



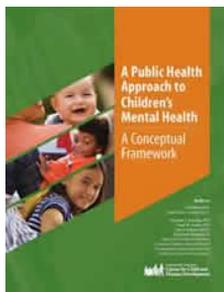
**Improving Youth Child Mental
Health in North Carolina:
Learning and Action Workshops
March – May 2013**

Connection Station Topic #3

What is being done in NC toward prevention of social-emotional problems in infants and young children, and what can our region do to enhance our prevention efforts locally?

How can our region start, strengthen or expand services that promote healthy social/emotional development in young children?

➤ **Begin by utilizing a Public Health Framework**



A number of recent developments have begun pointing the way toward a new approach to children's mental health in the United States. Hope for a new approach is inspired by successful examples of public health efforts in the area of children's physical health, increased recognition of the positive impact of System of Care values, and greater understanding of the ways healthy environments can enhance children's development.

Public health principles suggest that the new approach should focus on: 1) reducing mental health problems among children for whom a problem has been identified and 2) helping *all* children *optimize* their mental health.

[Public Health Monograph](#) (full document)

[Public Health Monograph Expanded Executive Summary](#)

➤ **Employ effective strategies such as:**

- Mental Health Consultation
 - Home Visiting
 - Developmental Assessments
 - Family Strengthening
 - Integrating Behavioral Health into Primary Care
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At both the national and state level, major efforts are underway to support social emotional programming and services which are evidence-based or offer promising practices. See SAMHSA's Project LAUNCH for more information on these strategies and resources.

<http://projectlaunch.promoteprevent.org/strategies> 

What is healthy social/emotional development?

Relationships are the way babies come to know the world and their place in it. They provide the loving context necessary to comfort, protect, encourage, and offer a buffer against stressful times. It is through relationships that young children develop social emotional wellness, which includes the ability to form satisfying relationships with others, play, communicate, learn, face challenges, and experience emotions. In addition, nurturing relationships are crucial for the development of trust, empathy, compassion, generosity, and conscience.

Social emotional wellness is often known as infant mental health by the early childhood professionals. In a nutshell, it is the developing capacity to experience and regulate emotions, form secure relationships, and explore and learn—all in the context of the child's family, community and cultural background. (Retrieved from:

http://main.zerotothree.org/site/PageServer?pagename=ter_key_social_socemottips&AddInterest=1157 , March 2, 2013)

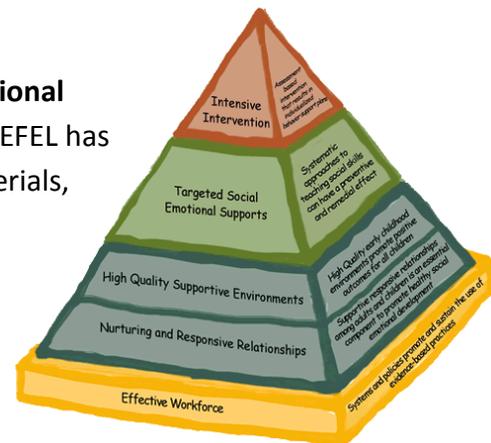
What children are likely at-risk for social/emotional developmental delays and challenges?

There are many risk factors associated with young children's poor social emotional development. They may be categorized as environmental, family, or child factors. A child's relationship with her caregivers is one of the most important areas to intervene for risk and to promote resilience. Parenting influences children's risk of child maltreatment and of developing serious social, emotional and behavioral problems. Inconsistent parenting increases risk of children developing conduct problems, depression, and anxiety. It also increases risk of juvenile crime and engaging in risky behaviors such as drug and alcohol abuse and risky sexual behavior. (Source: *Triple P America*)

Where can I get more information?

Center on the Social and Emotional Foundations for Early Learning - <http://csefel.vanderbilt.edu/> The Center on the Social and Emotional Foundations for Early Learning (CSEFEL), is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. CSEFEL has developed extensive, user-friendly training materials, videos, and print resources which are available directly from their website to help early care, health and education providers implement this model. In 2008 North Carolina was one of five states to participate in a partnership with the CSEFEL.



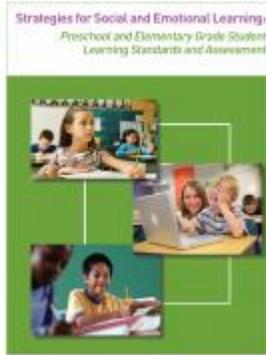
http://csefel.vanderbilt.edu/resources/states.html#n_carolina provides a link to various documents about CSEFEL in North Carolina.

Zero to Three - <http://www.zerotothree.org> ZERO TO THREE is a national, non profit organization that informs, trains, and supports professional, policymakers, and parents in their efforts to improve the lives of infants and toddlers. Their mission is to promote the health and development of infants and toddlers.

National Healthy Start – www.nationalhealthystart.org NNSA is committed to improving birth outcomes and health disparities that exist within communities of color throughout the United States. They have developed a resources Guide – The Social Emotional Development of Young Children- you can find it at http://www.nationalhealthystart.org/site/assets/docs/NNSA_SocialEmotional_2.pdf

**National Center for Mental Health Promotion and Youth Violence Prevention
and Collaborative for Academic, Social, and Emotional Learning**

<http://www.promoteprevent.org>



This publication provides Safe Schools/Healthy Students (SS/HS) project directors (PDs) with information and strategies to implement and assess Social and Emotional Learning (SEL) in their schools and districts. This publication is a part of a series of briefs and Webinars on SEL produced by the National Center for Mental Health Promotion and Youth Violence Prevention and CASEL. Download a copy of *[Strategies for Social and Emotional Learning: Preschool and Elementary Grade Student Learning Standards and Assessment](#)* (PDF, 931.29 KB).

Other resources

Bright Futures

<http://www.brightfutures.org/>

Center on the Developing Child, Harvard University

<http://developingchild.harvard.edu/>

Georgetown University Center on Child and Human Development

<http://gucchd.georgetown.edu/>

Promising Practices Network on Children, Families, and Communities

<http://www.promisingpractices.net/default.asp>

LEARN, SHARE, EXPLORE, ACTIVATE, HAVE FUN!