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April, 27, 2020

To whom it may concern,

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I serve as the Chief Nursing Officer for Nurses for Newborns, a home visiting program that offers home visitation to families residing in 20 Missouri counties and 7 Tennessee counties. We provide visits to pregnant, and postpartum women and their families who have children from ages 0-3. Our home visitors include Registered Nurses who can provide physical assessments as well as screenings for the mother or caregiver and the infant, parenting education and referral for needed resources. Our Missouri program is also an affiliate of Healthy Families America. In this model Community Outreach Workers (Outreach Specialists) work with families more intensively, over a longer period of time and address needs of all the children in the family, not limited to the infant. In the Missouri program we also make Licensed Clinical Social Workers available to provide in home counseling and Cognitive Behavioral Therapy.

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For the past seven years we have sought grant funding which has allowed us to greatly expand our understanding of and commitment to Infant Mental Health. This has included an alignment with TnAIMH in Tennessee and MOAIMH in Missouri and expansion of our screenings for Social Emotional Development using the ASQ:SE.2 and the HOME Inventory. This commitment also impacted our decision to seek an affiliation with Child Abuse America and affiliation with Healthy Families America.

The challenges for many of the families around caring for their children and giving them the very best opportunities to develop to their fullest potential have becoming increasingly more complex because of increased parental stress, systemic racism, poverty, etc.

Sharon Rohrbach, RN
Founder





I believe that the program, products and techniques offered through the Generation Mindful program will provide both staff and families with access to tools and strategies to assist with children's social emotional development. I am very enthusiastic about this partnership and our participation in a feasibility study.

Ron Thompkins

Ron Tompkins, MSN, MS, RN
Chief Nursing Officer
Nurses for Newborns





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To Whom it May Concern:

I am a Special Education transitional teacher at Great Circle Academy. I primarily teach life skills, vocational skills and community-based instruction to students who have autism, ages 18-21. We have utilized the Generation Mindful program for years within our classrooms and it has been a beneficial tool to aide in helping our students with self-regulation and helping them identify their emotions before they reach crisis level.

I am interested in our continued use of Generation Mindful because it is an effective tool within my classroom setting and gave me a better opportunity to teach and reinforce SEL skills in my classroom. Generation Mindful allowed my students the opportunity to learn more about their feelings, different ways they can feel emotions and how they can express their feeling in a productive manner. Students are now familiar with the Time-In ToolKit and they utilize the calming strategies posters and their calm down space when they are feeling angry, upset or dysregulated. My students use the feeling card set to help improve and grow their social and emotional skills. Student behaviors have decreased with utilizing this program daily. We review our emotions 3 times a day and students are encouraged to share their feelings when they are beginning to feel their emotions change throughout the day due to demands placed on them and they ask to go to their calming space independently when they need a break. I have included a photo of my students' utilizing the PeaceMakers card set. My students pick a card out of the deck and they draw a photo of expressing what that card meant to them. This project helped my students connect the emotions and how emotions feel to them.



I support further research and development for programs and tools to best meet the needs of the students and their families. As an educator of students with autism as well as a mother whose son has autism, I think this program is very beneficial for children to learn about themselves and manage their emotions. I think parents would find this program useful because their child would learn about how they feel and how to go to a place within their home, where they can self-regulate. A program that is this beneficial in helping students regulate their emotions deserves to receive additional funding to move forward in reaching more children whether at home or at school.

Sincerely,

A handwritten signature in blue ink, appearing to read "DC", on a white background.

Danielle Cooney, M.Ed



April 22, 2020

To Whom It May Concern:

I am the Co-Founder of Atlas Public Schools in St. Louis, Missouri. We are in the process of creating a new place-based, diverse by design elementary school in the city of St. Louis. Our mission is to educate the whole child by combining a rigorous academic program with real-world, place-based learning experiences so that all students thrive in middle school, high school, and beyond. At Atlas, we envision a time when all students in St. Louis have the skills and habits needed to be successful in the 21st century, and where St. Louis is a model of a flourishing, diverse, and empowered community. We believe that high quality public schools will be the catalyst for community transformation that will result in a thriving city.

I have been a public education teacher and principal for 10 years working exclusively in high needs schools and school districts. As educators, we all want our students to thrive and leave school prepared to live a good life full of opportunity. As we look to the future of work and the skills that our students will need to be successful, I think it is important that we develop an expanded definition of student success. Students not only need a strong academic foundation, but other important mindsets, habits, and skills if they are going to be truly set up for success. This is why explicitly teaching social emotional learning (SEL) skills, especially in elementary school, is so important.

While Principal at Patrick Henry Downtown Academy in St. Louis, I led the introduction of SEL into our program and had the opportunity to bring the Generation Mindful (GEN:M) tools into our early childhood and elementary classrooms. GEN:M provides amazing programs and tools that can help educators seamlessly embed SEL into their everyday practices. I have seen firsthand how easy it was for our teachers to utilize these resources and have been astonished by our results.

As an education leader who is committed to helping students live healthy, successful lives, especially those coming from challenging environments, I advocate for the development of affordable, easy-to-use, concrete tools such as the those provided by Generation Mindful to supplement social emotional learning efforts in the classroom. I hope that this study receives funding so that these types of tools can be further refined and made available throughout early childhood and elementary school programs. I am happy to support Generation Mindful in this effort.

Sincerely,

A handwritten signature in black ink that reads 'Colby Heckendorn'.

Colby Heckendorn
Executive Director & Co-Founder
Atlas Public Schools



Child & Family RESOURCES INC.

3965 E. Foothills Drive, Ste. E1 • Sierra Vista, AZ 85635 • (520) 458-7348 • (520) 458-7535 • www.ChildFamilyResources.org

February 27, 2020

To Whom It May Concern:

I am a Program Director with Child and Family Resources in Southern Arizona. I currently supervise 3 regions for Healthy Families, a nation-wide evidence based program focused on building positive parent-child relationships in the prenatal to five year age range. We partner with parents and other family members in the home to encourage nurturing early childhood interactions and provide focused, strength based interventions for times when the parent-child relationship needs some additional support. Healthy Families has been accredited in the state of Arizona for 30 years.

I have been in human services for almost 20 years. I see how the parents we serve are in need of learning how to regulate and manage emotions in the home, not only their children's, but their own particularly in moments of high stress, but there is such a limited capacity. Therefore, I am very enthusiastic about the use of tangible, relationship based tools that can be introduced by parent educators and then used over the course of everyday life in the home to teach children and adults alike about emotions. I see potential for these play-based tools to supplement the home visits our team provides families two to four times a month. I strongly believe that easy to use, affordable tools for nurturing emotional intelligence in the home like these could lower parental stress levels and teach vital social emotional skills to the at-risk families we serve, the result of which could decrease the parental use of punitive parenting methods (spanking, yelling, forced isolation) known to negatively impact a child's healthy development and wellbeing.

Families today are struggling to manage elevated stress levels in the home, particularly those dealing with systemic trauma, poverty, substance abuse, mental health challenges, parenting in a single-parent home, teen pregnancies, and more. Elevated stress levels in the home impact not only the health and wellbeing of parents, but their children as well. As a provider who is committed to helping children and families thrive, particularly those facing great challenges in their everyday life, having an affordable and accessible set of tools like the play-based products Generation Mindful has created for families could prove to be an invaluable resource for at-risk families to supplement in home family support service programs like ours deliver. I hope that a study with this much promise receives funding, and I am happy to support Generation Mindful in this endeavor.

Respectfully,

Kelly Foster
Program Director
Healthy Families
Child and Family Resources

Headquartered in Tucson with offices in:

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