



# SEFEL NEWSLETTER

May 2018

**Children's Mental Health Awareness Week, May 6-12**



## Become a Champion!

Become a champion for the 2018 Children's Mental Health Matters! Campaign to receive valuable resources, information for families, and ideas on promoting awareness of this important topic. Visit [www.childrensmentalhealthmatters.org](http://www.childrensmentalhealthmatters.org) to sign-up your organization or school.

Children's  
Mental  
Health  
Matters.org

A MARYLAND PUBLIC  
AWARENESS CAMPAIGN

2018 COMMUNITY  
CHAMPION

[WWW.CHILDRENSMENTALHEALTHMATTERS.ORG](http://WWW.CHILDRENSMENTALHEALTHMATTERS.ORG)

**National Federation of Families for Children's Mental Health:**

*"Partnering for Health and Hope Following Trauma"*

## Are you listed yet?



More than 1,100 communities and 160 national collaborating organizations and federal programs will organize local Awareness Day activities and events around the country.

Please join the NFFCMH as they create a national dialogue about the importance of partnering for health and hope following trauma.

**To submit a local awareness event taking place in your community follow this link:** <https://www.ffcmh.org/events-awarenessweek-2018events>

## SEFEL in Maryland

Maryland's SEFEL Pyramid Model work is gaining attention, with three conference symposiums this spring:

- In April, PIEC Program Directors at The Institute for Innovation & Implementation at the University of Maryland School of Social Work, Kate Wasserman and Margo Candelaria, were joined by Maryland State Department of Education's Program Developer Tresa Hanna to present at the 2018 National Training Institute on Addressing Challenging Behavior's State Day. Their presentation focused on the SEFEL OMS and Maryland's Master Cadre efforts.
- Kate will be presenting on SEFEL at the PBIS Maryland Coach's Summit at Sheppard Pratt on May 2, 2018.
- Both Kate and Margo are also scheduled to present on SEFEL at the Ready at Five School Readiness Symposium on May 17, 2018.

## Strategies Corner

### *Activities for Building Student Empathy*

#### **Activity 1: Guessing Emotions**

Ask individual students to choose an emotion from this [list](#). Instruct them not to tell their classmates which emotion they've chosen. Have students, one by one, model the body language that reflects that emotion.

While students are modeling emotions, ask their classmates to look for clues to help them guess the emotion that's being modeled. Remind students that it's not always easy to figure out people's feelings, and reiterate that not every one experiences or shows emotions the same way.

Here's a sample script you can use:

"Now, I need two volunteers to show a couple more emotions. You can show us an emotion from this list or you can show us a completely different emotion. Don't tell us what the emotion is right



away. We're going to guess. We may not get it right, but that's okay. That's why we practice thinking about other people's feelings whenever we can. After we've had a few tries, I'd like you to tell us the make-believe reason why you are feeling that emotion."

### **Activity 2: Feelings Collage**

This is a fun activity to try in any classroom, especially if some of your students are especially shy and might have difficulty acting out emotions in front of the class.

Bring a big stack of magazines to class and give each of your students art supplies: posterboard or construction paper, scissors, glue sticks. Invite your students to cut pictures from the magazines of people expressing any kind of feeling, and instruct them to use these images to build a "feelings collage." Hand out markers and ask students to label each picture in their collage with a feeling word; then, have them take turns explaining their collages and feeling labels to the group. Encourage your students to elaborate on the details of what they noted regarding the person's facial expression, their body language, or the context of the photo or illustration.

When the activity is over, let your students take the collages home. Recommend that they keep their collages and post them in a prominent place at home for use in practicing identifying and labeling their own feelings.

Source: [Brookes Publishing Co.](#)

## **Research Findings: "Kindergartners with these two skills are twice as likely to get a college degree."**



### **A 19-Year Study Reveals Kindergarten Students With These ...**

It's hard to believe that what your child knows at age 5 could influence his future chances of success. But that's exactly what a 2015 study published in the American Journal of Public Health found. But researchers discovered that the skills that ...

[Read more](#)  
[www.inc.com](http://www.inc.com)

## **Interview with Dr. Dan Siegel, author of "Yes Brain"**

*"You don't have to be a neurosurgeon to help create an integrated, structurally strong brain in your child. You have to have a relationship that inspires them to rewire their brain toward integration."*

-Dr. Dan Siegel interview with Mindful Magazine

[Article: What Hearing 'Yes' Does to Your Child's Brain](#)

# "Must we diagnose babies?"



"What does it mean diagnosing babies today? Diagnosing means capturing the unique qualities of each child and family in a profile that focuses on the healthy resources and on the difficulties in children functioning, as a guide to clinical interventions."

*Article: [Must We Diagnose Babies? What does it mean diagnosing babies today?](#)*

Source: [www.waimh.org](http://www.waimh.org)

## Early Childhood Health and Wellness News

- **Nasal glucagon safe, effective in treating hypoglycemic events in children at home, school**  
<https://www.healio.com/endocrinology/diabetes/news/in-the-journals/%7Babefd56b-6ad6-4be7-920e-3cd2b935cb26%7D/nasal-glucagon-safe-effectiv-e-in-treating-hypoglycemic-events-in-children-at-home-school>
- **Preschool, Day Care Not Asthma Triggers**  
<https://consumer.healthday.com/respiratory-and-allergy-information-2/asthma-news-47/preschool-day-care-not-asthma-triggers-study-732804.html>
- **Dental Cavities in U.S. Children Decline**  
<http://www.philly.com/philly/health/kids-families/dental-cavities-pediatrics-oral-health-20180413.html>
- **Baby Sitters, Relatives Often Unaware of SIDS Risk**  
<https://consumer.healthday.com/kids-health-information-23/sudden-infant-death-syndrome-sids-news-643/baby-sitters-relatives-often-unaware-of-sids-risk-732493.html>
- **Parental Education and Pre-School Children's Objectively Measured Sedentary Time: The Role of Co-Participation in Physical Activity**  
<https://www.ncbi.nlm.nih.gov/pubmed/29461474>
- **Prevalence of Obesity and Severe Obesity in US Children, 1999-2016**  
<http://pediatrics.aappublications.org/content/pediatrics/early/2018/02/22/peds.2017-3459.full.pdf>
- **The Imperative of Safety: How Community Safety Supports Optimal Early Childhood Development**  
<https://www.preventioninstitute.org/unity/publications/imperative-safety-how-community-safety-supports-optimal-early-childhood>
- **Fidget Spinner Ingestions in Children—A Problem that Spun Out of Nowhere**  
[http://www.jpeds.com/article/S0022-3476\(18\)30142-2/fulltext](http://www.jpeds.com/article/S0022-3476(18)30142-2/fulltext)
- **Crash Tests Confirm Safety of Rear-Facing Carseats in Rear Impact Collisions**  
<https://www.reuters.com/article/us-health-infants-carseats/crash-tests-confirm-safety-of-rear-facing-carseats-in-rear-impact-collisions-idUSKCN1HA2KO>
- **What's in a Word? How Language Affects Public Health: Research Shows Word Choices Can Influence Well-Being, Treatment**  
<http://thenationshealth.aphapublications.org/content/48/2/1.1>



- **Kids in Tough Neighborhoods Head to ER More Often**  
<https://consumer.healthday.com/kids-health-information-23/kids-ailments-health-news-434/kids-in-tough-neighborhoods-head-to-er-more-often-732686.html>
- **Mandatory Naptimes in Childcare Do Not Reduce Children's Cortisol Levels**  
[https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5852241/pdf/41598\\_2018\\_Article\\_22555.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5852241/pdf/41598_2018_Article_22555.pdf)
- **Atypical brain development observed in preschoolers with ADHD symptoms**  
<https://www.nih.gov/news-events/news-releases/atypical-brain-development-observed-preschoolers-adhd-symptoms>
- **Reading Aloud to Young Children Has Benefits for Behavior and Attention**  
<https://www.nytimes.com/2018/04/16/well/family/reading-aloud-to-young-children-has-benefits-for-behavior-and-attention.html?rref=collection/sectioncollection/well>
- **Helping Kids With A.D.H.D., and Their Families, Thrive**  
<https://www.nytimes.com/2018/04/23/well/family/helping-kids-with-adhd-and-their-families-thrive.html?rref=collection/sectioncollection/well>
- **Should We Speak to Little Boys as We Do Little Dogs?**  
<https://www.nytimes.com/2018/04/10/well/family/whos-a-good-boy.html?rref=collection%2Fsectioncollection%2Fwell>
- **Giving Babies Antibiotics or Antacids May Increase Allergy Risk**  
<https://www.nytimes.com/2018/04/02/well/family/giving-babies-antibiotics-or-antacids-may-increase-allergy-risk.html?rref=collection%2Fsectioncollection%2Fwell>
- **When Your Baby Is Your Roommate**  
<https://www.nytimes.com/2018/04/02/well/family/baby-sleep-sids-room-sharing.html?rref=collection/sectioncollection/well>

## Highlights

**SEFEL OMS Release 1.0 is now live!**  
**Visit the SEFEL Outcomes Monitoring System (OMS)**

### **Maryland's Early Childhood Mental Health Consultation Project 2018 Legislative Brief**

#### **ECMHC 2018 Legislative Brief**

This legislative brief describes the outcomes of the early childhood mental health consultants activities entered into the OMS system for the 2016-2017 fiscal year indicating general improvements in classroom climate and teacher and parent reported behavior after consultation.

### **Maryland SEFEL Pyramid Model Master Cadre** **Maryland SEFEL Pyramid Model Master Cadre Overview**

This year Maryland, with guidance from the National Pyramid Consortium, launched a cadre of the state's expert trainers and coaches in the SEFEL Pyramid Model to support best practice implementation across the state.

**Goal of the Cadre:** Our goal is to build and grow capacity and fidelity to the SEFEL Pyramid Model across the state. This Cadre follows a model replicated in other states facilitated by the National Pyramid Consortium to develop a statewide network of experts in the Pyramid Model and invest in their ability to support the early childhood workforce, young children, and families in a variety of settings.

**Cadre Objectives:** *Individualized agendas will be developed for each webinar with cadre member attendance taken each time.*

- Review Practice Based Coaching and discuss Master Cadre Member's implementation of the model within their SEFEL work
- Hear from Pyramid Consortium Leadership on SEFEL Training & Coaching Fidelity Measures
- Review data entry and management into the OMS System
- Discuss local and state mechanisms for Pyramid Model training and coaching sustainability

**Build-A-Policy: Positive Behavioral Practices**

### **Approved T-POT Assessors**

The T-POT is the SEFEL Fidelity Tool.

**View those who have taken the T-POT training and are reliable in the tool.**

If you believe you are reliable in the T-POT but your name is not on the list please contact [piec@ssw.umaryland.edu](mailto:piec@ssw.umaryland.edu) . Also contact us if you have any questions.

**Upcoming:** T-POT Training scheduled for June 11th - 12th, 2018. Registration link to follow.

### **Mental Health Consultation Tool Kit**

**The Infant/Early Childhood Mental Health Consultation (I/ECMHC) Learning Module**

Visit our Website

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<https://theinstitute.umaryland.edu/sefel/>