Love and Learn! Promoting the Importance of Healthy, Happy Babies

is a public awareness campaign that was developed in 2004 as part of the Infant Mental Health Infrastructure Development Project. The Project was funded by the Family Services Division of the New Mexico Children, Youth and Families Department. The intent of this public awareness campaign is to:

“. . . educate public and private stakeholders on the issues and needs encompassing Infant Mental Health… developed along the guidelines of the New Mexico Infant Mental Health Strategic Plan... distributed to professionals, providers, families and other stakeholders”

The slide presentations that accompany this facilitator’s guide, along with a variety of marketing materials, serve as tools to help with this public education process. In the development of the marketing message and the public awareness approach, parents, other service consumers, and service providers were consulted. These expert consultants agreed that it is necessary to share messages that are hopeful, reality-based, in everyday language, and that address the everyday concerns of all parents and community members.

Through the project implementation process, it became clear that there was a significant need for materials that PROMOTE the importance of social and emotional development among young children and their families. The project team anticipates almost a “domino effect” as stakeholders use these materials. When concepts such as social and emotional development and the importance of early parent-child relationships become more familiar to private and public stakeholders, promotion efforts will lead to an increased need for more in depth information, supports and services.

It is our intention that this be one starting place that helps in the development of a coordinated, community-based and comprehensive Infant Mental Health System Infrastructure.
Regina Dickens, LISW
Tarrah Hobbs, BBA
Jacqui Van Horn, MPH
Mary Zaremba, Photographer

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How to Use This Facilitator’s Guide

Slide # 1

The good news is that these slides can easily be adapted to meet your needs and the needs of your audiences. The slides can be printed onto overhead transparencies, and easily made into handouts. You can choose to use some slides, and not others. You can add information that is specific to your program or audience and take out information that does not seem useful to your purpose. You can “adjust” the language in the slides to better communicate the messages to your unique audiences. The slides are attractive, are provided in both English and Spanish, have beautiful photographs of parents, babies, and toddlers, and will likely generate some very nice discussions.

• Is this the best way to share information and generate discussion with your audience? If not, maybe the information will be helpful and you can find another, more effective presentation approach.

• This is intended to be awareness-level content. This is NOT a comprehensive presentation about the continuum of infant mental health principles, strategies, or services. The materials provide only a very basic look at social and emotional development from birth to age three years.

• It is not a curriculum; please create one to meet the needs of parents attending the presentation.

• The Facilitator’s Guide includes some suggested resources to help you address questions that might come up or to research information for future, more in depth presentations.
Steps for Using the Presentation Materials Effectively

Slide #1

Become familiar with the slides and the information in the facilitator’s guide.

Know your audience and what you hope to accomplish through the presentation.

Adapt the presentation to meet your needs.

Apply adult learning principles:

• Acknowledge and respect the parents’ knowledge and experiences.

• Use examples and experiences shared by the parents to help illustrate important points.

• Asking questions facilitates dialogue among parents. Telling parents information usually shuts down exploration of ideas and dialogue. There are many “realities” when parenting. Your goal is to understand the parents’ realities as they relate to the materials being presented.

• Address different learning styles. People learn and respond to information in different ways.

Facilitate shared learning through discussion; lectures are not as effective as facilitated dialogue between the parents.

Learn *from and with* your audience as you think together about the information shared through the presentation.
Infant Mental Health: The What and Why:
In New Mexico we have defined infant mental health as:

“. . . the psychological, social and emotional well being of infants and toddlers in relationship with their caregivers, environment and culture, and with respect for each child’s uniqueness.”

A Strategic Plan for Infant Mental Health in New Mexico, 2003.

Slide #2

Not all service providers, professionals, and families will be comfortable with the term Infant Mental Health. Both Spanish- and English-speaking parents told us that when they hear the word “health” they quickly think of “illness” or “disability”. Many professionals also have a difficult time with the term Infant Mental Health. The field of infant mental health works to: promote parent-child relationships as important building blocks to all development and well being; to prevent relationship difficulties that may come about as a result of stressors on the parent and/or the child; and to treat relationship difficulties that are interfering with the quality of care for the baby and the quality of life for the family.

The presentation materials, including this facilitator’s guide, are written to support users to engage in discussions about the importance of social and emotional well being among babies, toddlers and their parents. The quality of the parent-child relationship is an important aspect of this well being.

These materials can be used to promote an increased awareness of the role that early parent-child relationships play in supporting early development and the future competence of young children as they go through life.

The term parent will be used throughout the Guide to refer to anyone who is emotionally invested in the child and is in the primary care giving role for an infant or toddler. Foster parents, grand-parents, and other relatives often take on the role of parent in the lives of young children.

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Why Do Parents Care About Their Baby’s Social-Emotional Well-Being?

In order to have healthy relationships, we all need to understand and cope with feelings.

Research suggests parents know that they play a primary role in supporting their children’s emotional well-being, especially during the early years.

Research also suggests that parents may not be aware that their own way of understanding and managing their feelings affects their baby or toddler.

Slide # 3

**Babies take their cues from their parents as they learn to regulate their emotions.** Babies learn to pay attention to and adjust the way they react emotionally to situations. They do this so that they can participate in relationships and in activities that are important to them. Parents and babies learn to read each other’s emotional signals and to adjust to one another as they go along. Early in life, parents play a major role in helping babies learn to adjust.

**Babies and toddlers evoke strong feelings!** Early relationships set the stage for how young children learn to understand their own feelings and the feelings of others. At the same time, parents are often bombarded by strong feelings related to their babies, their roles as parents, and their experiences as members of families. Service providers also have strong feelings about what babies need and deserve, and what it means to be a “good” parent. Talking about feelings is not comfortable for all parents or for all service providers. As part of this awareness level presentation, there is an important balance to be achieved. Your goal is to promote an awareness of the role of feelings in early development and parent-child relationships. Use good judgment about how this awareness can best be promoted with your audience.

**Tips for Presenters**

- Use the photographs in the slides to ask questions that encourage reflection on the feelings of the babies and on the participants’ feelings.

- Talk about difference among people in their comfort with talking about feelings. Do you have an example to share from your own experience with different comfort levels?

- Ask for ideas about when babies first have “feelings” and how they show their feelings at this early age. What feelings are shown through the photos?

- Create a “safe” learning environment. Don’t put parents on the spot who do not vocalize their thoughts. Check in with them privately.

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Did You Know…?

... babies who are doing well in their social and emotional development typically do well with communication, movement and learning.

Early care-giving relationships are very important.

Early relationships help a young child’s development to unfold. When young children and their parents are “in tune” with one another, the relationship is likely to support healthy development.

Slide #4

**Early relationships** help the young child feel secure so that he can explore and learn about his world. Early relationships also strengthen (or weaken) a child’s belief that he can affect the world around him. When a young child feels secure enough to explore his surroundings and believes in his abilities, he develops the skills he needs for thinking, problem solving, communicating, moving, and interacting with others.

Recognizing the importance of social and emotional well being and early relationships can lead to a better understanding of what it takes to support healthy, happy babies, families and communities.

**Tips for Presenters**

- Ask the parents to share examples of when they know that their child feels “secure”. What does the child do that let’s the parent know this?
- Even (or especially) very new babies have a big impact on their caregivers. Talk about what babies learn when they are cared for in a sensitive way that responds to their needs.
- How do babies and toddlers show us they feel good about their accomplishments? How do they show us when they are not feeling good about things?
- Work with the families to “connect” social and emotional skills to other types of skills like communicating, exploring, and figuring things out.

• Even before the baby uses words, he has ways to communicate. With very young babies, communication is all about comfort (hungry, tired, wet/soiled) and feelings (happy, sad, startled, lonely).

• When infants and toddlers feel safe and well cared for, they are more likely to explore their surroundings, using their bodies to move around and get into things. This helps them learn, little-by-little, and in a safe way about their world. They use their parents as a “safe base” to explore from and return to when excited or unsure about new discoveries.
Love and Learn! Promoting the Importance of Healthy, Happy Babies

Discuss the Public Awareness Message:

In the simplest of terms, babies who are loved and well cared for are more able to learn and grow.

Our goal is to promote a better understanding of the importance of social and emotional well being among young children and their families.

Slide #5

We want to support parents, families, communities, and service providers to look at the realities of parenting babies and toddlers. This presentation can serve to start conversation about the joys and challenges parents face as they learn to understand and meet the unique needs of their babies.

Some “Talking Points”

Babies are born completely dependent on their parents – ask the parents to help you list the things the newborn needs his parents for (food, shelter, clothing, keeping clean and dry, comfort, staying warm/cool enough, protection, etc.)

Babies also come into the world ready to “draw in” their parents to care for them the way they need to be cared for – ask the parents to help you list how the baby attracts care and nurturing from his parents (eye gaze/early visual skills; response to mother’s and father’s voices; cuddle; root for nipple; cry to signal distress; coo and gurgle, etc.)

Sensitive care giving helps the baby survive now that he is outside his mother’s body.

Sensitive care giving also teaches the baby that he is “important”.

Note: Feeling “important” may not be seen by all parents as a good thing. Discuss different ideas about how one comes to learn about his “place in the world” and “self-worth”. How does this “importance” affect the child’s ability to do well as a member of a family and community? How can different ideas among group members be honored, understood, and supported?

Nurturing, protective and supportive relationships make a difference even when the baby and his family face other challenges (illness, poverty, stress) – discuss the idea of “resilience”.

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Slide #6

This may be a good time to talk with the parents about more realities of being human and a parent. No parent is always patient, tolerant, and loving. No matter how hard we try and how much we love our children, sometimes we lose patience.

Starting very early at the beginning of the parent-child relationship, parents sometimes make mistakes or can’t figure out right away why the baby is crying (for example). These times can be very hard for both the parents and the babies.

Luckily, all human beings, including babies can learn important lessons when things don’t go just right. These are lessons that help the baby learn to adapt and adjust to new situations. Some of the “lessons to be learned” (suggested prompts to generate the parent’s own contributions) include:

- Babies learn to send more clear signals about their needs
- Babies learn to “keep trying” get their needs met
- Babies learn to try different ways to get their needs met
- Babies learn to “hang in there” and trust that they can get their needs met
- Babies learn that the world is mostly predictable and safe even when things don’t go as expected

- Parents learn to figure out what different cries and other signals mean.
- Parents learn to “keep trying” to meet their babies’ needs
- Parents learn to try different things to meet the babies needs. Sometimes what worked before doesn’t work any more. Babies grow and change very quickly!
- Parents learn how to help their babies become able to adjust to new situations in a safe and mostly comfortable way.
How Do We Support a Baby’s Social-Emotional Well-Being?

By encouraging positive relationships between babies and their families.

What do “positive relationships” look like?

Slide #7  Suggested activity:
Print the points listed below (and others you think of) on note cards or post-it notes. Mix them up and pass them around the room so that everyone has one or two (or more) either from the “baby” list or from the “parent” list. You might choose to print all “baby” points on one color note and all “parent” points on another color note.

Name one corner of the room the “parent corner” and the other the “baby corner”. You might want to use “symbols” such as a pacifier or a baby blanket for the “baby corner” and a box of bath salts, coffee cup or other “parent” corner symbol to mark the spaces. What would be fun and meaningful “symbols” to your audience?

Ask the parents to read their notes and decide if this is a “baby” contribution or a “parent” contribution to a positive relationship and go to the corresponding corner. This should only take a couple of minutes.

Once in their “corners” ask the parents to talk about the contributions and think of others, or exceptions, or challenges – whatever seems most appropriate to your group.

How does the baby contribute to a positive relationship?
Responds to care
Calms when fed, soothed, held
Gazes at parent’s face, smiles
Cuddles into parents arms, relaxes when held
Cries and uses other “signals” (body movements, vocal sounds) to let the parent know if something is wrong or feels good

How does the parent contribute to a positive relationship?
Pays close attention to baby’s signals and learns to understand them
Tries to meet the baby’s needs; Keeps trying until s/he “gets it right”
Takes care of her/himself so s/he has the energy needed to care for the baby
Learns to understand what makes this baby special and different from others Puts him/herself in the “place” of the baby, wonders about what it is like to be the baby when he is happy, sad, calm, or distressed.
Why am I Here Today?

• Talking with other parents is helpful
• All parents need and deserve help to do this important job.
• Often, it is easier to think about healthy parent-child relationships by talking with other parents.

Note to Presenter: You are likely using these materials as part of a parent meeting or gathering of some sort. Many parents have shared with us the importance of coming together with other parents to talk and feel supported. Some parents have expressed the need for a safe and comfortable place to talk about both the pleasurable and the hard parts of parenting.

Slide #8

What can you do to create a safe and comfortable place for this type of conversation? You are likely to have many of your own strategies. Here are some ideas:

• Often informal gatherings are more comfortable or parents.
• Providing childcare at the same location, but in another room usually lessens parent stress and makes it easier to participate.
• Serving snacks usually helps!
• Set an open and accepting atmosphere. Acknowledge that there are many “right ways” to parent and that we are all learning as we go along.
• An emphasis on the “experience” of the baby/child and of the parent often helps guide conversations away from “right and wrong” ways to parent.
• Share personal stories and experiences when they serve to support a point the parents are making. Avoid making the meeting “about” you and your own parenting or relationship issues.
• Get comfortable with silence. Avoid feeling responsible for filling every moment with conversation. Allow time for parents to reflect, comment on one another’s ideas, and take the lead in conversations along the way.
• Facilitate discussions (without dominating) so that any parent who wants to speak has a chance to do so.
• Balance “information” with “activities” in a way that is likely to be most comfortable for your audience. Not every slide needs a lot of discussion. You can skip or change any of the suggested activities to meet the needs of your group.
Being a Parent is…
  • Joyful and confusing
  • Pleasurable and frustrating

There might not be much facilitation needed for this slide.

Some parents may be so relieved that both the pleasurable and the challenging aspects of parenting are being "publicly acknowledged" that they'll start a lively discussion on their own.

Slide #9

If you want to “go there”:

Ask parents about their experiences with people they don’t know when they are out and about with their children. You might share an experience of your own to get the discussion started. Be careful, you want to join with the group but not make the discussion all about you.

What are some of the positive experiences you’ve had when out in public with your children?

Have there been any negative experiences?

How did those experiences (both the positive and the negative) feel at the time?

Any thoughts when looking back on those experiences?

Sometimes parents want to talk about differences in parenting approaches among extended family members. This is another time when it is likely to be helpful to focus on the “experience” of the child and the parent when different approaches are considered rather than on “right or wrong” ways to raise children.
Parents must feel nurtured in order to nurture their infants...

This slide will have more meaning to the parents if they are experiencing feeling nurtured as members of the group.

What have you done to create a nurturing meeting environment?

Slide #10

You might want to talk with the parents about the following:

What makes you feel nurtured and appreciated?

How do you get some time to yourself?

How do you recognize signs that you might not be taking good care of yourself?

When you find yourself feeling stressed, what reactions, if any do you notice from your baby or child?
Healthy, happy babies and families should be important to everyone: parents, extended family members, community members, and service providers like doctors, nurses, teachers, home visitors, WIC staff, and others.

Slide #11

Find opportunities to notice and comment upon things you saw the parents do with their children and one another that shows that they “want what’s best”.

- Did a parent take extra time to settle her child with the child care person before joining the group?
- Did a parent bring along a special toy for the child to have along while apart from the parent?
- Did one parent ask after another parents’ child in a caring way?
- Did a parent share an especially helpful insight or question during the conversation?

Some parents may have had encounters with service providers who didn’t seem to believe that the parent wants what is best for his/her child. Once again, it may be helpful to spend time focusing on the experience of parents and babies in different situations and move a way from spending much time on who is “right” and who is “wrong”.

Some parents are very focused on the future and what current child skills and behaviors might mean as he gets older. Other parents are very focused on the “here-and-now”. Listen for examples of how parents think about “what’s best” in terms of current and future child needs.
Slide # 12

Across family cultures there are many different ways that we get ready for and celebrate new life.
As the group facilitator, you decide how deeply you want to go into the message of this slide. What do you know about the group members? What is their comfort level like? Do you feel reasonably prepared to facilitate a discussion that might go in many different directions?

This might be a time to talk with the parents about:
- What it was like to anticipate the birth of their baby?
- What they did to “get ready”, who helped them get ready, what would they do differently if they could go back and get ready again?
- Was the birth of the baby celebrated in some way? How?
- What changes have they noticed in themselves and their families with the birth of the baby?
**Relationships Are Two-Sided**

It is important that there be a *shared relationship* between the parent and baby.

**Babies tell us what they need in their own language**

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**Slides #13 and #14**

Tips: At this point in the slide presentation, it is important for the facilitator to introduce the context for the next 6 slides; #13-#18. When preparing for this presentation ask yourself the following questions:

- Who are the parents participating in this presentation?
- What are their parenting experiences?
- What is the desired outcome for this section of the presentation?
- Am I prepared to explore the feelings that may be evoked in the parents and expressed during the presentation?

**With that in Mind…**

This section can be customized to the needs of the parents and the facilitator may introduce (for example) the concepts of:

- Attachment - The centrality of relationships in social emotional development, giving babies words for their feelings, the importance of helping babies cope with their feelings for healthy social and emotional development and healthy parent-child relationships.
- The strengths and capacities that the parent and the baby bring to the relationship,
- Circumstances of the baby or parent that influence the relationship,
- The realities of parenting when the circumstances create a positive feeling between the baby and parent and the realities of parenting when circumstance make the feelings between the baby and parent challenging,
- The hopefulness for shared pleasure when parents figure out what works and doesn’t work for their baby,
- The pleasure baby feels when she feels her parent’s care giving is sensitive,
- The pleasure and joy when the baby and parent keep trying new ways to be together through easy and challenging experiences.
- Why do parents want to help their babies cope with feelings?
- Why is it important for parents to recognize their own feelings as it relates to their babies social and emotional development?
- The range of emotions and feelings expressed by the baby,
- Parents know they play a role in their baby’s social and emotional development; sometimes parents are not aware of how their own feelings can impact their relationship with their baby and the baby’s social emotional development.

Please see the references and resources at the end of this guide for assistance in preparing your presentation.
Many Parents Are…

• healthy, eager, attentive and ready to interact with their babies.
• sometimes the baby isn’t as healthy, alert or ready.

Some Babies…

• are born too early
• are hard to care for

More Tips for Slides #13- #18

You may wish to further customize this section by focusing on the parent’s experiences in parenting:

• What relationships have they that have been two-sided?
• What was valuable about that to both people in the relationship? What was challenging?
• How did they adjust to one another? What worked, what didn’t work? How did they figure out what worked and what didn’t work?
• How might those experiences be both similar and different to that of their relationships with their babies?

Ask them to describe how they have figured out what their baby’s needs are.

• Was there another person available to wonder with them about what the baby was trying to “tell” the parent?
• What might be going on when the parent is ready and the baby’s circumstances create challenges to having a shared relationship?
• What or who could offer support to the parent and child?
Many Babies Are…

- healthy, alert and ready to interact.
- sometimes the parent is not as healthy, alert or ready.

Some Parents…

- feel alone, unsupported or confused
- don’t feel ready to care for their baby
- don’t know enough about how to care for their baby
Ways to Help Parent and Babies

• Parents who feel heard and supported are often able to become more available and responsive to their infants (M. Heffron, 2002).
• Asking family and friends about their experiences parenting young children.
• Watching the interactions of other parents with young children.
• Learning to recognize cues and signals the baby is giving.
• Wondering with parents what the baby is trying to tell us by his behavior.
• Asking helpers (for example) early childhood specialists, counselors, nurses, social workers, pediatricians, nutritionists and health educators for information about early childhood social and emotional development.
• Previewing the baby’s “next steps” in social and emotional development and what she may need for support from her parent.
• Talking about the changes parents experience in their relationships with their babies and their feelings about their babies as his social and emotional needs change.
• What other ways may be helpful?
Parents who understand their child’s development can effectively support their baby’s emotional well-being.


Social-Emotional Development Makes Connections for Babies and Families

Slides #21 & #22

Slide # 21 Tips:
• Ask the parents in what ways they have experienced their own social and emotional development making connections for them?
• What have been the benefits of the connections to them?
• How will social and emotional development make connections for their child? You may wish to offer prompts such as: attachment to parents, siblings and other relatives or caregivers, doing well in other developmental areas, school readiness, etc.

Slide # 22 Tips:
• What ways have they experienced their understanding of their baby’s development and how has it supported the baby’s emotional well-being?
• What would you like to know more about with respect to social and emotional development for your baby?
• Be prepared for questions about typical early child development milestones and to offer an explanation of what “milestones” means.
Slide # 23

Tip: This is another slide that you may wish to customize for the parents prior to the presentation. Ask yourself the following questions as you prepare:

- What are the experiences of the parents?
- What do I mean by “paying close attention”?
- How do I individualize social and emotional developmental information for each parent and their baby?
- Do I want to provide parents with ideas for “paying attention”?
- You may want to ask the parents for their examples of how they have paid close attention to their baby and what they have learned about their baby, themselves and their relationships as a result of paying attention?
- How does “paying attention” to a baby’s social and emotional development benefit the baby’s and parents relationship?
Advice From Parents Just Like You

“Remember everyday things you can do to support your baby’s emotional well-being.”
- Stephanie, mother of 4-month old Aden

- Feeding him
- Looking at him
- Holding him when he cries
- Talking to him

Slide #24
What are some other “everyday things” you do to support your baby’s emotional well-being?

Advice From Parents Just Like You

“Enjoy your baby – don’t be in a hurry for them to do things because it goes so fast!”
- Rebecca, mother of 2 year old Xavier

Slide #25
What might prompt an experienced parent to want to give you this advice?

Advice From Parents Just Like You

“It’s scary to have a newborn and it’s great that my family reminds me I’m doing a great job. It gives me confidence in my parenting.”
- Robert, dad of 4-month old Aden

Slide #26
Can you identify people in your and your baby’s lives who you can go to for advice, support and information?
Social & Emotional Growth and Changes

From Birth to 6 Months...
• Your baby likes to look at your face
• Your baby likes to be picked up, hugged and cuddled by people he knows


Social & Emotional Growth and Changes

At 6 months...
• Your baby wants a quiet and soothing environment sometimes and talking and playing other times
• A lot of the time, your baby wants you and no one else


Social & Emotional Growth and Changes

At 12 months...
• Your baby may push things away he doesn’t like.
• Your baby is showing many emotions, such as happiness, sadness, discomfort and anger


Social & Emotional Growth and Changes

At 18 months...
• Your toddler lets you know how she’s feeling
• Your toddler turns to you when she’s in trouble


Social & Emotional Growth and Changes

At 24 months...
• Your child has a lot of “big” emotions
• Your child will play near other children, but not really with them


Tip: It is important to emphasize to parents that this is not a check list or report card and that typical early childhood social and emotional development can vary from baby to baby. If you perceive that a parent is concerned about her baby’s development offer to meet with her privately.

Slides #27-#33

These fascinating slides offer an abbreviated view of the social and emotional growth and changes babies experience from birth to age three. This is not intended as a comprehensive list of all social and emotional growth and changes at various ages. Rather these highlights allow the facilitator to “check-in” with the parents about their knowledge of early child development and create a dialogue about what they already know (validation), what they’d like to learn (motivation) and a chance to explore ways they might use this information to support their baby’s social and emotional development (application).
Social & Emotional Growth and Changes

At 30 months...
- Your child wants to be independent sometimes.
- Your child is beginning to learn about sharing.


Social & Emotional Growth and Changes

At 36 months...
- Your child may use words to describe her feelings.
- Your child may seem bossy.

Finding Time to Reflect

Reflections...

- How can I describe my feelings toward my baby?
- What do I need in order to feel supported?

Reflections...

- What are my expectations for my baby and our relationship?
- What other questions might I be asking myself?

Slides # 34-#36

This slide facilitates the transition from very specific information to very personal self-reflection. Think about ways to prepare parents for this transition and remind them to share only that which they feel comfortable sharing.

Tips: You may wish to prompt this self-reflection by:
Ensuring participants have a break from the content of the previous slides; for example offer a break for snacks, drinks, etc. to allow time to collect their thoughts and get comfortable.

When you re-group, remind them that their relationships with their babies evoke strong emotions; it’s normal to have strong feelings when thinking about parent-child relationships.

Why might it be important for parents to reflect on their feelings about their babies?

As humans, we are “hard wired” to protect, nurture and support babies, hence we can feel passionate about the information that has been shared.

Placing an emphasis on what’s best for a parent and child is recommended; avoid “right” and “wrong” ways to support social emotional development in young children.
Resources

- Family and friends can support your feelings about your baby and your relationship.
- Service providers can help you with questions you have about your baby and your relationship.

Informal and Formal Supports
Use this opportunity to assist parents in thinking about all the people in their and their baby’s life who are or who could be supportive to them. Most parents report counting on family and friends for information about social and emotional development and relationships. (Informal)

Explore with parents the concept of accessing Formal Support for additional information about early childhood social emotional development.
If appropriate, explain your organization’s role in the continuum of infant mental health services and ways parents and babies may benefit from what you have to offer.

Slide # 38
An opportunity to wrap up the presentation by focusing on the healthy outcomes for parents and children when social and emotional development is supported.
The parents and service providers who told us what they wanted to see in this presentation created the impetus for the images and content you viewed today. We thank them for their passion and commitment to their careers and their children.

And sincere appreciation to the New Mexico Children, Youth and Families Department for their vision and for funding the Infant Mental HealthInfrastructure Development Project.

Facilitators:
Interested in learning more?
Please see the next page for both references and resources.
References and Resources

A Strategic Plan for Infant Mental Health in New Mexico. (2003). Prepared by the New Mexico Infant Mental Health Collaborative Committee.


