Letter from the DECI Director

It is very exciting to have an entire DECI newsletter dedicated to the topic of Early Childhood Mental Health. Having worked in the early childhood field for more than 40 years, I see this as tremendous progress for the field. When I started in the field, the term Early Childhood Mental Health (ECMH) did not even exist, and now today valuable ECMH services are being provided nation-wide.

As with any emerging service or system, there are opportunities and challenges. With ECMH, many questions remain unanswered and decisions remain to be made at local, state and the national level that will dramatically affect how the field will evolve. The Herr Research Center has published an excellent article that lays out the most important issues and questions in a Research Report “Creating a Workforce in Early Childhood Mental Health: Defining the Competent Specialist”. I highly recommend the article: http://www.erikson.edu/hrc/publications/hrcpubsdate.aspx

This article highlighted that clear communication is important. As the Director of DECI, I am frequently reminded that the fields of early childhood and mental health often use the same words to describe different things. As we work to support and move the field of ECMH forward, I would like to remind all of us to be cognizant of the words that people use to describe the services and the qualifications for providers. We all play a part ensuring a clear understanding of the important issues being discussed and decisions to be made.

This edition of the DECI newsletter provides wonderful information ECMH and features three programs using the DECA Program resources in their early childhood mental health consultation models. Enjoy!

Linda K. Likins, National Director
Devereux Early Childhood Initiative

What is Early Childhood Mental Health?

As attention to early childhood mental health has increased, some people question the use of the term “mental health” in connection with young children, given the stigma still associated with mental illness. Can infants, toddlers, and preschoolers even be mentally ill and, secondly, even if they can, why would we want to attach such a label to a child that might stick with him or her for a long time and negatively affect the way others respond to the child? Why call it early childhood mental health? To begin with, mental illness and mental health are not the same thing, even though they are often closely connected because, for example, agencies that treat mental illness often have the words “mental health” in their names. But one term focuses on a problem (illness), while the other focuses on something positive (health). When we talk about “early childhood mental health,” we are not primarily talking about bipolar disorder, major depression, or even oppositional defiant disorder or conduct disorder, even though it is possible that some of the young children served by early childhood mental health initiatives will develop those illnesses. Rather, we are referring to the positive results of intervening early before problems develop into something more serious. Simply put, early childhood mental health is the same as healthy social and emotional development in young children, encompassing things like learning to express and regulate emotions, forming close and secure personal relationships, and exploring and learning about their environment (paraphrased from the definition developed by Zero to Three’s Infant Mental Health Task Force and used by Pennsylvania’s Infant-Toddler Mental Health Project.) So why don’t we call it “early childhood social and emotional development?” Besides that being quite a mouthful, the language of mental health is important not only for its educational value in combating stigma against mental health problems, but also for its implicit reminder that if we don’t do our job with prevention with young children, their problems may require more serious interventions later in life. We truly do want them to develop good “mental health” in the most positive sense of that term.

Source: www.parecovery.org (Statewide Initiatives/Early Childhood Mental Health).
What’s New at DECI?

New Spanish Resilience Resources
Kaplan and Devereux are excited to announce the availability of the following resources in Spanish.

1. Infant and Toddler Record forms

Resources available through Kaplan Early Learning Co. (800) 334-014 or www.kaplanco.com

National Head Start Annual Conference: “DECA User’s Reunion”
Several members of the DECI team will be in Dallas on May 3-8, 2010 for the annual Head Start conference. If you will also be in Dallas and would like to join us for a get together, please email deca@devereux.org and we will share more specifics about an opportunity to meet up at the event!

Revising the Preschool DECA Kit: Focus Group Opportunities
The DECI team is beginning the revision process for the Preschool DECA Kit and we would love your input. DECA User Feedback Focus Groups are being organized to take place at the National Head Start Association Conference in Dallas, May 3-8, 2010, and at the National Association for the Education of Young Children Professional Development Conference in Phoenix, June 6-9, 2010. Please email deca@devereux.org if you would like to learn more about these focus group opportunities.

Recorded Webinars: DECA-Infant/Toddler & Devereux Student Strengths Assessment
To learn more about either the DECA for Infants and Toddlers (DECA-I/T) or the Devereux Student Strengths Assessment (DESSA), please visit our website at www.devereuxearlychildhood.org to watch two new recorded Webinars, featuring the primary authors of the instruments. Mary Mackrain provides a wonderful overview of the DECA-I/T assessment and accompanying strategy resources. Paul LeBuffe shares how the DESSA can be used to support school-age children. Stay tuned for additional webinars in 2010.

2010 Professional Development Calendar for DECI Training Events
The 2010 National Training Calendar has been finalized. In partnership with our Regional Training and Mentor Centers, the DECI is able to offer numerous events in various cities across the country. The full calendar is available on page 8 of this newsletter. If you have any questions about these events or if you are interested in scheduling a training for your community, email: Dmahler@devereux.org

New DECA Research Study: Psychometric Properties of the Devereux Early Childhood Assessment in a Head Start Sample
Recently, John S. Carlson and My T. Lien conducted this research study involving over 1200 children in Michigan. Overall, the psychometric properties of the DECA for this Head Start sample provide additional support for its inclusion within the mental health services provided to Head Start populations. Read the full study in the Journal of Psychoeducational Assessment, Vol. 27, No. 5, 386-396 (2009).

Devereux Center for Resilient Children- Hiring!!!
Devereux Center for Resilient Children is hiring a Research Assistant. For more information please contact deca@devereux.org and title your email “Job Inquiry”.

The next newsletter submission deadlines are 7/06/10 and 10/06/10.

Contact Karen Cairone at Kcairone@devereux.org to share ideas, articles, questions, and resources! (...and get free goodies as a Thank You!)

May 6th is Children’s Early Childhood Mental Health Awareness Day
National Children’s Mental Health Awareness Day is Thursday, May 6, 2010. This year the emphasis is on the social and emotional development of children from birth through age eight. A highlight of the observance this year will be a Nationwide Art Action. The theme is “My Feelings Are a Work of Art.” Communities across the United States will engage young children in art activities to help adults and young children talk about having and expressing feelings. The American Art Therapy Association will provide materials to help parents, teachers and caregivers work with young children. Register to receive materials and support at www.americanarttherapyassociation.org/chmad.asp. Go to www.samhsa.gov/children/index.aspx for additional ideas on how to plan events for May 6 and for materials you can use for publicity in your own community.

Make a child feel good about herself or himself. Make them feel valued and loved. Then the alphabet, numbers, reading skills and all that will just flow.”

~ Captain Kangaroo
FAQs with the DECI Training Team

**FAQ: As a mental health consultant I am often brought into a situation after the relationship between the teachers and the parents has been strained due to poor communication, stress and hurt feelings. Do you have any tips I can share with teachers and administrators for how to discuss tough topics with parents before I get involved?**

**Answer:** One of our jobs as mental health consultants is to support the growth of the adults we work with so that they may be better equipped for the next time a challenging situation occurs. Here are 6 suggestions you may share with teachers and administrators who are preparing to address a family regarding their child’s challenging behavior:

1. Schedule a time to talk to the parent(s). This is not a conversation to have during drop-off or pick-up times.
2. Be honest and positive about the child. Tell the parent about the child’s positive traits and development.
3. In describing your concerns, be clear that you are simply reporting observations. Try not to interpret the child’s observed behavior. This allows you to take a neutral stance where neither the child nor parent feels blamed.
4. Ask the parent how your childcare observations compare to their experiences at home.
5. Let parents know you are willing to work with them to brainstorm solutions that will be helpful at childcare and at home.
6. Thank them for their willingness to cooperate and keep the lines of communication open…

**FAQ. As an early childhood mental health consultant I find that I am often helping administrators deal with complaints from parents about a specific child’s behavior. When parents want a particular child expelled, an administrator is caught between a rock and a hard place. Do you have any tips for how I can help an administrator handle this situation?**

**Answer:** Administrators are often caught between trying to accommodate the needs of one child who is challenging while trying to assure the safety of all the children in their care. When parents start to express concerns, administrators must handle the situation with diplomacy. Below are some tips you may want to review with administrators:

- Put yourself in their shoes. The parent who has a complaint is likely feeling fear and frustration regarding her own child’s safety. The parent may even feel powerless to protect her own child, especially if the child has already been physically hurt.
- Thank the parents for sharing their feelings. Make sure you convey that you have heard and appreciate the parent’s concerns. Validate their fears, anger or frustration.
- Be open to trying the parent’s suggestions. The parent who has made the complaint may have a good viewpoint (from the outside) on how deal with the issue at hand.
- Keep the focus on helping the child or children. Without breaking confidentiality, explain to the parent that your center is committed to supporting a child that is presenting challenging behavior while protecting the safety of the others. The children’s well-being is the most important component of child care programs.
- Keep the lines of communication open. While parent complaints about challenging behavior may be uncomfortable, don’t forget that this parent chose to tell you specifically about her concerns. You may be the person in your center with whom this parent feels the most comfortable and trusts – value this!
- You may also want to write a follow-up letter. After a parent has made a complaint, you could write a letter to the individual or all parents outlining what concrete steps that have been taken to alleviate challenging behavior.
- Avoid parent-to-parent confrontations and maintain confidentiality. Assure the parents that they will be informed about incidents pertaining to their children while maintaining confidentiality with each family. Angry parent-to-parent confrontations will not eliminate the challenging behaviors. “Thank you for sharing your concerns with me – I appreciate your feedback. I will speak to the other child’s parent directly to ensure confidentiality for both of you.”

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**Useful Resources on Children’s Mental Health and Resilience**

- **Integrating Early Childhood Mental Health Consultation with the Pyramid Model**, a policy brief by Deborah F. Perry and Roxane K. Kaufmann, November 2009. [http://www.challengingbehavior.org/d o/resources/briefs.htm](http://www.challengingbehavior.org/do/resources/briefs.htm)
Kid Connects is an early childhood mental health consultation program in Boulder, Colorado, studied in 2009 by Georgetown University's Center for Child & Human Development as one of 6 nationwide programs that had demonstrated positive child, family, early childhood educator and/or early childhood education program outcomes. (see http://gucchd.georgetown.edu to access the study report) To be selected for this study, GUCCHD rigorously reviewed many years of evaluation reports and sought accurate data-driven information that effective programs utilize. As a key quantitative measure used in our program, the Devereux Early Childhood Assessment tools demonstrated the outcomes Georgetown was looking for.

Kid Connects utilizes the DECA Program as one of the initiatives we bring to child care centers and licensed family child care homes. We have been providing mental health consultation in Boulder County since 1997 and have used the DECA for over 10 years. Though our funding sources have varied over the years, (currently, State dollars, local foundation funding, and The Mental Health Center serving Boulder/Broomfield counties) we have consistently offered best practice consultation services which include the DECA Program.

Kid Connects administers the DECA classroom profiles on a pre/post basis in the fall and spring. The process from start to finish fits seamlessly into a mental health consultation program. We sit with teachers, training them on how to make meaningful observations and complete the ratings. These discussions lend themselves to deeper understanding of the importance of social and emotional development. Teachers are fascinated with the classroom profiles and eagerly plan strategies to promote protective factors based on the results. It’s also very informative as a way identifying a child through the profile whose needs were not as readily apparent, who could benefit from some targeted support.

The DECA-C (clinical) is also used for those children who need the highest level of intervention services that are available in the Kid Connects program. These are children whose challenging behavior is persistent and troubling enough to often put them at risk of expulsion from their child care setting. Consultants ask that parents and teachers each complete the DECA-C. In this way, we are better able to understand the child’s strengths and challenges in different settings and with different relationships. Sharing results with parents takes sensitivity and a clinically astute approach, and often results in very powerful and meaningful interactions between parent & consultant.

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**Mental Health Consultation With the DECA-C**

By: Jordana Ash, LCSW, Director, Kid Connects

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**DECA featured as an ECMH measurement tool:**
[https://gushare.georgetown.edu/ChildHumanDevelopment/Center%20Projects/WebSite/ECMHStudy_Report2.pdf](https://gushare.georgetown.edu/ChildHumanDevelopment/Center%20Projects/WebSite/ECMHStudy_Report2.pdf)

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**GEORGETOWN UNIVERSITY’S CENTER FOR CHILD AND HUMAN DEVELOPMENT** will host **8 webinars** describing effective models, strategies, and practices for designing, delivering and evaluating ECMH consultation services.

[http://gucchd.georgetown.edu/90642.html](http://gucchd.georgetown.edu/90642.html)

**Characteristics of Effective Mental Health Consultation in Early Childhood Settings:** Multilevel Analysis of a National Survey, by B. Green, M. Everhart, L. Gordon, and M. G. Gettman. Published in 2006 in Topics in Early Childhood Special Education (Vol. 26, No. 3, pp. 142-152).

[http://tec.sagepub.com/cgi/reprint/26/3/142](http://tec.sagepub.com/cgi/reprint/26/3/142)

**Early Childhood Mental Health Consultation**

**By:** E. Cohen and R. Kaufmann. Volume 1 of 2005 series on Promotion of Mental Health and Prevention of Mental Health and Behavioral Disorders, published by the Substance Abuse and Mental Health Services Administration.


**Early Childhood Mental Health Consultation: A Developing Profession**


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Kid Connects runs a fairly sophisticated analysis on our data to evaluate the impact of our services. The classroom profiles are compared pre to post, matching children who were assessed by the same rater at each data point. Scores on the DECA-C ratings from the beginning of services to the completion of services are analyzed to evaluate change beyond what would be expected by chance. The DECA-C manual has been extremely useful in helping us understand the practical aspects of such an analysis as well as how to communicate the results to a wide audience. Sometimes the results are puzzling: for example one year we needed to ask ourselves, “why was there no statistically significant change from pre to post on parent’s rating of the protective factor attachment when that’s such a focus of our consultation work?” Taking the time to investigate and learn about each case has been very constructive from a program perspective, and the DECA-C has been the vehicle to do this.

We feel so confident in its utility and effectiveness that both the DECA classroom profile and the DECA-C are core evaluation components required by any communities replicating the Kid Connects model.

Contact: Jordana Ash, LCSW, Kid Connects Director, jash@mhcbbc.org

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**Early Childhood Mental Health as Prevention and Early Intervention: The YCATS Experience**

*by John D. Kinsel, MS, LPCC-S, YCATS Clinical Supervisor*

Recent research on brain and social/emotional development has shown that there is no better time for early intervention and prevention efforts than during the first few years of life (Shonkoff and Phillips, 2000). The Young Children’s Assessment and Treatment Services (YCATS) program of Samaritan Behavioral Health, Inc. (SBHI) has as its mission that very task. SBHI is a large, not-for-profit community mental health organization serving Montgomery County, Ohio, and its surroundings. The YCATS program is dedicated to meeting the mental health needs of children ages birth through five.

Central to the YCATS program has been the provision of intensive behavioral therapy groups for behavior disordered children ages 3-5. Each group of 8-10 preschoolers is guided by two specially trained Early Childhood Mental Health (ECMH) therapists. YCATS operates eight intensive behavioral therapy groups, three at the SBHI main facility and five co-located within the community in other early childhood education (ECE) settings.

Intensive group interventions are strength-based, focusing on the three resiliency factors of attachment, self-control and initiative as identified in comprehensive studies of trauma-exposed children (Werner and Smith, 1982). The intent is to ameliorate problematic behavior by promoting pro-social functioning. Progress is tracked using the Devereux Early Childhood Assessment- Clinical Form (LeBuffe and Naglieri, 2003.)

Children are eligible for intensive group if they have been or are at risk of being suspended or expelled from their early childhood education program. Other young children with home-centered or trauma-based issues are assigned to individual treatment with therapists who work with them and their families in play and dyadic therapies. YCATS clients may also access on-site psychiatric consultation and/or sensory integration-based occupational therapy if such a need is assessed.

YCATS provides prevention services through an expansive ECMH consultation program. YCATS sends ECMH consultants into the community to consult on-site with a wide array of ECE programs. Utilizing the Georgetown model (SAMSHA, 2001), services include ECE staff training, center/classroom-based consultation and individual child/family-focused consultation.

Infant Mental Health needs are addressed through partnering with local organizations that serve children birth to three. The Infant Mental Health specialist meets with the parent child dyad in their home to address issues of attachment, behavior management, and specific disorders of infancy (Zero to Three, 2005).

By providing comprehensive ECMH services, YCATS is an agent for intervening early in emerging behavioral difficulties and for actively preventing future emotional and behavioral problems. Put another way, Samaritan Behavioral Health’s YCATS program can be described as a promoter of emotional wellness beginning at birth.

Contact: John D. Kinsel, Samaritan Behavioral Health, Inc., Dayton, OH, 937-567-3476 Office

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**Local Program Mentor (LPM) News**

*Congratulations to our newest Devereux Recognized Local Program Mentors!*

Sue Bernt, LICSW, Gladstone, Oregon
Angie Moore, LCMFT, RPT, Wichita, KS

*Exclusive LPM Resources:*
Log on to the LPM section of the DECI website [www.devereuxearlychildhood.org](http://www.devereuxearlychildhood.org) for exclusive LPM goodies!
Healthy Social Behaviors: North Carolina’s Statewide Initiative and Use of the DECA Program Resources
by Margaret Mobley, HSB Statewide Project Manager

Promoting Healthy Social Behaviors in Child Care Centers is a statewide initiative of the North Carolina Child Care Resource and Referral Council funded by the NC Division of Child Development. Begun in 2005, the primary goal of the Healthy Social Behaviors initiative (HSB) is to prevent and address the challenging behaviors of children enrolled in child care centers in North Carolina by systematically and intentionally promoting the social-emotional health of these young children. The project is designed to:

- modify adult behavior and early childhood environments to ensure promotion of social-emotional competencies and prevention of challenging behavior;
- partner with child care teachers to determine and implement intervention strategies to address challenging behaviors;
- assist staff and parents in finding appropriate resources for children who require additional intervention assistance; and
- reduce the number of expulsions of children due to challenging behaviors from client centers.

Twenty-five behavior specialists, housed in regional CCR&R agencies across North Carolina, provide evidence-based, research-based and relationship-based technical assistance and training to early care and education staff. Behavior specialists work with teachers to make programmatic and personal changes to create nurturing relationships and supportive environments within the classroom. Universal strategies are implemented in the classroom to facilitate social-emotional health of all children and targeted interventions are designed for children at risk for expulsions due to their behaviors. DECA materials are used to guide classroom-level strategies and to inform individual plans for children most at risk for expulsion.

Since 2005, HSB specialists have provided technical assistance in over 2,000 preschool classrooms in North Carolina. In these classrooms, which collectively provide care and education to almost 30,000 children, 630 children continued to exhibit challenging behaviors after universal social-emotional classroom supports were in place. DECA results were used to craft a plan of intervention to support each of these children in developing the skills needed to be successful in their preschool settings and maintain their child care placements. Over 97% of these 630 children were able to remain in their child care placements after implementation of child-specific behavior support plans. Additionally, of the 3,700 teacher served since 2005, 98% have reported they are better able to address challenging behaviors in their classrooms as a result of Healthy Social Behaviors’ programmatic mental health consultation.

The key resources used for HSB training, consultation and outcome measurement include: DECA, Center on the Social Emotional Foundations for Early Learning (CSEFEL) materials; Ages and Stages Questionnaire: Social Emotional (ASQ:SE); Partnership for Inclusion’s Child Care Consultation Model; and Facing the Challenge DVD training series, which has been adopted as the standardized training provided by behavior specialists to North Carolina’s early care and education workforce.

Contact: Margaret Mobley, HSB Statewide Project Manager mmobley@childcareresourcesinc.org

Do you work with an incredible early childhood teacher? Teaching Young Children is looking for nominations for exemplary preschool teachers to be featured on the cover of Teaching Young Children. Go to this website to nominate excellent preschool teachers! http://naeyc.org/tyc/nominations/form

Spotlight on Training: Building YOUR Bounce So That You Can Build THEIR Bounce!

According to a recent report published by the American Psychological Association (2007):

- One-third of Americans are living with extreme stress and nearly half of Americans believe that their stress has increased over the past five years.
- Twenty-eight percent of Americans say they are managing their stress extremely well. However, many people report experiencing physical symptoms (77 percent) and psychological symptoms (73 percent) related to stress.
- Nearly half of all Americans report that stress has a negative impact on both their personal and professional lives.

When stress begins to have a negative impact on both the personal and professional lives of those who work in early care and education, the impact can be detrimental.
to everyone involved. Stress impacts children, families and co-workers not to mention the person who everyday is struggling “just to make it though the day”. Caregivers who are stressed are more irritable. Caregivers who are stressed are more likely to be inconsistent. Caregivers who are stressed are more tired. Caregivers who are stressed lose a feeling of joy for their work.

Whether you are a director, supervisor, consultant, or a direct care provider yourself, it is imperative that we find ways to take care of ourselves, or “Build our Bounce”. If our goal is to prepare children to be successful in school and life, we want to make sure that WE are healthy and strong, with the ability to support children each and every day that they are in our care. In essence, building OUR bounce will help us to build THEIR bounce.

The Devereux Early Childhood Initiative has created a tool for adults that can help them to strengthen their resilience so that they, in turn, can most effectively support the children in their care. The Building Your Bounce: Simple Strategies for a Resilient You Adult Resiliency Journal offers an opportunity for caregivers to reflect on the elements in their life that promote protective factors and then shares an array of strategies that can help promote adult resilience.

On July 22-23, 2010, Nefertiti Bruce, co-author of the Building Your Bounce resource, will facilitate a national professional development opportunity in a style uniquely her own, entitled Building Your Bounce, Building Their Bounce: Resilient Children Need Resilient Adults!! This training event, to be held in Southgate, Michigan (a suburb of Detroit), is designed to meet you where you are and take you to a place of greater strength, determination and resiliency. Day 1 of the training will focus on promoting adult resilience. Day 2 will focus on strategies to promote resilience of preschool children in the classroom and at home.

This training is open to all participants who are looking to leave with energy, enthusiasm, and a commitment to make positive changes in their lives. Sign up for one or both days of this exciting professional development opportunity! For information or to register, click here.

DECA/DECA-IT Program Refresher Training – Customized to meet your program’s needs, this session can offer a review of the DECA/DECA-IT Program Implementation process or focus on a few areas that need more attention.

DECA/DECA-IT Program Planning Training – If your program has been trained on the DECA/DECA-IT Program and is looking for more support on using assessment results for planning, this training is for you! This training focuses on using assessment results to plan for both groups and individual children.

DECA Program Strategies Training through use of the Protective Factor Kit – This training is designed for programs that have been using the DECA Program for preschool and are looking for new strategies that go beyond the Classroom Strategies Guide. The Protective Factor Kit, sold by Kaplan Early Learning Company, contains a Teacher’s Manual, with over 50 new social/emotional building activities that can be incorporated into lesson plans. In addition, the kit contains a number of items that can be used in the classroom to promote social/emotional development. This training focuses on using these materials to enhance a program’s use of the DECA Program.

DECA/DECA-IT for Family Service Workers/Home Visitors – Looking to support home visiting staff with the tools to utilize the DECA Program in their work with families? This training can provide support for Family Service Workers and/or Home Visitors in understanding how to use aspects of the DECA Program in their work.

Building Your Bounce: Promoting Caregiver Resilience – This training/workshop can provide an educational and inspirational start to the school year. Using a new Adult Resilience Checklist and journal published by DECI, this workshop is a fun way for caregivers to recognize the importance of their own resilience and how it relates to their ability to provide quality care to the children they work with. Get ready to reflect, laugh, and have fun!

Is your program using CSEFEL’s Pyramid Model? DECI would be happy to address how the Pyramid Model and the DECA/DECA-IT Program can compliment one another in any of the above trainings. Please note that many of these topics can also be presented by one of the DECI lead trainers in a Keynote format! For more information, please contact Debi Mahler, Professional Development Coordinator at dmahler@devereux.org or (610) 574-6141.

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DECI Training Options related to Early Childhood Mental Health Consultation

DECI offers many professional development opportunities that are particularly useful to consultants, offering the knowledge and skills needed for those in a role of providing on-going support to early care and education professionals on the topic of social and emotional development along with challenging behaviors. National training events for early childhood mental health consultants include:


DECA Program Local Program Mentor (LPM) Training (Preschool) June 17-18, 2010, Raleigh, NC October 7-8, 2010, Kansas City, MO

Don’t Flip Out Just FLIP IT Train the Trainer Session (Preschool and Beyond!) October 21-22, 2010, San Antonio, TX


Technical Assistance - The lead trainers of the DECI team can offer technical assistance via conference call and/or web to support the use of the DECA/DECA-IT Program. For more information on technical assistance, please contact dmahler@devereux.org

Who Can You Bring Happiness To Today?

Every interaction you have can be: a.) positive, b.) negative, or c.) neutral.

Think about the last few interactions you have had today, how would you categorize them?

What can you do to make even the simplest exchanges leave others with a smile?

2010 National Training Sessions by Date

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<tr>
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<td>April 26-28</td>
<td>2.5-Day Facing the Challenge: Helping Teachers Better Work with Children with Challenging Behaviors Train-the-Trainer Session</td>
<td>*Westminster, CO</td>
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<td>June 14-15</td>
<td>2-Day DECA Program Implementation Training</td>
<td>Raleigh, NC</td>
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<td>June 16</td>
<td>1-Day DECA-C Training</td>
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<tr>
<td>June 17-18</td>
<td>2-Day DECA Local Program Mentor Training</td>
<td>Raleigh, NC</td>
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<td>June 21-22</td>
<td>2-Day DECA for Infants and Toddlers Implementation Training</td>
<td>Kansas City, MO</td>
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<td>June 23-24</td>
<td>2-Day DECA-I/T Local Program Mentor Training</td>
<td>Kansas City, MO</td>
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<td>July 22-23</td>
<td>2-Day Building Your Bounce, Building Their Bounce Training</td>
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<td>September 27-29</td>
<td>2.5-Day Facing the Challenge: Helping Teachers Better Work with Children with Challenging Behaviors Train-the-Trainer Session</td>
<td>**Villanova, PA</td>
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<td>October 4-5</td>
<td>2-Day DECA Program Implementation Training</td>
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<td>October 6</td>
<td>1-Day DECA-C Training</td>
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<td>October 7-8</td>
<td>2-Day DECA Local Program Mentor Training</td>
<td>Kansas City, MO</td>
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<td>October 21-22</td>
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<td>November 15-16</td>
<td>2-Day DECA for Infants and Toddlers Implementation Training</td>
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<td>November 17-18</td>
<td>2-Day DECA-I/T Local Program Mentor Training</td>
<td>**Newport, KY</td>
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* Westminster, CO is a suburb of Denver
** Villanova, PA is a suburb of Philadelphia
*** Newport, KY is a suburb of Cincinnati

To register for any of the above training sessions, please go to www.devereuxearlychildhood.org and click on the “Training” tab.

“Children are like wet cement. Whatever falls on them makes an impression.”

~ Dr. Haim Ginott

We hope the DECI resources are empowering you to leave a positive and meaningful impression.