

YOUR ROLE AS A TEACHER IN ENDING EARLY CHILDHOOD Exclusionary discipline

A STRONG FOUNDATION FOR MENTAL HEALTH BEGINS EARLY

Children's mental health is like the levelness of a table. **Stable, level tables** do what we need tables to do. A wobbly table can get back to stable with the right supports, **especially if the wobble is found early**.¹

EARLY EXPERIENCES BUILD THE

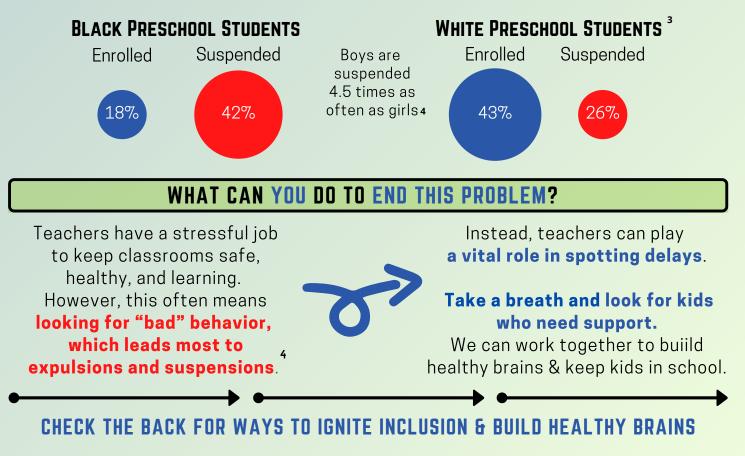
ARCHITECTURE OF THE BRAIN²

Early childhood educators can provide the supportive relationships and environments that **build healthy brains and solid kids**.

Educators and parents can spot delays early to **help prevent mental health issues**.

BUT TOO MANY KIDS MISS OUT BECAUSE OF SUSPENSION OR EXPULSION

When kids are **excluded** like this, they end up **farther behind**. Some kids are **excluded** far more often than others.



WHAT YOU CAN DO TO RETHINK DISCIPLINE

EVERYONE HAS BAD DAYS, EVEN YOUNG KIDS

Name your emotions and help kids name theirs.

> Show kids how to de-stress (i.e. practice deep belly breaths).

Resilience is built with supportive people like you.²

> Give extra support to kids who are tired, hungry, or angry.

Take the kid's perspective, especially if they are from a different background.

ALL PARENTS NEED SUPPORT

Build partnerships with families We are all in this together.

> Guide parents to community resources. Parents do well if they can.⁵

Work with parents to name kids' emotions.

> Help parents track their kids' developmental milestones. Celebrate milestones together.

see resources below as a start

RESOURCES to get YOU started

CDC Developmental Milestone Tracker: https://www.cdc.gov/MilestoneTracker

Practical Strategies for Teachers: http://csefel.vanderbilt.edu/resources/st

rategies.html

THANK YOU for keeping kids in school!



KIDS DO WELL IF THEY CAN⁵

Behavior is communication. The way kids act is how they tell you what they feel and need.

"Children aren't born knowing how to make friends, wait patiently, care for others, or manage emotions."²

Like any skill, kids need practice and support with **expressing their** emotions in a helpful way.

> Give permission to kids, especially to boys, to do so.

CAN'T KNOW IT ALL, BUT YOU CAN DO A LOT

One stable, caring adult relationship is the biggest help for kids.

> All kids, no matter where they live, need positive experiences.

Serve and return: if a kid smiles, you smile; if a kid claps, you clap.

> Show appreciation for kids' diverse cultures and backgrounds.

When you are unsure how to help, talk to a mental health professional.

For more resources, check out the full toolkit on: mkekids.org/how-to-help/toolkit.html

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- 2. Early Childhood Colorado Partnership. (n.d.). Shared message bank. http://eccp.civiccanopy.org/message-platform/
- 3. Child Mind Institute. (2016). 2016 children's mental health report. https://childmind.org/report/2016-childrens-mental-health-report/

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5. Greene, R. (2010). *Step one: Kids do well if they can*. Lives in the Balance. <u>https://livesinthebalance.org/step-one-first-video</u>

Zero to Three. (n.d.) Preventing expulsion from preschool and child care. https://www.zerotothree.org/resources/series/preventing-expulsion-from-preschool-and-child-care