

Mental Health is EVERYONE's Business

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Head Start Regional TTA Network

Meet your Presenters



Manisha Tare
Health Specialist



Carol Bellamy
Early Childhood Specialist



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Shared Agreements

1. Confidentiality
2. Mutual respect
3. Assume positive intent
4. Cell phones off/vibrate
5. Take Care of Yourself 😊
6. Limit side conversations
7. Anything else?



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Objectives

- Acknowledge the importance of ALL staff in supporting the social-emotional development of children
- Understand the impact of adult-child relationships on the mental health and social-emotional well-being of children
- Identify specific practices each staff member can implement to support children's social-emotional development
- Discuss ways staff can be supported so they can successfully contribute to children's social-emotional development



Let's Get to Know Each Other

- Turn to a neighbor and introduce yourself to someone new
- Share one thing that SOMEONE else does/says that helps you when you're feeling stressed



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Everyone has a role in supporting
the social-emotional development
of children



Social-Emotional Skills in Young Children

Infant/Toddler Social and Emotional Development Sub-Domains



Goals for Sub-Domain: Relationships with Adults

Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.

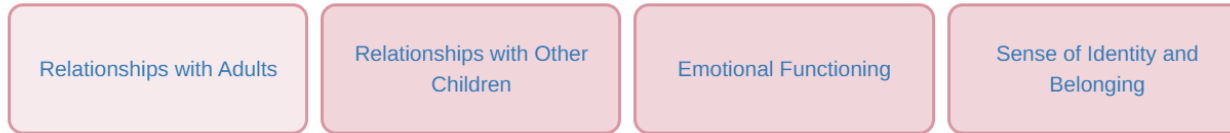
Developmental Progression			Indicators
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	<ul style="list-style-type: none"> Shows emotional connection and attachment to familiar adults. Turns to familiar adults for protection, comfort, and getting needs met.



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Social-Emotional Skills in Young Children

Preschooler Social and Emotional Development Sub-Domains



Goals for Sub-Domain: Relationships with Adults

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Developmental Progression		Indicators
36 to 48 Months	48 to 60 Months	By 60 Months
Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	<ul style="list-style-type: none"> • Interacts readily with trusted adults. • Engages in some positive interactions with less familiar adults, such as parent volunteers. • Shows affection and preference for adults who interact with them on a regular basis. • Seeks help from adults when needed.



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What do you already do in your day-to-day to support children's social-emotional development?



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Serve & Return

- Describes the types of interactions that are most helpful for early learning and brain development.
- Responsive, back-and-forth exchanges between a young child and an adult play a key role in shaping brain architecture.



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Responsive Relationships



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Five Steps of Serve & Return

1. Share the focus

2. Support and Encourage

3. Name it

4. Take turns back and forth

5. Practice Endings and Beginnings



Serve & Return



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Responsive Relationships Support Resilience

- Children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult.
- Responsive relationships support children to:
 - learn how to cope and adapt
 - stop crying
 - self-regulate/self-soothe
- The combination of supportive relationships, adaptive skill-building, and positive experiences constitutes the foundations of what is commonly called *resilience*.
- Resilience can be built, even under challenging circumstances.



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How Resilience is Built



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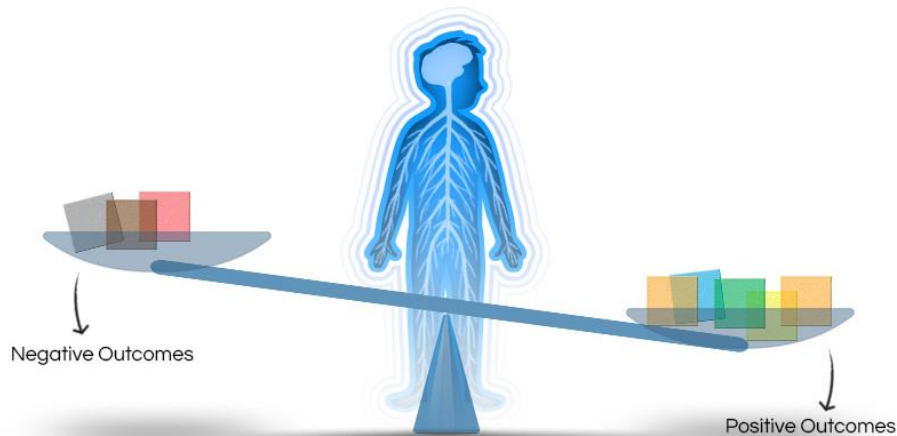
Signs & Symptoms of Trauma

- fearful and easily startled
- difficulties with eating and sleeping
- clingy or show extreme anxiety at separation
- passive or unresponsive
- cry easily and are difficult to soothe
- replays a frightening event over and over again
- physical symptoms (like stomach aches) or revert to behaviors like bed wetting
- easy overwhelm, inattention, or overactivity
- difficulties with peers

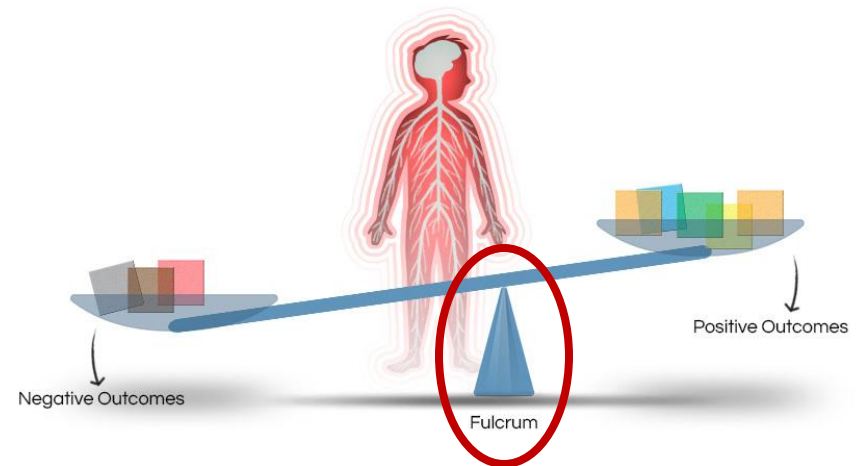


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What About Children with Trauma?



When positive experiences outweigh negative experiences, a child's "scale" tips toward positive outcomes.



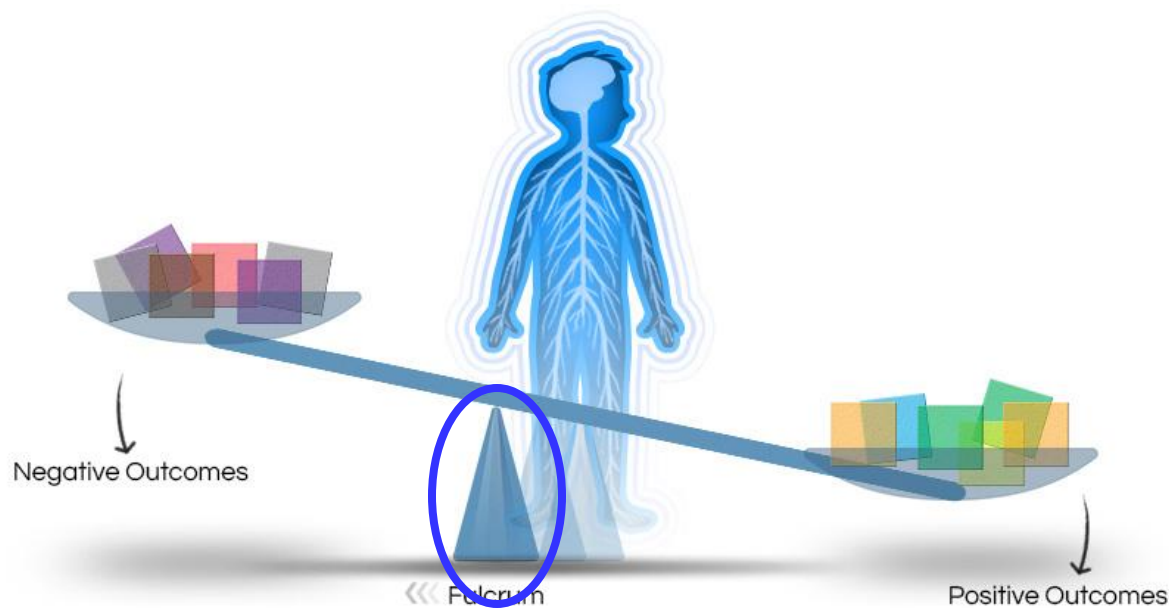
The initial placement of the fulcrum affects how easily the scale tips toward positive or negative outcomes.



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National Scientific Council on the Developing Child. (2015). *Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13*. <http://www.developingchild.harvard.edu>

What About Children with Trauma?



Over time, the cumulative impact of positive life experiences and coping skills can shift the fulcrum's position, making it easier to achieve positive outcomes.



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National Scientific Council on the Developing Child. (2015). *Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13*. <http://www.developingchild.harvard.edu>

How is emotional literacy connected to social-emotional development?



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How can we INTENTIONALLY support children's social-emotional development?



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Practical Strategies

Fostering Emotional Literacy in Young Children:

- Express Your Own Feelings
- Label Children's Feelings
- Play Games, Sing Songs, and Read Stories with New Feeling Words



Managing Emotions



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What type of information/support/training would help you feel prepared to support children's social-emotional development?



Supporting Staff is Key

1302.93 Staff health and wellness.

(d) A program should cultivate a program-wide culture of wellness that empowers staff as professionals **and supports staff to effectively accomplish their job responsibilities in a high-quality manner**, in line with the requirement at § 1302.101(a)(2).

- Professional Development
 - Social Emotional developmental milestones
 - Understanding impacts of stress & trauma
- Reflective Supervision Practice
- Staff Wellness/Appreciation



A Sesame Street Thank You



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