



CIBC Spring Newsletter 2021

Welcome to the CIBC Spring Newsletter. As California moves toward the re-opening of more programs and services in the coming months, many of us are recognizing the toll this pandemic has taken on the well-being of young children, their families, and their caregivers and educators. We see that Infant and Early Childhood Mental Health (IECMH) and Racial Equity have emerged as critical areas of concern in the early childhood field.

The California Inclusion and Behavior Consultation Network continues to offer virtual technical assistance to early childhood programs throughout California. In addition, the Network offers a series of webinars on trauma-informed care and racial equity. Learn more about these services on the CIBC website: cibc-ca.org. This newsletter offers additional resources to support you and your colleagues working with young children and their families.

Guardians in the Nursery

Recognizing that early childhood caregivers and educators play a critical role in supporting the mental health of infants, young children, and their families, Zero to Three and the National Association for the Education of Young Children (NAEYC) recently combined efforts and published a journal on this topic. Even if you are not a member of Zero to Three, you can still access two articles from this edition. [Guardians in the Nursery: The Role of Early Childhood Educators in Fostering Infant and Young Children's Positive Mental Health](#) (Williams & Mulrooney, 2021) and [Early Childhood Teachers' Well-Being: What We Know and Why We Should Care](#) (Kwon, Horm, & Amirault, 2021) address the parallel (and multi-layered) process that links the mental health of children and their caregivers.

Moving Beyond Anti-Bias Activities: The Development of Anti-Bias Practices

In this [article](#) from Young Children, teachers at the Elliot-Pearson Children's School at Tufts University note that we, as early childhood caregivers and educators, may consciously (or unconsciously) avoid addressing the topics of race, gender, class, or ability when teaching young children (Kuh, Leekeenan, Given, & Beneke, 2016). Based on their own work in classrooms, they developed a framework for anti-bias teaching and potential entry points for conversations with children.

Understanding Anti-Asian Racism from an Early Learning Context

In response to the increase in anti-Asian hostility and violence in our country, Early Childhood Investigations will offer a [webinar](#) led by Dr. Nadia Kim and Dr. Jennifer Park on April 29, 2021. Register for this free webinar and increase your understanding of the diversity of Asian-American experiences as well as the specifics of anti-Asian racism.

Equity and Anti-Bias Resources for the Early Learning and Care Community

The most recent newsletter of the California MAP to Inclusion and Belonging offers a one-stop shop for resources addressing equity, anti-bias, and anti-racism. Links to webinars, publications, and videos can be found [here](#).

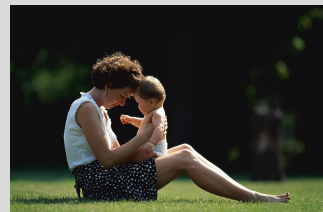
Family Engagement Toolkit

[The Quality Counts California Family Engagement Toolkit](#) offers early learning and care providers a series of five modules, available in English and Spanish, on building strengths-based relationships that are culturally respectful and responsive. In addition to receiving helpful resources, providers can earn professional development hours for their participation.

Infants, Toddlers, and You

Rocking and Rolling

Each month, Young Children includes a column titled “Rocking and Rolling,” dedicated to those who work with infants, toddlers, and their families. The spring 2021 issue includes a timely [article](#) on the mental health needs of infants and toddlers with suggestions for supporting everyone’s mental health in group care settings (Reschke, 2021).



Baby and Adult Brains Sync Up

A new study from the Princeton Baby Lab deepens our understanding of adult-infant interactions and their impact on brain development. Researchers noted a neurological feedback loop that facilitated both adults’ and babies’ capacity to predict and influence one another during play. They found that babies’ brains were synchronized with adults’ brains during face-to-face communication; in fact, babies’ brains were often leading adult brains by a few seconds, suggesting that infants may play a greater role in leading interactions than we previously thought. Read more about this research at <https://earlystartneighborhood.ning.com/blog/baby-and-adult-brains-sync-up-during-play-finds-princeton-baby-la>

Upcoming CIBC Webinars



[Trauma-Informed Practice: Healing in the Context of Relationships](#)

Anita Osborn, MA, PPS, LEP
April 21, 2021 4pm-5pm

[Inclusive Programs for Young Children: Universal Design for Learning with a Trauma-Informed Lens](#)

Melissa Sanjeh, MSW
May 12, 2021 4pm-5pm
Register for these webinars through the Workforce Registry:
[add link here](#)

We hope you find these resources useful to you in your work with young children and their families. If you have any questions about the information shared here, or about CIBC consultation services, please contact us at cibc@wested.org or visit our website at www.cibc-ca.org