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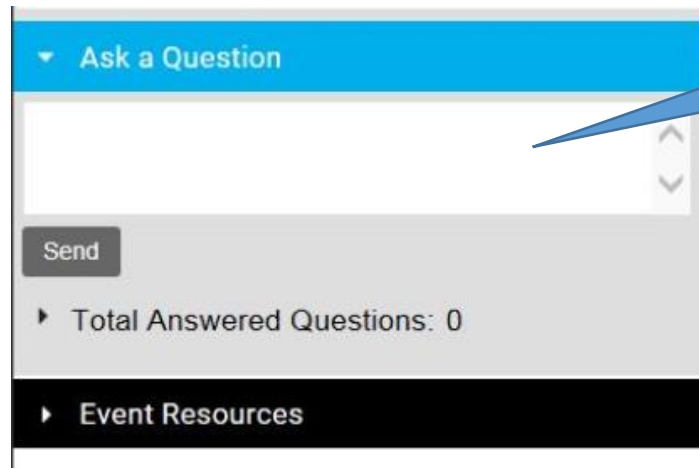
Early Childhood Health and Wellness

Addressing the Mental Health Needs of Young Children and ECE Staff Self-Care During COVID-19

Ask the Expert Series

June 9, 2020

Please use the left side bar to ask questions, submit comments, or download handouts.



Ask your questions and submit your comments here

Download handouts from Event Resources

Email your questions to health@ecetta.info.

Certificate Information

Participants will receive an email with a link to download the certificate of attendance, at the end of either the live event or on-demand viewing.

For questions about certificates: webcasts@hsicc.org



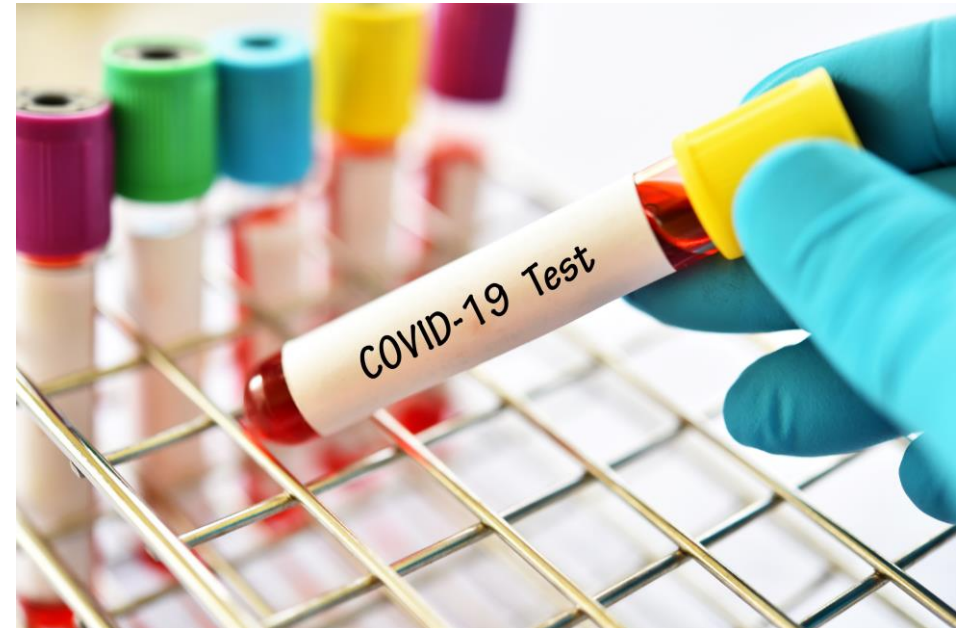
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What Makes COVID19 Public Health Crisis UNIQUE?

- Invisible threat (who is infected?)
- Ambiguous threat (how bad will this get?)
- Uncertain future (how long will this last?)
- Global threat (no community is “safe”)



Acknowledge

- Uncertainty is stressful
- Anxiety is appropriate under the circumstances
- We can't do everything for everyone
- There will be good days & “not so good” days
- Minimizing all the above is disingenuous
- We are charting “new waters”
- We are balancing more
- We are all directly exposed to this event

Grief and Loss

- Different with COVID19
- Can't say good-byes
- Can't engage in religious/cultural rituals
- Increased likelihood of complicated bereavement
 - Circumstances of the death
 - Mourning the loss
- Support & listen
- Create ways to honor the deceased



Emotional Support in Schools for Everyone

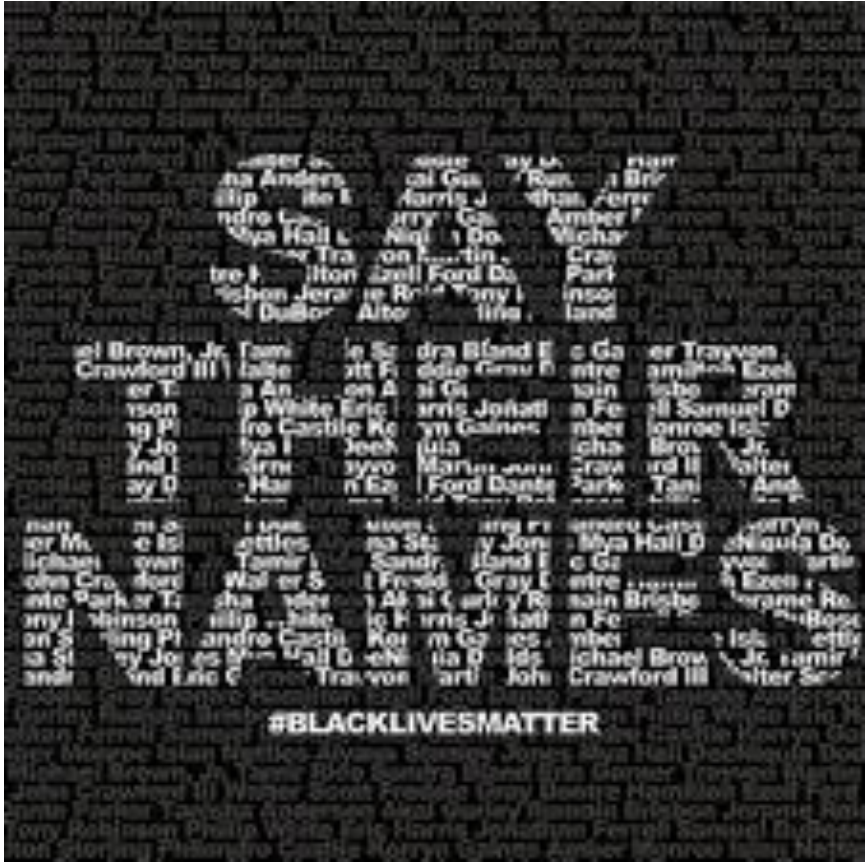
- COVID-19 produces stress, fear & uncertainty requiring special attention to needs of all school personnel and students.
- Because everyone is impacted by this event, emotional support *must be widely available* for all.
- Taking care of yourself & encouraging others to do the same sustains the ability to care for those in need.
 - This includes both meeting practical needs as well as physical & emotional self-care.

Health Disparities & Vulnerable Populations

COVID-19 is another example of how health disparities play out in the U.S.

- Based on early data, COVID-19 is impacting African American, Latin and Native American populations at a disproportionate rate.
- Vulnerable populations are more likely to be a part of the workforce deemed essential and may not have access to PPEs.
- Longstanding inequities contribute to the crisis in vulnerable populations.
- Head Start programs have an important role to play in addressing disparities among their populations.

Racial Injustice



Young Children Under Stress and Behaviors

- Separation anxiety, clinginess
- Sleep problems
- Increased temper tantrums and melt-downs
- Problems with reaching developmental milestones
- Regression in behaviors
- Challenges with attention
- Challenges with memory
- Challenges with learning new information

Working Under Stress

- Challenges with concentration
- Challenges with lesson planning
- Increased irritability
- Increased impatience
- Challenges with flexible thinking



Working Under Stress

- Increased feelings of helplessness, not doing enough
- Balancing teaching demands with family demands
- Increased emotional strain
- Decreased self-care
- Challenges with burn-out



Supporting Children and Reducing Anxieties

- Start the Conversation
 - Address misinformation and misperceptions
 - Address potential racism
- Validate feelings
- Discuss what is being done to keep people safe
- Discuss what families can do
 - Good Hygiene
 - Cough/Sneeze protocol
 - Masks
 - Appropriate social distancing



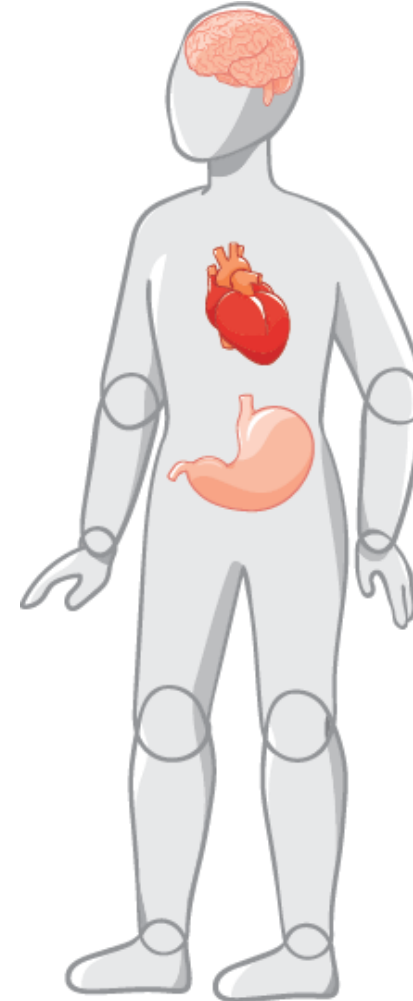
Supporting Children and Reducing Anxieties

- Minimize media exposure
- Create a routine, building in calm/quiet time
- Take a break
- Provide reassurance
- Stay connected
- Address missed developmental milestones
- Check back in on a regular basis



Supporting Children

- Recognize common reactions
 - Behavioral
 - Emotional
 - Cognitive
 - Physiological



By Helping Others, We Help Ourselves

- Instilling values and beliefs
- Finding ways to help others
- Expressing Gratitude
- Making meaning during COVID19
- Include making meaning of social injustice activities



Supporting Children

- Be a positive role model
- Be patient
- Practice self-care
- Extra help



A Couple of Extra Considerations

- Sometimes, just listening is enough
 - Help families establish a normal routine
 - Support children and families who know someone who is ill or has died from the coronavirus
- Check-ins with families often involve questions:
 - Will child care centers re-open in the fall?
 - Will centers be safe?
 - Will any services be changed?



Considerations

- Be a resource for families
 - Providing materials for talking to their children
 - Offering ideas for activities during SAH
 - Helping families to create a routine: Academic time; Free time; Outdoor and/or exercise time; Quiet, calm, alone time
Family time
- Stressing the importance of connections and ideas for continued connections with friends
- *Maintain a sense of hope and optimism and model this for children and their families*

Considerations

- Start each day with a little relaxation
 - Teach color or square breathing
 - Consider having a different student lead this each time
 - Encourage the use of this skill anytime they may feel upset, worried, or overwhelmed
- Build in time each “class” to share
 - Success
 - Positive activities
 - Kindness/helping others
 - Gratitude
 - Growth
 - A little bit of fun!



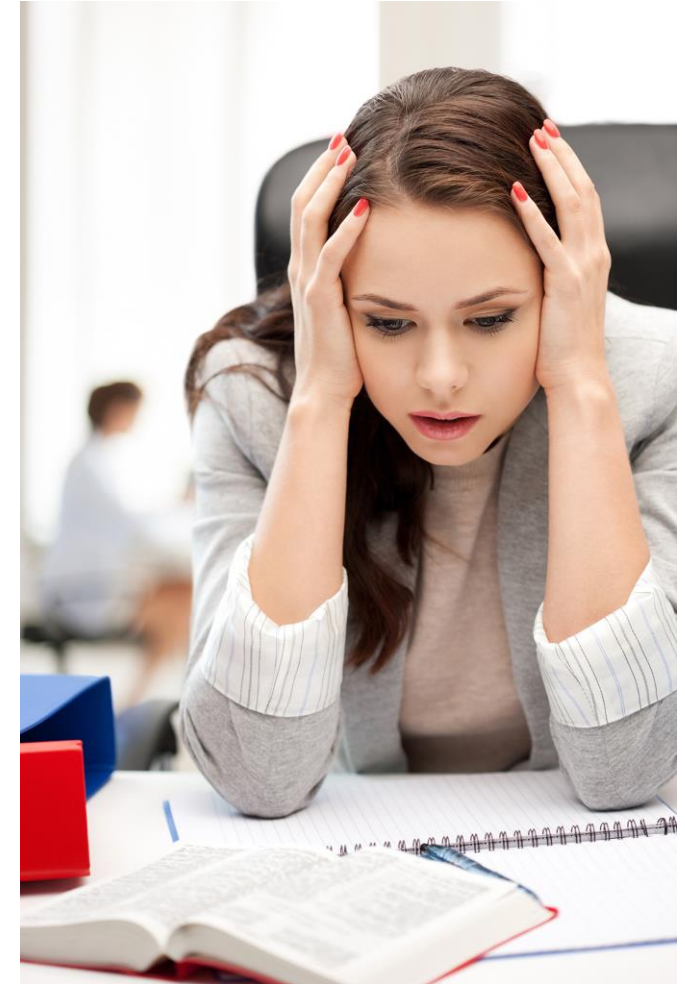
Considerations

- Create opportunities for students to work in small groups on projects (academic or for fun)
- Be a good role model of handling stress



Challenges

- Being there for “school family” and being there for your own family
- Managing your stress and fears re: COVID19
- Feeling like not you’re doing enough for students, their families, and own families
- Emotional challenges (no longer seeing colleagues at lunch, passing times)
- ***Exhaustion***



Balancing Risks and Benefits

- With re-opening, each choice requires a balance of risk and benefits
- Each individual, family, and system may make a different choice about the same issue
 - Staying at home
 - Wearing a mask
 - Social distancing
 - Returning to school/work
 - Returning to different settings



Balancing Risks and Benefits

- Discussing differences
- Plans for differences
- Tolerating differences



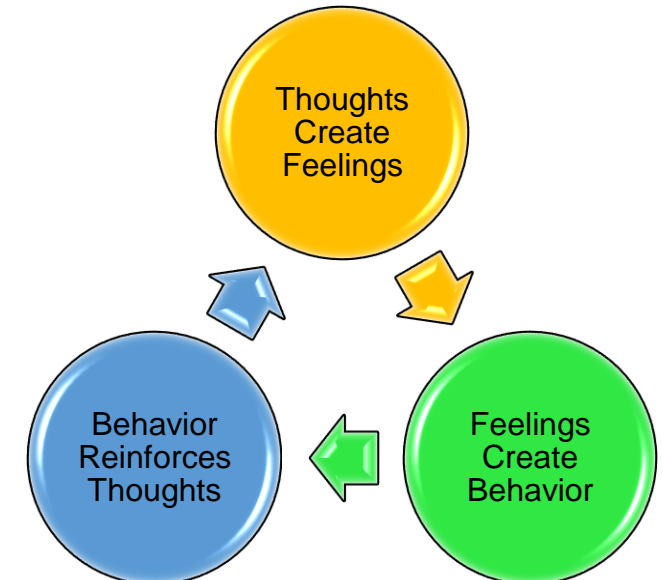
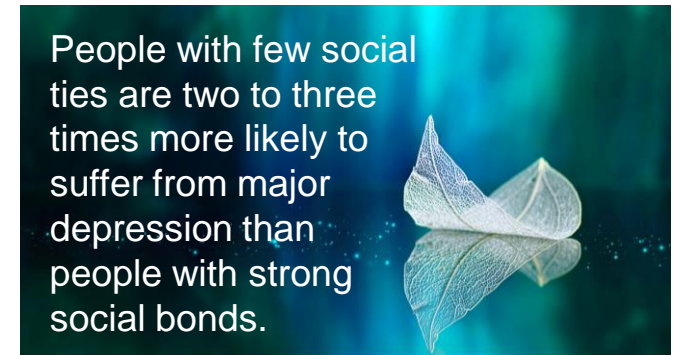
Secondary Traumatic Stress



- Physical Impact
- Emotional Impact
- Behavioral Impact
- Cognitive Impact
- Interpersonal Impact
- Spiritual/Existential Impact
- Professional Impact

Self-Help: Apply the Same Principles!

- **Pace Yourself**
 - This is a marathon, not a sprint.
- **Connect with colleagues, friends and family.**
 - Spend time talking and listening with trusted people and share what you're going through. Ask for the help and support you need.
- **Behavioral activation**
 - Regular exercise can increase energy levels and decrease feelings of fatigue, reduce stress, and relieve muscle tension.



Self-Help: Apply the Same Principles!

- **Do things that make you feel good/healthy**
 - Sleep, exposure to sunlight, healthy food, caring for a pet, practice relaxation techniques.
- **Access Self-Help Apps**



AWARENESS, BALANCE, and CONNECTION

REDUCING OUR STRESS



Importance of Quiet, Calm, Alone Time



Mind Full, or Mindful?

Sustaining Our Well-being

- **Stay Updated**, using reliable sources.
- **Meet Basic Needs.** Eat, drink and sleep regularly. Minimize substance use.
- **Take Breaks.** Do something that you find comforting, fun or relaxing.
- **Connect with Others.** Reach out to friends and family; support each another.
- **Communicate Constructively and Supportively.**
- **Respect Coping Differences.**
- **Limit Media Exposure.**
- **Conduct Self Check-Ins.** Reach out for help when needed.

NCPTSD COVID COACH



Resources



Useful Resources

From the National Child Traumatic Stress Network:

- [Parent/Caregiver Guide to Helping Families Cope with COVID-19](#) (translated in Spanish and Mandarin)
- [Simple Activities for Children and Adolescents](#) amidst COVID-19 outbreak
- [Take Care of Yourself](#)
- **Supporting children during COVID19** <https://www.nctsn.org/resources/supporting-children-during-coronavirus-covid19>
- <https://www.nctsn.org/resources/helping-children-with-traumatic-separation-or-traumatic-grief-related-to-covid-19>

From the iCARE Collaborative: Short video for parents <https://youtu.be/KyqnDILlxjE>

From the Center for the Study of Traumatic Stress

- https://www.cstsonline.org/assets/media/documents/CSTS_FS_Discussing_Coronavirus_w_Your_Children.pdf
- https://www.cstsonline.org/assets/media/documents/CSTS_FS_Finding_Right_Words_Talk_Children_Teens_Coronavirus.pdf

SAMHSA has a [Disaster Distress Helpline](#) - call **1-800-985-5990** or text *TALKWITHUS* to **66746**.

For Teachers Affected by Trauma

- <http://statprogram.org>

More Resources

- American Federation of Teachers: https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf
- Interim Guidance for Administrators of U.S. Childcare Programs and K-12 Schools to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19): <https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-for-schools.html>
- How to Disinfect Schools to Prevent the Spread of Flu: https://rems.ed.gov/Docs/How_to_pdf
- Preparing for a Pandemic Illness: Guidelines for School Administrators and Crisis Teams: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crises/preparing-for-a-pandemic-illness-guidelines-for-school-administrators-and-school-crisis-response-teams>

Social Justice Resources

- <https://www.apa.org/helpcenter/kids-discrimination>
- <https://www.parenttoolkit.com/social-and-emotional-development/advice/social-awareness/how-to-talk-to-kids-about-race-and-racism>
- <https://www.embracerace.org/resources/young-kids-racial-injustice>
- <https://childmind.org/article/racism-and-violence-how-to-help-kids-handle-the-news/>

NCTSN The National Child Traumatic Stress Network

Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (COVID-19)

At this time, information about COVID-19 is rapidly evolving as new details are confirmed and new questions emerge. In the event of an outbreak in your community as a parent/caregiver, your first concern is about how to protect and take care of your children and family. Knowing important information about the outbreak and learning how to be prepared can reduce your stress and help calm likely anxieties. This resource will help you think about how an infectious disease outbreak might affect your family—both physically and emotionally—and what you can do to help your family cope.

What You Should Know

- Coronaviruses are a large family of viruses that cause illness ranging from the common cold to more severe diseases. COVID-19 is caused by a novel coronavirus; this means it is a new strain that has not been previously identified in humans.
- COVID-19 is a respiratory disease that is mainly spread person-to-person. Currently, there is no available vaccine or curative treatment, so the best preventative strategy is to avoid exposure.
- So far, children appear to be much less affected by COVID-19, which was also seen after other coronavirus outbreaks.
- Children with pre-existing illnesses may have different risk, so you should discuss this with your child's medical team.
- To reduce the spread of the virus, a variety of approaches will be used, including keeping those who are sick away from others and promoting healthy hygiene strategies. Additional recommendations for ways to contain the virus's spread could include canceling of events that attract large numbers of people; closing schools, public transit or businesses; and required quarantine, which is the separation and restriction of movement of people who might have been exposed to the virus.

READINESS

Preparing your Family for a Potential Infectious Disease Outbreak

Being prepared is one of the best ways to lessen the impact of an infectious disease outbreak like COVID-19 on your family. Here are some steps that you can take to be better prepared:

Information & Communication

- Identify how you will keep up with the rapidly changing information on COVID-19. In rapidly changing health events and outbreaks such as COVID-19, there can be large amounts of incorrect or partially correct information that can add to your stress and confusion as a parent/caregiver. Identify a few trusted sources of health information.

The NCTSN relied on the CDC resources to create this document. Get the most up-to-date and accurate information at:
 CDC: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
 CDC: information on children and COVID 2019: <https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/children-faq.html>
<https://healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/2019-Novel-Coronavirus.aspx>

THE NATIONAL CHILD TRAUMATIC STRESS NETWORK www.nctsn.org

NCTSN The National Child Traumatic Stress Network

Supporting Children During Coronavirus (COVID19)

With the ever-changing landscape of our lives as you cope with the COVID-19 outbreak, you are trying to determine how best to help your family. Your children/teens may be worrying about the safety of your family, struggling with thoughts and feelings about the stories and images coming from coverage of COVID-19, and the uncertainty of not knowing when they can return to those routines that provided them comfort. They may turn to you or other trusted adults for support, help, and guidance. We hope that this resource will help you think about what you can do to make these times of uncertainty a bit less stressful.

Start the conversation

Many people worry that talking to young children will lead to increased worries and anxieties. The opposite is actually the case. Bringing difficult topics into the conversation can help lessen worries in children of all ages. Find a quiet, comfortable place to talk. Take a breath and bring it up.

You can say something like this:

- "There has been a lot of talk about coronavirus. Tell me what you know about it, or tell me what you've heard about it."
- For tweens and teens, also consider, "Tell me what your friends are saying about coronavirus. What have you seen about this online?"

Starting the conversation allows you to listen to what your child/teen knows and gives you a place to begin as the conversation continues.

Correct inaccurate information

If you hear inaccurate information or misunderstandings from your children/teens, take time to provide the correct information in language your child/teen can understand.

Encourage your children to ask questions, and answer those questions directly.

Your children/teens may have some difficult questions about the coronavirus. For example, children may ask if it is possible that someone in the family may get the virus that causes COVID-19. The concern may be an issue for both you and your children/teens alike. This question is speaking to concerns about the safety and security of themselves and those they love. In your answer, stress what is being done in your family, the community, state, country, and the world to reduce risk. Question-and-answer exchanges help ensure ongoing support as your children begin to cope with emotions related to this virus.

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (DHHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HRSA.

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HELPING CHILDREN WITH TRAUMATIC SEPARATION OR TRAUMATIC GRIEF RELATED TO COVID-19

The COVID-19 pandemic has resulted in thousands of children being separated from loved ones who require isolation and/or hospitalization due to a loved one testing positive for COVID-19 or because of potential exposure for essential workers. For some children, the separation may result in distress or in a traumatic reaction. If a loved one dies from the virus, a child may experience traumatic grief due to the sudden nature of the death and being unable to say goodbye or observe cultural or religious mourning rituals. This tip sheet is for caregivers or other adults supporting children with traumatic separation or traumatic grief related to COVID-19. Especially in stressful times, in addition to the suggestions here, all children benefit from caregivers listening to and validating their different feelings.

I want you to know that:	You can help when you:
1. I may have a lot of feelings but am not able to identify them or why I have them.	Acknowledge it is ok to feel sad, angry, hurt, lonely, etc. Understand when I get upset out of the blue about things that do not seem related. Help me label my feelings with words and talk about what is happening.
2. I am afraid when my loved one who is sick must be isolated from me at home or away from home.	Explain that isolating my loved one protects me from getting sick and helps the sick person to recover. Tell me the isolated person cares about me very much and does not want me to get sick. Remind me how you or other helpers take care of our sick loved one and me. Help me to find ways to stay in contact with my sick loved one (call, text, make a card).
3. I am afraid that my loved one, who is a health worker or emergency responder will get sick or die.	Explain that health professionals and emergency responders get special training on how to stay safe at work to care for people. Tell me ways I can stay in touch with my loved one if I can't see them all the time or if they have to stay close to work for a period of time. Explain the important work they are doing to take care of people.
4. I am sad that I can't see my sick loved one in the hospital and I worry that they are alone.	Assure me that my loved one wants me to stay safe, so they do not want me near sick people in the hospital. Explain how people in the hospital make sure my loved one is not alone. Help me communicate with my loved one, through calls, cards, pictures, songs, prayers, texts, and virtual communication when possible.
5. I am scared that my sick loved one is in the hospital and might die.	Give me accurate information about how my loved one is doing in words I can understand for my age. Help me understand that most people get better and come home. Tell the truth if my loved one won't recover and help me find a way to say goodbye.
6. I am scared, sad and mad that I can't say goodbye in person if my loved one is going to die in the hospital, and we can't go.	Explain that health care workers are with my loved one, so they are not alone. Find out if you can send a message for me or I can say goodbye remotely.

HELPING CHILDREN WITH TRAUMATIC SEPARATION OR TRAUMATIC GRIEF RELATED TO COVID-19
www.nctsn.org

Parent/Caregiver Guide to Helping Families Cope w COVID19

Supporting Children During Coronavirus

Helping Children w Traumatic Separation or Grief Related COVID19

Most Requested

Hot Off the Press

Factsheet: Economic Hardship COVID19

Community Organization Parents School Staff High School & College Age

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Coping in Hard Times: Fact Sheet for Community Organizations and Leaders

What happens when a community has been hit by economic hard times? Stores close, buildings stand abandoned, municipal services—trash, police and fire, libraries—suffer cutbacks, and dwindling social supports must be spread among more citizens. People living in the community are laid off, are out of work for months, and may run out of unemployment insurance. When they look for work, they find that companies have stopped hiring.

What ultimately happens to the people in this community? They become anxious and afraid. About what will happen to them and their families. About meeting their basic needs. About losing their home. These worries can cause frustration, anger, and despair—feelings that intensify if their neighborhood seems to be falling apart around them. Citizens look to their community leaders for solutions and for reasons to hope. This fact sheet will explore how economic difficulties may affect the people in your community and give you ways to help.

Understanding Economic Downturns

When members of a community face financial difficulties, it affects their:

- Sense of safety
- Ability to be calm
- Self-efficacy and community-efficacy
- Connectedness
- Hope

Sense of Safety

What is 'sense of safety'?


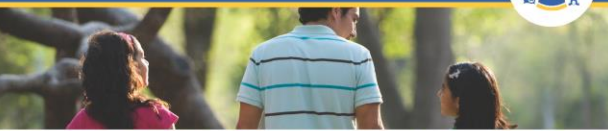
- A belief that your needs—and the needs of your family and community—will be met now and in the future
- A belief that you are protected from harm and that those around you will stay safe
- A belief that your local, county, state, and federal governments will provide help in times of need

How can economic downturns affect community members' sense of safety?

Those without work for months may lack money for food, housing, childcare, and transportation, or homes or left the community to find work elsewhere. When their basic needs are threatened, people feel even less safe when their community declines, the infrastructure suffers, and there is a decrease in services. Unable to meet their needs and believing their community cannot help them, people can become discouraged and give up. They may avoid friends and family, be irritable or argumentative, or take risks. When people find it harder to deal with life's challenges, the stress can be devastating.

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

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Coping in Hard Times: Fact Sheet for Parents

What happens when you or your spouse or partner are laid off, are out of work for months, and the unemployment insurance ends? What happens when—every place you look for work—they're not hiring or they have stacks of applications?

What happens? You worry about what will happen to you and those you care for. About having money for groceries and transportation. About paying for medication or medical appointments. About the next emergency that you can't foresee. And, if you have children, it is likely that they will worry too. During hard times, worries like these can cause frustration, stress, and anger for everyone in the family.

This fact sheet will help you understand how economic difficulties may affect you and your family and help you find ways to cope—and help your family members cope—during these uncertain times.

Understanding Economic Downturns

When people face financial difficulties, it affects these qualities:

- Sense of safety
- Ability to be calm
- Self-efficacy and community-efficacy
- Connectedness
- Hope

Let's see how financial hard times affect these areas and what you can do to cope or help family members cope.

Sense of Safety

What is 'sense of safety'?

- A belief that your needs—and the needs of those you care about—will be met now and in the future
- A belief that you are protected from harm and that those around you will stay safe

How can economic downturns affect a person's sense of safety?

The world feels less safe when you don't know when businesses will rehire or you can't find work; have less money for food, rent, and transportation; have to take extra jobs to make ends meet; and face foreclosure or have to move.

You may feel worried, sad, or angry. You may want to give up. You may avoid friends and family, be irritable, argue more with others, or take more risks. You may have trouble sleeping, focusing, or being patient with others (who may be facing similar hardships and stress themselves). And you may find parenting much more difficult.

When you don't feel safe, everyday problems seem much worse. It's harder to face and to deal with life's challenges, and the stress can be overwhelming.

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Coping in Hard Times: Fact Sheet for School Staff Teachers, Counselors, Administration, Support Staff

What happens when school personnel, or family members of your students are laid off, are out of work for months, and their unemployment insurance ends? What happens when students complain to you that they can't find after-school or summer jobs?

When these things occur, people worry about what will happen to them and to those they care about. Students may worry about having to drop out of school, having their future goals change, or their family having enough money for rent or for groceries. You may worry about the number of students you have, as well as their welfare and well-being. During hard times, worries like these can cause frustration, stress, and anger.

This fact sheet will help you understand how current crises or economic difficulties may affect you, other school staff, students, and their families and give you specific ways to help.

Understanding Economic Downturns

When people face financial difficulties, it affects their:

- Sense of safety
- Ability to be calm
- Self-efficacy and community-efficacy
- Connectedness
- Hope

Let's see how financial hard times affect these areas, and what you can do to cope or help others cope.

Sense of Safety

What is 'sense of safety'?



- A belief that your needs—and the needs of those you care about—will be met now and in the future
- A belief that you are protected from harm and that those around you will stay safe

How can economic downturns affect a person's sense of safety?

The world feels much less safe when we can't find work when we have less money for food, rent, and transportation; when we have to take extra jobs to make ends meet; or when we have to move and change schools. Our routines might be altered, creating additional uncertainties and anxieties.

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Coping in Hard Times: Fact Sheet for Youth High School & College Age

What happens when your parents are laid off, are out of work for months, and their unemployment insurance ends? What happens when school lets out and you can't return home? What happens when you can't find a part-time, summer, or full-time job? What happens when every place you look for work isn't hiring or has stacks of applications?

What happens? You worry. About what will happen to you, your friends and your family. About whether you'll have to drop out of school, change your plans for your future, or find a good paying job. About whether your family will lose your home or that you won't be able to support yourself. About having enough money for gas, for groceries, or for rent. During hard times, worries like these can cause frustration, stress, and anger.

This fact sheet will help you understand how economic difficulties may affect you and help you think about how you can cope during hard times.

"I almost lost our house. I felt sad and scared when we were told that we would have to leave."

Understanding Economic Downturns

When people face financial hard times, it affects you:

- Sense of safety
- Ability to be calm
- Self-efficacy and community-efficacy
- Connectedness
- Hope

Let's see how financial hard times affect these areas and what you can do to cope or help family members cope.

Sense of Safety

What is 'sense of safety'?

- A belief that your needs—and those of family and friends—will be met now and in the future
- A belief that you are protected from harm and that those around you will stay safe

How can economic downturns affect my sense of safety?

We have less money for food, rent, and transportation; face dropping out of school or finding a place to live that you can't achieve your goals, then the world will feel much less safe than before.

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National Hotlines

- National Suicide Prevention Lifeline: 1-800-273-8255
- Disaster Distress Helpline, Call (800) 985-5990, Text TalkWithUs to 66746
- National Suicide Prevention Lifeline, Call (800) 273-8255, Chat with Lifeline
- Crisis Textline - Text TALK to 741741
- 7 Cups; Free, anonymous and confidential online text chat with trained listeners, online therapists & counselors; <https://www.7cups.com>
- *Find your State Hotlines for yourself and families*

Ask the Expert Series Schedule

May 5	<u>Caring for Children in Group Settings During COVID-19: A Follow-up Conversation</u>
May 8	<u>Keeping Our Children Well During COVID-19</u>
May 15	<u>Keeping Kids Safe at Home: COVID Edition</u>
May 19	<u>Helping Parents Manage Stress during COVID-19</u>
May 27	<u>Caring for Children with Special Health Care Needs During COVID-19</u>
June 2	<u>Social Distancing in Early Care and Education: Feasible or Impossible?</u>
June 9	<u>Addressing the Mental Health Needs of ECE Staff During COVID-19</u>

**Check the ECLKC upcoming events page for dates and registration links
<https://eclkc.ohs.acf.hhs.gov/upcoming-events>**





A Collaborative Platform for the Early Care and Education Community

MyPeers is a virtual learning network where you can brainstorm, exchange ideas, and share resources with early childhood colleagues from across the country. It was created by the Office of Head Start (OHS) to help you connect and learn with people who share your interests and program responsibilities. These informal connections can be a great source of encouragement and insight.

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

Welcome Back

Select the button below to access the login page.

Access MyPeers

Register to Learn More About MyPeers

Select the links below to join a webinar. You don't need to sign up for MyPeers before joining us for any of these sessions:

- MyPeers Orientation [↗](#)
- Making the Most of MyPeers [↗](#)

Create an Account

New to MyPeers?

Sign up for your free account.

Once you've joined, you will be able to add new communities to meet your specific needs.

Join



NATIONAL CENTER ON
Early Childhood
National Centers
Early Childhood Health and Wellness

Head Start Heals Campaign

The goal is to increase awareness about how Head Start is uniquely qualified to address trauma and promote resilience for children and families.

Resources

- [Promoting Empathy, Understanding Trauma](#)
- [Substance Use Disorder and Recovery](#)
- [The Mental Health Consultation Tool](#)
- [The National Child Traumatic Stress Network](#)
- [The Center of Excellence \(CoE\) for Infant and Early Childhood Mental Health Consultation \(IECMHC\)](#)
- [National Center for Pyramid Model Innovations \(NCPMI\)](#)
- [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/head-start-heals-campaign>



National Center on Early Childhood Health & Wellness Contact Information

Email: health@ecetta.info

Website: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health>

COVID-19 Health Information: <https://eclkc.ohs.acf.hhs.gov/physical-health/coronavirus/health-hygiene>

Watch Again & Certificate Information

View the webcast on-demand, starting 30 minutes after the live event ends, until June 15, 2020. On-demand viewing is available 24/7. Use the same registration and access link. There is no alternate phone line for on-demand events.

Participants will receive an email with a link to download the certificate of attendance, at the end of either the live event or on-demand viewing.

For questions about certificates: webcasts@hsicc.org