



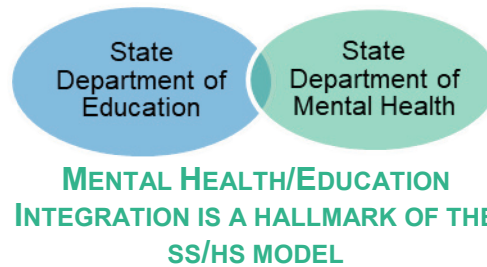
# Element 1: Promoting Early Childhood Social and Emotional Learning and Development

## BACKGROUND

Beginning early in life, social and emotional learning (SEL) is highly important for helping preschool children understand and manage their emotions, feel and show empathy for others, establish healthy relationships, set positive goals, and make responsible decisions. Effective SEL programming, from preschool through college, will promote the successful development of social and emotional skills that leads to future healthy interpersonal relationships, association with nonviolent peers, and improved academic achievement.

When integrated efforts are used to develop students' social and emotional skills, many positive outcomes ensue, including prevention of risky behaviors.

To effectively promote early childhood SEL, schools and community agencies/ organizations should provide staff with professional development on incorporating evidence-based SEL programs into their lessons. It is important for *all* child-serving entities to incorporate SEL components into their programs and services.



## EXAMPLES OF EVIDENCE-BASED PRACTICES AND PROGRAMS

SS/HS grantees currently implement the following practices and programs as part of Element 1:

- ✓ Early Childhood Mental Health Consultation
- ✓ Parenting Wisely
- ✓ Positive Behavior Interventions and Supports (PBIS)
- ✓ Pyramid Model
- ✓ Raising a Thinking Child
- ✓ Responsive Classrooms
- ✓ RULER (Yale Center for Intelligence)
- ✓ Second Step Elementary Program
- ✓ Too Good for Drugs
- ✓ Trauma Smart

## GRANTEE HIGHLIGHTS



### Ohio's Early Childhood Mental Health Consultation (ECMHC) Program:

Greene County Educational Service Center developed the ECMHC program to promote social and emotional development, increase school readiness, decrease challenging behaviors, and support teachers and caregivers who experience trauma or toxic stress. The ECMHC includes local early childhood stakeholders to reduce future need for costly behavioral health and special education services. In 2016, 71 community partners participated, 156 parents/caregivers received consultation, and 55 early childhood educators received training on the impact of trauma on child development. In 2017, 205 people received some form of trauma-informed care training for early childhood professionals.

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**Early Heart Smarts Program in Michigan:** The Education Achievement Authority district closely monitored implementation of Early Heart Smarts in six identified classrooms. This program helps children 3–6 years old develop social and emotional skills, recognize and understand basic emotional states, strengthen their expression of positive feelings, improve peer relations, and develop problem-solving skills.

**ASQ-SE Training in Nevada:** Lyon, Nye, and Washoe School Districts provided Ages & Stages Questionnaire®: Social-Emotional (ASQ-SE) training for schools and community early childhood professionals to use for routine developmental

1,127 young children received developmental screenings in Nye and Lyon Counties, Nevada, by community organizations that did not offer these screenings prior to SS/HS funding.

screening. Screening all children prior to and upon entering school or community agency services is the first step to ensuring that their social and emotional strengths, skills, and any deficits have been identified and appropriately addressed. School districts and community agencies are developing infrastructure and capacity to continue the screenings.

## Contact our SS/HS Grantees to learn what they are working on now:

### [CT Department of Mental Health and Addiction Services](#)

Bridgeport Public Schools, Middletown Public Schools, Consolidated School and District of New Britain

[Connecticut Grantee Profile](#)

*“Improving the quality of child-teacher and child-caregiver interactions is the aspect of care most closely linked to improved child outcomes.”*

*—Grace Schoessow,  
MS, ECMHC Program  
Coordinator in Ohio*

### [MI Departments of Education and Health and Human Services](#)

Education Achievement Authority—Detroit, Houghton Lake Community Schools, and Saginaw Public School District

[Michigan Grantee Profile](#)

### [NH Departments of Education and Health and Human Services](#)

Concord Public Schools, Laconia Public Schools, and Rochester Public Schools

[New Hampshire Grantee Profile](#)

### [NV Departments of Education and Public and Behavioral Health](#)

Lyon County School District, Nye County School District, and Washoe County School District

[Nevada Grantee Profile](#)

### [OH Departments of Mental Health and Addiction Services and Education](#)

Greene County Educational Service Center, Harrison Hills City School District, and Northwest Ohio Educational Service Center

[Ohio Grantee Profile](#)

### [PA Department of Education, System of Care, and PBIS](#)

Intermediate Unit 21 (Lehigh Learning and Achievement School)/Lehigh County, Northeastern York School District/York County, and Penncrest School District/Crawford County

[Pennsylvania Grantee Profile](#)

*“Ages and Stages [developmental screening] was a great experience for my daughter, husband, and me.”*

*—Karla McKillips,  
parent, Pahrump, NV.*

### [WI Departments of Public Instruction and Health Services](#)

School District of Beloit, Menominee Indian School District, and Racine Unified School District

[Wisconsin Grantee Profile](#)

## Resources to Promote Early Childhood Social and Emotional Learning and Development:

- [A Training Guide for the Early Childhood Services Community](#): This training manual is designed to support early childhood or mental health staff or administrators who will serve as early childhood trainers in their community. Materials are designed to inform program planning for early childhood mental health consultation.
- [State Issues and Innovations in Creating Integrated Early Learning and Development Systems](#): This report includes highlights from the Federal Early Childhood 2010: Innovations for the Next Generation (EC 2010) meeting. It reviews strategies to develop an integrated state system to support early learning and development.
- [Integrating Child and Family Health, including Infant and Early Childhood Behavioral Health Services, Across State Early Learning and Development Systems](#): This publication discusses integrating child and family health in to early learning programs statewide.