

# Resources for Early Childhood Education



This product provides resources available to support early childhood educators in their quest to foster and enhance the social emotional development of children in early childhood education settings. Early childhood educators spend a significant amount of time with children and have opportunities to observe daily behavior and identify and respond to mental health issues. These resources can be used for professional development training, learning collaboratives, or individual personal growth.

This product has been developed by the South Southwest and Mountain Plains Mental Health Technology Transfer Centers (MHTTCs). The Mountain Plains MHTTC serves the Department of Health and Human Services (HHS) Region 8 states including Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming. The South Southwest MHTTC serves HHS Region 6 states including Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The primary focus of the Centers is to disseminate and implement evidence-based practices and to provide free training, resources, and technical assistance to the workforce serving individuals with mental health needs.

## Resources from the MHTTC Network

### Trauma Informed Learning for Early Childhood Educators Three-Part Series

- **Part 1: Understanding Trauma and Stress<sup>1</sup>**

This introductory session defines trauma and gives participants a foundational understanding of behaviors resulting from exposure to early childhood trauma.

- **Part 2: Cultural Humility and Responsiveness<sup>2</sup>**

This session focuses on the need for understanding and integrating the practices of cultural humility into a trauma-based model. The session covers three parts of practicing cultural humility, the successful application of this type of model, and the importance of cultural humility when working from a trauma-informed approach.

- **Part 3: Understanding Grief and Increasing Wellness<sup>3</sup>**

This session focuses on the grief that different traumatic experiences can trigger, including the current pandemic. By understanding the experience of grief can be used to build resilience, this session provides tools needed to build and cultivate.



### **Trauma Informed Care and Practices Series: Regulatory Strategies, Sensory Strategies, Correcting Behavior<sup>4</sup>**

This webinar series features a national expert on trauma-informed care who provides insight to providers and educators interested in gaining a deeper understanding of trauma, including content on historical trauma and adverse childhood experiences. The series explores regulatory strategies, sensory strategies, and correcting behaviors.

### **National School Mental Health Curriculum<sup>5</sup>**

A national curriculum created for district teams to support the creation, development, and oversight of a school mental health system. The curriculum contains the following core areas: educators and student instructional support personnel, collaboration and training, multi-tiered systems of support, evidence-informed services and supports, cultural responsiveness and equity, and data-driven decision making.

### **Telehealth Toolbox for School Personnel<sup>6</sup>**

This resource provides school personnel with starting points for integrating telehealth into school mental health work. The toolbox includes the following core areas: navigating privacy and technology, engagement of a team, connecting with families, and deciding on essential services.

### **School Mental Health Toolkit<sup>7</sup>**

This toolkit is a blueprint for school mental health services and will guide community members, schools, local leaders, and districts through 10 best practices, including strategies for implementing, funding, and sustaining mental health services in both rural and urban schools.

## **National Resources**

### **NAEYC Professional Development Site<sup>8</sup>**

A site dedicated to the professional development of early childhood educators with a range of topics. There could be a cost associated with these training opportunities. Opportunities are interactive, practical, and self-paced. Formats include webinars, in-person trainings, and online modules. Topics include but are not limited to: “Developmentally Appropriate Practice: What Do Teachers Need to Know?” and “Culturally Appropriate Positive Guidance.”

### **Key Concepts with the Center on the Developing Child Harvard University<sup>9</sup>**

This website contains different pages that include topics considered to be core building blocks to child development. Each topic/page includes an overview, articles, and supporting resources. Topics included brain architecture, toxic stress, resilience, serve and return and executive function, and self-regulation.

### **Alberta Family Wellness Brain Story Certification<sup>10</sup>**

A self-paced, online, endorsed, learning curricula on a child’s brain development and its connection to mental health and wellness. The Brain Story Certification is designed for those seeking a deeper understanding of brain development and its consequences for lifelong health. Context takes scientific concepts and places it into a narrative that is cross-cutting for both experts and non-expert audiences.

### **Pyramid Model Online Training<sup>11</sup>**

This training curricula was created to support the long-term implementation of the Pyramid Model, a positive behavioral intervention and support framework. The online professional development modules are evidence-based and promote nurturing relationships between staff and children. The courses have a fee.

### **Behavior and Social Emotional Development Training<sup>12</sup>**

This website contains an early childhood settings inclusion toolkit that hosts behavioral and social emotional development training opportunities. Trainings are in the form of webinars, podcasts, and online modules. All training events are produced by other national partners and may be duplicated on this resources list, fees vary.

## URL's for Provided Resources





1. [mhttcnetwork.org/centers/mountain-plains-mhttc/product/trauma-informed-learning-early-childhood-educators](https://mhttcnetwork.org/centers/mountain-plains-mhttc/product/trauma-informed-learning-early-childhood-educators)
2. [mhttcnetwork.org/centers/mountain-plains-mhttc/product/trauma-informed-learning-early-childhood-educators-cultural](https://mhttcnetwork.org/centers/mountain-plains-mhttc/product/trauma-informed-learning-early-childhood-educators-cultural)
3. [mhttcnetwork.org/centers/mountain-plains-mhttc/product/trauma-informed-learning-early-childhood-educators-0](https://mhttcnetwork.org/centers/mountain-plains-mhttc/product/trauma-informed-learning-early-childhood-educators-0)
4. [mhttcnetwork.org/centers/mountain-plains-mhttc/product/regulatory-strategies-trauma-informed-care-and-practices](https://mhttcnetwork.org/centers/mountain-plains-mhttc/product/regulatory-strategies-trauma-informed-care-and-practices)
5. [mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-curriculum-and-related](https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-curriculum-and-related)
6. [mhttcnetwork.org/centers/mid-america-mhttc/telehealth-toolbox-school-personnel](https://mhttcnetwork.org/centers/mid-america-mhttc/telehealth-toolbox-school-personnel)
7. [mhttcnetwork.org/centers/mountain-plains-mhttc/product/school-mental-health-toolkit](https://mhttcnetwork.org/centers/mountain-plains-mhttc/product/school-mental-health-toolkit)
8. [naeyc.org/resources/pd](https://naeyc.org/resources/pd)
9. [developingchild.harvard.edu/science/key-concepts/](https://developingchild.harvard.edu/science/key-concepts/)
10. [albertafamilywellness.org/training](https://albertafamilywellness.org/training)
11. [pyramidmodel.org/services/online-training/](https://pyramidmodel.org/services/online-training/)
12. [ccids.umaine.edu/resources/inclusion-toolkit/online-training/behavior-social-emotional-dev/](https://ccids.umaine.edu/resources/inclusion-toolkit/online-training/behavior-social-emotional-dev/)

## Authors and Contact Information

This document was co-authored by Stefanie Winfield, MSW from the Mountain Plains MHTTC and Holly Gurslin Beseda, M.Ed, NCC, LPC-S from the South Southwest MHTTC. For more information or to obtain copies of this document, please email:

- **Stefanie Winfield**, [swinfield@wiche.edu](mailto:swinfield@wiche.edu)
- **Holly Gurslin**, [holly.gurslin@austin.utexas.edu](mailto:holly.gurslin@austin.utexas.edu)

## Connect with Us

-  [mhttcnetwork.org/centers/mountain-plains-mhttc/home](https://mhttcnetwork.org/centers/mountain-plains-mhttc/home)
-  @Mountain-Plains-MHTTC
-  @MPMHTTC
-  [mhttcnetwork.org/centers/mountain-plains-mhttc/subscribe](https://mhttcnetwork.org/centers/mountain-plains-mhttc/subscribe)



*This document was prepared for the Mountain Plains Mental Health Technology Transfer Center (MHTTC) and the South Southwest MHTTC under a cooperative agreement with the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this document, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this document for a fee without specific, written authorization from the Mountain Plains MHTTC and the South Southwest MHTTC. At the time of this publication, Tom Coderre served as SAMHSA Acting Assistant Secretary. The opinions expressed herein are the views of Mountain Plains MHTTC and South Southwest MHTTC staff and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred. The work of the Mountain Plains MHTTC and the South Southwest MHTTC is supported by grants H79SM081792 and H79SM081778, respectively, from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.*