



Children's Mental Health Awareness Day

THURSDAY, MAY 7TH, 2020

TOOLKIT to **END EXPULSION & IGNITE INCLUSION** **in early childhood settings**



#ACTEARLY
#RETHINKDISCIPLINE
#ITTAKESAVILLAGE
#WEARETHEVILLAGE



Lead Creators
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Acknowledgments

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Shivangini Gupta led the creation of the toolkit as part of her Master of Public Health capstone through the University of Wisconsin – Milwaukee, Zilber School of Public Health. Her field supervisor, Blake Tierney (CCMH Manager), worked closely with Shivangini to design the capstone as well as complete and disseminate the product. Shivangini and Blake would like to acknowledge the support from the variety of staff, partners, and professors who made this toolkit possible. The toolkit went through many phases of research and revision before arriving at this product that is being published.

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Thank you to each person mentioned (and the many who we could not mention on this page) for supporting us in creating this toolkit for CCMH to spread awareness around children's mental health. This would not have been possible without your valuable contribution. #ItTakesAVillage #WeAreTheVillage

Useful Words to Know

Brain architecture	The human brain starts to develop before birth and continues into adulthood. Brain development is like building a house. A strong foundation for mental health begins early.
Resilience	The ability to bounce back despite challenging or threatening situations. This is sometimes called "inner strength" and can be supported by other factors like faith, friends, or resources.
Adverse Childhood Experiences (ACEs)	Traumatic events that happen before the age of 18. A study in the late 1990s (and repeated since) showed that the more ACEs a person experienced in childhood, the more likely they will have physical and mental health problems later in life. The original ACE test includes all types of child abuse and neglect as well as parental mental illness, substance abuse, divorce, incarceration, and domestic violence.
Trauma	A mental and emotional response to experiences that trigger toxic stress.
Toxic stress	A type of stress that is caused by repeated, prolonged, or extreme experiences of negative events. This type of stress can effect the development of brain architecture and other organs.
Mental health/mental well-being	A state of well-being in which the individual realizes their own abilities, can cope with the typical stresses of life, can work productively, and is able to make a contribution to their community.
Infant and Early Childhood Mental Health Consultation (IEMHC or ECMHC)	A strategy where a professional with mental health expertise helps adults working with children know how to better support children's social and emotional development. The adults could be teachers, home visitors, or parents and other caregivers.
Social Emotional Learning (SEL)	The ability to understand and manage one's emotions, reactions and relationships. Having the skills to control your thoughts, feelings, and behavior in a positive way can lead to well-being. Adults learn to manage stress so they do not yell at children and also to communicate when they are upset. Kids learn to wait patiently, show respect for others, etc. This leads to better communication, better focus, and fewer disciplinary issues.
Protective Factors Framework	A set of strengths that support families in staying healthy and strong. These factors guide programs, services, supports and interventions to prevent child maltreatment and promote healthy outcomes. The five factors are parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, social and emotional competence of children.
Compassion Resilience	When a person can manage their emotions while supporting people that are suffering. When a person is able to stay calm and supportive when working with a child that has many tantrums.
Developmental delay	A delay in a child in some area of development (mental, emotional, communication, learning, etc). A child may not meet a specific milestone at the typical age.
Developmental milestones	Developmental milestones are actions, words, and movements that children at a certain age are typically doing. A child shows they have reached certain milestones by the way they play, speak, act, and move (crawling and walking).

Developmental screening	A test (like the Ages & Stages Questionnaire, or ASQ) that is done to see where a child is at in the developmental phases (also known as milestones). This can be completed by a teacher, a doctor, a Community Health Worker, or another caregiver, but the primary caregiver should always be involved.
Serve and return	Brains are built when an adult talks with the child. Healthy development happens when young children "serve" through babbling, gestures or words, and adults then "return" by copying the child. This is like a game of tennis, ping pong, or volleyball where the child and adult go back-and-forth "serving" and "returning".
Early intervention	A term used to describe services and support that help babies and young children (ages 0-3) with developmental delays or disabilities, and their families. The earlier the intervention, the more likely a child can get back on track with development and cope with issues.
Exclusionary discipline	This is a practice in schools and early childhood centers that involves making the child leave the classroom, program, or school for a short time or for a long time (even permanently). Can look like a teacher sends a child to the office (in-school suspension), asks parents to keep the child out of school for a day (out of school suspensions), asks families to find a new program (expulsion), or has the family constantly pick up the child from school early ('soft' expulsion)
Cultural humility	A respectful attitude towards people of other cultures while challenging your own cultural biases and learning about other cultures. This could like look working with people with a different language or faith or social habits and recognizing that you may not understand why that is important to them in this situation.
Stereotype	Any time you group races or individuals together and make a judgement about them without knowing them is a stereotype.
Implicit bias	A belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness.
Discrimination	The unequal treatment of members of various groups based on race, ethnicity, gender, gender expression, socioeconomic class, sexual orientation, physical or mental ability, religion, citizenship status, a combination of those identified, and/or other categories.
Racial disproportionality	When the number of one group is larger (overrepresented) or smaller (underrepresented) than the general population. This is the case for suspensions and expulsions for black children in preschool; they face these exclusionary punishments over 40% of the time even though they make up a much smaller percentage of the preschool population
Racial disparity	An unequal outcome one racial group experiences as compared to the outcome for another racial group. This is the case for suspensions and expulsions in preschool where black children are excluded at much higher rates than white children.

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Children's Mental Health Awareness Day 2020

Introduction to the Toolkit

What this toolkit is about and why we created this

At the Milwaukee Coalition for Children's Mental Health (CCMH), we believe strongly that every person who crosses the life of a child or their caregiver(s) has an opportunity to make a positive impact. We wanted to create something to share with our community for this day to help them do just that. At CCMH, we chose to focus our efforts on early childhood, where we have the best chance of promoting optimal child development – those early building blocks – and helping parents and providers reframe behaviors and identify potential delays that can lead to larger problems later in childhood, and even adulthood.

Why: The earliest years of a child's life lay the foundation for all of the development that comes afterward. These experiences, good or bad, can impact children throughout their entire lives. More neural connections are created in the first 1000 days of a child's life than at any other time. In fact, the Center on the Developing Child at Harvard recently found that more than **one million** of these connections form **every second**.

We know that children (even very young children!) experience mental health disorders at the same rate as any other age group including adults. And we also know that there is a two- to four year window between the onset of symptoms and development into a full-blown, diagnosable mental illness. These are the times where we can step in and make a difference. This toolkit helps us understand a few of the ways we can do that.

This year's toolkit shines a light on how we typically react to children with challenging behaviors, which are often a sign of underlying developmental or mental health concerns. Too many children (and their families) experience significant disruption because of exclusionary discipline, starting in preschool. Often this is due to externalizing behaviors and our cultural norms in addressing them. Expulsions from early childhood education settings and suspensions from elementary school classrooms upend a child's rhythm and security and can plunge families into difficulty, finding child care while also caring for other children while maintaining employment. This is an injustice in our society, as it disproportionately impacts children of color, especially African American boys. This is why it is so important that we share the messages of how all of us have a stake and a responsibility in making sure all kids have positive experiences early in life. We all can make a difference.

Who: This toolkit is aimed at the people who are most involved in early care and education: the teachers, caregivers, administrators, and funders. These years are the most critical time to intervene to ensure we are building healthy brains for all of our children. As parents, caregivers, childcare workers, and others who intersect with young children and their families, we have a duty to do what we can to support healthy development. Our aim is to help us unlearn these current norms and adapt to the

changing narratives around exclusionary in early childhood education settings. It also helps to reframe how we think about disruptive behavior and how we react to it.

Early preschool expulsion and suspension leads to different health outcomes for different population types and can lead to gaps like lack of access to early learning educational experiences which affects the mental health as well as future career opportunities of the children as well as their families.

When: May 7th is Children's Mental Health Awareness Day. Started in 2005 by SAMHSA (the Substance Abuse and Mental Health Services Administration), it is a day to raise awareness about children's mental health and how we can support our children who are facing serious mental health issues and their families. It is also a day to highlight where we can intervene in a child's life to prevent serious mental illness and to identify and intervene as early as possible in providing care.

How to use this toolkit and make a difference

This Toolkit combines research on early childhood development, children's mental health, early childhood education, discipline, parenting, communications, and nonprofit administration. We know what works to prevent exclusionary discipline.

This toolkit puts it all together in a way that these messages can motivate action. The messages use values and metaphors that research has shown are effective at getting through to people, avoiding traps in thinking and filling in gaps of knowledge.

If you are a teacher, caregiver, administrator, or funder of early childhood education, then the first place to check out are the fact sheets specific to you. The back side of each fact sheet has tangible action steps you can do now and steps you can plan to do in order to have an impact for families and early childhood providers.

Otherwise, you can start by sharing messages to your social media pages, especially Facebook, using our suggested calendar of messages that starts April 30th and runs May 9th. This toolkit is suggestive not prescriptive, so use your own resources, pictures, timeline, etc.

For everyone, take time to read the stories from Coalition members. These are parents as well as wellness specialists, community workers, and early childhood leaders sharing stories of working with kids, emotions, and behaviors. You can see the importance of talking openly, practicing patience, and support because all parents needs support.

If you are unsure about a term, then check out the glossary, or useful words to know section. If you want to dive deeper in a topic, then check out the resources or the research behind it in the references. You can find more useful tools, tips, and tricks on our website at www.mkekids.org. Spread the word. Kids (and adults) do well if they can. All of us can support them.

It's More Than Energy: Get Support Early

Young children are fascinating. They have an imagination larger than the sun and energy that could last for days. Sometimes that energy can seem like a little too much, though.



LaDonna* experienced something similar when raising her son. Her first child, her daughter, had been smooth sailing when it came to parenting her as a young child. She behaved well in school, listened to instructions and had a positive attitude. Her son was a little different, though.

Even though they were raised in the same house, LaDonna's son was filled with that extra energy. While her son was in kindergarten, LaDonna started receiving phone calls nearly every day to notify her of negative interactions and behaviors that were taking place.

"At first I just thought, 'oh he's a boy and he's young, so maybe he just has more energy'" LaDonna said. "But then we started getting phone calls every single day for minor things. Something wasn't right. We got him evaluated and started therapy."

LaDonna's son received the needed attention because she knows that children can have mental health problems. She knew that ignoring it might make it worse. "If you don't try to take control of something early, it gets harder to break once it becomes like a habit," LaDonna said.

LaDonna has been in the early childhood education field for almost 20 years. As owner of Diversity University Childcare* in Milwaukee, Wisconsin, LaDonna sometimes cares for children that present negative actions and behaviors toward themselves or others. In those cases, LaDonna gives referrals and suggestions to the child's parents with hope that they will get the child evaluated to give them the support they need.

Children are trying their best, which is why LaDonna never resorts to negative reinforcement or discipline when trying to correct unwanted interactions and behaviors. Children don't misbehave 'just because.' In most cases, the child does not understand what is being told to them and will continue with what they believe to be right. Depending on the situation, LaDonna may give an example to put the behavior in a different perspective: *If somebody did this to you, how would you feel about it?*

"A lot of the times when a kid misbehaves, people may not understand that it's because of a mental behavior. The child may not understand that what they're doing is negative or hurtful," LaDonna said. "If kids are able to overpower these behaviors, they can act in a more positive way."

Kids should be encouraged to express themselves in a more positive way instead of continuing with negative or aggressive behaviors. How you respond to those behaviors in the first place will shape how they progress into the future.

“Sometimes you feel like you use every method under the sun and the child still doesn't change their way, but that doesn't mean you stop trying. It can be a struggle, but patience and positivity can go a long way.”

**Names have been changed to protect the storyteller's identity. **

Resources

Work together to name your kids' emotions:

<https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-families.pdf>

Understanding Child Development Milestones:

- <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- <https://agesandstages.com/>

Local Organizations/Community Resources for Families:

- Betty Brinn Children's Museum: <https://www.bbcmkids.org/play-cloud/>
- The Parenting Network: <https://www.theparentingnetwork.org/>

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Crouch Down, Take a Breath

Talking about feelings and emotions isn't easy. Trying to comprehend why someone may feel a certain way seems like an impossible task. Understanding why you are experiencing an emotion may prove to be even more difficult.



As adults, this is hard to do. For children, it's even more challenging. Children are still growing and developing and may not understand how to process and talk about their emotions.

Even though many parents may struggle with comprehending their own, and their children's feelings, Kamaria Holland likes to emphasize one main point in her role as a Wellness Coach and Intervention Specialist with Mental Health America of Wisconsin: ***It's okay to not be okay.***

"There's always all these hurdles and obstacles that families are going through," Holland said. "I just want to help them understand that it's okay to not be okay."

Holland works with families who are trying to maintain custody of their child(ren). In most cases, this involves helping parents understand how to talk about and explain the feelings that their child may be experiencing in a way that they can easily understand.

Talking to children about their behaviors and emotions boils down to one key concept: being open and honest in communication. Some topics may be difficult to address without frustration, such as trying to correct an unwanted behavior, but being patient and open makes all the difference. Before doing that, acknowledging that there is a problem is the first step to proper communication.

"I usually explain to families that this doesn't mean there is something wrong with their child, but they may just need extra time to process things and they may need a little extra support," Holland explains.

"It comes down to: how can you, as a parent, not get frustrated, and how can I, as a service provider, work to come up with a plan that helps you as a parent give your child the help they need?"

Holland explains that patience is needed when it comes to redirecting behaviors and explaining feelings. Children are trying their best, and some children need extra time to understand what is going on.

Holland likes to use a personal story for how to redirect children in more ways than one. On an outing with a family that has a five-year-old kid, the child began to look upset. Once the parents recognized something was upsetting their child, they paid extra attention to his nonverbal cues – his face, posture and behavior -- before crouching down to his level and asking what was wrong. When the child didn't explain at first, they encouraged him to use his words.

When the child became more upset, Holland stepped in and modeled the next steps by trying different tactics to calm the child. Holland explains that if none of these tactics work, then the next best step is for the family to take a breath then find somewhere private away from the current situation. Once the family feels their patience is reset, then Holland encourages parents to start again, watching for cues and encouraging the child to use their words.

Holland openly communicates with her 12-year-old son about emotion and feelings, and the two now have a strong bond where they can rely on each other. If she notices that something is wrong with her son, asking the usual question of 'What's wrong?' doesn't make any progress in the situation. Instead, more probing questions such as: 'What made you happy today?', 'What made you mad today?', 'What did your teachers talk about today?' or 'What did your friends say to you today?' are likely to help a child open up about how they are feeling.

Even when situations are difficult, open communication and patience can make it easier for both parents and children.

"Being honest with your kids lets them know when things are wrong and how that can be corrected," Holland said. "They pick up on things and can sense when something is wrong. The same thing doesn't work for everybody, so it may take some time to give the child the help they need."

Resources

All parents need support: <https://fiveorfamilies.org/hear-from-parents/>

Mindfulness & Deep breathing:

- <https://medium.com/@KaylaEMatthews/6-deep-breathing-apps-to-keep-you-calm-and-focused-5b4beaf760f6>
- <https://sesamestreetincommunities.org/activities/breathe-think-do/>
- <https://www.pbs.org/parents/thrive/how-mindfulness-can-help-kids-and-parents-weather-emotional-storms>

Ways to Calm Your Child: <https://uwm.edu/icfw/wp-content/uploads/sites/384/2019/05/ICFW-Handout-Coping-Techniques.pdf>

Supporting healthy social-emotional development in kids:

- Talk, Read, Sing: <https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-families.pdf>
- Mood Meter: <https://www.naeyc.org/resources/pubs/yc/mar2017/teaching-emotional-intelligence>

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Express Yourself: What Boys Need to Hear

Social expectations, stereotypes and stigmas are everywhere.

One of the earliest taught stigmas can be damaging to young boys as they grow into their adult years: who is allowed to be emotional and who is not. This stereotype is damaging for boys that are trying to understand their emotions and feelings while being told to keep it together. All humans experience feelings and emotions that can be hard to navigate, but no person should be told that they shouldn't express them.



Lakeeta Watts, a Community Health Worker Network Coordinator in Milwaukee, Wis., has noticed that the boys she works with sometimes have a wall built up during group discussions. Those walls, she explains, are from years of trying to fit societal norms.

"Sometimes boys try to hold back and don't cry and won't open up about their experiences and emotions," Watts said. "You can tell that something there had a wall built up. Males are told that they have to be strong and can't cry, but boys need to know that they are allowed to feel whatever they are feeling. Everybody is human and those feelings matter."

To help children, especially boys, open up about their feelings in her youth program, Watts shares her own trauma experience that impacted her family. Four years ago, Watts' son was hit by a truck which her other children witnessed. That experience changed them.

Watts' children started individual and family therapy, but something was missing: her children weren't being heard. She always encouraged her children to be open about their feelings, but talking to others who understood the pain they went through made a positive difference.

To help her children navigate their grief journey, Watts started a youth program that focused on children who experienced some sort of trauma. Trauma, Watts explains, includes a wide spectrum of experiences. Children who experience trauma may have a hard time explaining what they are going through and what they are feeling, which is why sharing those thoughts are so important.

"My children were consistently having nightmares even though they were in therapy and trying different techniques," Watts said. "My kids were struggling because overall they didn't feel like they were being heard. Sometimes kids feel uncomfortable opening up in our group but once they hear me and my kids' personal experience, they feel more comfortable."

Once kids talk about their experiences navigating grief, then the complex emotions that come with may be easier to handle. However, getting to that point isn't always easy to do. Sometimes acknowledging that the problem exists is the first door to open.

“Nobody wants a label on their child,” Watts explains. This goes for mental illnesses or other labels that come with stereotypes or negative associations from society. Watts goes on, “Some people don’t want their kids to be treated a certain way or they’re afraid for their children or afraid to admit that something is going on. If someone says something is wrong, then they may feel that they’ll get judged.

“But when something doesn’t feel right, it’s important to acknowledge that. Once it’s acknowledged, a child’s voice can be heard.”

Resources

Give permission to kids, especially to boys to express their emotions:

<https://www.dearblackboycry.com/>

Are You Seeing These Behaviors?: [https://uwm.edu/icfw/wp-](https://uwm.edu/icfw/wp-content/uploads/sites/384/2019/05/ICFW-Handout-Child-Behaviors.pdf)

[content/uploads/sites/384/2019/05/ICFW-Handout-Child-Behaviors.pdf](https://uwm.edu/icfw/wp-content/uploads/sites/384/2019/05/ICFW-Handout-Child-Behaviors.pdf)

Promote children’s social and emotional health:

<https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health#books>

Reach out to Lakeeta and her organization (Essentially Empowered):

Email essentiallyempowered@outlook.com

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YOUR ROLE AS A FUNDER 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.

BLACK PRESCHOOL STUDENTS

Enrolled

18%

Suspended

42%

Boys are
suspended
4.5 times as
often as girls⁴

WHITE PRESCHOOL STUDENTS³

Enrolled

43%

Suspended

26%

The most cited studies that show **high return on investment** (\$7-12 per \$1 invested) for
early education were with **majority-black classrooms** (Perry Preschool - 100% black kids).^{4,5}

WHAT CAN **YOU DO TO END THIS PROBLEM?**

Make sure you **invest** where it has
the most impact to **keep all kids in school**.
Healthy brains and solid kids **build thriving communities**.

CHECK THE BACK FOR WHERE TO INVEST YOUR TIME & MONEY

WHAT YOU CAN DO TO SUPPORT FAMILIES, TEACHERS, & KIDS

NO SUCH THING AS A BAD KID

Work with your grantees to help them **develop policies that prohibit suspension/expulsion** as well as procedures to **prevent this discipline**.

Advocate for similar policies at the **local and state level**.

Fund professional development and share resources on child development & **social-emotional learning (SEL)**.

Fund Infant & Early Childhood Mental Health Consultation (IECMHC).



INCLUSION MEANS ALL KIDS

Fund & support grantees in **collecting discipline data** & to **separate by race, gender, etc.**

Coordinate with other funders to collect & report data for **better city/state baselines**.

Provide implicit bias training and **racial equity resources** to all funded partners.

Increase funding for **developmental screenings** & referrals.

ALL TOGETHER FOR PROSPERITY

Secure the return on investment by partnering closely with funded projects to **keep black kids in school**.

Help funded partners **increase their quality rating** through YoungStar.

Set goals with funded projects & help **coordinate collaborations/partnerships**.

Support family leadership in & across your funded projects.

IT TAKES A VILLAGE; WE ARE THE VILLAGE

Share lists of community resources & make authentic connections between providers, teachers, & families.

Team up mental health professionals with educators to help staff/parents understand development & mental health.

Advocate for local/state policies that **reduce stress** for teachers & families, such as improved pay scales, health benefits, community violence prevention, etc.

RESOURCES to get YOU started

FUNDING FOR CHILD MENTAL HEALTH CONSULTATION

<https://www.mkekids.org/resources/for-providers/iechmc.html>

FUNDING FOR SOCIAL-EMOTIONAL LEARNING

<https://casel.org/funding-resources/>

DISCIPLINE STANDARDS IN ACTION

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/sia-suspension-expulsion.pdf>

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

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Exclusion may happen even more often, such as when families are **constantly asked to pick their child up early**, which means they **miss work**.

WHAT CAN **YOU DO TO END THIS PROBLEM?**

Do you **know the numbers** in your program?
Make a pledge with other Milwaukee early childhood centers
to keep kids in school. **End Expulsion, Ignite Inclusion!**

CHECK THE BACK FOR WAYS TO PROVIDE THAT EXTRA NEEDED SUPPORT

WHAT YOU CAN DO TO IGNITE INCLUSION

INCLUSION MEANS ALL KIDS

Have a **clear policy** that suspension and expulsion are **prohibited**.

Make sure **teachers & families know your discipline practices** & how **mental health referrals** can be made.

Provide training, resources, and discussions to your educators **to prevent racial (implicit) bias**.

Collect data on discipline & separate by race, gender, & other factors.



NO SUCH THING AS A BAD KID

Keep child development - what kids are able to do at different ages - **in mind when designing policies.**

Remove language that would label a kid as a criminal or otherwise negatively (i.e. "three strikes you're out").

Train teachers and parents on **development screening.**

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

KIDS, TEACHERS & FAMILIES DO WELL IF THEY CAN⁵

Help **reduce stress with** program **design & activities** (like mindfulness).

Use multiple ways to **connect parents with one another & with teachers.**

Provide teachers with **free resources** on **social-emotional learning (SEL)**. **Adults need practice too.**

Exclusion is an **"adult's decision** based on feeling they have (or don't) the **resources to meet the needs** of kids with challenging behaviors."⁴

RESOURCES to get YOU started

Recommended Policies

<https://preventexpulsion.org/recommended-policies-practices/>

Explore Implicit Bias

<https://www.zerotothree.org/resources/series/preventing-expulsion-from-preschool-and-child-care>

Implement SEL

<https://www.pbis.org/topics/early-childhood-pbis>

IT TAKES A VILLAGE; WE ARE THE VILLAGE

Engage parents/caregivers in decision-making with surveys, focus groups, leadership teams, training, etc.

Team up with mental health providers, especially Infant & Early Childhood Mental Health Consultants (IECMHC).

Actively form partnerships with **community resources** and **connect** them to teachers and families.

Advocate with policymakers & funders on pay increases, reducing toxic stress, & funding training, screening, & research.

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

1. Lynn, D. (2010). *How to talk about children's mental health: A Frameworks message memo*. Frameworks Institute. https://frameworksinstitute.org/assets/files/CMH_MM.pdf

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/>

4. Meek, E.S., & Gilliam, S.W. (2016). Expulsion and suspension in early education as matters of social justice and health equity. *NAM Perspectives*, National Academy of Medicine, Washington, DC. doi: 10.31478/201610e

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

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>



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.

BLACK PRESCHOOL STUDENTS

Enrolled

18%

Suspended

42%

Boys are
suspended
4.5 times as
often as girls⁴

WHITE PRESCHOOL STUDENTS³

Enrolled

43%

Suspended

26%

WHAT CAN **YOU** DO TO **END THIS PROBLEM?**

Teachers have a stressful job to keep classrooms safe, healthy, and learning. However, this often means **looking for "bad" behavior, which leads most to expulsions and suspensions.**⁴



Instead, teachers can play **a vital role in spotting delays.**

Let's look for kids who need support and keep them in school.

We can work together to build healthy brains and solid kids.

CHECK THE BACK FOR WAYS TO IGNITE INCLUSION & BUILD HEALTHY BRAINS

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/strategies.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

1. Lynn, D. (2010). *How to talk about children's mental health: A Frameworks message memo*. Frameworks Institute. https://frameworksinstitute.org/assets/files/CMH_MM.pdf
 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/>
 4. Meek, E.S., & Gilliam, S.W. (2016). Expulsion and suspension in early education as matters of social justice and health equity. *NAM Perspectives*, National Academy of Medicine, Washington, DC. doi: 10.31478/201610e
 5. Greene, R. (2010). *Step one: Kids do well if they can*. Lives in the Balance. <https://livesinthebalance.org/step-one-first-video>
- 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>



YOUR ROLE AS A PARENT 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

Supportive relationships with adults are the building blocks for **healthy brains**.
All parents need support because there is a lot to navigate as a parent.

HOW YOU CAN WORK TOGETHER WITH YOUR EARLY CHILDHOOD PROGRAM?

Your **voice is valuable!**

Teachers can **help you spot delays**, or wobbles.

You can work together to **track and celebrate developmental milestones**.

If there is a concern, a screening (Ages & Stages, or ASQ) is best **completed with you present**.



You have a right to know your program's **discipline policies, guidelines, & data** (separated by race, gender, etc.).

Request to receive training alongside teachers, or even **help facilitate a training**.

Take on an **advising role & advocate** when something is wrong (or right).



CHECK THE BACK FOR WAYS TO PROVIDE EXTRA SUPPORT FOR WOBBLES

WHAT YOU CAN DO TO BE A FAMILY LEADER

EVERYONE HAS BAD DAYS, EVEN YOUNG KIDS!

Name your own emotions and help kids name theirs.

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

Take a moment to breathe yourself, especially before reacting to anything.

Talk with other adults caring for your kid(s) about **how they are feeling** at the start & end of the day.

Caring can be **warm and structured** without being tough and cold.



KIDS DO WELL IF THEY CAN³

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

“Children aren’t born knowing² how to make friends, wait patiently, care for others, or manage emotions.”

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.

ALL PARENTS NEED SUPPORT

Connect to community resources & ask for help. There is a lot to navigate as a parent, especially if you have other stressful experiences.

Share what you learn about parenting, child development, & resources with anyone you can.

Build relationships with teachers, resource providers, and **other parents.** Go to a family night or host one yourself.

Be persistent.
Reach out regularly. **Be heard.**

RESOURCES to get YOU started

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

5 Protective Factors Framework:
<https://fiveforfamilies.org/why-strength-matters>

Ways to Calm Your Child
<https://uwm.edu/icfw/tools-and-resources-3-2/>

Connect with other Parents
<https://www.facebook.com/TheParentingNetwork/>

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

REFERENCES

1. Lynn, D. (2010). *How to talk about children's mental health: A Frameworks message memo*. Frameworks Institute. https://frameworksinstitute.org/assets/files/CMH_MM.pdf
2. Early Childhood Colorado Partnership. (n.d.). *Shared message bank*. <http://eccp.civicanopy.org/message-platform/>
3. Greene, R. (2010). *Step one: Kids do well if they can*. Lives in the Balance. <https://livesinthebalance.org/step-one-first-video>



Children's Mental Health Awareness Day 2020

Social Media Calendar (April 30th to May 9th)

Thank you for committing to share messages with your network for Children's Mental Health Awareness Week. The first years of a child's life are the period of the most rapid brain development and lay the foundation for all future learning. Healthy brains are built through positive interactions, early identification and effective intervention of developmental delays, and support for families. Addressing the complex mental health needs of children, youth and families is fundamental to the future of Wisconsin. We all have a part to play. This information is critically important to share. We want this to reach far and wide, especially reaching Milwaukee's and Wisconsin's early childhood funders, teachers, administrators, and parents.

This document is intended to allow you to copy and paste directly into your Facebook accounts; however, feel free to mix and match with resources (your own or elsewhere in the toolkit), hashtags, and other things you want to say. You can adapt these messages to your other social media and communication channels too.

We want to acknowledge that much of our messaging comes from the [Early Childhood Colorado Partnership](#), which worked with [Frameworks Institute](#). The messages and metaphors on their website are tested with audiences such as parents, early childhood educators, and the general public. In addition, please utilize additional photos from Early Childhood Colorado Partnership on their [photobank webpage](#) or profile pictures, cover photos, or other images from the Mental Health America [Mental Health Awareness Month Toolkit](#).

We have plenty of resources on our website intended to be shared liberally, including three stories from our Coalition members about their experiences raising children or supporting other parents in raising children with mental health concerns. Find more at <https://www.mkekids.org/how-to-help/toolkit>.

HASHTAGS:

- #RethinkDiscipline
- #EndExpulsion #IgniteInclusion
- #ChildrensMentalHealth #ChildrensMentalHealthAwareness
- #WobblyTables
- #AllTogetherforProsperity
- #ItTakesAVillage #WeAreTheVillage
- #NoSuchThingAsABadKid
- #SupportTheFutureLeaders
- #ActEarly
- #StrongFoundationforMentalHealth
- #AllParentsNeedSupport



Children's Mental Health Awareness Day 2020

Social Media Calendar (April 30th to May 9th)

MESSAGES AND RESOURCES (April 30th - May 9th)

Thursday, April 30th:

Tomorrow starts Mental Health Awareness Month and a week from today (Thursday, May 7th) is Children's Mental Health Awareness Day. Join us in spreading awareness, building healthy brains, and ending exclusionary discipline for our youngest kids.

#ChildrensMentalHealthAwareness #EndExpulsion #IgniteInclusion #RethinkDiscipline

<https://www.mkekids.org/how-to-help/toolkit>

Friday, May 1st:

Post 1: A Strong Foundation for mental health begins early – we all have mental health, even babies and very young children. Let's all work together to support this! Share these messages far and wide! Celebrate Children's Mental Health Awareness next week (Thursday, May 7th is Awareness Day)!

#AllTogetherforProsperity #ActEarly #StrongFoundationforMentalHealth

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/what-is-early-childhood-mental-health-tipsheet.pdf>

Post 2: Just as the levelness of a table is what makes it functional, the mental health of children is what enables them to function well in all areas of life. We need a strong foundation early in life to build healthy brains so kids can have healthy relationships with others and succeed in school and life. All of us have a role to play in providing positive experiences to young kids.

#ChildrensMentalHealthAwareness #WobblyTables #SupportTheFutureLeaders

<http://eccp.civicanopy.org/message-platform/#section2>

Saturday, May 2nd:

Post 1: All parents need support, especially in times like these. There are many resources in the community ready to support and connect parents to one another. Children's Mental Health Awareness Week is a great time to explore and share these opportunities!

#ChildrensMentalHealthAwareness #AllParentsNeedSupport #ItTakesAVillage @TheParentingNetwork

<https://fiveforfamilies.org/hear-from-parents/>

Post 2: You can't know it all, but you can do a lot. Connect with community resources, especially mental health professionals, to help you when you are unsure or when something is extra challenging.

#ChildrensMentalHealthAwareness #WobblyTables #StrongFoundationforMentalHealth
<https://www.mkekids.org/resources/for-providers/iechmc.html>

Sunday, May 3rd:

Post 1: This week is Children's Mental Health Awareness Week! Each day, we will share resources, tips, and facts to help community members, teachers, parents, and resource providers work together. Build healthy young brains to set kids up for success in long-term learning, relationships, and health.

#ChildrensMentalHealthAwareness #ActEarly #StrongFoundationforMentalHealth
<https://www.mkekids.org/how-to-help/toolkit/factsheets.html>

Post 2: You can use your voice and resources to advocate for better outcomes for kids. Whether it is speaking up in a meeting with a funder, working with families to petition an elected official, or sharing information far and wide, you can make a difference. This week is also NAMI Wisconsin's week of Action Online! Learn how to advocate, learn about the issues, and talk to your legislators.

#AllTogetherforProsperity #ItTakesAVillage #WeAreTheVillage
<https://namiwisconsin.org/nami-wisconsin-events/action-on-the-square/>

Monday, May 4th:

Post 1: Most children begin to sort shapes and colors by the age of 2! This is also when kids get excited with other children and may do what they have been told not to do. And that's okay! These are some of the many developmental milestones to look for in your child.

#ChildrensMentalHealthAwareness #NoSuchThingAsABadKid #RethinkDiscipline
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Post 2: Adults can help one another help kids. Mental health professionals called Early Childhood Mental Health Consultants can work with teachers, caregivers, and home visitors to better support kids in their social and emotional development. It is effective and cost efficient.

#AllTogetherforProsperity #ActEarly #SupportTheFutureLeaders
<https://www.mkekids.org/resources/for-providers/iechmc.html>

Tuesday, May 5th:

Post 1: Work together to name your kids' emotions. "Children aren't born knowing how to make friends, wait patiently, care for others, and manage their emotions."

#ChildrensMentalHealthAwareness #SupportTheFutureLeaders #ActEarly
<https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-families.pdf>

Post 2: Kids do well if they can. “Challenging behavior is the way children communicate to us that their social and emotional needs are not being met or are not as well-developed”. Give extra support to kids who are tired, hungry, or angry. Everyone has bad days, even young kids!

#WobblyTables #NoSuchThingAsABadKid #RethinkDiscipline

<https://livesinthebalance.org/step-one-first-video>

Wednesday, May 6th:

Post 1: Everyone has bad days, even young kids! Name your own emotions and help kids name theirs. Show kids how to de-stress like with deep belly breaths and the Breathe, Think, Do! strategy.

#WobblyTables #NoSuchThingAsABadKid #RethinkDiscipline

<https://medium.com/@KaylaEMatthews/6-deep-breathing-apps-to-keep-you-calm-and-focused-5b4beaf760f6>

Post 2: You can support kids' social and emotional health by using children's books, turning daily routines into activities, giving effective praise, and modeling back and forth. Warmth and affection—even on bad days and when children are adding to your stress—are critical to children's well-being, especially in the early years.

#ChildrensMentalHealthAwareness #ItTakesAVillage #ActEarly

<https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health#books>

Thursday, May 7th – Children's Mental Health Awareness Day

Post 1: Today is Children's Mental Health Awareness Day. We have focused this week on how to build healthy young brains. These tips are also helpful for ending discipline that excludes young kids from preschools and other early education centers. Too many young kids in Milwaukee are suspended or expelled.

#ChildrensMentalHealthAwareness #EndExpulsion #IgniteInclusion

<https://www.mkekids.org/how-to-help/toolkit/factsheets.html>

Post 2: A Strong Foundation for mental health begins early – we all have mental health, even babies and very young children. Let's all work together to support this! Share information and advocate!

#ItTakesAVillage #WeAreTheVillage #StrongFoundationforMentalHealth

<https://www.zerotothree.org/resources/1844-what-can-advocates-and-policymakers-do>

Friday, May 8th:

Post 1: Build partnerships with families. All parents need support navigating how to raise a kid and any stresses that are part of it. Guide parents to community resources.

#ItTakesAVillage #WeAreTheVillage #AllParentsNeedSupport @TheParentingNetwork

<https://www.bbcmkids.org/play-cloud/>

Post 2: You can support kids' social and emotional health by using children's books, turning daily routines into activities, giving effective praise, and modeling back and forth. Warmth and affection—even on bad days and when children are adding to your stress—are critical to children's well-being, especially in the early years.

#ChildrensMentalHealthAwareness #SupportTheFutureLeaders

#AllTogetherforProsperity

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>

Saturday, May 9th:

Post 1: "Crawl an inch in their socks" = "walk a mile in their shoes". Take the kid's perspective, especially if the kid is from a different background.

#ChildrensMentalHealthAwareness #EndExpulsion #IgniteInclusion

<https://www.nea.org/assets/docs/23840%20Confronting%20Implicit%20Bias%20Thru%20Exemp%20Teacher%20Prep-v2.pdf>

Post 2: Give permission to kids, especially to boys, to express their emotions. Praise them and support them in doing so in a helpful way. Help them know that is okay to cry.

#RethinkDiscipline #NoSuchThingAsABadKid #ActEarly

<https://www.mkekids.org/how-to-help/toolkit/story-boys.html>



Children's Mental Health Awareness Day 2020

Social Media Calendar (April 30th to May 9th)

DAY	SOCIAL MEDIA MESSAGE (1-2 posts per day)	#HASHTAG (2-3 hashtags per post)	RESOURCES (1 resource per post)
Thursday, April 30th	1) Tomorrow starts Mental Health Awareness Month and a week from today (Thursday, May 7 th) is Children's Mental Health Awareness Day. Join us in spreading awareness, building healthy brains, and ending exclusionary discipline for our youngest kids.	#ChildrensMentalHealthAwareness #EndExpulsion #IgniteInclusion #ActEarly #RethinkDiscipline	Children's Mental Health Awareness Day Toolkit: https://www.mkekids.org/how-to-help/toolkit Mental Health Awareness Month Toolkit: https://www.mhanational.org/2020toolkit
Friday, May 1st	1) A Strong Foundation for mental health begins early – we all have mental health, even babies and very young children. Let's all work together to support this! Share these messages far and wide! Celebrate Children's Mental Health Awareness next week (Thursday, May 7 th is Awareness Day)! 2) Just as the levelness of a table is what makes it functional, the mental health of children is what enables them to function well in all areas of life. We need a strong foundation early in life to build healthy brains so kids can have healthy relationships with others and succeed in school and life. All of us have a role to play in providing positive experiences to young kids.	#ChildrensMentalHealthAwareness #ActEarly #StrongFoundationforMentalHealth #WobblyTables #SupportTheFutureLeaders #AllTogetherforProsperity	Early Childhood Mental Health: <ul style="list-style-type: none"> https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/what-is-early-childhood-mental-health-tipsheet.pdf http://www.promotingmentalhealthiowa.org/pdf/5Things.pdf Messaging for Children's Mental Health: http://eccp.civicanopy.org/message-platform/#section2

Saturday, May 2nd	<p>1) All parents need support, especially in times like these. There are many resources in the community ready to support and connect parents to one another. Children's Mental Health Awareness Week is a great time to explore and share these opportunities!</p> <p>1) You can't know it all, but you can do a lot. Connect with community resources, especially mental health professionals, to help you when you are unsure or when something is extra challenging.</p>	<p>#WobblyTables #ItTakesAVillage #ActEarly #StrongFoundationforMentalHealth #ChildrensMentalHealthAwareness #AllParentsNeedSupport</p>	<p>Protective Factors for Families: https://fiveforfamilies.org/hear-from-parents/</p> <p>Betty Brinn Children's Museum family support: https://www.bbcmkids.org/play-cloud/</p> <p>The Parenting Network family support: https://www.facebook.com/TheParentingNetwork/</p> <p>Early Childhood Mental Health Consultation: https://www.mkekids.org/resources/for-providers/iechmc.html</p>
Sunday, May 3rd	<p>1) This week is Children's Mental Health Awareness Week! Each day, we will share resources, tips, and facts to help community members, teachers, parents, and resource providers work together. Build healthy young brains to set kids up for success in long-term learning, relationships, and health.</p> <p>2) You can use your voice and resources to advocate for better outcomes for kids. Whether it is speaking up in a meeting with a funder, working with families to petition an elected official, or sharing information far and wide, you can make a difference. This week is also NAMI Wisconsin's week of Action Online! Learn how to advocate, learn about the issues, and talk to your legislators.</p>	<p>#AllTogetherforProsperity #ActEarly #ChildrensMentalHealthAwareness #ItTakesAVillage #WeAreTheVillage #StrongFoundationforMentalHealth</p>	<p>Children's Mental Health Awareness Day Toolkit: https://www.mkekids.org/how-to-help/toolkit</p> <p>Children's Mental Health Story 1: https://www.mkekids.org/how-to-help/toolkit/story-early-support.html</p> <p>What Can Advocates and Policymakers Do? https://namiwisconsin.org/nami-wisconsin-events/action-on-the-square/ https://www.zerotothree.org/resources/1844-what-can-advocates-and-policymakers-do</p>

Monday, May 4th	<ol style="list-style-type: none"> 1) Most children begin to sort shapes and colors by the age of 2! This is also when kids get excited with other children and may do what they have been told not to do. And that's okay! These are some of the many developmental milestones to look for in your child. 2) Adults can help one another help kids. Mental health professionals called Early Childhood Mental Health Consultants can work with teachers, caregivers, and home visitors to better support kids in their social and emotional development. It is effective and cost efficient. 	<p>#NoSuchThingAsABadKid #AllTogetherforProsperity #RethinkDiscipline #SupportTheFutureLeaders #ChildrensMentalHealthAwareness #ActEarly</p>	<p>CDC developmental milestone checklists https://www.cdc.gov/ncbddd/actearly/milestones/index.html</p> <p>Infant & Early Childhood Mental Health Consultation: https://www.mkekids.org/resources/for-providers/iechmc.html</p>
Tuesday, May 5th	<ol style="list-style-type: none"> 1) Work together to name your kids' emotions. "Children aren't born knowing how to make friends, wait patiently, care for others, and manage their emotions" 2) Kids do well if they can. "Challenging behavior is the way children communicate to us that their social and emotional needs are not being met or are not as well-developed". Give extra support to kids who are tired, hungry, or angry. Everyone has bad days, even young kids! 	<p>#WobblyTables #SupportTheFutureLeaders #ChildrensMentalHealthAwareness #NoSuchThingAsABadKid #RethinkDiscipline #ActEarly</p>	<p>Healthy social-emotional development:</p> <p>Talk, Read, Sing: https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-families.pdf</p> <p>Mood Meter: https://www.naeyc.org/resources/pubs/yc/mar2017/teaching-emotional-intelligence</p> <p>Kids Do Well If They Can https://livesinthebalance.org/step-one-first-video</p>

Wednesday, May 6th	<ol style="list-style-type: none"> 1) Everyone has bad days, even young kids! Name your own emotions and help kids name theirs. Show kids how to de-stress like with deep belly breaths and the Breathe, Think, Do! strategy. 2) You can support kids' social and emotional health by using children's books, turning daily routines into activities, giving effective praise, and modeling back and forth. Warmth and affection—even on bad days and when children are adding to your stress—are critical to children's well-being, especially in the early years. 	<p>#NoSuchThingAsABadKid #ItTakesAVillage #RethinkDiscipline #WobblyTables #ChildrensMentalHealthAwareness #ActEarly</p>	<p>Deep breathing apps: https://medium.com/@KaylaEMatthews/6-deep-breathing-apps-to-keep-you-calm-and-focused-5b4beaf760f6</p> <p>Breathe, Think, Do! https://sesamestreetincommunities.org/activities/breathe-think-do/</p> <p>Promote children's social and emotional health: https://www.naeyc.org/resources/pubs/y/mar2018/promoting-social-and-emotional-health#books</p>
Thursday, May 7th	<ol style="list-style-type: none"> 1) Today is Children's Mental Health Awareness Day. We have focused this week on how to build healthy young brains. These tips are also helpful for ending discipline that excludes young kids from preschools and other early education centers. Too many young kids in Milwaukee are suspended or expelled. 2) A Strong Foundation for mental health begins early – we all have mental health, even babies and very young children. Let's all work together to support this! Share information and advocate! 	<p>#EndExpulsion #IgniteInclusion #ItTakesAVillage #WeAreTheVillage #ChildrensMentalHealthAwareness #StrongFoundationforMentalHealth</p>	<p>#EndExpulsion Fact Sheets: https://www.mkekids.org/how-to-help/toolkit/factsheets.html</p> <p>Children's Mental Health Story 2 https://www.mkekids.org/how-to-help/toolkit/story-breathe.html</p> <p>What Can Advocates and Policymakers Do? https://namiwisconsin.org/nami-wisconsin-events/action-on-the-square/</p> <p>https://www.zerotothree.org/resources/1844-what-can-advocates-and-policymakers-do</p>

Friday, May 8th	<ol style="list-style-type: none"> 1) Build partnerships with families. All parents need support navigating how to raise a kid and any stresses that are part of it. Guide parents to community resources. 2) The voice of caregivers is valuable when it comes to the health of their children. If there is a group of people making a decision about a child, then caregivers need to be involved in that decision. Lift up family leaders. 	<p>#SupportTheFutureLeaders #AllTogetherforProsperity #ItTakesAVillage #WeAreTheVillage #AllParentsNeedSupport #ChildrensMentalHealthAwareness</p>	<p>Guide to developing relationships with families: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf</p> <p>Betty Brinn Children's Museum family support: https://www.bbcmkids.org/play-cloud/</p> <p>The Parenting Network family support: https://www.facebook.com/TheParentingNetwork/</p>
Saturday, May 9th	<ol style="list-style-type: none"> 1) "Crawl an inch in their socks" = "walk a mile in their shoes". Take the kid's perspective, especially if the kid is from a different background. 2) Give permission to kids, especially to boys, to express their emotions. Praise them and support them in doing so in a helpful way. Help them know that is okay to cry. 	<p>#EndExpulsion #IgniteInclusion #RethinkDiscipline #NoSuchThingAsABadKid #ActEarly #ChildrensMentalHealthAwareness</p>	<p>Dealing with Implicit Bias</p> <ul style="list-style-type: none"> • https://www.zerotothree.org/resources/series/preventing-expulsion-from-preschool-and-child-care • https://www.nea.org/assets/docs/23840_Confronting_Implicit_Bias_Thru_Exemp_Teacher_Prep-v2.pdf <p>Children's Mental Health Story 3: https://www.mkekids.org/how-to-help/toolkit/story-boys.html</p>

Children's Mental Health Awareness Day Proclamation – 2020

WHEREAS; addressing the complex mental health needs of children, youth and families is fundamental to the future of Wisconsin; and

WHEREAS; one in five children in Wisconsin have a diagnosed mental health condition; and

WHEREAS; the first years of a child's life are the period of the most rapid brain development and lay the foundation for all future learning; and

WHEREAS; healthy brains are built through positive interactions, early identification and effective intervention of developmental delays, and support for families; and

WHEREAS; high quality early care and education can help ameliorate the effects of poverty, detect and remediate delays, identify and help prevent sources of toxic stress, and lead to positive outcomes for individual children, helping them be better prepared for school and more likely to succeed in life; and

WHEREAS; the stigma surrounding mental illness and the shortage of mental health professionals create barriers to accessing mental health treatment; and

WHEREAS; excluding children from early care and education through suspension and expulsion has a negative and disproportionate impact on the very kids it was advocated to support and such exclusion can be prevented; and

WHEREAS; each business, school, government agency, healthcare provider, organization and citizen shares the burden of mental health problems and has a responsibility to promote mental wellness and support prevention efforts; and

WHEREAS; it is appropriate that a day should be set apart each year to renew our commitment to supporting and prioritizing children's mental health and well-being of our children; and

NOW, THEREFORE, I, Tom Barrett, Mayor of the City of Milwaukee, do hereby proclaim May 7, 2020 as

CHILDREN'S MENTAL HEALTH AWARENESS DAY

Throughout the City of Milwaukee, I commit this observance to all of our citizens. I call upon the citizens, government agencies, public and private institutions, businesses and schools in Milwaukee to commit to increasing awareness and understanding of mental health from an early age. I also call upon a commitment to increasing awareness and understanding of appropriate and accessible services for all children with mental health conditions, including infant and early childhood mental health consultation with our early care and education system.



Children's Mental Health Awareness Day 2020

Resource List

General Messaging and Information

- Framing: <http://eccp.civikkanopy.org/message-platform/>
- Glossary: <https://children.wi.gov/Documents/Glossary.pdf>
- Mental Health Awareness Month: <https://www.mhawisconsin.org/may>

Early Childhood Education (ECE)

- Social Emotional Learning (SEL)
 - <http://milwaukeeesucceeds.org/what-we-do/social-and-emotional-learning>
 - <https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health#books>
 - <https://www.naeyc.org/resources/pubs/yc/mar2017/teaching-emotional-intelligence>
- Preventing exclusionary discipline
 - <https://preventexpulsion.org/>
 - <https://www.zerotothree.org/resources/series/preventing-expulsion-from-preschool-and-child-care>
 - <https://nam.edu/expulsion-and-suspension-in-early-education-as-matters-of-social-justice-and-health-equity/>
- Early Childhood Mental Health Consultation: <https://wiaimh.org/iecmh>
- Developing Relationships with Family Leaders:
 - <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>
 - https://www.acf.hhs.gov/sites/default/files/eclkc/compendium_of_parenting_interventions_911_508.pdf
- Changing Your Mind on Challenging Behavior:
 - <https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>
 - <https://www.pbis.org/topics/early-childhood-pbis>
 - <http://csefel.vanderbilt.edu/resources/strategies.html>
- Dealing with Implicit Bias:
<https://www.nea.org/assets/docs/23840%20Confronting%20Implicit%20Bias%20Thru%20Emp%20Teacher%20Prep-v2.pdf>

Supporting Families and Parent Connections

- Protective Factors: <https://fiveorfamilies.org/learn-the-5-strengths/>
- Ways to Calm Your Child: <https://uwm.edu/icfw/wp-content/uploads/sites/384/2019/05/ICFW-Handout-Coping-Techniques.pdf>
- Betty Brinn Children's Museum: <https://www.bbcmkids.org/play-cloud/>
- The Parenting Network: <https://www.theparentingnetwork.org/>
- Mindfulness & Deep breathing:
 - <https://medium.com/@KaylaEMatthews/6-deep-breathing-apps-to-keep-you-calm-and-focused-5b4beaf760f6>
 - <https://sesamestreetincommunities.org/activities/breathe-think-do/>
 - <https://www.pbs.org/parents/thrive/how-mindfulness-can-help-kids-and-parents-weather-emotional-storms>
- PBS Ready to Learn - <https://pbskids.org/learn/>

- Text4FamilyService - <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/text4familyservices>

Child Development

- Milestones: <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Brain Architecture: <https://dev.thebrainarchitecturegame.com/>
- Early Intervention: <https://www.mhanational.org/issues/prevention-and-early-intervention-mental-health-early-childhood-puberty>
- Developmental Delays: <https://nyulangone.org/conditions/developmental-delays-in-children/types>
- Developmental Screening: <https://agesandstages.com/>
- Are You Seeing These Behaviors?: <https://uwm.edu/icfw/wp-content/uploads/sites/384/2019/05/ICFW-Handout-Child-Behaviors.pdf>

Early Childhood Mental Health:

- Tip Sheet: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/what-is-early-childhood-mental-health-tipsheet.pdf>
- 5 Things to Know: <http://www.promotingmentalhealthiowa.org/pdf/5Things.pdf>
- Talk, Read, Sing: <https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-families.pdf>
- Kids Do Well If They Can: <https://livesinthebalance.org/step-one-first-video>
- It's Okay to Cry: <https://www.dearblackboycry.com/>
- 2016 Children's Mental Health Report: <https://childmind.org/report/2016-childrens-mental-health-report/>

Toxic Stress

- Effects of Trauma on Kids: <https://uwm.edu/icfw/tools-and-resources-3-2/>
- ACEs (Adverse Childhood Experiences): <https://uwm.edu/icfw/wp-content/uploads/sites/384/2019/05/ACEs-Handout.pdf>
- Traumatic Stress
 - https://www.nctsn.org/resources/public-awareness/childrens-mental-health-awareness?search=&resource_type=All&trauma_type=All&language=All&audience=33&other=All
 - <https://www.mhanational.org/tags/trauma>

Policies, Advocacy, and Family Leadership

- Parent Advocacy and Leadership Skills: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/enhance-parents-advocacy-leadership-skills>
- Early Childhood Organization Policy:
 - https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/Standing%20Together.Joint%20Statement.FINAL_9.pdf
 - <https://preventexpulsion.org/recommended-policies-practices/>
- NAMI Action Week: <https://namiwisconsin.org/nami-wisconsin-events/action-on-the-square/>
- What Can Advocates Do: <https://www.zerotothree.org/resources/1844-what-can-advocates-and-policymakers-do>
- Funding SEL: <https://casel.org/funding-resources/>

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