



WELCOME TO OUR

Offical Newsletter

2023-2024 Interns & Graduate Assitant

PICTURED (FROM LEFT TO RIGHT): SEQUOIA
CHUPEK, DEEPIKA SHARMA, AND KACIE
AKERS



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Hello, my name is Kacie Akers, and I am interning at the Wor-Wic Community College Jordan Center! The Jordan Center is a child development center for children ages 2-5. Within my time at the Jordan center, I have been able to work collaboratively with the director and staff to provide consultative services and help promote an overall healthy environment. My experience at the Jordan center has been an amazing learning opportunity for me and I have enjoyed getting to work with all the families, children, and staff members there!

PICTURED: KACIE AKERS AT WOR-WIC JORDAN CENTER



PICTURED: SEQUOIA CHUPEK AT
BUNDLES OF JOY

My time at Bundles of Joy University has been phenomenal. I've learned so much in just the short time I have been here, I can't imagine what is yet to come. The consistency has really allowed me to develop relationships with teachers, parents and children. I feel a part of the team here now, which feels monumental in my efficacy and ability to have open honest conversations. Trainings, conferences and class material is being used in real time and I can see the applications all around me. I look forward to doing winter hours over winter break and already know leaving at the end of the year is going to pull the heart strings. This place is filled with amazing people, and I care about the impact I make here and how it will affect people after I'm no longer at the center.

CENTER OF EXCELLENCE IECMHC EQUITY CONFERENCE

NOVEMBER 6TH-NOVEMBER 8TH, 2023

DEEPIKA'S EXPERIENCE AS A GA

Attending the IECMHC Equity Conference as a graduate assistant was a great experience. The ability to learn about disparities and how to use consultation as a tool to provide effective practices to support all children, regardless of race, was very informative.

I also enjoyed listening to how other states in the country work on early childhood interventions, and when states are stuck, some may consult another states modalities

KACIE'S TAKEAWAY OF THE CONFERENCE

Attending the IECMHC Equity Conference was an amazing opportunity! Throughout the 3-day conference I was given the opportunity to learn from and meet so many people from all over. It was great being able to learn about how different IECMHC programs run while also getting to learn about what has been beneficial parts of their programs. The conference was also great because I was able to expand my knowledge and learn ways to advocate and promote equity within the workforce!

SEQUOIA'S TAKEAWAY OF THE CONFERENCE

Attending part of the Center for Excellence IECMHC Equity Conference was a wonderful learning opportunity. I was comforted to see similar dilemmas faced all over the country (and world), and seeing how states, centers and people are all drawing from one another's experiences, expertise, and successful strategies. The idea sharing and learning that is provided for one another highlighted the extensive community that exists and can be tapped into. It was also interesting to learn about specific difficulties and cultural considerations others face, such as the difference on reservations vs what I have been exposed to in Salisbury.

COMMUNITY ENGAGEMENT ACTIVITIES ECMHC PARTICIPATED IN:

- 10/5: WORCHESTER COUNTY JUDY CENTER'S RESOURCE FAIR
- 11/4: EASTERN SHORE CHILDCARE RESOURCE CENTER FALL FAIR
- 11/8: SOMERSET COUNTY JUDY CENTER'S FALL FESTIVAL



The program disseminated approximately 100 bags to children, families and early childhood professionals that included social-emotional learning materials.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)



A PICTURE JANELLE PARKER, LCSW-C TOOK WHILE AT THE CONFERENCE

FOR MORE INFORMATION ON NAEYC:
[HTTPS://WWW.NAEYC.ORG/](https://www.naeyc.org/)

The National Association for the Education of Young Children (NAEYC) Conference hosted their annual conference in Nashville, TN. The conference offered opportunities for early childhood educators, consultants, administrators and other professionals from across the country to connect and learn more about various topics relevant to the field. ECMHC Program Manager, Janelle Parker, LCSW-C was in attendance at the event and looks forward to incorporating new information from the conference into practice on the Lower Shore.

LUNCH & LEARN: WHAT IS INFANT & EARLY CHILDHOOD MENTAL HEALTH CONSULTATION?

The Lower Shore ECMHC Program sponsored a lunch and learn continuing education workshop: What is Infant and Early Childhood Mental Health Consultation? The event was well attended by various early childhood professionals (Judy Centers, Birth to 5, preschools, childcare). This presentation sought to inform participants about the origins of Infant Early Childhood Mental Health Consultation, the consultative stance, what makes consultation effective, who it supports and how to apply practices that build capacity of adults who work with young children. The presentation explored the work of IECMHC in the state of MD with a specific look at the project on a local level. Lower Shore ECMHC Program Manager, Janelle Parker, LCSW-C and Kaya Swann, MSW, Co-Director of the Parent Infant Early Childhood Team at University of MD SSW were co-presenters.

TRAINING OPPORTUNITIES

The Early Childhood Mental Health Program offers trainings to early childhood professionals and families on various topics related to

- Early Childhood Development
- Mental Health
- Concept of Consultation

The community is encouraged to contact the program about topics they are interested in learning more about!

CONTACT JANELLE PARKER @ JPARKER@SALISBURY.EDU

WHAT IS EMBEDDED CONSULTATION?

Our MSW Interns Kacie Akers and Sequoia Chupek are part of the embedded consultation model, this means they are being hosted by a childcare center for the duration of their internship (~7 months). This is a proactive approach to working with early childhood professionals and families via consultation as the center hosts the consultant for longer periods of times and can be supported at a faster pace.

The PIEC Team at the University of Maryland School of Social Work outlines some of the embedded consultation services below:

- providing one-on-one coaching within each classroom
- observing staff/child interaction to assess needs
- providing reflective conversations
- developing rapport with staff and families
- supporting family engagement

What does this mean for you? If you are a childcare provider, an embedded consultant can help your center out by promoting social-emotional strategies to implement to have a more positive experience for staff, parents, and children.

What is Co-Regulation?

A WARM, RESPONSIVE INTERACTIONS PROVIDED BY CAREGIVERS TO FOSTER SELF-REGULATION DEVELOPMENT IN YOUNG PEOPLE

There are three broad categories of support that caregivers can provide to children to help them develop some of the foundational self-regulatory skills:

- Providing a warm, responsive relationship
 - A positive environment
 - teaching and coaching self-regulation skills
- Caregiver's capacity for co-regulation will also depend on the caregivers own self-regulation skills.

What does self-regulation look like during early childhood?

In **Infancy**:

- shifting attention when overwhelmed
- self-soothing by sucking fingers/pacifier

In **toddlerhood**:

- focusing for short periods
- adjusting behavior to achieve goals
- starting to label feelings
- may delay gratification
- turning to adults for help with strong feelings

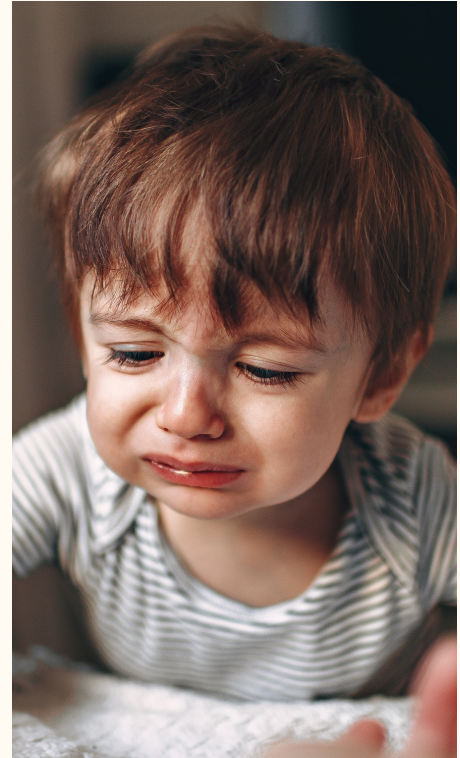
In **preschool-aged children**:

- recognizing feelings in self and others
- identifying solutions to simple problems
- use calming strategies with support
- increased focus

Some strategies to teach self-regulation skills in children:

- **Distracting**: shift the focus to a new stimulus
- **Reappraisal**: taking a fresh look at a stimulus (ex: cookies might be too stale)
- **Soothing**: addressing the intensity of the experience (hugging/comforting the child)
- **response modulation**: inhibiting or transforming the impulse to a socially acceptable action (ex: telling a child to ask the other child if they would like to share)

Something to remember: There will be individual differences in development that may need different levels of support , yet, with support and intervention these children can effectively build skills to manage their thoughts, feelings, and behaviors!



References:

Rosanbalm, K.D., & Murray, D.W. (2017). Promoting Self-Regulation in Early Childhood: A Practice Brief. OPRE Brief #2017-79. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services.
Social work graduate (2022). Co-regulation and Social Work. SocialWorkGraduate. <https://www.thesocialworkgraduate.com/post/co-regulation-and-social-work>

Have a Referral? Contact Us!

The program is designed to serve young children, ages birth to five, who demonstrate behavioral concerns that could hinder their school readiness and academic success. In addition, we support early childhood professionals, parents, caregivers, and families

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