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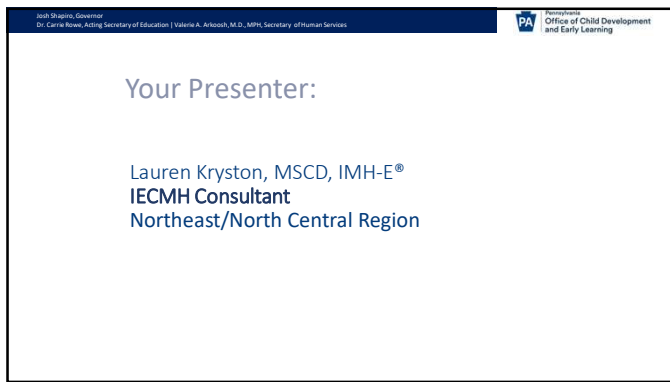
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## Learning Invitations

- Please approach this content as a learner.
- We encourage you to offer each other, and us, support, feedback, corrections, and alternate perspectives.
- We invite you to engage with curiosity, compassion, and courage.
- Please expect and accept non-closure. It is OK to hang in uncertainty and not rush to quick solutions.

(adapted from BARWE, n.d.)

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## To begin, let's return...

- Why are you here?  
... in your profession?  
... in this room?
- What's your why?



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## Foundations of Infant Early Childhood Mental Health

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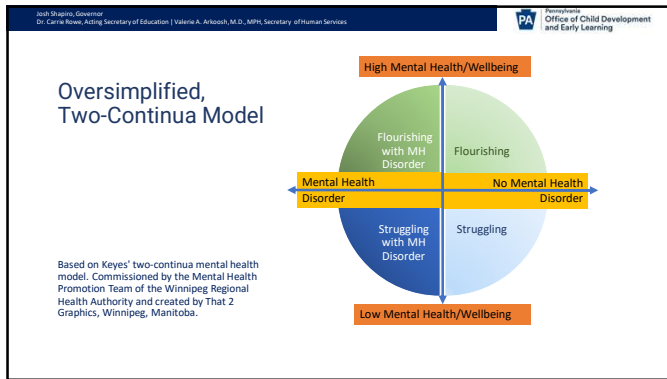
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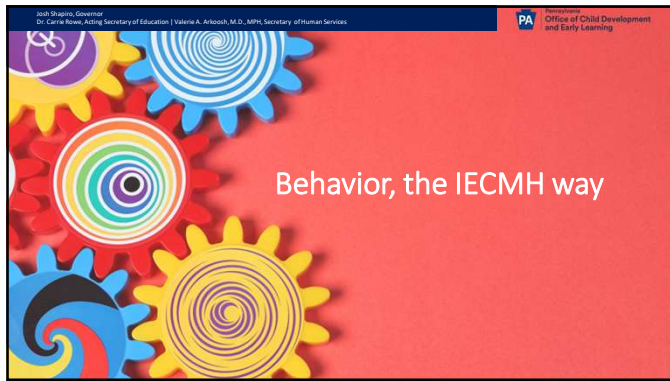
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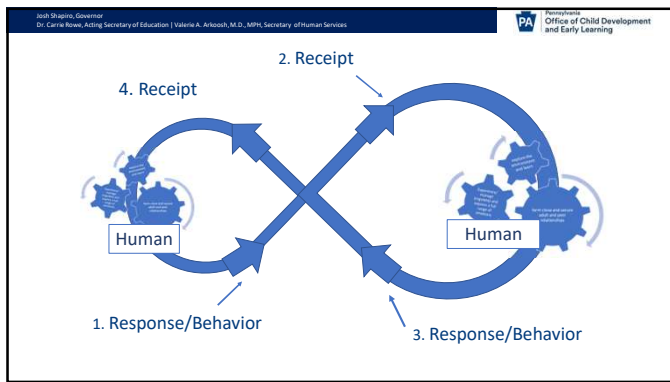
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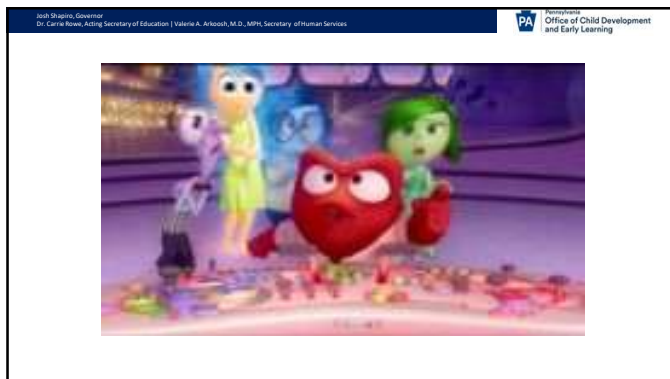
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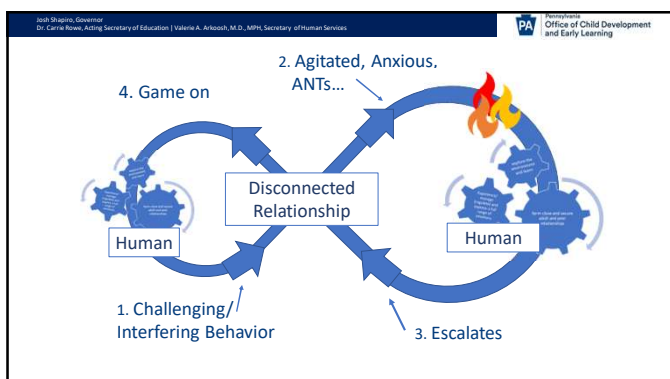
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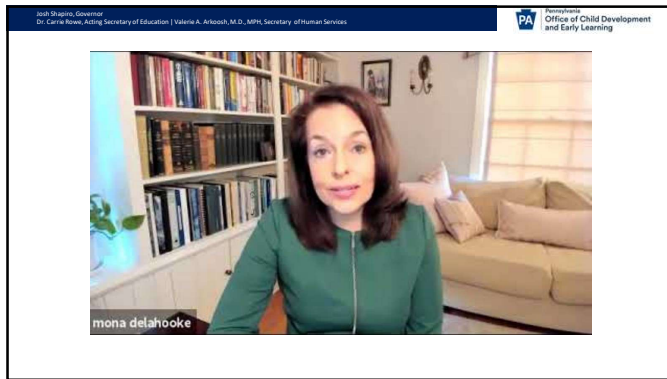
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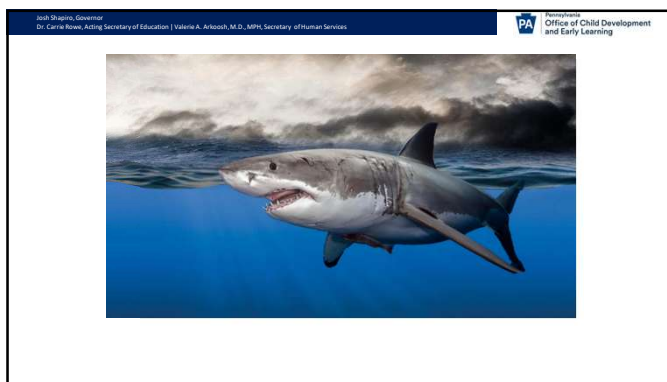
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**Reframe:**  
Misbehavior vs. Stress Behavior

**Misbehavior (top-down)** – Behavior that is intentional, optional, responsive and enacted from a calm, connected state

**Stress Behavior (bottom up)** – Behavior that is impulsive, reactive, and enacted from an overwhelmed nervous system.

Adapted from: Center for Early Education and Development, 2022;  
The MEHRIT Centre, 2015

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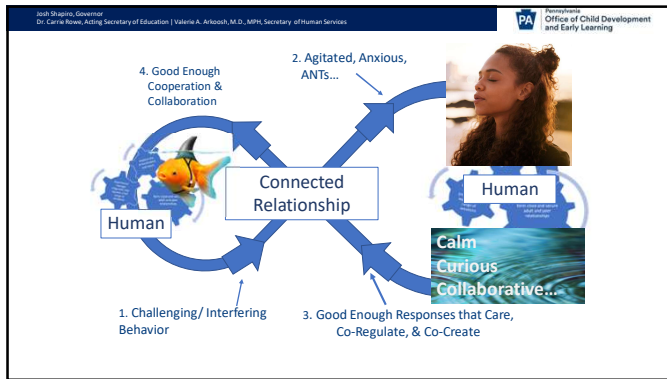
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Let's reflect on...

What do you want for your child(ren)? Why?

When my child(ren) grow up, I want my child to (be/feel/know) \_\_\_\_\_ so that they can \_\_\_\_\_.

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Foundations of IECMH

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Foundations for Development & Learning

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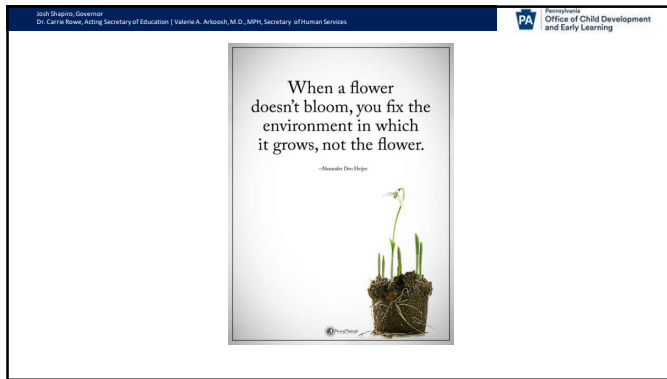
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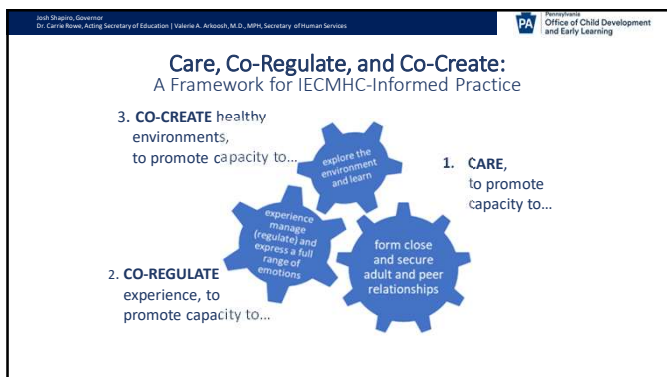
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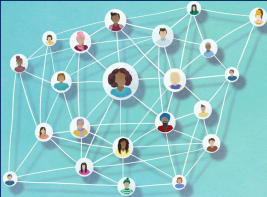


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**Care to Connect:**  
Promotes the capacity to form close and secure adult and peer relationships.

**Types of Connections**

- Primary attachment relationships
- Secondary attachment relationships and alloparents
- Peer relationships
- Comfort items



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**Care to Connect:**  
Promotes the capacity to form close and secure adult and peer relationships.

Connection Builders	Connection Barriers
<ul style="list-style-type: none"> <li>• Care-giving, Alloparenting</li> <li>• Partnership</li> <li>• Curiosity</li> <li>• Presence</li> <li>• Repair</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Detachment</li> <li>• Expert model</li> <li>• Assumptions, Biases, Prejudices</li> <li>• Present</li> <li>• Ignoring</li> </ul>

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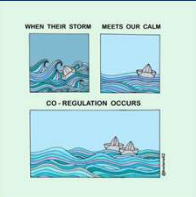
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**Co-Regulate Experience:**  
Promotes capacity to experience, manage(regulate), and express a full range of emotions.

**Emotional Co-Regulation**

"When a child is in internal distress, that negative experience can be shifted by an interaction with a caregiver who attunes to and cares for her. She might still suffer, but at least she won't be alone in her pain"

Daniel Siegel, M.D. and Tina Payne Bryson Ph.D., (2020) The Power of Showing up. Refrigerator Sheet



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## Co-Regulate Experience:

Promotes capacity to experience, manage (regulate), and express a full range of emotions.

Regulation Builders	Regulation Barriers
<ul style="list-style-type: none"> <li>• Adult Self-Regulation</li> <li>• Validation</li> <li>• Empathy</li> <li>• Responsivity</li> <li>• Play-full</li> </ul>	<ul style="list-style-type: none"> <li>• Do as I say, not as I do</li> <li>• Invalidation</li> <li>• Disconnection</li> <li>• Reactivity</li> <li>• Fear</li> </ul>

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[David Whitebread talks about why pretend play is important for developing self-regulation — Siren Films](#)

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## Co-Create Physical and Interpersonal Environments:

Promotes the capacity to explore and learn.

Learning Builders	Learning Barriers
<ul style="list-style-type: none"> <li>• Mutuality</li> <li>• Collaboration</li> <li>• Just right challenges</li> <li>• Accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling behavior</li> <li>• Rewards/Punishments</li> <li>• Pushing/preventing</li> <li>• Intolerable stress</li> </ul>

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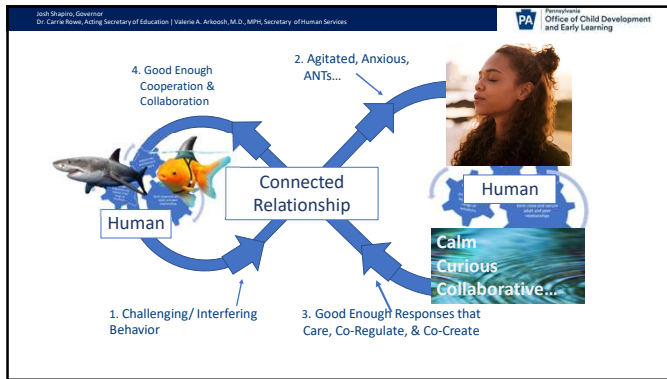
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## When to reframe... The IECMH ABC's


**When I am in my As ...**

- Anxiety
- Fear - Afraid
- Anger
- Agitation
- Aggression
- All or Nothing
- Ants...



**I Breathe into my Cs...**

- Compassion
- Collaboration
- Calm
- Connection
- Curiosity
- Courage
- Creativity
- Confidence



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## An IECMHC Approach to Reducing Challenging Behavior: Care, Co-Regulate, & Co-Create

**Get more of this...**      **and less of this...**




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**"Children [people] with challenging behavior follow people first and rules second. Put simply, if they like us they'll feel safe, and if they feel safe, they'll relax, and if they relax they're more likely to comply [cooperate] and to learn."**

Debbie Breeze, December 5, 2017.  
TEDxNantwich (5:19)  
[www.youtube.com/watch?v=XSikl8pmHts](https://www.youtube.com/watch?v=XSikl8pmHts)

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