

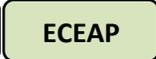
Purpose

This document explains how to create a social and emotional climate where children learn, practice, and apply skills that support attachment, self-regulation and adaptability.

Procedure

Children enrolled in Early Head Start, Early Head Start Home-Based, Family Child Care, Head Start, and ECEAP may have a high probability of having adverse childhood experiences that may result in mental health concerns or behaviors.

Screening Children

- Listen and ask questions about any concerns a parent may have about their child's development and behavior. Review and discuss the information provided on the application and *Health History Form* ([0-12 months](#), [1-5 years](#)).
-     Have the parent/guardian complete the *ASQ-SE* within 45 days of the child's enrollment.
- Discuss results with the parent and contact your Mental Health/Disabilities Consultant or Education Coach if you need additional support or help to determine next steps. Observe children regularly and share assessment information with parents.

Infant, Toddlers and Twos Curriculum - and FCC (0-3)

- Set up the classroom and plan daily interactions in accordance with the *Creative Curriculum* to convey these positive messages:
 - "You belong here. We like you."
 - "This is a place you can trust. You will be safe here."
 - "This is a comfortable place to be."
 - "You can move freely and explore on your own."
 - "We will take care of you."
- Establish trusting relationships to support the child's development of emotional regulation, secure attachment, understanding of their own feelings and rights, as well as the feelings and rights of others, and positive approaches to learning.
- Use the guidance about caring and teaching in the *Creative Curriculum Volume 1: The Foundation* to respond to challenging behaviors that are common for very young children.

Preschool Curriculum

Creative Curriculum for Preschool, Edition 6 (required)

- Set up the classroom in accordance with the curriculum to convey these positive messages:
 - "This is a good place to be."
 - "You belong here."
 - "This is a place you can trust."
 - "There are places where you can be by yourself when you want."
 - "You can do many things on your own here."
 - "This is a safe place to explore and try your ideas."

Supporting Social-Emotional and Behavioral Needs

EHS-HB

Parents as Teachers -

- Utilize curriculum resources to support conversations with parents regarding social-emotional development and growth.
- Establish trusting relationships with parents/caregivers to support the child's development of emotional regulation and secure attachment.
- Share how the home environment can be set up to convey positive messages:
 - "You are important to me."
 - "I love you."
 - "You can trust me."

Second Step Curriculum (required)

- Model and teach the skills that help children learn to listen, pay attention, and remember directions.
- Model and teach children how to identify wants and needs and communicate them to others.
- Model and teach children how to identify, express and manage emotions.
- Model and teach children how to make friends, have empathy/be respectful of others, be cooperative in play, and solve problems.
- Set up a "calm down area" to prevent escalation.

Individualizing

- Identify any accommodations or adaptations made to the environment or activities, which are needed to keep a child safe and included. Seek assistance from PSESD in providing these.
- Plan for the social-emotional needs of children in all aspects of the curricula.
- Plan curriculum experiences to support the child's progress on the child's Individual School Readiness Goals.
- Request an observation or consultation of the PSESD Mental Health Consultant when there are concerns about a specific child. The PSESD Mental Health Consultant will make recommendations to staff and parents. The family completes and signs the [Request for Mental Health Observation or Consultation](#) and it is sent to the PSESD Mental Consultant prior to the consultation.
- Request by email or telephone the attendance of the Mental Health Consultant at an Interdisciplinary Staffing on individual children to support the development of specific strategies, to effectively engage families or to assist with an appropriate referral for additional services.

Positive Child Guidance

Site teams use a positive guidance approach in accordance with the curriculum.

- Build and maintain positive relationships with children.
- Adapt the environment, routine and activities to the needs of individual children.
- Establish consistent, reasonable and predictable expectations.
- Involve children in defining simple, clear rules for the classroom and outside play area when developmentally appropriate.
- Observe, facilitate and supervise children's activities.
- Establish and post a predictable classroom schedule that includes pictures.

Supporting Social-Emotional and Behavioral Needs

- Use effective transition methods such as reminding children with environmental and verbal cues. Use Mighty Minutes and other learning games such as Brain Builders from the *Second Step* curriculum as developmentally appropriate to manage the length of transitions, guide behavior and make the most of learning time.
- Give directions and instruction on expectations and offer replacement behaviors to children.
- Be proactive – anticipate problems and develop plans to avoid them.
- Remember - behavior that gets noticed is repeated.
- Temporary touching for the purpose of guiding a child to walk or move to a safe location is acceptable.
- Provide brief physical guidance, instructional prompting, physical support and comforting.

Family Engagement

- Communicate with families about any concerns they have regarding a child's social emotional development or behaviors.
- Be sensitive to emotions and culturally aware when talking about possible concerns and referrals to service and respect families' choices.
- Be knowledgeable about family issues that affect the social and emotional development of young children, such as maternal depression, substance abuse or parental incarceration.
- Know basic strategies to support parent-child interactions.
- Request a PSESD Mental Health Consultant or other mental health professional from a community agency to present to parent groups on topics related to child and adult mental health.