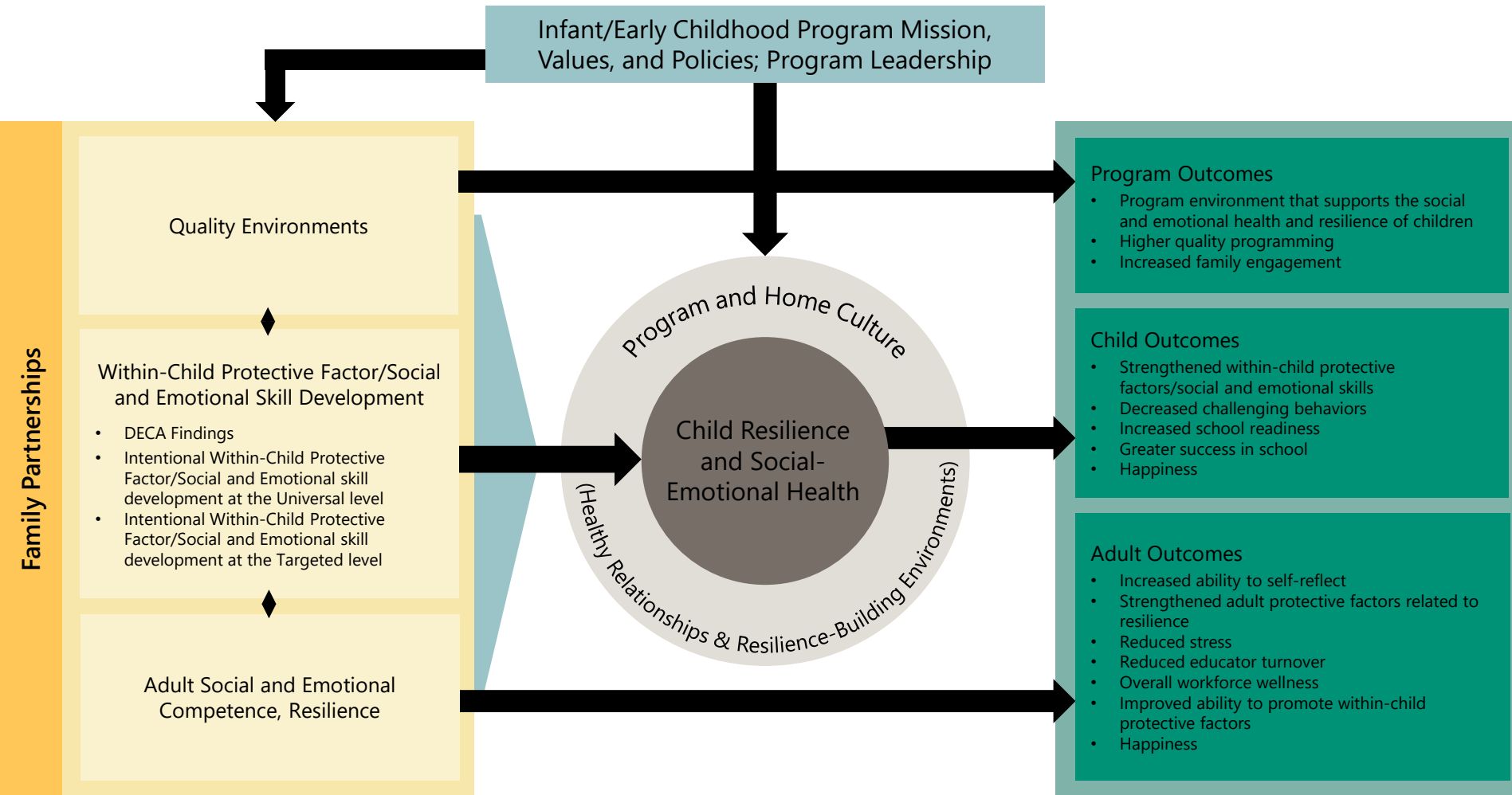


Resilience and Social-Emotional Health Logic Model

[Birth Through Five]



Resilience and Social-Emotional Health Logic Model Narrative

[Birth Through Five]



In early childhood, a child's **Resilience and Social and Emotional Health** are directly influenced by the **Culture** of the Early Childhood Program they attend and the Culture of their Home. A child who spends time in a resilience-building classroom and home, surrounded by healthy relationships with other children and with their caregivers, will have the opportunity to develop Resilience and improve their Social and Emotional Competence. An Early Childhood Program whose **Mission, Values, Policies and Leadership** support resilience-building cultures can promote Child Resilience in a number of ways.

One way in which programs can support Child Resilience and Social and Emotional Health is by promoting **Quality Environments**. DCRC offers tools, such as the CARE Checklist and Reflective Checklist, that help programs promote Quality Environments by supporting reflective practice around social and emotional quality building. DCRC also offers resources that support integration between quality environments by promoting the establishment of a common resilience language across settings. The promotion of Quality Environments contributes to Program and Home Cultures that encourage Child Resilience and Social and Emotional Health. It also contributes to a number of positive **Program Outcomes**, such as increased use of the environment, activities, and routines to promote resilience, as well as improved social interactions between staff, children, and families. These contribute to a **Long-term Program Impact** which includes higher quality programming and increased family engagement.

[continue...]

Programs can further support Child Resilience and Social and Emotional Health by promoting **Within-Child Protective Factor and Social and Emotional Skill Development**. Programs can use the Devereux Early Child Assessment (DECA) and aligned strategies to promote this development. The DECA assessment process helps users identify individual children's social and emotional strengths and needs, and the data collected can be used to create individualized plans to develop Within-Child Protective Factors through intentional skill development. Aligned DECA strategies can be used to develop skills at the universal level, to individualize and improve social emotional quality for all children; and at the targeted level, for children with specific social and emotional needs.

Finally, programs can support Child Resilience and Social and Emotional Health, as well as a number of positive adult outcomes, by promoting **Adult Social and Emotional Competence and Resilience**. Adults who are more Resilient and Socially and Emotionally Competent are better able to cultivate an environment which encourages Child Resilience and Social and Emotional Health. Use of DCRC resources, such as the Devereux Adult Resilience Survey (DARS) and the *Building Your Bounce* Adult Resilience Journal can help educators and parents better understand their own personal strengths and learn techniques to build their own Resilience. Adult Resilience-building is associated with a number of positive **Adult Outcomes**, such as an increased ability to self-reflect, strengthened adult protective factors related to resilience, and reduced stress; and contributes to a **Long-term Adult Impact** which includes reduced educator turnover, improved ability to promote children's Resilience and Social and Emotional Competence, overall workforce wellness, and happiness.

Family Partnerships are key in promoting Child Resilience and Social and Emotional Health. Partnerships between programs and families ensure that efforts to promote Quality Environments, Within-Child Protective Factor/Social and Emotional Skill Development, and Adult Social and Emotional Competence are integrated across the program and home settings. Such integration maximizes children's opportunities for protective factor development.

It is the hope that, when an early childhood program's Mission, Values, and Policies are in line with its practices to promote Resilience and Social and Emotional Health, and when effective Family Partnerships are in place, a number of positive **Child Outcomes** will be observed. A program which promotes Resilience and Social and Emotional Competence leads to more developed Within-Child Protective Factors and Social-Emotional Skills, along with decreased instances of challenging behavior and increased school readiness. Developing Resilience and Social Emotional Competence contributes to a **Long-term Child Impact** which includes greater success in school, enhanced resilience in the face of change or misfortune, and greater happiness.