

Bridging Early Childhood and Mental Health: Community Collaborations to Build the Social- Emotional Development of Preschoolers

NAEYC 2008 Annual Conference
Dallas, TX

the Consortium
for resilient young children

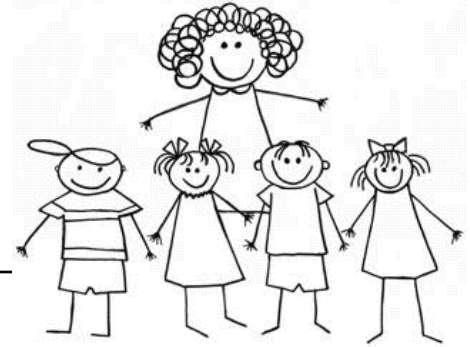




The Issue...

- Campbell (1995) estimated that approximately 10-15% of all typically developing preschool children have chronic mild to moderate levels of behavior problems
- Children who are identified as hard to manage at ages 3 and 4 have a high probability (50:50) of continuing to have difficulties into adolescence (Campbell & Ewing, 1990; Egeland et al., 1990; Fischer, Rolf, Hasazi, & Cummings, 1984).

Who we are...



- Melissa Adamchik, Project Manager
 - Covington Resilience Project
- Patti Craig, Project Manager
 - Promoting Resilient Children, a project of the Consortium for Resilient Young Children
- Jennifer Crouse Zimmerman, Evaluator
 - Chair, Consortium for Resilient Young Children

- Purpose: To promote social and emotional resilience in children ages birth through 6
 - 8 partner organizations
 - Early childhood providers
 - Behavioral health agencies

- Focuses on systems change, specifically integrating early childhood and mental health practices
- Promotes best practices related to quality child care and access to children's mental health services

The Partners



- Covington Resilience Project (CRP)
 - *Fiscal Agent:* NorthKey Community Care (mental health)
 - Children, Inc.
 - Covington Independent School District Preschools
 - Covington Head Start

The Partners



- Promoting Resilient Children (PRC) Program
 - *Fiscal Agent:* The Children's Home of Cincinnati
 - Member Agencies of The Consortium for Resilient Young Children
 - 25-30 early childhood centers in Hamilton County



Why these projects?

- The large number of preschool and kindergarten expulsions locally and nationally. (Gilliam, 2004)
- Community attention to the issue: United Way and Success by 6
- Our own experiences with children



Our Definition of ECMH Consultation



Early Childhood Mental Health Consultation Models

Lower funding amount or fewer resources

Limited number of partners and systems

Specific focus on target population or outcomes/curriculum

Limited number of staff

Portion of staff time allocated to project

Larger funding amount or greater resources

Greater number of partners and systems

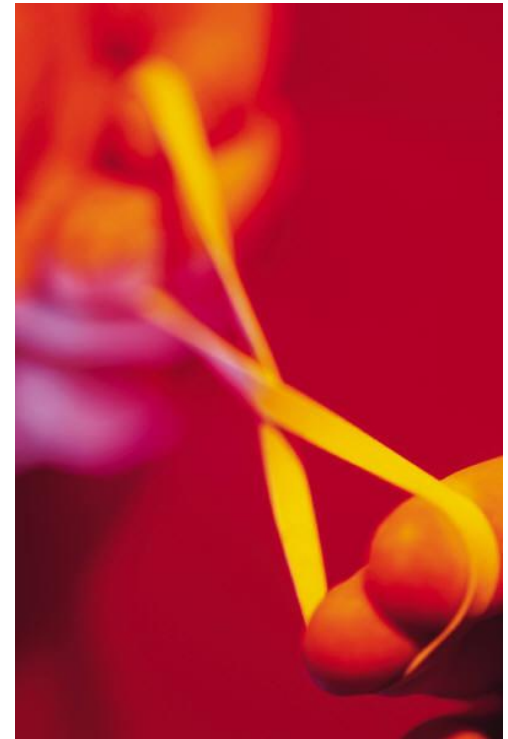
Broader focus

Greater number of staff

Greater or full portion of staff time allocated to project

Social and Emotional Resilience

- Resilience: The ability to bounce back
- Strength-based approach
- All children can benefit, not just those with challenging behavior



Our Definition of ECMH Consultation

Expanded Level

Targeted Level

Universal Level





The Basics

- CRP
 - Covington, KY
 - Primary: Child-focused model
 - Secondary: Program-focused model (in process)

Qualification of our ECMH Consultants

- CRP
 - 4 Early Childhood Mental Health Consultants
 - Evaluation Consultant



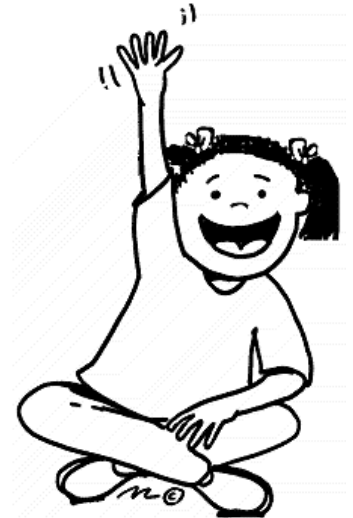
Our ECMH Program Description

- CRP
 - 3 early childhood programs
 - 31 classrooms
 - 650 children ages 2-5 years



Target Population for CRP

- Children in typical settings
- Children with behavioral issues – in need of therapy or other referral services
- 62 Teachers and assistants
- Parents





Target Population for CRP

- Demographics:
 - 52% Caucasian, 32% African American, 8% Biracial, 4% Hispanic
 - 82% of participants' families have an annual income of less than \$30,000. Majority are from families living in generational poverty.
- Many have been exposed to violence or parental substance abuse or have been directly abused, maltreated, or neglected.

Our ECMH Program Description

- CRP
 - Incredible Years
 - Devereux Early Childhood Assessment (DECA)

The
**Incredible
Years**



Our ECMH Program Description

○ CRP

- Incredible Years Dina Program
- Observation in classrooms
- Consultations with teachers and parents
- Parent groups
- Individual/family therapy
- Referrals from teachers and families



The Basics

○ CRP

- Covington, KY
- Primary: Child-focused model
- Secondary: Program-focused model (in process)

○ PRC

- Cincinnati/
Hamilton
County, OH
- Primary:
Program-focused
model
- Secondary:
Child-focused
model

Qualification of our ECMH Consultants

○ CRP

- 4 Early Childhood Mental Health Consultants
- Evaluation Consultant

○ PRC

- 2 Leadership Coaches
- 6 Classroom Coaches
- Kindergarten Transition Specialist
- Evaluation Consultant



Our ECMH Program Description

○ CRP

- 3 early childhood programs
- 31 classrooms
- 650 children ages 2-5 years

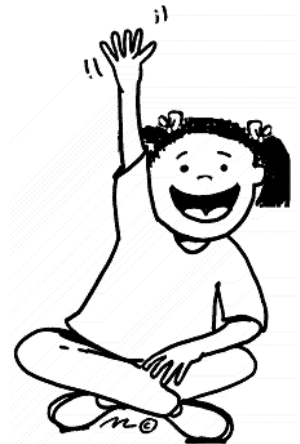
○ PRC

- 25 early childhood programs
- 75 classrooms
- 25 demonstration classrooms
- 800 children ages 2-5 years
- 200 children under 2 years



Target Population for PRC

- Children in typical settings
- Children with behavioral issues – in need of therapy or other referral services
- 25-30 Center Directors
- 50 Early Childhood Teachers
- Parents of children entering Kindergarten



Our ECMH Program Description

○ CRP

- Incredible Years
- Devereux Early Childhood Assessment (DECA)

○ PRC

- Psychoanalytic Theory
- DECA
- NAEYC Program Guidelines
- ECERS/PAS

The
**Incredible
Years**





Our ECMH Program Description

○ CRP

- Incredible Years Dina Program
- Observation in classrooms
- Consultations with teachers and parents
- Parent groups
- Individual/family therapy
- Referrals from teachers and families

○ PRC

- Observation in classrooms
- Consultations with the Director and Teachers
- Classroom Action Plan development (quarterly)
- Staff Training
- Referrals from Center staff and families

A Day in the Life...





Our ECMH Program Description

○ Methodology

- High Frequency
- Low Intensity
- Long Duration

○ Targets

- Child
- Classroom
- Teacher
- Administrator
- Families

Our Evaluation Measures

○ CRP

- Child: DECA
- Teacher surveys

○ PRC

- Child: DECA
- Directors/ Teachers: Surveys (Efficacy), Focus Groups
- Program Administration Scale
- Action Plans



Our Evaluation Strategies for Data Collection

- Choosing the Right Measurement Tool(s)
- Parent Permission
- Quality Assurance





Our Management of Evaluation Data

- Tracking systems
- Movement of children – the challenge of transience
- Monitoring Retention
- Encouraging Data Use



Our Results and Impact

- CRP (n=379)
 - 75% Retention Rate
 - Key Findings:
 - 82% Improved in at least one Protective Factor
 - 55% Significantly Improved on Total Protective Factors Scale
 - 94% in Typical or Strength range at post-test



Our Results and Impact

- CRP Process Measures
 - Teacher Survey



Our Results and Impact

- PRC (n=704)
 - 74% Retention Rate
 - Key Findings:
 - 70% Improved in at least one Protective Factor
 - 48% Significantly Improved on Total Protective Factors Scale
 - 90% in Typical or Strength range at post-test
 - More positive results in Demonstration Classrooms



Our Results and Impact

- PRC Process Measures
 - Efficacy Survey
 - Director Focus Groups
 - Study of teacher Turnover and Child Expulsion Rates
 - Year End Review (reporting annual highlights and challenges from centers)

Success Stories

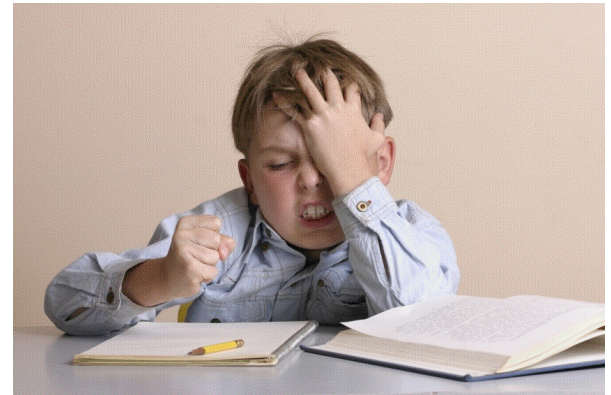


Success Stories



Our Shared Challenges

- Children/families
- Classrooms/teachers/programs
- Partners/collaboration/systems
- Public v. private schools –
changing the mindset of “mental
health consultation”



Our Lessons Learned

○ CRP

- Change take time
- One size does not fit all
- It takes a village...

○ PRC

- Relationships are crucial
- Build toward sustainability
- Focus on transition to kindergarten



Our Next Steps



○ CRP

- Scaffolding teachers to do Dinosaur School on their own
- Reaching more families
- Assisting with transition to Kindergarten

○ PRC

- Family partnerships
- Kindergarten transition
- Infant and toddler services
- Developing a program “unit cost”
- Development a program model and manual



In Your Community...

- Some possible first steps for collaboration:
 - Partner with your local elementary school around kindergarten transition
 - Find other organizations that may be facing the same issue
 - Look for state or funder-led initiatives around this issue
 - Advocacy activities

Resources

Devereux Early Childhood Program and Assessment
www.devereuxearlychildhood.org

Green, B. et. Al (2006) *Characteristics of Effective Mental Health Consultation in Early Childhood Settings*. NPC Research: Portland, OR.
<http://www.npcresearch.com/Files/Characteristics%20of%20Effective%20Mental%20Health%20Consultation.pdf>

Hepburn, K. et. al. (2007) *Early Childhood Mental Health Consultation: An Evaluation Toolkit*. Georgetown University: Washington D.C.
http://gucchd.georgetown.edu/files/products_publications/TACenter/ecmhc_toolkit.pdf

THANK YOU!

