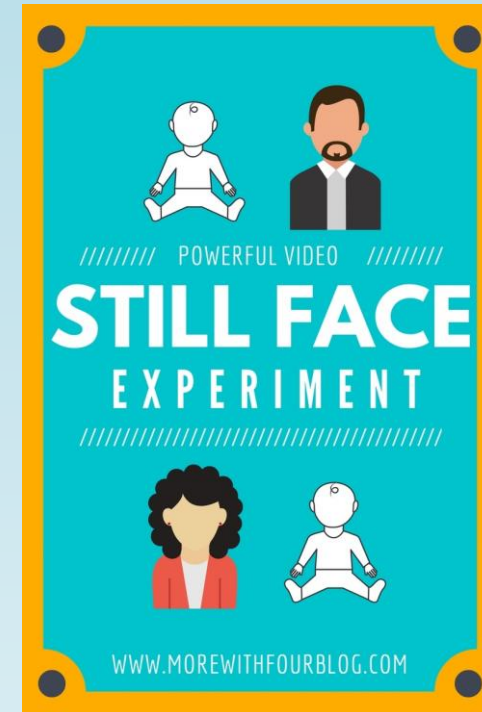
Five

What Helps Us Get There

- One-on-one time
- Play
- Quick and predictable responses
- Cuddling and gentle touch
- Routines that establish patterns of caring response
- Talking
- Reading and singing



Responsive Relationships



<https://youtu.be/apzXGEbZht0>

Strategies to Build A Secure Relationship with a Very Young Child

- Attempt to understand the child's behaviors, communication and needs
- Acknowledge and respond to a child's needs as soon as possible
- Use natural opportunities to be physically close and comforting (holding, rocking, sitting near)
- Use a warm, calming voice
- Follow the child's lead
- Be responsive, show reciprocity in interactions (listen, watch, wait, respond)
- Use photos, songs, stories and objects that reflect the child and family's language and culture

- Use a child's name
- Use meaningful language
- Respond to the child's vocalizations
- Use routines such as diapering and feeding as one-on-one time to interact individually
- Acknowledge and mirror child's emotions
- Engage in joint attention
- Spend time on the floor with infants and toddlers
- **Reflect** on your own feelings, values and beliefs
- **Observe**

https://youtu.be/Dmz7UN_WZ_c

Promoting & Supporting Nurturing Relationships for Infants & Toddlers

**The
Pyramid
Model**



**Alliance for
the
Advancement
of IMH**



- ***Relationship-Based***
- ***Provider/Child Dyad***
- *A High Quality Professional Development System **targeted to Early Childhood Trainers and Coaches supporting Providers and Parents.***
- ***4 Levels :***
Promotion, Prevention
Intervention, Leadership
- *Supports “**developing**” the competencies needed through training, coaching & program-wide implementation (how)*

- ***Relationship-Based***
- ***Parent/Child Dyad***
- *A High Quality **Competency-Based System targeted to Providers** through an “individualized” PD Plan.*
- ***4 Levels:***
Promotion, Prevention
Intervention, Leadership
- *“**Identifies**” the competencies needed & “**verifies**” individual has the competencies through Endorsement (what)*



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS



Alliance for the Advancement of
Infant Mental Health

- *Early Childhood Focus **Birth to 5***
- *Respect for **Ethnicity, Culture, Individuality & Diversity***
- *Practice-Based Coaching*
- *Other Thoughts?*

- *Infant/Toddler Focus **Birth to 3**
(expanding to age 5 soon)*
- *Respect for **Ethnicity, Culture, Individuality & Diversity***
- *Reflective Supervision*
- *Other Thoughts?*

Infant and Early Childhood Mental Health

The foundation of all future development

Everyone who touches the life of a child can promote social and emotional well-being

Social and emotional development, or **infant and early childhood mental health**, is the developing capacity of a child from birth to 5 years old to...



Form close and secure
adult and peer
relationships...



Experience, manage
and express a **full**
range of emotions...



Explore the
environment
and learn...

...all in the context of family, community, and culture.



Copyright © 2019 ZERO TO THREE. All rights reserved.

Early connections



last a lifetime.

Questions?

THANK YOU!