Meeting the Mental Health Needs of Future Students through Early Childhood Mental Health Consultation

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Building Adult Capabilities to Improve Child Outcomes: A Theory of Change

DEVELOPINGCHILD.HARVARD.EDU/FOI

Developing child video
Program Objectives
Background and context
Why ECMH Consultation?

Greene County conducted a needs assessment in 2014 leading to the following findings:

[Bar chart showing number of students scoring between 0-13 across Greene County School Districts.]
Why ECMH Consultation?

<table>
<thead>
<tr>
<th>Guiding Principles</th>
<th>Cultural and Linguistic Competency</th>
<th>Serving Vulnerable and At-Risk Populations</th>
<th>Youth Guided and Family Driven</th>
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<tbody>
<tr>
<td>Developmentally Appropriate</td>
<td>Resource Leveraging</td>
<td>Sustainability</td>
<td>Evidence-Based Intervention</td>
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<tr>
<th>Leveraging Collaboration and Partnership</th>
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<td>Multiple organizations working together sharing common vision, resources, goals or outcomes.</td>
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<tr>
<th>Technology</th>
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<td>Harness evolving technology to increase efficiency and support program implementation and evaluation.</td>
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<th>Policy Change and Development</th>
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<td>Use existing or new lessons learned to inform the revision of current State and local policies or development of new policies.</td>
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<th>Capacity Building</th>
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<td>Strengthen the knowledge, abilities and skills of individuals and improve organizational structures and processes to more efficiently meet the needs of the community in a sustainable way.</td>
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<th>Systemic Change and Integration</th>
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<td>A product of collaborative activity that aims to change existing systems to better coordinate multiple service agencies and programs to improve outcomes for the target population.</td>
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Local collaboration
Early Learning Programs
Prevent child mental health problems
Reduce challenging behaviors

Improve child social and emotional health
& Educational outcomes
Knowing and Doing Gap
What is ECMHC?
78 Child Specific Interventions
21 parent consults

1,785 targeted classroom Interventions

19 professional development training sessions for 93 early learning professionals
79 program level consultations

ECMHC services 1-1-2016 to 6-30-2016
Child Level Interventions
Targeted SE Supports
Build SE skills to reduce acting out
Targeted Supports for Early Learning Professionals
Sometimes I want to play with a toy my friend has. Sometimes I get mad or upset. Sometimes I feel like taking the toy or hurting my friends.
If I want to play with my friends I can ask to play.

"Can I play with you?"

"Can I play with that toy?"
Practice Implementation Checklist: Responsive Caregiving

With Children

- Greet each child at the door every morning
- When addressing children always use their names and get at their eye level
- Use a calm, positive, and supportive tone of voice
- Give specific and descriptive encouragements for children's skills, behavior, and attitudes (e.g., “I like how you are using crayons in circle.”)
- Join children's play and support or extend their instructions
- Share something positive about yourself with children
- Give directions that are short, simple, and specific. Make sure children understand the directions you have given
- Give positive and specific encouragements to children. Comment frequently on children's appropriate behavior
- Respond to children's comments by asking questions and elaborating on what they say
- Have ongoing conversations with children about their ideas and interests
- Identify ways to have conversations with children who are nonverbal, language delayed, or speak English as a second language

With Families

- Find different ways to involve parents and families
- Send notes home and make phone calls to share information about the good things their child is doing
- Make home visits
- Send home practical suggestions for supporting children's social-emotional development at home and in the community
- Include families on the team when developing behavior support plans
- Share information about community resources related to social-emotional development and challenging behavior
- Use a variety of methods to communicate with parents (home visits, phone calls, home lunches, newsletters, school websites, email, classroom visits, etc.)

With staff and other service providers

- Have regular meetings with your classroom staff and have regular contact with other service providers
- Make training and collaboration a priority for your classroom
- Plan with classroom staff on how to work as a team in your classroom
- Provide encouragement and support to the colleagues with whom you work
Family engagement
Parent & teacher relationships

Parent & teacher stress
High Quality
Safe & Supportive Environments
Professional Development
**SCHOESSOW, GRACE (1109-8559)**

### General Information

**OPIN**  
1109-8559

**Position**

**Registry Points**  
451.33 (Level VI)
How we’re doing so far
Sample questions used:

- “High quality Early Learning Programs are available in my district.”
- “Cost was a problem for getting my child into early learning programs.”
- “What do you want early learning providers and preschool teachers to know in terms of social skills?”
- “What is currently being done to address the social/emotional developmental needs of preschool children in your district?”
Kindergarten Registration Survey results

Parent Awareness of Element 1

Number of Preschool Programs or Providers utilized per child

- Zero: 69%
- One: 20%
- Two: 5%
- Three: 6%
Kindergarten Registration Survey results

Barriers to Accessing Early Learning Programs

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<tr>
<th>Barriers</th>
<th>Average Response from 1-5</th>
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<tr>
<td>Cost</td>
<td>3</td>
</tr>
<tr>
<td>Transportation</td>
<td>3</td>
</tr>
<tr>
<td>Time</td>
<td>2</td>
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Self-Reported Social, Emotional, or Behavioral Issues for Child

- No SEB Issues: 89%
- SEB Issues: 11%
According to Kindergarten teachers…

What should parents know?

What are the most important social, emotional, and developmental needs in the youth of your preschool program?
Lessons learned
Imagine yourself not feeling any pain. Not feeling any suffering but feeling good and feeling free in your soul. Imagine yourself floating in the air with your arms out like an eagle and you're flying around everywhere. Are people and the people are smiling and everyone is having a good time and the sun shines above and you see there people are loving one another sharing with one another. Imagine a world where there is only peace, where there is no hate, where there is no war. Imagine a world that is full of nothing but love and full of joy. This world is something that we need to imagine. Imagine yourself not feeling any pain. Not feeling any suffering but feeling good and feeling free in your soul. Imagine yourself floating in the air with your arms out like an eagle and you're flying around everywhere. Are people and the people are smiling and everyone is having a good time and the sun shines above and you see there people are loving one another sharing with one another. Imagine a world where there is only peace, where there is no hate, where there is no war. Imagine a world that is full of nothing but love and full of joy. This world is something that we need to imagine.