



How to Support the Social Emotional Wellness of Educators in Child Care

***Building
Well-Being
& Connections***

For The Child Care Community



Speakers



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(moderator)



Agenda

- 1 Introduction
- 2 Mental Wellbeing of the ECE Workforce
- 3 Supporting Mental Health in Child Care Providers: The Power of Empathy and Self-Care
- 4 Breath/stretch break
- 5 Discussion

Yale-Buffer CARES Findings: Mental Wellbeing of ECE Workforce

Dr. Ayse Cobanoglu

October 18, 2023

Yale SCHOOL OF MEDICINE

Agenda

What does Research Tell us about the Current State of the Workforce Wellbeing?

- ECE Workforce Wellbeing Research to Policy Convening

Introduction to Yale-Buffer CARES Surveys

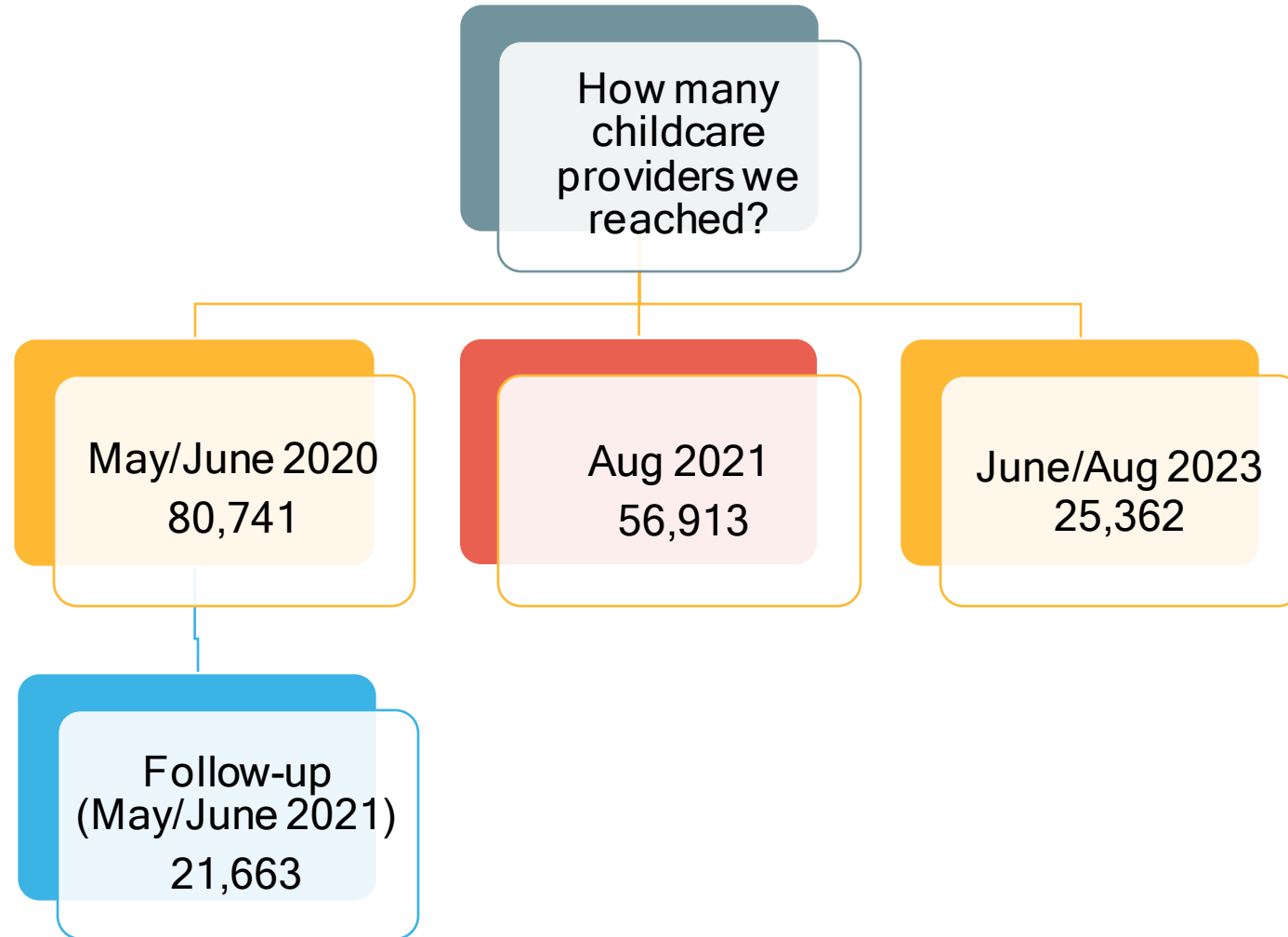
- What did we ask?
- Who did we reach?

Mental Wellbeing of the ECE Workforce

- Prevalence of Depression among ECE Professionals
- Mental Health, Job Loss, and Economic Stressors
- Double Pandemic: Racial Aggression as a Predictor of Depression
- Young adults caring for young children

Q&A

Yale-Buffer CARES Surveys: Sample



Total Number of
Child Care
Providers:
Over 120K

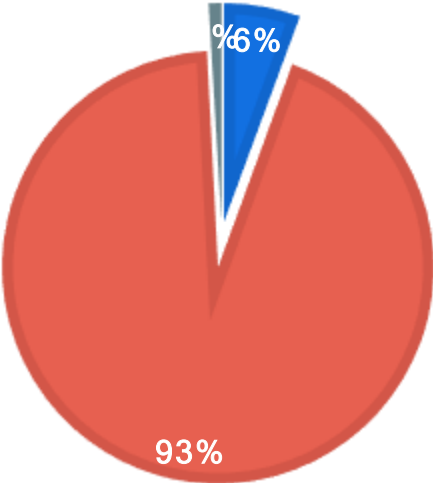
(Gilliam et al., 2021)

Sample Characteristics

2020 Data Collection

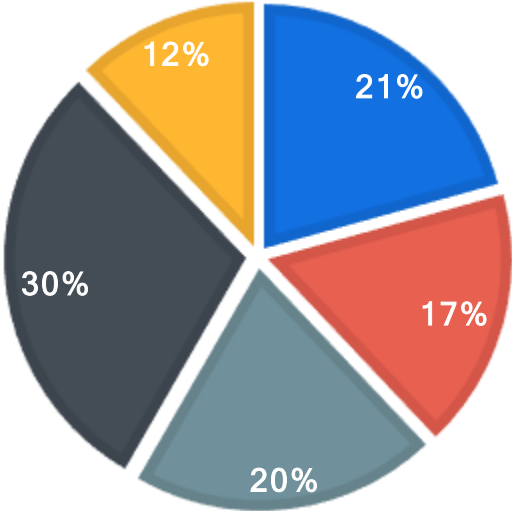
GENDER

- Male
- Female
- I prefer not to answer/Other



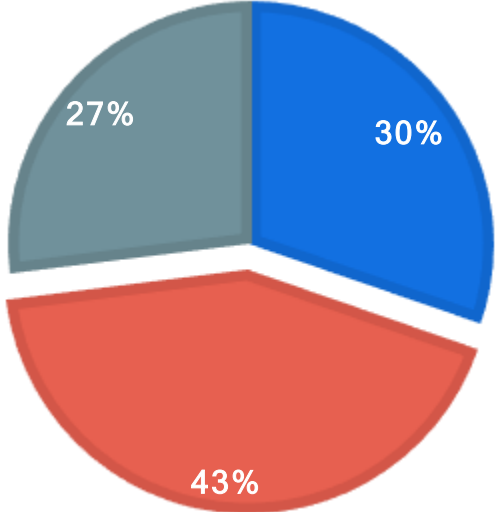
ANNUAL HOUSEHOLD INCOME

- Below \$35,000
- \$35,000-49,999
- \$50,000-74,999
- \$75,000 or above
- I prefer not to answer



PROGRAM/SERVICE TYPE

- Center-based--Director
- Center-based--Provider
- Home-based or Nanny child care



Mental Wellbeing of the ECE Workforce

What does research say?

Prevalence of Depression and Stress among ECE Providers



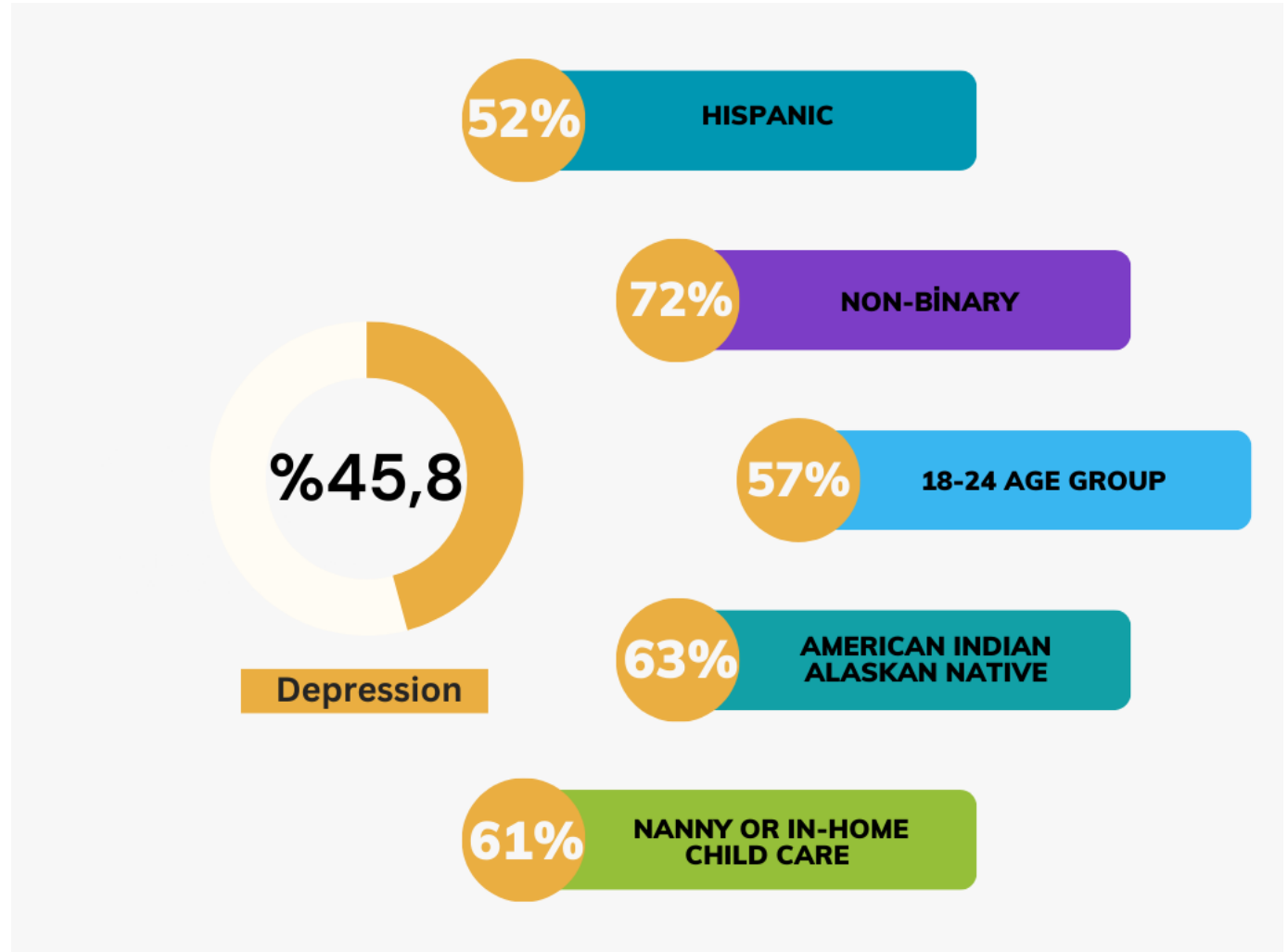
(Elharake et al., 2022; Palomino et al., 2023)

Who is more likely to report Depression?

2021 Yale Buffet CARES Cohort
(N=49,245)

Highly concerning!

- The rate of depression in the general population in the US in 2020 was 31.7% (Rosenberg et al., 2021)



(Palomino et al., 2023)

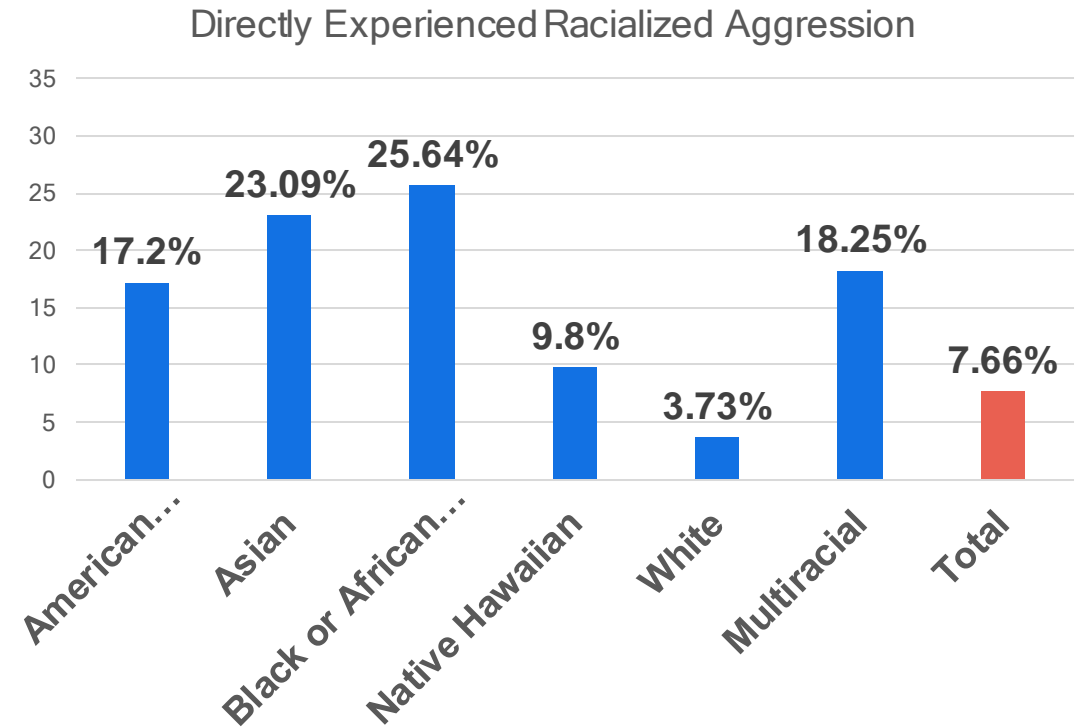
Racial Aggression and Depression Symptoms among Early Child Care Providers

Directly experienced racial aggression

- Positively related to increased depression symptoms and perceived stress when the ECE provider are **Black or Asian**.

Indirect exposure to racial aggression

- Positively related to increased stress scores of **white** providers (Cobanoglu & Gilliam, 2022).

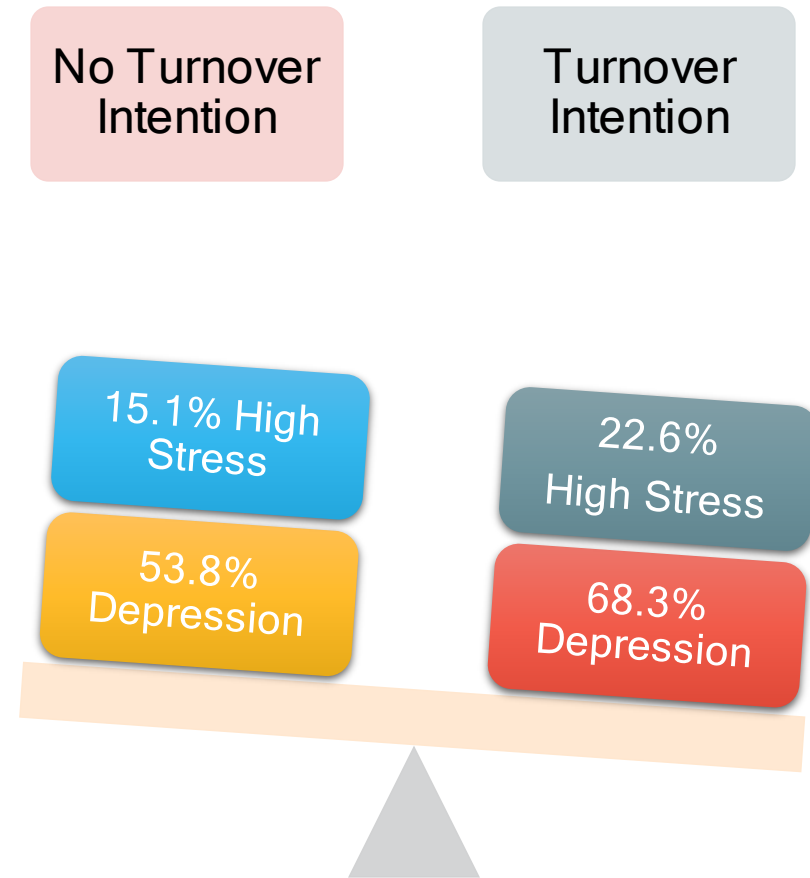


Young adults caring for young children: Do depression and stress predict their intention to leave ECE workforce?

For young adults working with children who reported their intentions to leave the ECE workforce, the prevalence of depression and stress is higher.

Protective factor:

- Access to mental health consultation (ECMHC)



Yale-Buffett Early Childhood Education Workforce Wellbeing Researchers Convening

Fostering a collective action to support early childhood education workforce well-being to ultimately create optimal conditions for them and the children in their care.

- Financial struggle
- Lack of healthcare, paid sick leave, and benefits
- Impact of COVID-19 on wellbeing
- Higher prevalence of chronic diseases and depression
- High levels of depression and burnout among leaders
- Increasing turnover and staffing challenge
- High demands, limited resources
- Systemic inequities



Thanks to...

- Our Partners
 - Child Care Aware of America
 - National Workforce Registry Alliance
 - Many state registries
 - National Association for the Education of Young Children
 - And Others

Thanks to...

- Our Funders

- A.L. Mailman Family Foundation
- Caplan Foundation for Early Childhood
- Child Health and Development Institute
- Early Educator Investment Collaborative
- Foundation for Child Development
- Heising-Simons Foundation
- Klingenstein Family Philanthropies
- Pew Charitable Trusts
- Scholastic, Inc.
- W.K. Kellogg Foundation

Thanks to...

- The 126,894 amazing early educators, and the families in their care, who have collaborated with our research during the COVID-19 pandemic.

Our subjects in all these studies are children. They are our partners in this learning enterprise, and we have a special responsibility to use this knowledge—not to fill up journals, but to make the lives of these children better.

Edward Zigler (2007)



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THANK YOU!

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Supporting Mental Health in Child Care Providers: The Power of Empathy and Self-Care

Morgan D. Horvath, M.Ed



“All Children Together”

[**Abilities** Network[®]]

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“People need people, there needs to be a shared experience of emotions, it is how we are hard wired. There needs to be a place where people can be both strong and broken, happy and hurt. We spend countless hours writing books and poems and songs about feeling connected in your darkest hour. Mental health relies on connection.”

Sara Foura





“In order for a teacher to see challenging behavior from a child as communication, we also need to see the teacher’s behavior this way. How can we expect teachers to be empathetic to children’s feelings if they are not receiving it themselves?”

Jenna Miller

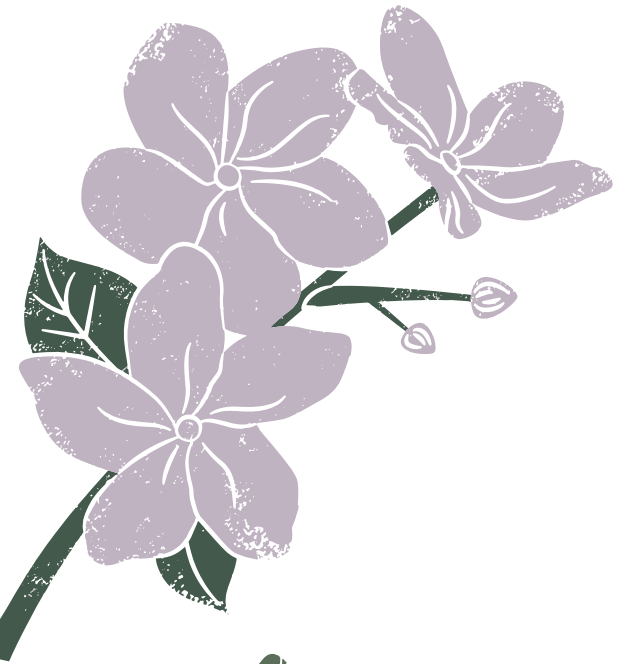




“When their mental health is supported the teacher’s are able to better sit in a mindset of empathy and provide that to their students. When their mental health is suffering, they are not able to provide empathy to their students...Their nervous system is frazzled, and it is very difficult to be that space of calm and comfort when you are in a space of dysregulation. When their mental health is supported they start to find regulation, and are able to find pockets of peace where they are can provide empathy when their kiddos need it most.”

Lindsay Muir



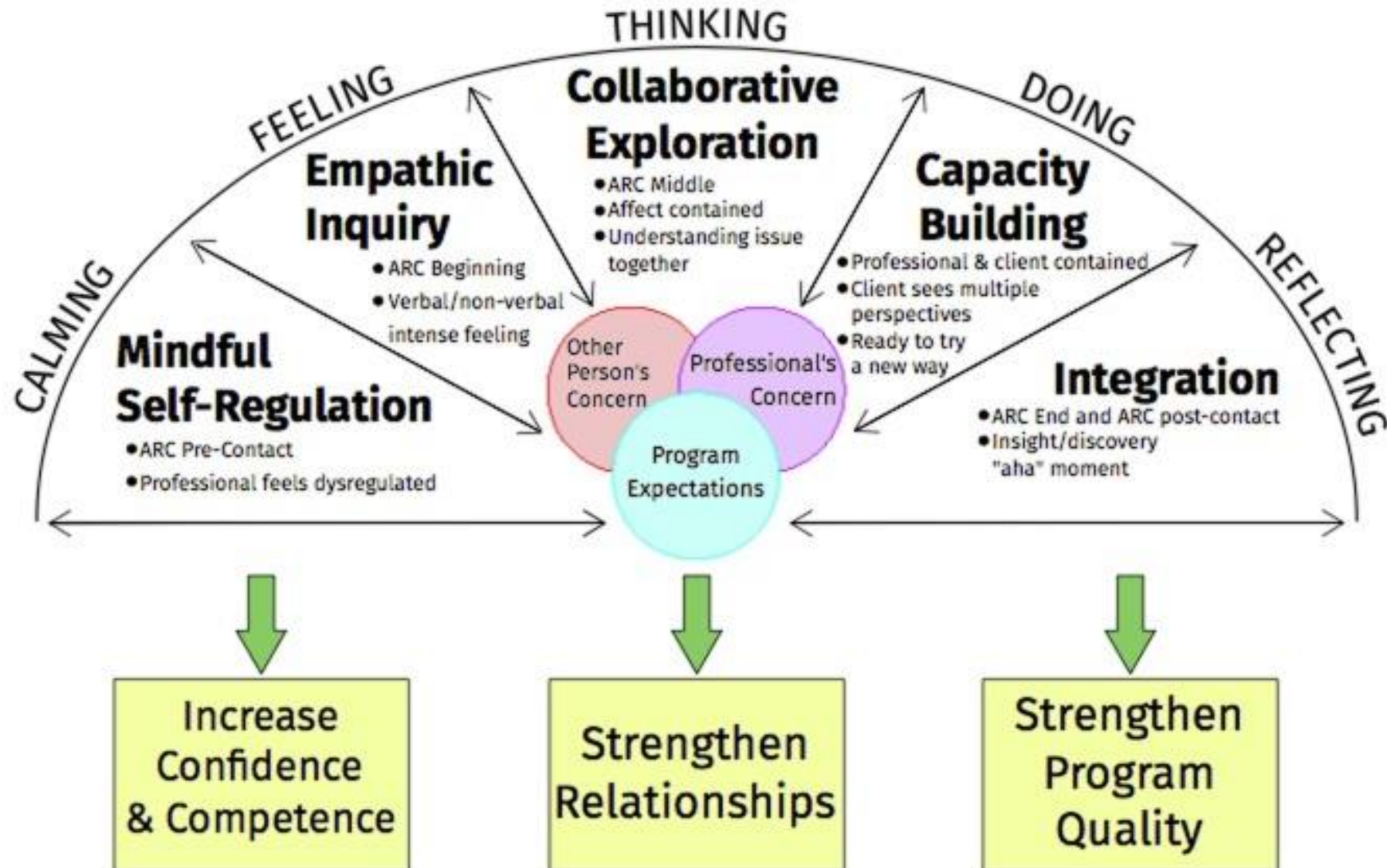






Erikson Institute Facilitating Attuned Interactions (FAN) Approach

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“When I spend time in the Empathic Inquiry wedge of the FAN, I notice that teachers begin to see that I am here to listen and support them. I can validate their feelings and help them work through those feelings in order to support themselves, their coworkers, and the children and families they work with. By asking questions I am able to understand their perspectives, and help them know that what they feel is important. Through these exchanges, we begin to develop trusting relationships that help the teachers remain engaged in the coaching process and continue the work they love doing.”

Tamea Moore



“To bring calm, you need to possess it. In order for us to be brave in our work, we have to be brave about it. Going inside, seeing what’s inside of us, and figuring out how we can become emotionally regulated—and then we can take that bravery out into the world.”

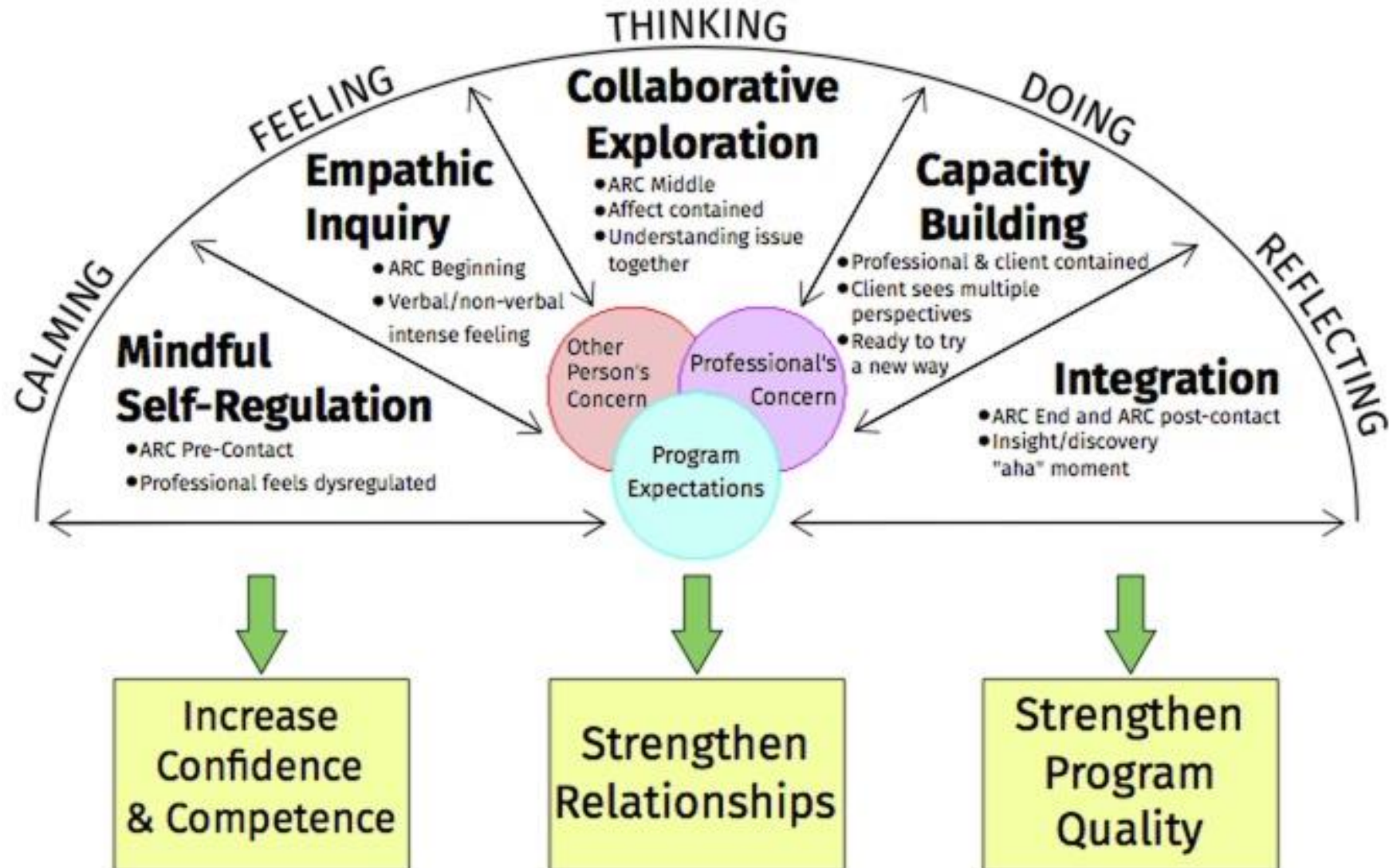
Margie Brickley, Program Director, Infant & Family Development at Bank Street



Erikson Institute

Facilitating Attuned Interactions (FAN) Approach

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“We need continuous opportunities to practice mindfulness. I remember when we first began to think about this and we would giggle every time someone lead a mindful moment or we would feel really silly doing it, but now we have huge champions for it on our team and the consistent opportunities to keep practicing it has been helpful. It’s become a part of our culture.”

Stephanie Cooper







“When my mental health is supported, I can pour into my teachers. I see the difference in coaching when I am supported...it makes supporting others easier and allows me more compassion for everyone. I am a better coach when I take my MSR time. It gives me the space and reset I need after navigating others' hard feelings.

A regulated Keshia gives of self and can be open and more supportive of the teachers.”

Keshia Nelson





Mindful Moment



LET'S BREATHE



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PANEL DISCUSSION



#CCAOALEADERSHIP23



QUESTIONS?

Thank you

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