

SOCIAL EMOTIONAL LEARNING TOOLKIT REPORT

EARLY CHILDHOOD MENTAL HEALTH CONSULTATION IN STATE SUPPORT TEAMS



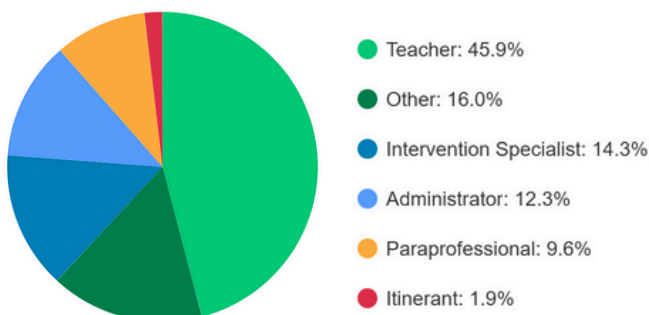
With support and funding from the Department of Children and Youth and Department of Mental Health and Addiction Services, **1,250 social emotional learning (SEL) toolkits** have been designed and assembled for early learning professionals across Ohio to promote social-emotional development and support early learning. These toolkits, valued at nearly **\$800 each**, contain materials, tools, books, and resources to support growth, development, and success in early childhood settings.

Early learning professionals are eligible to receive a toolkit upon completing the **four-hour OCCRRA-approved SEL Toolkit Professional Development**, facilitated by Early Childhood Mental Health (ECMH) Consultants. In November 2024, approximately **40 ECMH Consultants** from State Support Teams (SSTs) and Child Care Resource & Referral (CCR&R) agencies were trained to deliver this professional development across Ohio. Each SST region and CCR&R service area received **35 toolkits** to distribute alongside the training.



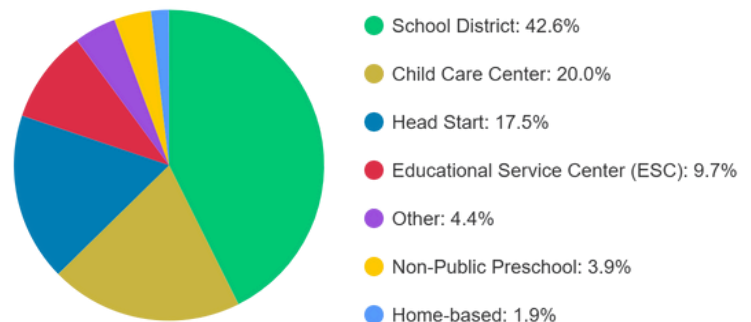
PROFESSIONALS SERVED

Since the November Train-the-Trainer event, a total of **908 early learning professionals** have completed the SEL Toolkit Training and gained access to the toolkit materials. These professionals represent a diverse range of roles within early childhood education, including:



PROGRAMS SUPPORTED

Through the SEL Toolkit Training, a total of **4,078 classrooms** have been directly impacted, equipping educators with tools and strategies to foster social-emotional development. The training has been facilitated to various early learning programs, including:



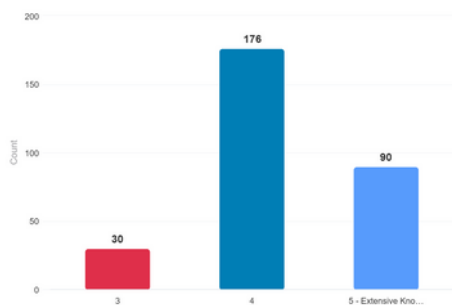
STUDENTS IMPACTED

Participants were asked to report the number of children they serve on a weekly basis. Based on their responses, the total estimated number of **students impacted is 41,524**. Please note, this figure may include some duplication across participants.

Six weeks after receiving the training, early learning professionals were sent a follow-up survey via email to report on the toolkit's impact over this short time. A total of **297 post-training surveys** were collected, yielding a response rate of **68.94%** (297 out of 431). This data includes only those trained between November 2024 and February 2025, as individuals trained more recently had not yet received the survey.

KNOWLEDGE OF SEL ACTIVITIES

Participants were asked to rate their current knowledge of activities or strategies that can support Social Emotional Learning (SEL) on a scale of 1 to 5, where 1 indicated no knowledge and 5 indicated extensive knowledge.



- Before the training, **51.9% of participants rated their SEL knowledge as a 3 or below**, indicating limited to moderate confidence.
- Six weeks after the training, **89.9% of participants rated their knowledge as a 4 or 5**, reflecting a significant increase in confidence and understanding of SEL strategies.

EDUCATOR INSIGHTS

Participants were asked how they've observed the SEL toolkit impacting the social-emotional learning of students in their classrooms:

- "The SEL toolkit has given my students many opportunities to better self-regulate and process difficult emotions by placing hands-on activities and resources in the classroom."
- "It helps give them a way to realize what they are feeling and are coping with feelings of sadness, nervousness, anger better. They can express what they are feeling and use the tools to help them get through any feelings."

Participants were asked to share a success or challenges related to the toolkits implementation:

- "Through reading *Building Your Bounce*, it has helped to remind me of my personal inner strengths that allow me to be resilient."
- "One of our children struggled daily with separating from parent at drop off. They would cry, be distant, or fight teachers. With *A Little Spot*, we have an emotion check-in on our door they choose before walking in, they do it with parents, tell the teacher, choose how they are going to say goodbye and then welcome teacher with a special "wave, high five, hug, or thumbs up" They love it! Mornings are so smooth now."

Participants noted significant changes in student behavior after implementing the toolkit:

- "Items from the toolkit have definitely helped with students' abilities to take a break, self-regulate, and rejoin in class instruction. Behaviors and episodes have decreased in the classrooms that attended and use the materials and knowledge from the training."