

# Mental Health Begins by Birth

A virtual workshop on supporting  
North Carolina's youngest children

The first 5 years of a child's life is a very important development period that informs the whole lifetime. When this is negatively impacted by trauma or stress, supportive relationships can make a huge difference.

This ARCh-sponsored workshop series will build understanding of infant and early childhood mental health. It will discuss the impact of traumatic experiences on early development and considers how you can make a difference in a young child's life.

The ARCh Project seeks to reduce disparities in IECMH outcomes for children and families. These disparities are impacted by the identities we each hold, including race, ethnicity, and primary language, among others. For this reason, justice, equity, diversity, identity, and belonging are explored and addressed in this and every ARCh project activity and training.



## DETAILS

### WHEN:

Part 1: Friday, August 30, and  
Part 2: Friday, September 6  
9:30 a.m. to 12:30 p.m.

### WHO:

Anyone in NC whose  
professional work supports the  
relational, emotional, and  
mental health of babies and  
young children

### REGISTER HERE:

[https://duke.qualtrics.com/jfe/  
form/SV\\_bgAaEQXlf3JLxzM](https://duke.qualtrics.com/jfe/form/SV_bgAaEQXlf3JLxzM)



*See page 2 for learning objectives and content overviews*

## TRAINER



**Halley M. Carmack, MSW, LCSW** is a Licensed Clinical Social Worker and is a graduate of both Duke University and UNC-Chapel Hill. She has been in clinical practice for 10 years with a consistent specialization in infant and early childhood mental health. Halley is currently in private practice in Chapel Hill where she holds healing space for children and families.

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### The Impact of Experiences and Environment

- Define infant/early childhood mental health and social-emotional development in young children.
- Identify common mental health symptoms in infancy and early childhood, particularly in pre-verbal children.
- Identify experiences that are uniquely stressful and/or traumatic for infants and young children, including experiences connected with social identities such as race, ethnicity, and ability.
- Describe the impacts of trauma on the development of young children.
- Understand how socio-cultural identities—including race—begin to develop and shape early childhood.

### The Caregiver's Role

- Explain the importance of the caregiver and the relationship in promoting good mental health in young children.
- Define what being a *safe grownup* means in interactions with young children.
- Identify the role of the caregiver in mental health treatment for infants and young children.

### Support Strategies—Discussion & Practice

- Understand the role of co-regulation in helping infants and young children cope with stress and trauma.
- Support developmentally appropriate coping skills for very young children.
- Select and use appropriate language to talk to young children about traumatic events.
- Reflect on one's own background/culture/biases in work with young children and their families.

### Suggested IECMH Endorsement® Competencies Covered:

- Infant/Young Child/Family Centered Practice
- Relationship-focused Therapeutic Practice
- Developmental Guidance
- Infant/Young Child Development & Behavior
- Attachment, Separation, Trauma, Grief & Loss
- Self Awareness

This training also provides 6 hours of DCDEE approved continuing education credits.



**QUESTIONS?** Contact Mary Wise-Kriplani, ARCh Project Director, at [mary.wise@duke.edu](mailto:mary.wise@duke.edu)