

CELEBRATE

CHILDREN'S MENTAL HEALTH MONTH

with a workbook of activities and ideas to promote social and emotional learning.

MAY 2021

compiled by the ECMH Team at the GCESC



Thank you for being a champion for children's mental health!

Throughout the month of May join us in raising awareness that each child's social, emotional, behavioral, and relational health develops throughout their early childhood experiences. On Children's Mental Health Day, Thursday, May 6th, we encourage you to wear a green ribbon and share the importance of the work you do to build a solid foundation for children's mental health and wellness. The Early Childhood Mental Health Team has prepared this Children's Mental Health Day activity guide full of things to do and ideas to foster social, emotional, and relational skills for children of all ages, a calendar of activities for the month, recommended book lists, and other resources. We hope that every time you give the green awareness ribbon stress toy a squeeze, it helps you to regain your calming, positive presence and will serve as a reminder of what an important role you play in the life of a young child.



Our team is gearing up for a great 2021-2022 school year. The ECMH Team received support from our Clark, Greene and Madison Mental Health and Recovery Board to create Wellness Care Kits for community partners to aid their ability to provide timely, trauma informed care for the mental health of infants and young children. The Wellness Care Kit or "We Care Kit" contains items, tips, and tools to build strong relationships and social, emotional, and behavioral skills within the children in your care or receiving your services. In addition to engaging toys, books, and materials, the We Care Kit also contains resources and linkage materials to support connecting to Infant and Early Childhood Mental Health related services. The kits will be distributed throughout the summer to community agencies and early childhood partners and providers along with a companion training on the kit contents.

We are here to support your efforts in supporting the social and emotional well-being of children, please reach out to us for more activities to promote children's mental health or if we can be of service to you!

To stay up to date, find our Facebook Group - Early Childhood Mental Health Team at GCESC or e-mail us at ECMHTeam@greeneESC.org.

With appreciation and gratitude,
GCESC Early Childhood Mental Health Team & Children's Mental Health Team
Grace, Tim, Audrey, Beth, Carrie, John, Lindsay, Lillian, Amanda, Kayla,
Catherine, Brandi, and Melanie







Contents of this workbook:

- Page 1 Six Ways to Build Your Child's Brain Reminders of the best ways to connect with young children and to build brains! The ideas on this infographic will be a part of our Wellness Care Kit training.
- Page 2 Calendar Make copies to pass out to families or use the ideas in your own classroom
- **Page 3 Children's Mental Health Week** This is a great infographic to review with older children, or to post to remind yourself of how you advocate for Children's Mental Health and Wellness!
- **Page 4 Ribbon Coloring Sheet** To color and display in your office/home/classroom. Please feel free to use this as a talking point to show that you are an advocate for Children's Social and Emotional Development.
- **Pages 5 & 6 SEL Worksheets -** Your children can complete to remind them of the amazing kid they really are!
- Page 7 Calm Down Cards These cards can be displayed in your "safe space" area so that children can choose ways to calm down when upset. They could also be hole punched and put on a ring so that children can keep them at their desks or wear them on a lanyard for quick access. Remember, children who have trouble regulating their emotions will need multiple teaching sessions and CALM reminders to use this resource.
- Page 8-11 Book List Broken down into subject area and age groups for easy access.
- **Page 12 Resilience Poster -** Want to take a deeper dive into SEL? Check out this poster with tips on how to build resilience among all ages.
- Pages 13 & 14 Self-Care is Essential The 2020-2021 school year was one like no other! Educators often find themselves so focused on the care of others that they forget to care for themselves. Contact our team for an Ohio Approved training that features realistic self care strategies that can easily fit into your busy daily schedule. Cognitive distortions are a featured part of the sessions and a brief snapshot of how we can recognize and change our unconscious thinking patterns is on page 11.

EARLY CHILDHOOD MENTAL HEALTH & WELLNESS

6 WAYS TO BUILD YOUR CHILD'S BRAIN FOR LIFELONG SUCCESS AND WELLNESS:





REFLECT & CONNECT

- Check in with yourself & your child.
- Wonder "Am I okay?" "Are we in sync?"
- Notice what's going on. Wonder, "How are you feeling?"
- Feed the brain. Plan, make, & eat meals together.



RECOGNIZE EMOTIONS

- Notice and name feelings as they happen.
- Teach it's okay to feel and show a full range of emotions.
- Breathe through meltdowns.
- Stress and emotions are linked: higher stress, more intense emotions. Calm Parent = Calm Child



RITUALIZE ROUTINES

- Be predictable! Brains seek routines. Model what you want.
- Make up a fun family ritual or 'the way we do things'.
- Transitions are hard. Give gentle reminders before moving on to a new activity.
- Life is easier and lower stress when your child knows what to do and when to do it.



READ, SING, & PLAY TOGETHER

- Read aloud or tell stories every day.
- Add singing, rhythm, and music to your daily routine.
 - Get moving by playing games or dancing indoors or outside.
- Laugh together, be silly, notice the humor in childhood!



REWARD POSITIVES

- Focus MOST on the behaviors you want to see more.
- Parenting is hard so plan ahead to reward yourself!
- Give regular doses of hugs, cuddles, and affection.
- Say "thanks!", give High 5's, thumbs up, and smiles often connections build brains more than tangible rewards do.
- Replace "NO!" with what you want your child to do.



RESPOND IN REALTIME

- Set aside time to be screen free and fully in the moment.
- Choose *face time* over virtual "Facetime".
- Take a deep breath (in and out) before responding.
- Have back and forth conversations to build your child's brain power and ensure success & wellness.















Children's Mental Health Awareness Month

Brought to you by the Greene County Early Childhood Mental Health Team

For more information, check out: https://www.ffcmh.org/awarenessweek



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						Draw a feelings chart. Track your feelings daily this month.
Plan menus or create a shopping list together.	Take a break from technology and create!	Color or make a green ribbon and hang it on your front door/window.	Practice a daily check-in. Notice your body and your breath.	Wear green for Children's Mental Health Day!	7 Conversation starter: what activities do you like to do when you feel sad/scared?	Family activity: picnic in the park. Notice your senses. What do you see, taste, hear, and smell?
Make a homemade gift or letter for the moms in your life.	Blow bubbles and be mindful of your breath.	Ask someone in your house, "What can I do to help you right now?"	Share a "quote of the day."	Conversation starter: "on the day you were born"	Build a tower and knock it down. Repeat. Jenga is an option.	Family activity: Frisbee golf or another outside game
Hug everyone in your family and say why you love them.	Go on a walk to familiarize yourself with your neighbors and surroundings.	Put on your favorite upbeat music and have a dance party.	Make a house out of cushions or a blanket. (Get permission first!)	Write/draw a letter of appreciation to your teacher.	Conversation starter: what makes you happy?	Family activity: bike ride. Notice your senses.
23 Organize a week of "Dinner and a Movie."	Notice and name when you and your family are making good choices.	Bake cookies together.	26 Conversation starter: if you could be or do anything, what would that look like?	Find a familiar grassy hill in your neighborhood and roll down it!	Make sidewalk chalk art.	Family activity: Brunch on the porch/deck/patio
30 Draw a self-portrait and point out what you like about yourself.	Reflect on this month and think on the future. How can you continue to improve and promote Mental Health?					

Children's Mental Health Week

Be Mindful

Mindfulness means
noticing what is happening
right now. What can you
see? What can you hear? How
does your body feel? What
are you thinking? Take
time throughout the
day to notice what
is happening in the
moment.

Healthy Body,
Healthy Mind
Physical activity, getting
enough rest and eating
a balanced diet all help
to keep your mind healthy
as well as your body.

Make Time
for Fun
Playing and
spending time doing
hobbies you really enjoy is
a great way to keep your
mind healthy and
happy!

Talk about It!

How are you feeling today? Whether it's a good or a not-so-good feeling, take time to tell someone close to you. It isn't always easy to describe how you feel but it can help to talk about it.

We Are All Unique

Remember – you are one of a kind. No one in the whole world is the same as you. Think of three things that make you special.

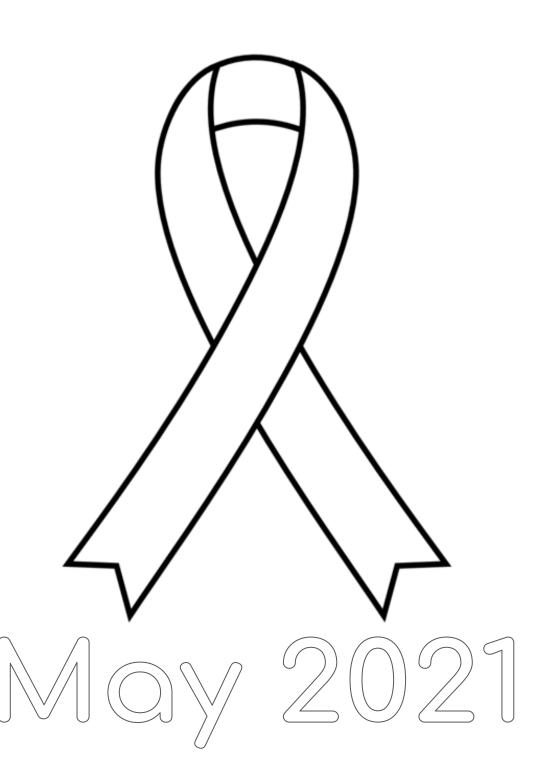
Being kind and taking care of your friends and loved ones helps them to feel happy, and can make you feel happier too!

Be Kind



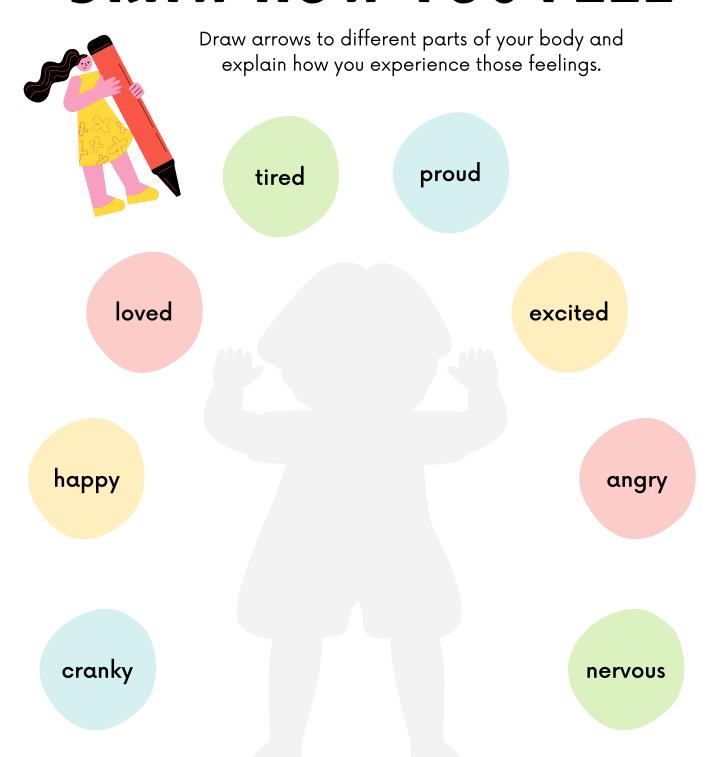
Ask for Help
We don't have to
feel happy all the
time. It's ok to feel sad.
If you ever need someone
to talk to, tell a trusted
adult like your parent or
carer, or grown-up at
school.

Celebrate Children's Mental Health!



Name: Yea	r: Date:	Teacher:	
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DRAW HOW YOU FEEL



How does happiness make you feel? What about being worried? Hungry? Excited? Nervous? Angry?

What makes you special?

My name is	•
I have	hair.
I have	eyes.
I am	years old.
I am in the	grade.
I am really good at:	

Draw a picture of yourself here:



The Children's Mental Health Matters! Campaign is a collaboration of the Mental Health Association of Maryland (MHAMD) and the Maryland Coalition of Families (MCF) with support from the Department of Health and Mental Hygiene - Maryland Behavioral Health Administration. The Campaign goal, with over 300 community and school champions across the state, is to raise public awareness of the importance of children's mental health. For more information, please visit www.ChildrensMentalHealthMatters.org



help in compiling these resources.

pand. 9 ynd relax my them. I can ask for a fist, then and relax bockets. .ybod ym ı csu wske λω ui ui sələsnm my hands about the I can put I can think



I can take a deep breath.



I can count to 5.



I can blow on my hands.

I can think about how my body is feeling, and try to help it.

Children's Mental Health Matters!

a Maryland public awareness campaign

Children's Mental Health Matters Early Childhood Book List

Each May we celebrate Children's Mental Health Matters (CMHM) Awareness Week in Maryland, which is dedicated to increasing public awareness of the importance of children's mental health. Below is a list of books for reading with your younger child or recommending s/he read on their own. To learn more about Awareness Week and the Campaign, visit www.ChildrensMentalHealthMatters.org

Being A Friend

A Rainbow of Friends by P.K. Hallinan (Ages 4 - 8)

Best Friends by Charlotte Labaronne (Ages 3 - 5)

Can You Be a Friend? by Nita Everly (Ages 3 - 6)

Can You Talk to Your Friends? by Nita Everly (Ages 3 - 6)

Care Bears Caring Contest by Nancy Parent (Ages 3 - 6)

Care Bears The Day Nobody Shared by Nancy Parent (Ages 3 - 6) Fox Makes Friends by Adam Relf (Ages 3 - 5)

Gigi and Lulu's Gigantic Fight by Pamela Edwards (Ages 3 - 7) Heartprints by P.K. Hallinan (Ages 3 - 6)

How Do Dinosaurs Play with Their Friends by Jane Yolen and Mark Teague (Ages 3 - 5)

How to be a Friend by Laurie Krasny Brown and Marc Brown (Ages 4 - 8) Hunter's Best Friend at School by Laura Malone Elliot (Ages 4 - 7) I'm a Good Friend! by David Parker

(Ages 3 - 5) I Can Share by Karen Katz

(Ages infant - 5) I Can Cooperate! by David Parker (Ages 3 - 5)

I am Generous! by David Parker (Ages 2 - 5)

I'm Sorry by Sam McBratney (Ages 4 - 7) It's Hard to Share My Teacher by Joan Singleton Prestine (Ages 5 - 6) Jamberry by Bruce Degan (Ages 2 - 5) Join In and Play by Cheri Meiners

(Ages 3 - 6)

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don & Audry Wood (Ages 2 - 5) Making Friends by Fred Rogers (Ages 3 - 5)

Making Friends by Janine Amos (Ages 4 - 8)

Matthew and Tilly by Rebecca C. Jones (Ages 4 - 8)

Mine! Mine! Mine! By Shelly Becker (Ages 3 - 5)

Mine! A Backpack Baby Story by Miriam Cohen (Ages infant - 2)

My Friend Bear by Jez Alborough (Ages 3 - 8)

My Friend and I by Lisa John-Clough (Ages 4 - 8)

One Lonely Sea Horse by Saxton Freymann & Joost Elffers (Ages 4 - 8) Perro Grande...Perro Pequeno/Big Dog...Little Dog by P.D. Eastman (Ages 4 - 8)

The Rainbow Fish by Marcus Pfister (Ages 3 - 8)

Share and Take Turns by Cheri Meiners (Ages 5 - 8)

Sharing How Kindness Grows by Fran Shaw (Ages 3 - 5)

The Selfish Crocodile by Faustin Charles and Michael Terry (Ages 4 - 7) Simon and Molly Plus Hester by Lisa Jahn-Clough (Ages 5 - 8)



coordinated by





www.ChildrensMentalHealthMatters.org

Sometimes I Share by Carol Nicklaus (Ages 4 - 6) Strawberry Shortcake and the Friendship Party by Monique Z. Sephens (Ages 2 - 5) Sunshine & Storm by Elisabeth Jones (Ages 3 - 5) Talk and Work it Out by Cheri Meiners (Ages 3 - 6) That's What a Friend Is by P.K. Hallinan (Ages 3 - 8) We Are Best Friends by Aliki (Ages 4 - 7)

Accepting Different Kinds of Friends

And Here's to You by David Elliott (Ages 4 - 8) Big Al by Andrew Clements (Ages 4 - 8) The Brand New Kid by Katie Couric (Ages 3 - 8) Chester's Way by Kevin Henkes (Ages 5 - 7) Chrysanthemum by Kevin Henkes (Ages 4 - 8) Franklin's New Friend by Paulette Bourgeois (Ages 5 - 8)

Horace and Morris But Mostly Dolores by James Howe (Ages 4 - 8)

I Accept You as You Are! by David Parker (Ages 3 - 5) It's Okay to Be Different by Todd Parr (Ages 3 - 8) Margaret and Margarita by Lynn Reiser (Ages 5 - 8)

General Feelings

ABC Look at Me by Roberta Grobel Intrater (Ages infant - 4)

"Baby Faces" books by Roberta Grobel Intrater (Ages infant - 4)

Baby Faces by Margaret Miller (Ages infant - 3)

Baby Senses Sight by Dr.S. Beaumont (ages infant - 3)

Can You Tell How Someone Feels? (Early Social Behavior Book Series) by Nita Everly (Ages 3 - 6)

Double Dip Feelings by Barbara Cain (Ages 5 - 8)

The Feelings Book by Todd Parr (Ages 3 - 8)

Feeling Happy by Ellen Weiss (Ages infants - 3)

Glad Monster, Sad Monster by Ed Emberley &

Anne Miranda (Ages infant - 5)

The Grouchy Ladybug by Eric Carle (Ages 1 - 6)

The Pout Pout Fish by Deborah Diesen (Ages 3 - 5)

The Three Grumpies by Tamra Wight (Ages 4 - 8) Happy and Sad, Grouchy and Glad by Constance

Allen (Ages 4 - 7)

How Are You Peeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos by Saxton Freymann (Ages 5 - 8)

How Do I Feel? by Norma Simon (Ages 2 - 7)

How Do I Feel? Como me siento? by Houghton Mifflin (Ages infant - 4)

How I Feel Proud by Marcia Leonard (Ages 2 - 6)

How I Feel Silly by Marcia Leonard (Ages 2 - 6)

How Kind by Mary Murphy (ages 2 - 5)

I Am Happy by Steve Light (Ages 3 - 6)

If You're Happy and You Know it! by Jane Cabrera (Ages 3 - 6)

Little Teddy Bear's Happy Face Sad Face by Lynn Offerman (a first book about feelings) Lizzy's Ups and Downs by Jessica Harper (Ages 3 - 9) My Many Colored Days by Dr. Seuss (Ages 3 - 8) On Monday When It Rained by Cherryl Kachenmeister (Ages 3 - 8) Proud of Our Feelings by Lindsay Leghorn (Ages 4 - 8)

See How I Feel by Julie Aigner-Clark (Ages infant - 4) Sometimes I Feel Like a Storm Cloud by Lezlie Evans (Ages 4 - 8)

Smudge's Grumpy Day by Miriam Moss (Ages 3 - 8) The Way I Feel by Janan Cain (Ages 4-8)

Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3 - 8)

The Way I Feel by Janan Cain (Ages 3 - 6)

What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3 - 6)

What I Look Like When I am Confused/Como me veo cuando estoy confundido (Let's Look at Feeling Series) by Joanne Randolph (Ages 5 - 8)

When I Feel Frustrated by Marcia Leonard (Ages 2 - 6) When I Feel Jealous by Marcia Leonard (Ages 2 - 6)

Happy Feelings

Amadeus is Happy by Eli Cantillon (Ages 2 - 5)
Feeling Happy by Ellen Weiss (Ages 2 - 5)
If You're Happy and You Know it! by David Carter (Ages 2 - 6)
If You're Happy and You Know It by
Scholastic/Taggies book (Ages infant - 2)
The Feel Good Book by Todd Parr (Ages 3 - 6)
Peekaboo Morning by Rachel Isadora (Ages 2 - 5)
When I Feel Happy by Marcia Leonard (Ages 2 - 6)
What Went Right Today? by Joan Buzick and Lindy
Judd (Ages 3 - 8)

Sad Feelings

Let's Talk About Feeling Sad by Joy Wilt Berry (Ages 3 - 5)

Franklin's Bad Day by Paulette Bourgeois & Brenda Clark (Ages 5 - 8)

How I Feel Sad by Marcia Leonard (Ages 2 - 6)

Hurty Feelings by Helen Lester (Ages 5 - 8)

Knuffle Bunny by Mo Willems (Ages 3 - 6)

Sometimes I Feel Awful by Joan Singleton Prestine (Ages 5 - 8)

The Very Lonely Firefly by Eric Carle (Ages 4 - 7) When I'm Feeling Sad by Trace Moroney

(Ages 2 - 5)

When I Feel Sad by Cornelia Maude Spelman (Ages 5 - 7)

Angry or Mad Feelings

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Ages 4 - 8)

Andrew's Angry Words by Dorothea Lackner (Ages 4 - 8)

Bootsie Barker Bites by Barbara Bottner (Ages 4 - 8) The Chocolate Covered Cookie Tantrum by Deborah Blementhal (Ages 5 - 8)

How I Feel Frustrated by Marcia Leonard (Ages 3 - 8) How I Feel Angry by Marcia Leonard (Ages 2 - 6) Llama Llama Mad at Mama by Anna Dewdney (Ages 2 - 5)

Sometimes I'm Bombaloo by Rachel Vail (Ages 3 - 8) That Makes Me Mad! by Steven Kroll (Ages 4 - 8) The Rain Came Down by David Shannon (Ages 4 - 8) When I'm Angry by Jane Aaron (Ages 3 - 7) When I'm Feeling Angry by Trace Moroney (Ages 2 - 5)

When I Feel Angry by Cornelia Maude Spelman (Ages 5 - 7)

When Sophie Gets Angry – Really, Really Angry by Molly Garrett (Ages 3 - 7)

Lily's Purple Plastic Purse by Kevin Henkes (Ages 4 - 8)

Scared or Worried Feelings

Creepy Things are Scaring Me by Jerome and Jarrett Pumphrey (Ages 4 - 8)

Franklin in The Dark by Paulette Bourgeois & Brenda Clark (Ages 5 - 8)

I Am Not Going to School Today by Robie H. Harris (Ages 4 - 8)

No Such Thing by Jackie French Koller (Ages 5 - 8) Sam's First Day (In multiple languages) by David Mills & Lizzie Finlay (Ages 3 - 7)

Sheila Rae, the Brave by Kevin Henkes (Ages 5 - 8) Wemberly Worried by Kevin Henkes (Ages 5 - 8) When I'm Feeling Scared by Trace Moroney (Ages 2 - 5)

Caring About Others & Empathy

Bear Feels Sick by Karma Wilson and Jane Chapman (Ages 3 - 5)

Can You Tell How Someone Feels by Nita Everly (Ages 3 - 6)

Understand and Care by Cheri Meiners (Ages 3 - 6) When I Care About Others by Cornelia Maude Spelman (Ages 5 - 7)

Problem Solving

Don't Let the Pigeon Drive the Bus by Mo Willems (Ages 2 - 7)

Don't Let the Pigeon Stay Up Late! by Mo Willems (Ages 2 - 7)

I Did It, I'm Sorry by Caralyn Buehner (Ages 5 - 8) It Wasn't My Fault by Helen Lester (Ages 4 - 7) Talk and Work it Out by Cheri Meiners (Ages 4 - 8)

Self Confidence

ABC I Like Me by Nancy Carlson (Ages 4 - 6) Amazing Grace by Mary Hoffman (Ages 4 - 8) Arthur's Nose by Marc Brown (Ages 3 - 8) The Blue Ribbon Day by Katie Couric (Ages 4 - 8) Can You Keep Trying by Nita Everly (Ages 3 - 6) I Can Do It Myself (A Sesame Street Series) by Emily Perl Kingsley (Ages 2 - 4) I'm In Charge of Me! by David Parker (Ages 3 - 5) I'm Responsible! by David Parker (Ages 3 - 5) The Little Engine That Could by Watty Piper (Ages 3 - 7) Susan Laughs by Jeanne Willis (Ages 4 - 7) Too Loud Lilly by Sophia Laguna (Ages 4 - 7) Try and Stick With It by Cheri Meiners (Ages 4 - 8) 26 Big Things Little Hands Can Do by Coleen Paratore (Ages 1 - 6) The Very Clumsy Click Beetle by Eric Carle (Ages 3 - 7)

Good Behavior Expectations

(Ages 4 - 7)

Can You Listen with Your Eyes? by Nita Everly (Ages 3 - 6)

You Can Do It, Sam by Amy Hest (Ages 2 - 6)

Can You Use a Good Voice? by Nita Everly (Ages 3 - 6)

David Goes to School by David Shannon (Ages 3 - 8) David Gets in Trouble by David Shannon (Ages 3 - 8) Excuse Me! A Little Book of Manners by Karen Katz (Ages infant - 5)

Whistle for Willie/Sebale a Willie by Erza Jack Keats

Feet Are Not for Kicking (available in board book) by Elizabeth Verdick (Ages 2 - 4)

Hands are Not for Hitting (available in board book) by Martine Agassi (Ages 2 - 8)

Hands Can by Cheryl Willis Hudson (ages 1 - 5)

I Tell the Truth! by David Parker (Ages 3 - 5)

I Show Respect! by David Parker (Ages 3 - 5)

Know and Follow Rules by Cheri Meiners (Ages 3 - 6)

Listen and Learn by Cheri Meiners (Ages 3 - 6)

No Biting by Karen Katz (Ages infant - 5)

No David by David Shannon (Ages 3 - 8)

No Hitting by Karen Katz (Ages infant - 5)

Please Play Safe! Penguin's Guide to Playground Safety by Margery Cuyler (Ages 2 - 5)

26 Big Things Small Hands Can Do by Coleen Paratore (Ages 3 - 5)

Quiet and Loud by Leslie Patricelli (Ages 1 - 3) Words Are Not for Hurting by Elizabeth Verdick (Ages 3 - 6)

Family Relationships

Are You My Mother? by P.D. Eastman and Carlos Rivera (Ages infant - 5)

Baby Dance by Ann Taylor (Ages infant - 4)

Because I Love You So Much by Guido van Genechten (Ages 2 - 5)

Counting Kisses by Karen Katz (Ages infant - 5)

Full, Full, Full of Love by Trish Cooke (Ages 4 - 6)

Don't Forget I Love You by Mariam Moss

(Ages 2 - 7)

Guess How Much I Love You By Sam McBratney (Ages infant - 5)

Guji Guji by Chih-Yuan Chen (Ages 5 - 8)

How Do I Love You? by P.K. Hallinan

(Ages infant - 5)

Love it When You Smile by Sam McBratney

(Ages 3 - 5)

I Love You All Day Long by Francesca Rusackas (Ages 3 - 5)

I Love You: A Rebus Poem by Jean Marzollo (Ages 1 - 6)

I Love You the Purplest by Barbara M. Joose (Ages 4 - 8)

I Love You Through and Through by Bernadette Rossetti-Shustak (Ages 1 - 5)

The Kissing Hand by Audrey Penn (Ages 3 - 8)

Koala Lou by Mem Fox (Ages 4 - 7)

Mama, Do You Love Me?/Me quieres, mama? by

Barbara Joosse (Ages 3 - 6)

More, More, More, Said the Baby: Three Love Stories

by Vera B. Williams Morrow (Ages infant - 3)

No Matter What by Debi Gliori (Ages 2 - 5)

Owl Babies by Martin Waddell (Ages 3 - 7)

Please, Baby, Please by Spike Lee (Ages infant - 5)

Te Amo Bebe, Little One by Lisa Wheeler

(Ages infant - 3)

You're All My Favorites by Sam McBratney

(Ages 5 - 7)

Bullying/Teasing

A Weekend with Wendell by Kevin Henkes (Ages 4 - 8)

The Berenstain Bears and the Bully by San and Jan Berenstain (Ages 4 - 7)

Big Bad Bruce by Bill Peet (Ages 4 - 8)

Chester's Way by Kevin Henkes (Ages 5 - 7)

Coyote Raid in Cactus Canyon by J. Arnosky (Ages 4 - 8)

Gobbles! by Ezra Jack Kets (Ages 4 - 8)

Hats by Kevin Luthardt (Ages 3 - 6)

Hooway for Wodney Wat! by Helen Lester (Ages 5 - 8)

Hugo and the Bully Frogs by Francesca Simon (Ages 3 - 7)

Grief & Death

The Fall of Freddie the Leaf by Leo Buscaglia (Ages 5 - adult)

Goodbye Mousie by Robert Harris (Ages 3 - 8)

I Miss You by Pat Thomas (Ages 4 - 8)

The Next Place by Warren Hanson (Ages 5 - adult) Sad Isn't Bad: Grief Guidebook for Kids Dealing with Loss Series by Michaelene Mundy (Ages 5 - 8)

This list was compiled by:









MHAMD ~ 443-901-1550 ~ www.mhamd.org MCF ~ 410-730-8267 ~ www.mdcoalition.org

The Children's Mental Health Matters! Campaign is a collaboration of the Mental Health Association of Maryland (MHAMD) and the Maryland Coalition of Families (MCF) with support from the Maryland Department of Health - Behavioral Health Administration. The Campaign goal, with Community and School Champions across the state, is to raise public awareness of the importance of children's mental health. For more information, please visit www.ChildrensMentalHealthMatters.org.



Resilience: A Strength-Based Approach to Good Mental Health

67012 42000

Sponsored by: Maryland Mental Hygiene Administration; Department of Health and Mental Hygiene; Maryland Coalition of Families; Youth M.O.V.E. of Maryland Wicomico County; Lower Shore Early Intervention Program

Resilience is an innate capacity to rebound from adversity and change through a process of positive adaptation. In youth, resilience is a fluid, dynamic process that is influenced over time by life events, temperament, insight, skill sets, and the primary ability of care givers and the social environment to nurture and provide them a sense of safety, competency and secure attachments.

Core Concepts:

Sense of Competency

- Determination & persistence
- Takes pride in activities
- Develops/evaluates alternative solutions
- Task completion

Caring & Respect of Self & Others

- Empathy
- Giving back; helping out
- Ability to compromise
- Giving others the benefit of the doubt

Problem Solving & Coping Skills—

- Seeks help when needed
- Ability to self soothe or self regulate
- Willingness to admit and learn from mistakes
- Can accept instruction and constructive criticism

0765 Jucars

- Engages in make-believe play
- Interested in new things
- Imitates behavior of others

Listens to others; shows patience

Seeks comfort from familiar adults

Enjoys interacting with others

Tries to comfort others

Acts happy when praised

Willing to accept redirection

Keeps trying when unsuccessful

Early development of self control

Can easily go from one activity to another

Tries different ways to solve a problem

- Tries to do things for him/herself
- Tries out new words / builds vocabulary
- Beginning capacity for self sacrifice
- Can accept that life is not always fair
 - Shows concern for a bullied classmates

Can begin to generalize learned skills

Shows patience in meeting a goal

Desires to be the best one can be

Begins to be able to organize time

Self-Efficacy; "I Can!" attitude

- Completes chores for the benefit of the family
- Can recognize their own strengths

- Self motivated / sense of autonomy
- Has initiative; sees things through to completion
- Has integrity, high standards
- Incorporates new knowledge
- Forming coherent sense of self

Cares about what happens to others

Values win-win solutions

Has capacity for intimacy

Can show forgiveness



Have the ability to work with diversity

Have high, but realistic expectations

What can Families Et

Communities do to

Promote Resilience?

Gather and unite around priority issues

Value diversified leadership

for youth

Cooperate in achieving goals

- Offer ample volunteer opportunities
- Treat all youth with consistency & fairness
- Promotion of Wellness and Prevention efforts

Promote open communication around

Seeks external resources for problems

Law enforcement is seen as a vital part

community satisfaction

of the community

Not afraid to ask for help with an assignment or task

- Can use positive self talk to feel better
- Healthy risk taking
- Can make change based on other's input
- Acts persistent; tries other ways to solve problems

Seeks others' expertise Has self-management skills

Takes ownership and responsibility

Shows gratitude for successes

Ability for abstract thinking

Able to laugh at oneself

Future and goal oriented

Understands cause and effect

- Opportunities for modeling/peer mentoring
- Recreational outlets available for families
- Youth are integrated into the community
- There is a belief that all children can be
- successful

Optimism and Hope for the Future -

- Sense of humor
- Belief that things can get better
- Playful; Creativity; Exploration
- Joy in accomplishments

- Enjoys social play Accepts alternative choices
- Shows interest in his/her surroundings
- Says positive things about the future

Uses imagination to build skills

Begins to accept rules for behavior

Begins to identify patterns and routines

Can calm self down when upset

Cooperates with others

- Trusts familiar adults and believes what they say
- Laughs and shares jokes with a friend
- Can give examples of positive outcomes Involved in clubs / sports / hobbies
- Likes to explore environment / nature

Able to identify alternative solutions

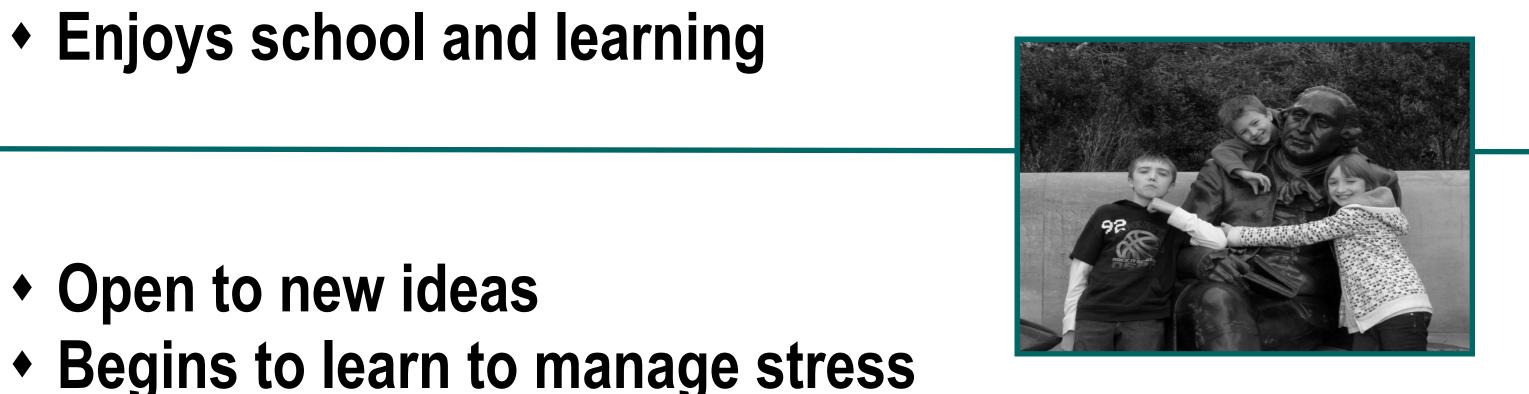
Doesn't give up even when disappointed

Shows understanding of the life cycle

Demonstrates ability to adapt to changing situations

Enjoys school and learning

Open to new ideas



Can accept ambiguity / uncertainty

- Connects attitude with behavior
- Deals with adversity and the unexpected

Has creative outlets for self expression

Sees life as basically good and positive

Seeks out and can enjoy times of peace and quiet

- Has positive outlets to reduce stress
- Puts things in perspective

- Able to provide comfort in times of distress Open communication without blaming
- Families encourage self reliance
- Communities engage in creative problem solving

Ability to Reframe Stress-

- Tolerates frustration
- Understands how perception influences outcomes
- Flexibility; able to adapt to change
- Can improvise

Sense of Purpose & Meaning-

- Spirituality; higher purpose
- Feeling that you are loveable Self improvement
- Cultural heritage and traditions

- Enjoys imitating people in play
- Asks questions; tells stories
- Wants to please others and be with friends
- Begins to show willful behavior
- Displays joy and curiosity
- - Feels loved and has secure relationships
 - Wants to challenge self to do better Participates in and values family rituals
 - Can decide between right and wrong

- Explores different belief systems Has a belief that one's life matters
- Wants to plan for a rewarding career
- Has a sense of belonging to a community Tries to live by their core values
- - Local ownership and community pride
 - * Safe, healthy outdoor activities available
 - Diverse opportunities for spiritual and cultural enrichment
 - Families and communities support quality education

Related Topics & Models

Resiliency Theory Pioneer – Norman Gramezy **Attachment Theory – John Bowlby**

Erickson's Developmental Stages Neuroplasticity - Neuroscience- through Mindfulness and

Social and Emotional Competency – Daniel Goleman

Positive Psychology – Martin Seligmann **Positive Youth Development**

Positive Behavioral Interventions and Supports (PBIS) Post Traumatic Growth (PTG) – Richard Tedeschi

Strength Based Practice / Systems of Care (SOC) **Transformational Coping**

Primary Mental Health Project – Emory Cowen Public Health Approach to Children's Mental Health –

Georgetown Univ., Center for Child and Human Development Salutogenic Model of Health – Sense of Coherence

(comprehensibility, manageability, meaningfulness) – **Aaron Antonovsky** International Resilience Project – Resilience Research

Center (across cultures) Reaching In...Reaching Out – Penn Resilience Program Resiliency: What We Have Learned by Bonnie Benard

Stress Hardiness – Susan Kobasa

Family & Community Models that Support Resilience **Building Bridges to Support** Resilience is modeled in homes/communities Families and Schools Together (FAST) **Nurse Family Partnerships** Safe Schools / Healthy Children Healthy Communities / Healthy Youth **Asset Based Community Development Center** The Incredible Years Resiliency Ohio

Longitudinal Studies

Project Competence – University of Minnesota – Ann Masten Kauai Study – Emmy Werner and Ruth Smith Project Human Development Chicago Neighborhoods

Some Assessment Tools Devereux Early Childhood Assessment (DECA)

40 Developmental Assets – Search Institute Connor – Davidson Resilience Scale CANS (Child & Adolescents Needs & Strengths) **Post Traumatic Growth Inventory** The Stress Vulnerability Scale – Sheehan Resilience Scale Center on the Social and Emotional Foundations for Early

Learning (CSEFEL) Infant/Toddler, Early Childhood Environment Rating Scales

Compiled 2010 by Joan Smith, M.A. and Maci Elkins, M.A.



OFFERED BY
THE EARLY CHILDHOOD MENTAL HEALTH
TEAM AT THE GREENE ESC

A three part series for 6 contact hours through the Ohio Professional Registry

Each virtual session will last one hour followed by one hour of personal reflective "homework" and opportunities for staff members to check in with a ECMH consultant.

The following topics will be covered:
Changing patterns of unhelpful thinking
Using physical and mental techniques to cope with stress
Creating a self care plan

To schedule a session, e-mail: ECMHTeam@greeneesc.org

For more information on the content offered:

<u>Building Your Bounce</u>

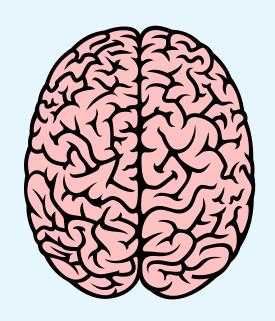
<u>Taking Care of Ourselves</u>

Unhelpful Thinking Styles

Uncovering habitual and unconscious thinking biases to help reduce emotional distress and balance your thinking.

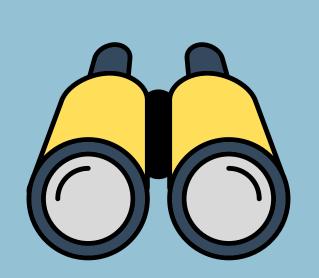
MENTAL FILTER

FOCUSING ON ONLY ONE ASPECT
OF A SITUATION (OFTEN
NEGATIVE) WHILE OVERLOOKING
OTHERS (POSITIVE), CREATING
TUNNEL VISION.



CATASTROPHISING

EXAGGERATING A SITUATION IN THE NEGATIVE.



MAGNIFICATION AND MINIMISATION

MAGNIFYING THE POSITIVES IN OTHERS, WHILE DISCOUNTING YOUR OWN.

EMOTIONAL REASONING

ASSESSING SITUATIONS
THROUGH THE LENS OF YOUR
CURRENT EMOTION, WHERE
YOUR EMOTIONS ARE
INTERPRETED AS FACT.

JUMPING TO CONCLUSIONS

ASSUMING WE KNOW WHAT
WILL HAPPEN, WITHOUT
EVIDENCE TO SUPPORT IT. TWO
TYPES:

MIND READING: ASSUMING WE KNOW WHAT SOMEONE ELSE IS THINKING OR WHAT THEIR RATIONALE IS BEHIND THEIR BEHAVIOUR.

PREDICTIVE THINKING:
PREDICTING OUTCOMES USUALLY
OVERESTIMATING NEGATIVE
EMOTIONS OR EXPERIENCES.

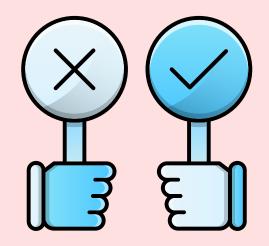


SHOULD-HAVE AND MUST-HAVE STATEMENTS

PUTTING UNREASONABLE EXPECTATIONS ON ONESELF.

ALL OR NOTHING

ABSOLUTE THINKING WHERE
ONE FOCUSES ON AN EXTREME
AND IGNORES THE OTHER. THERE
IS NO IN-BETWEEN.



PERSONALISATION

BLAMING YOURSELF
UNNECESSARILY FOR EXTERNAL
NEGATIVE EVENTS.

LABELLING

USING SWEEPING, NEGATIVE STATEMENTS TO DESCRIBE YOURSELF OR OTHERS.

OVERGENERALISING

INTERPRETING A SINGLE,
NEGATIVE EVENT AS THE NORM,
OR ENDURING PATTERN.

