

TN IECMH Warmline for Early Childhood Education Guide Sheet

TN IECMH
WARMLINE
FOR EARLY CHILDHOOD EDUCATION

AIMH:TN  Allied
Partners

The TN IECMH Warmline for Early Childhood Education is a prevention based, capacity- building, virtual support that pairs a mental health professional with an early childhood professional. The Warmline will partner with the educator to leverage their expertise to best support children and families who present with behavioral or mental health concerns.

Who is the TN IECMH Warmline for Early Childhood Education for?

- CCDF Partner Organizations
- All Early Childhood Education staff in TN who serve 0-6
 - Classroom teachers, Assistant teachers, Center directors
- Head Start and Early Head Start Centers
- Family Child Care Centers
- Montessori Schools

How do I utilize the warmline?

- 1 Professionals submit a Consultation Request form using this [link](#) or the QR code
- 2 After the form is submitted, professionals schedule a time via doodle calendar
- 3 Warmline Coordinator and ECE professional hold a virtual meeting
- 4 Warmline Coordinator sends a follow up document with recommendations. Resource Coordinator supports connection to outside referrals.
- 5 If additional support is needed, professionals follow up with the Warmline Coordinator. If there is a new case consultation, a new Consultation Request form is submitted.



When should I contact the Warmline?

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CONSULTATION
STRONGLY
ENCOURAGED

Scenario One: Navigating Grief and Loss

A CCR&R coach learns about the death of a child in a center she has been supporting. During the next visit, the coach notices a change in the demeanor of the teacher and feel of the classroom. The educator reports that she cannot talk about the student without crying. **The CCR&R coach seeks consultation on resources to support the educator through her own grief and strategies on how to talk about death with young children.**

Scenario Two: Exclusionary Discipline

A child enrolls at ABC Child Care Center after multiple expulsions from other centers. The child begins to show challenging behaviors that significantly impact the classroom and present safety concerns. The child is frequently asked to leave early, and the center director begins to discuss with the child's parents that it might not be a good fit. **The center director contacts Warmline to explore supports that may be helpful in navigating these behaviors.**

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Scenario One: Communicating Concerns with Caregivers

A CCR&R coach is working with an educator to incorporate developmentally appropriate interventions in the classroom. One child's behavior has remained challenging and the educator wonders if there are outside concerns that may be influencing the child's behavior. **The CCR&R staff member supports the educator to request consultation on having a conversation with caregivers about these concerns.**

Scenario Two: Typical Behavior or Red Flags?

A child has difficulty separating from his mother and cries for long periods of time at drop-off. The teacher is unable to calm the child and knows that the parents have recently separated. **The teacher contacts Warmline for guidance on how to best support the child at drop off.**

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CONSULTATION
AVAILABLE, IF
DESIRED

Scenario One: Supporting Educator Stress

An Infant Toddler Coach is working with a center on implementing schedules and routines into the classroom. The educator frequently talks about how stressed and overwhelmed she is and voices skepticism that these interventions will work. The CCR&R coach routinely visits the center and offers classroom support and a listening ear to the educator. **Based on this information, supportive structures are in place. Warmline Consultation is available, if desired.**

Scenario Two: Competing Priorities

A CCR&R coach has been working with an educator for 2 months. Communication with the educator has been difficult and the staff member is feeling frustrated at the educator's lack of engagement. **Based on this information, supportive structures are in place. Warmline Consultation is available, if desired.**