



Supporting Healthy Social-Emotional Development in Infants and Toddlers: A Partnership Approach



Native American Child and Family Conference
Las Vegas, Nevada
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Photos courtesy of the National Center on Tribal Early Childhood Development





WELCOME

Introduction of Presenters

Experience and roles of participants

Thank you for the support you provide infants and toddlers in your tribal communities

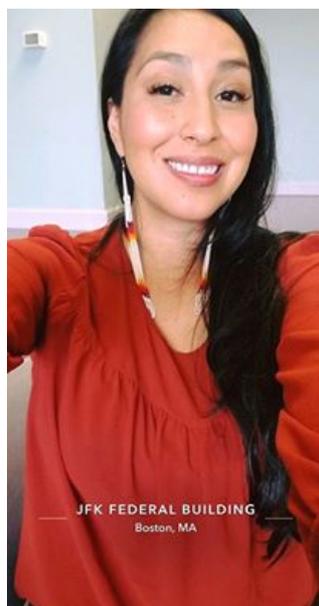


Photo courtesy of the National Center on Tribal Early Childhood Development

National Centers Working Together



National Center on Early Head Start-Child Care Partnerships (Partnership Center) *Eva Carter*



State Capacity Building Center (SCBC) Infant/Toddler Specialist Network (ITSN) *Ronna Schaffer*

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NATIONAL CENTER ON
Early Head Start - Child Care Partnerships



CHILD CARE
State Capacity Building Center



National Center on Tribal
Early Childhood Development



Session Goals

Today we will:

- Discuss how partnerships can enhance supports to provide social and emotional services for infants and toddlers and their families
- Explore social and emotional development in infants, toddlers and young children in the context of family and communities
- Develop a deeper understanding of why social-emotional health is important to infant/toddler development



Photo courtesy of the National Center on Tribal Early Childhood Development

Challenges and Opportunities in EHS-CC Partnerships: Video Clip



Video and Photo Courtesy of Partnership Center

Partnership Core Beliefs and Principles

Just a few of these principles include:

- Children and families deserve high quality, comprehensive services, regardless of setting or funding stream
- Respect and curiosity about each other's programs - start by asking how do you do it, not by saying here is how it is done
- A strengths-based approach to partnerships even when there are mistakes and misunderstandings, we will build on strengths as the basis of improvement
- A good sense of humor- even the tensest moments can be diffused with humor. Humor can help us move forward



Photo courtesy of Partnership Center



Video Clip

What Is Social-Emotional Health for Infants and Toddlers?



Photo courtesy of the National Center on Tribal Early Childhood Development

Sharing Discussion

Name one thing that comes to mind about infant/toddler social-emotional health.



Photo courtesy of the National Center on Tribal Early Childhood Development



What Is Social-Emotional Health?

Within the context of a child's family, community, and cultural background, social-emotional health is the child's developing capacity to:

Form secure relationships,

Experience and regulate emotions, and

Explore and learn.

Lally, J. R., Torres, Y. L., & Phelps, P. C. (2010). How to care for infants and toddlers in groups: Developmentally appropriate practice [Online article]. Retrieved from <https://www.zerotothree.org/resources/77-how-to-care-for-infants-and-toddlers-in-groups>

Relationships Are the Heart of Infant and Toddler Development

If you set out to describe a baby, you will find you are describing a baby and someone. A baby cannot exist alone, but is essentially part of a relationship.

—D. W. Winnicott, 1964, p. 88



Winnicott, D.W. (1964). *The child, the family and the outside world*. Cambridge, Massachusetts: Perseus Publishing.

Photo courtesy of State Capacity Building Center

Development of Self

Where does a feeling of “me” come from?

Within relationships with caring adults.

Through physical exploration and experiences in the environment.



Pawl, J. (2006). Being held in another’s mind. In Lally, R., Mangione, P., & Greenwald, D. (Eds.), *Concepts for Care* (pp. 1–4). San Francisco, CA: WestEd.

Photo courtesy of State Capacity Building Center

Emotional Regulation

The developing ability to manage emotional responses, with assistance from others and independently



California Department of Education.
(2009). *California infant/toddler learning
& development foundations*. Sacramento:
Author.

Photo courtesy of State Capacity Building Center

Emotional Regulation



The California Early Childhood Educator Competencies

California Department of Education & First 5 California. (2011). California Early Childhood Educator Competencies – Relationships, Interactions, and Guidance [Online video]. Retrieved from the California Department of Education website: <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>



Emotional Regulation

California Department of Education & First 5 California. (2011). California Early Childhood Educator Competencies – Relationships, Interactions, and Guidance [Online video]. Retrieved from the California Department of Education website: <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>

Sharing Discussion

- How does the caregiver support emotion regulation in this clip?
- How do you view emotion regulation in your culture?



Photo courtesy of the National Center on Tribal Early Childhood Development

Impulse Control

The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules

How does this look at 8, 18, and 36 months of age?



California Department of Education.
(2009). *California infant/toddler learning
& development foundations*. Sacramento:
Author.

Photo courtesy of the National Center on Tribal Early Childhood Development

Why Is Social-Emotional Health Important to Infant/Toddler Development?



Photo courtesy of the State Capacity Building Center

What We Know



- Social-emotional development is prominent during the first 3 years. Nurturing relationships are key to healthy development
- Social-emotional development lays a foundation for other development
- I/T workforce development should support the context of high-quality, relationship-based care

Photos courtesy of the National Center on Tribal Early Childhood Development



Healthy Relationship-Healthy Brain

Center on the Developing Child. (2017). 5 steps for brain-building serve and return [web page]. Retrieved July 21, 2017, from <http://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/>



Table Talk

What are some additional examples of adult and child healthy interactions that you see in your culture?



Photo courtesy of the National Center on Tribal Early Childhood Development

Why Is Social-Emotional Health Important to Infant/Toddler Development?

Infants and young children are affected adversely when significant stresses threaten their family and caregiving environments.



Center on the Developing Child at Harvard University. (2016).
From best practices to breakthrough impacts: A science-based approach to building a more promising future for young children and families.

Photo courtesy of the National Center on Tribal Early Childhood Development



Why Is Social-Emotional Health Important to Infant/Toddler Development?

- Simply removing a child from a dangerous environment will not automatically reverse the negative impacts of that experience.
- Consistent and responsive caregiving can buffer young children from the effects of being exposed to adversity or violence.

Center on the Developing Child at Harvard University. (2016). *From best practices to breakthrough impacts: A science-based approach to building a more promising future for young children and families*. Retrieved from http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2016/05/HCDC_From_Best_Practices_to_Breakthrough_Impacts.pdf



Factors Inhibiting Social-Emotional Development: Historical Trauma

Historical trauma in American Indian and Alaska Native (AI/AN) communities: This concept refers to multigenerational trauma experienced from past oppression, acts of violence, and other traumatic events. This may affect one's mental health and create social issues that negatively impact families, which can then inhibit the healthy development of children.

Sotero, M. M. (2006). A conceptual model of historical trauma: Implications for public health practice and research. *Journal of Health Disparities Research and Practice* 1(1), 93–108. Retrieved from <https://www.acf.hhs.gov/trauma-toolkit/trauma-concept>



How Can Historical Trauma Affect AI/AN Children?

- Disrupts parenting skills
- Affects parental attachment
- Disrupts protective factors of parents for children
- Can contribute to child abuse and neglect
- Can disrupt or delay social-emotional development
- Can produce devastating effects on children's futures

Sotero, M. M. (2006). A conceptual model of historical trauma: Implications for public health practice and research. *Journal of Health Disparities Research and Practice* 1(1), 93–108. Retrieved from <https://www.acf.hhs.gov/trauma-toolkit/trauma-concept>



Reflection

- How has historical trauma impacted the children in your community or Tribe?
- What are some resources within your community that can help to alleviate historical trauma?



What Can We Do to Support Social-Emotional Health?



Photo courtesy of the National Center on Tribal Early Childhood Development

Building Secure Relationships

“An enduring emotional bond which an individual forms to another person.”

Bowlby, J. (1980). *Attachment and loss, volume 3: Loss*. New York: Basic Books.



Photo courtesy of the National Center on Tribal Early Childhood Development



Supporting Caregivers' Well-Being

- Family well-being
- Teacher well-being



Photo courtesy of the State Capacity Building Center



Professional Development Systems Can Support the Infant/Toddler Workforce

These systems can focus on key components of relationship-based care in training and educational requirements:

- Knowledge of infant/toddler development and infant and early childhood mental health
- Respectful communication and interactions
- Calm, healthy, and safe environments
- Being inclusive of all children's needs
- Valuing and encouraging family engagement
- Responding to developmental needs from birth to 3
- Infants and toddlers seen as competent and capable

Sosinsky, L., Ruprecht, K., Horm, D., Kriener-Althen, K., Vogel, C., & Halle, T. (2016). *Including relationship-based care practices in infant-toddler care: Implications for practice and policy* (Research to Practice Brief OPRE Report No. 2016-46). Retrieved from <http://www.acf.hhs.gov/opre/resource/including-relationship-based-care-practices-infant-toddler-care-implications-practice-and-policy>

Family Engagement



Photo courtesy of the National Center on Tribal Early Childhood Development

Opportunities for Family Engagement in AI/AN Communities

- Powwows
- Community feasts
- Family nights with language and culture activities
- Special community or tribal holidays
- Involvement of elders in the early childhood program
- Community cultural events



Photo courtesy of the National Center on Tribal Early Childhood Development

Early Developmental Screenings

- Developmental checklists
- Developmental screening training

AI/AN quality improvement systems can support efforts to incorporate guidance for developmental assessments and screenings of infants and toddlers.



Photo courtesy of the National Center on Tribal Early Childhood Development



Reflection



- How do systems in your AI/AN program work together to support healthy infant/toddler social-emotional development?
- What would you like to do differently in your current infant/toddler child care system?

Photo courtesy of the State Capacity Building Center

Infant/Toddler Specialist Network Resources

[*Developing a Statewide Network of Infant/Toddler Specialists: Technical Assistance Guide for States and Territories*](#) (revised 2017)

[*Infant/Toddler Resource Guide*](#) (2017)

[*Program for Infant/Toddler Care \(PITC\) Six Essential Program Practices for Relationship-Based Care*](#) (series of six briefs) (2017)

[*State and Territory Approaches to Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers*](#) (2017)

[*Strengthening State and Territory Infant/Toddler Child Care System Policies and Practices: A Tool for Advancing Infant/Toddler Child Care Quality*](#) (2017)

Infant and Early Childhood Mental Health Resources for Tribal Communities

Center of Excellence for Infant and Early Childhood Mental Health Consultation (IECMHC):

- [*Key IECMHC Resources for Tribal Communities*](#)
- [*Overview of IECMHC within Tribal Communities*](#)

Historical Trauma Resources

Resource: Understanding the effects of childhood trauma on the brain development of Native children

<http://www.tribal-institute.org/download/Understanding%20the%20Effects%20of%20Childhood%20Trauma%20on%20Brain%20Development%20in%20Native%20Children.pdf>

Brief: Attachment and Bonding in Indian Child Welfare

<https://www.nicwa.org/wp-content/uploads/2017/09/Attachment-and-bonding-NICWA-final-breif-092817.pdf>

ACF Trauma Tool Kit

<https://www.acf.hhs.gov/trauma-toolkit/american-indian-alaskan-native-communities>

Historical Trauma Resources

Research: Adverse Childhood Experiences among American Indian/Alaska Native Children: The 2011-2012 National Survey of Children's Health

<https://www.researchgate.net/publication/305670595>

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Adverse Childhood Experiences among American Indian/Alaska Native Children The 2011-2012 National Survey of Children's Health Website
Canadian training/ education module helping others understand historical trauma

<https://www.kairosblanketexercise.org/>

Links to National Center Resources

National Center on Early Head Start-Child Care partnerships
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp>

National Center on Early Childhood Development, Teaching, and Learning
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>

Showcase of Head Start Regulations on Health
<https://eclkc.ohs.acf.hhs.gov/policy/showcase/health>

Continue the Conversation on My Peers

The screenshot displays the MyPeers website interface. On the left is a dark sidebar with navigation options: My Dashboard, News Feed, Messages (1), People, Communities (highlighted), Work Groups, and Client Apps. The main content area is titled 'Communities > Early Head Start Ch...' and includes a search bar. Below this, there are tabs for 'Pages' and 'Home', and a list of sub-communities: AIAN, EHS-CCP Directors, IP/FC, MSHS, New to Head Start, and State Systems. The central focus is the 'EARLY HEAD START-CHILD CARE PARTNERSHIPS' page, which features a large graphic with the word 'COLLABORATION' in the center. Surrounding this word are various icons and terms: 'TEAMWORK', 'EXCHANGE', 'INSPIRATION', 'SHARE', 'SUCCESS', 'ASSIST', 'TRUST', and 'SUPPORT'. To the right of the main content is a 'Must Read Posts' section featuring a post by Rae Anderson titled 'A Word from Rae Anderson', updated on Oct 27, 2016, with 87 views. Below this, there is a 'Posts' section listing recent activity, including a post on January 5th and an 'Education Coordinator' post from Nov 30, 2016. At the bottom right of the page, there are red tags for 'ANNOUNCEMENT' and 'MUST READ'.

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>



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Parent, Family and Community Engagement



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Early Childhood Health and Wellness



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Tribal Early Childhood Development



HEAD START
Regional T/TA Network



Early Childhood National Centers

Thank You



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