

## Texas Governor Signs Bill to Help Shut Off School-to-Prison Pipeline

House Bill author Representative Eric Johnson, who represents district 100 in Dallas, was pleased to hear that his bill was signed into Law by Governor Abbot. An [article](#) published by [The Root](#) on Monday June 12, 2017, entitled [Texas Governor Signs Bill to Help Shut Off School-to-Prison Pipeline](#), outlines the requirements of the new law. The bill, HB 674, bans out-of-school suspensions for students in prekindergarten through second grade throughout the state of Texas, except in cases involving drugs, weapons or extreme violence. Johnson feels that the Governor agrees that "...early childhood educators are the first line of defense..." against the school-to-prison pipeline as proven by his signing of the bill. Johnson continued by stating that the law "sends a strong message that the state of Texas wants children to be educated and not incarcerated." While working on the bill Johnson notes some important facts about the ineffectiveness of suspending young children from school such as: young children who are expelled or suspended from school are about 10 times more likely to drop out of high school, face incarceration and repeat grades. In addition, the removal of children from school creates hardships for families who have to miss work to stay home with young students. Houston ISD had already banned the practice of discretionary classroom removals for children in pre-K through second grade. This new law also encourages school districts to implement research-based positive disciplinary alternatives to suspension that keep kids in schools. To read the full article click [here](#).

**"...the law sends a strong message that the state of Texas wants children to be educated and not incarcerated."**



## NREPP Learning Center Redesign

SAMHSA launched a newly redesigned [Learning Center](#) for the National Registry of Evidence-Based Programs and Practices (NREPP). The revamped site offers dozens of new resources to support the evidence-based programs. These resources are organized around five themes: emerging evidence in culture-centered practices, evidence-based programs and practices, implementation, sustainment, and topics in behavioral health. Resources include case studies, stories, and videos. The tools provide practical support for using evidence-based programs and practices to improve the behavioral health of clients, family members, and communities.



### The Screen Scene Webinar

The American Academy of Pediatrics' Screening Technical Assistance & Resource (STAR) Center is offering a webinar looking at early childhood screening and surveillance for developmental/behavioral concerns, maternal depression, and social determinants of health. The webinar is free and will be held on September 6 from 12-1pm CST. [Register here!](#)

# Texas LAUNCH NEWS

Linking Action for Unmet Needs in Children's Health

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Bill to prevent expulsion in Pre-K  
Redesigned TA centers  
Upcoming trainings and more...

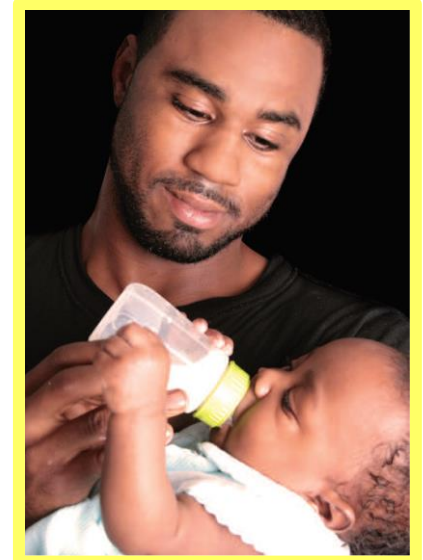
## Article from ChildCareExchange

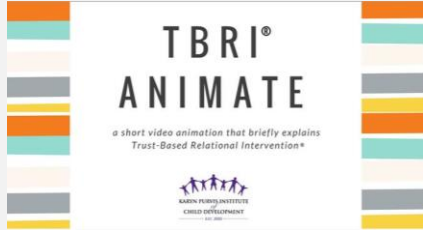
"When a family entrusts their child to us, we take on the rewarding, challenging, and complex task of sharing with them the role of supporting their child's emotional development." So writes Kay M. Albrecht, Jennifer C. Fiechtner, and Margaret Banks in their November/December 2016 *Exchange* magazine article, "[Administrative Practices that Support Children's Emotional Development](#)." The authors quote a Harvard study that outlines core emotional competencies that all children need to develop. "Mounting research from neuroscience and psychology tells us that there is a set of underlying core capabilities that adults use to manage life, work, and parenting effectively. These include, but are not limited to: planning, focus, self-control, awareness, and flexibility...We are not born with these skills, but we are born with the capacity to develop them through the right experiences and practice. The foundation is built in early childhood: by age 3, most children are already using executive function skills in simple ways (e.g., remembering and following simple rules). "Ages 3-5 show a remarkable burst of improvement in the proficiency of these skills." A recently recorded webinar from Kay Albrecht sheds additional light on ways to support children's healthy emotional development. [Listen here](#). To join ChildCareExchange, go to <http://www.childcareexchange.com/eed/subscribe/>.

Reprinted from the ChildCareExchange

## Social-Emotional Development Resource for Families with Infants and Toddlers


[The Center for Early Childhood Mental Health Consultation](#), Georgetown University's Center for Child and Human Development, has a resource for families to assist with the social-emotional development of their infant during every day routine tasks. The [Social-emotional Tips for Families with Infants](#) resource is a series of five posters that parents and caregivers can refer to and hang within their home to help remind them of ways to support their child's development. Each poster offers language parents can use to nurture the social-emotional health of their child, as well as research-based rationales for the language and practical strategies. The posters are meant to assist parents and caregivers in practicing behaviors and language that support healthy and positive connections with children, learning about the social-emotional health and development of infants, and understanding the importance of social-emotional health to school readiness. Children who know their physical and social-emotional needs will be met experience the world in a positive manner and feel safe, giving them the foundation they need to become ready to learn. In addition to parents and caregivers, this resource can be utilized by child- or parent-focused home visitors, center-based providers, and early childhood mental health consultants. The five posters focus on the routines of dressing, meal times, play time, resting time, and diaper changing. Visit the [ECMHC website](#) for access to these posters and for more resources and information.





**TBRI<sup>®</sup>**  
**ANIMATE**

a short video animation that briefly explains  
Trust-Based Relational Intervention<sup>™</sup>



**Announcement Area**

The Karyn Purvis Institute of Child Development has released a [new video](#) in collaboration with Cognitive storytelling and animation studio. This animated video focuses on TBRI and is narrated by Dr. Purvis herself. The institute hopes this will inspire parents and professionals across the world to bring deep healing to vulnerable children.