

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



GREENE COUNTY ESC COMMUNITY READINESS REPORT

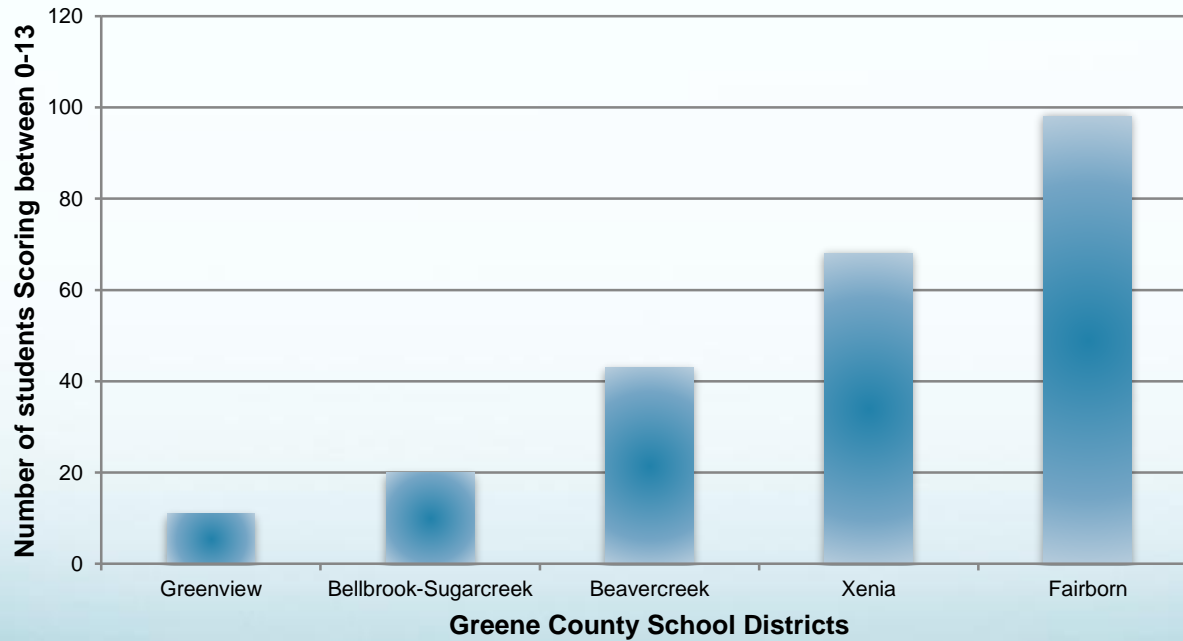
Center for Urban and Public Affairs
Wright State University
3640 Colonel Glenn Hwy
Dayton, OH 45435



Why ECMH Consultation?

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

KRA-L Data for Academic Year 2013-2014



Why ECMH Consultation?

STRATEGIC APPROACHES

	<p>Leveraging Collaboration and Partnership</p> <p>Multiple organizations working together sharing common vision, resources, goals or outcomes.</p>	<p>Technology</p> <p>Harness evolving technology to increase efficiency and support program implementation and evaluation.</p>	<p>Policy Change and Development</p> <p>Use existing or new lessons learned to inform the revision of current State and local policies or development of new policies.</p>	<p>Capacity Building</p> <p>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.</p>	<p>Systemic Change and Integration</p> <p>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.</p>
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- Guiding Principles**
- Cultural and Linguistic Competency
 - Developmentally Appropriate
 - Serving Vulnerable and At-Risk Populations
 - Resource Leveraging
 - Sustainability
 - Evidence-Based Intervention
 - Youth Guided and Family Driven





WRIGHT STATE
UNIVERSITY

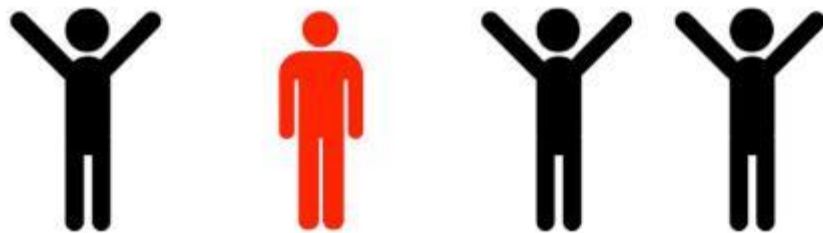
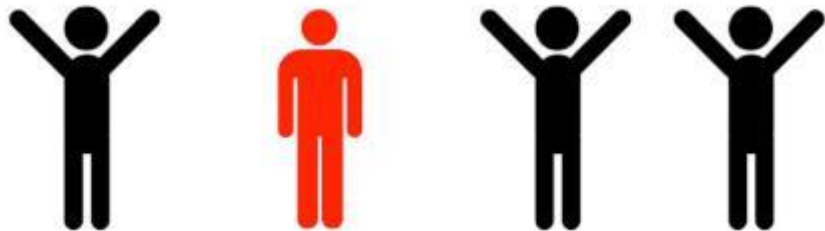
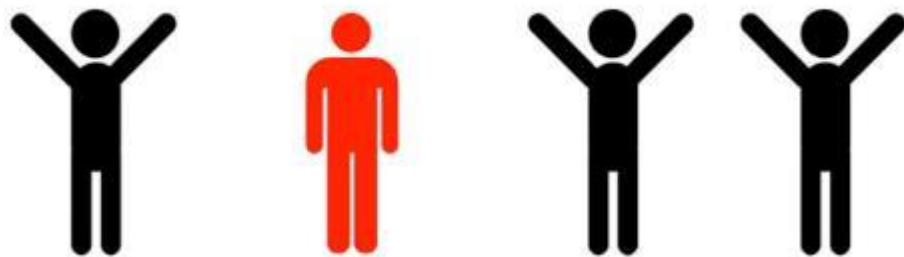
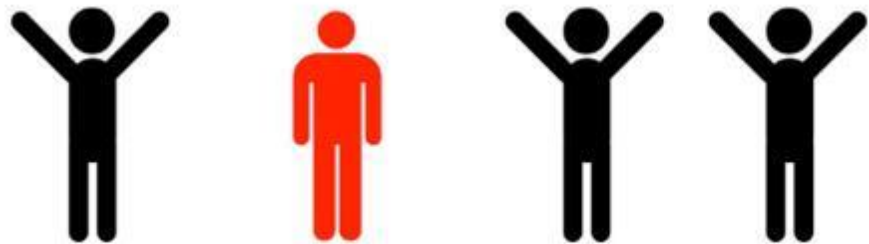
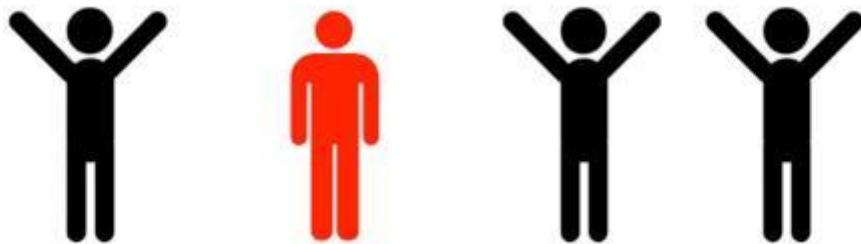
Local collaboration





Early Learning Programs





**Prevent child
mental health
problems
Reduce
challenging
behaviors**



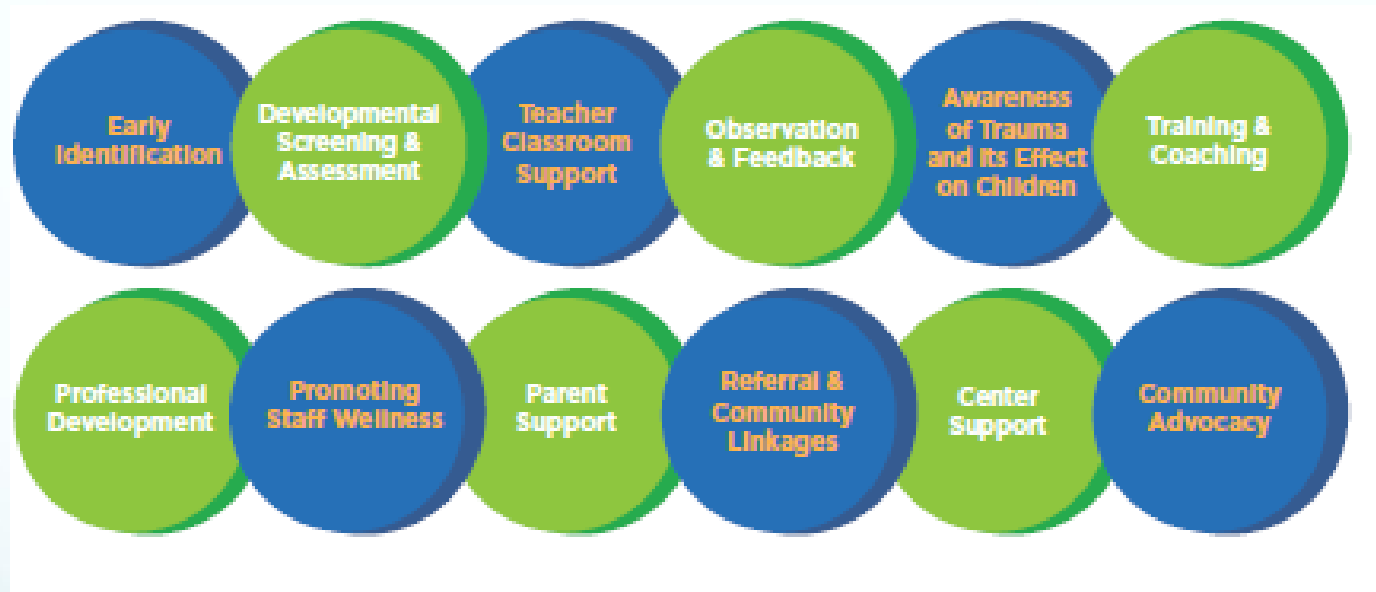
**Improve child
social and
emotional health
& Educational
outcomes**



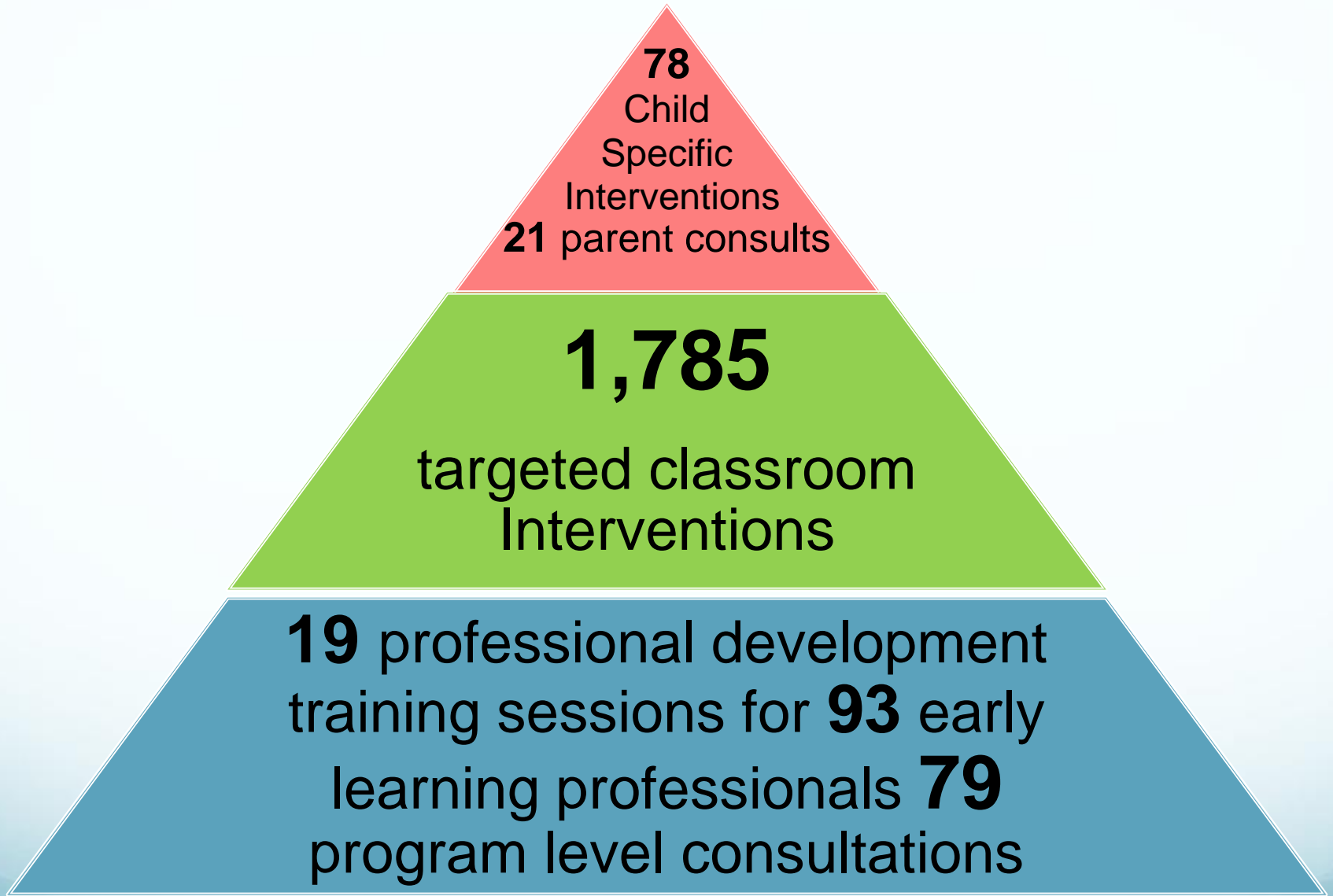


Knowing and Doing Gap

What is ECMHC?







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



Baby Doll Circle Time

strengthening attachment, attachment and social play



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
- Use specific and descriptive encouragement for children's skills, behavior and activities (e.g., "I like how you are sitting cross-cross in circle.")
- Join children's play and support/expand their interactions
- Share something personal 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 encouragement 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 teams 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, notes home, newsletter, school website, 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



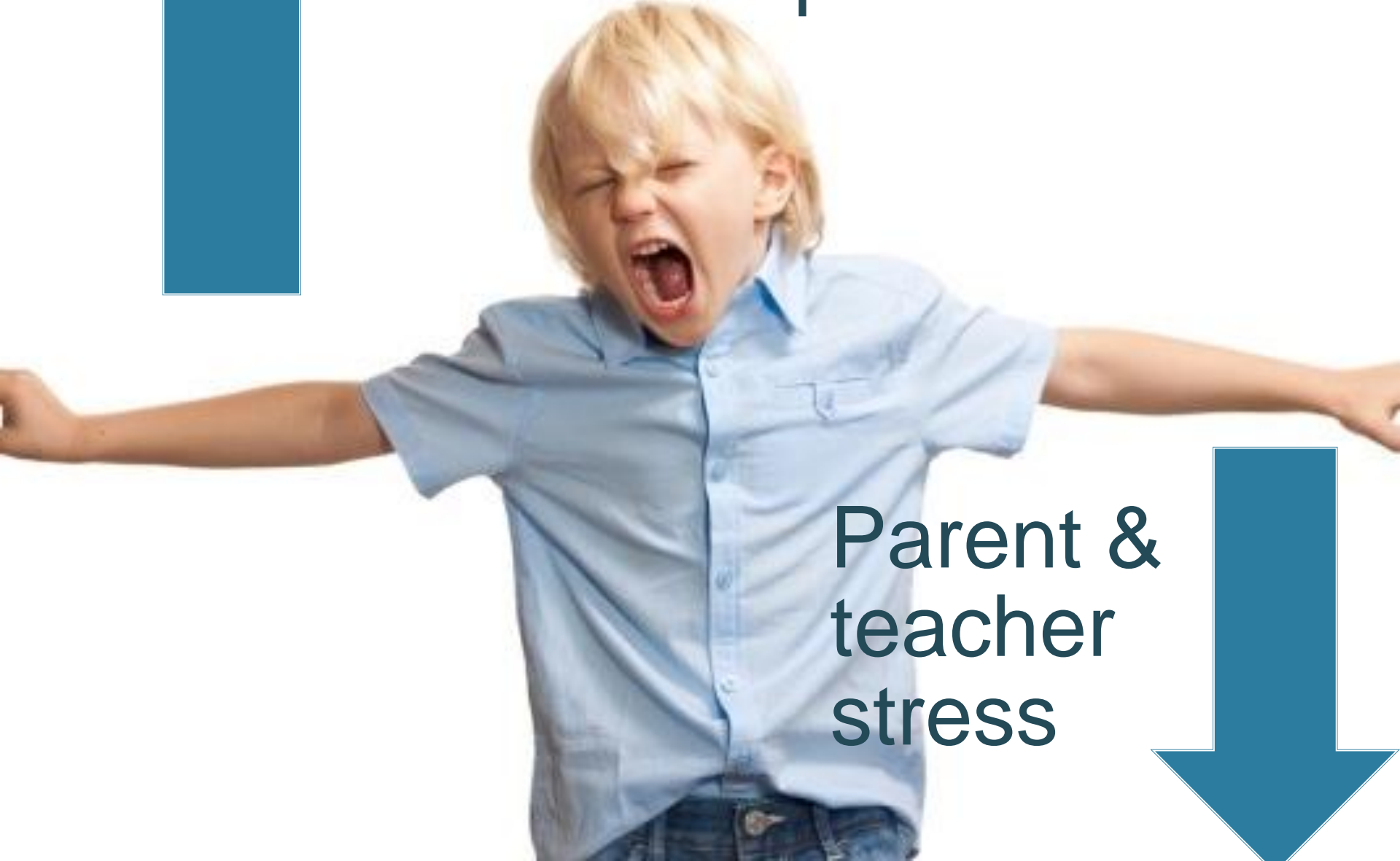
Family engagement



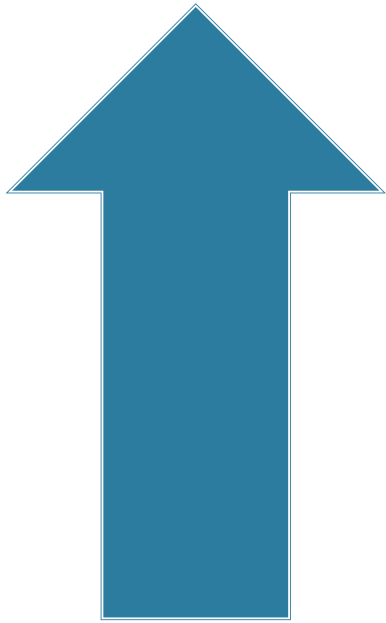


Safe Schools
Healthy Students
FAMILY FAIR

Parent & teacher
relationships



Parent &
teacher
stress





**High Quality
Safe & Supportive
Environments**

Professional Development



REGISTRY PROFILE

Registry Profile

Applications

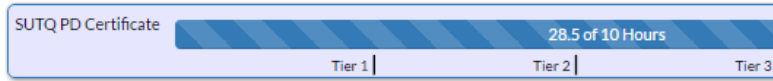
Order History

Find Training

Personal Reports

Sign Out

SCHOESSOW, GRACE (1109-8559)

[EDIT / VIEW REGISTRY PROFILE](#)

My Scheduled Trainings

GENERAL INFORMATION

OPIN 1109-8559

Position

Registry Points 451.35 (Level VI)

[Expand Points Breakdown](#) 

Early Experiences Last a Lifetime



PBIS Positive Behavioral Interventions & Supports
 OSEP TECHNICAL ASSISTANCE CENTER

Resources

WHAT WORKS?

A Study of Effective Early Childhood Mental Health Consultation Programs



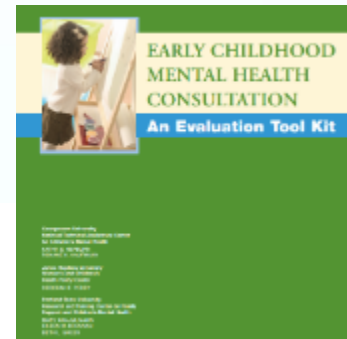
EXECUTIVE SUMMARY

Devereux
 ADVANCED BEHAVIORAL HEALTH

CENTER FOR RESILIENT CHILDREN



CENTER FOR
 Early Childhood
 Mental Health
 Consultation



Georgetown University Center for Child and Human Development

Center on the
 Social and Emotional
 Foundations for Early Learning



THE CENTER OF EXCELLENCE FOR
 Infant and Early Childhood
 Mental Health Consultation



How we're doing so far

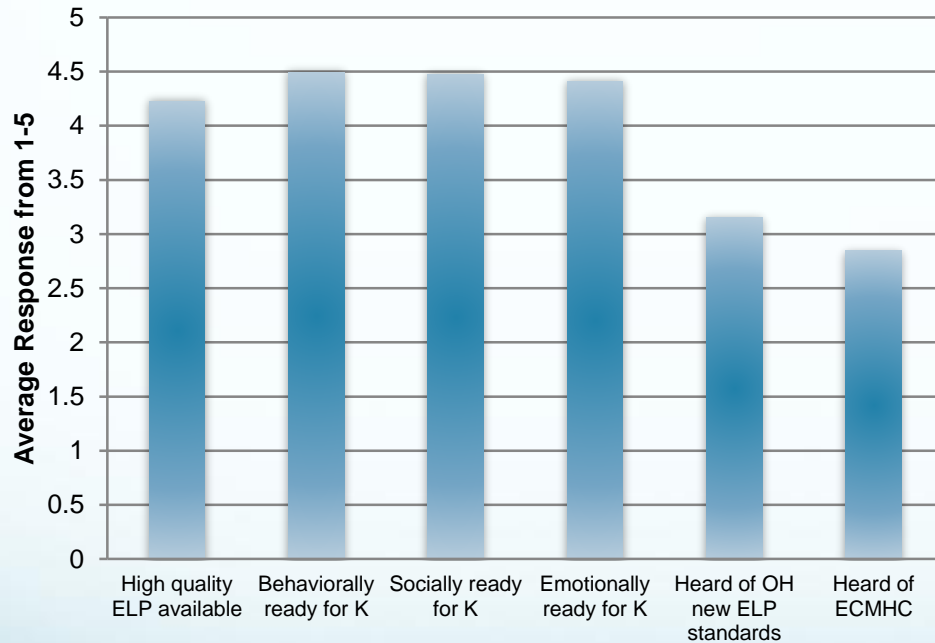


Sample questions used:

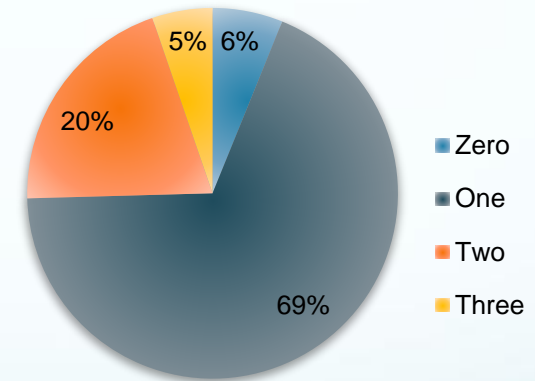
- “High quality Early Learning Programs are available in my district.”
- “Cost was a problem for getting my child into early learning programs.”
- “What do you want want early learning providers and preschool teachers to know in terms of social skills?”
- “What is currently being done to address the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

Kindergarten Registration Survey results

Parent Awareness of Element 1

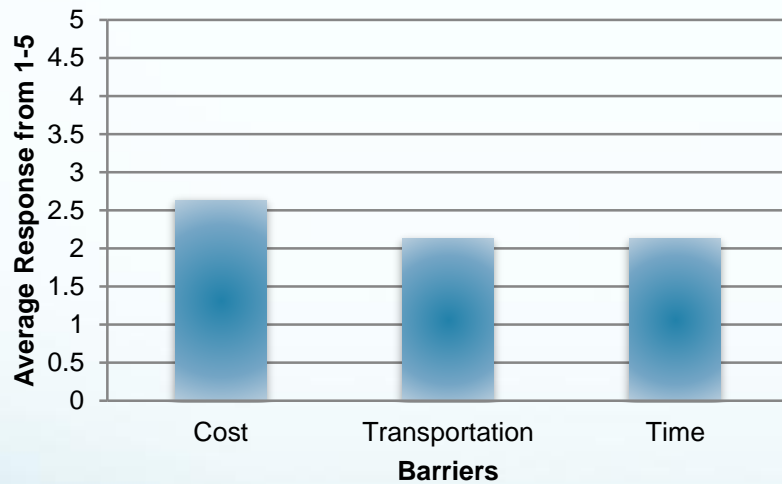


Number of Preschool Programs or Providers utilized per child

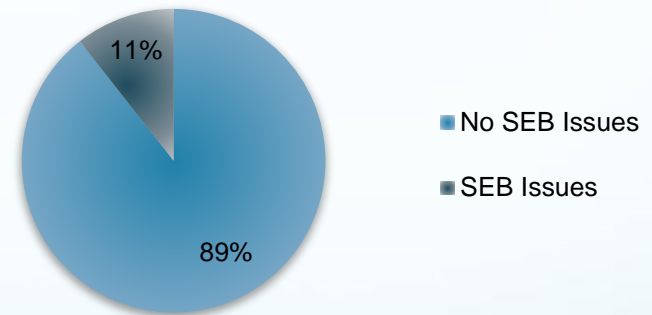


Kindergarten Registration Survey results

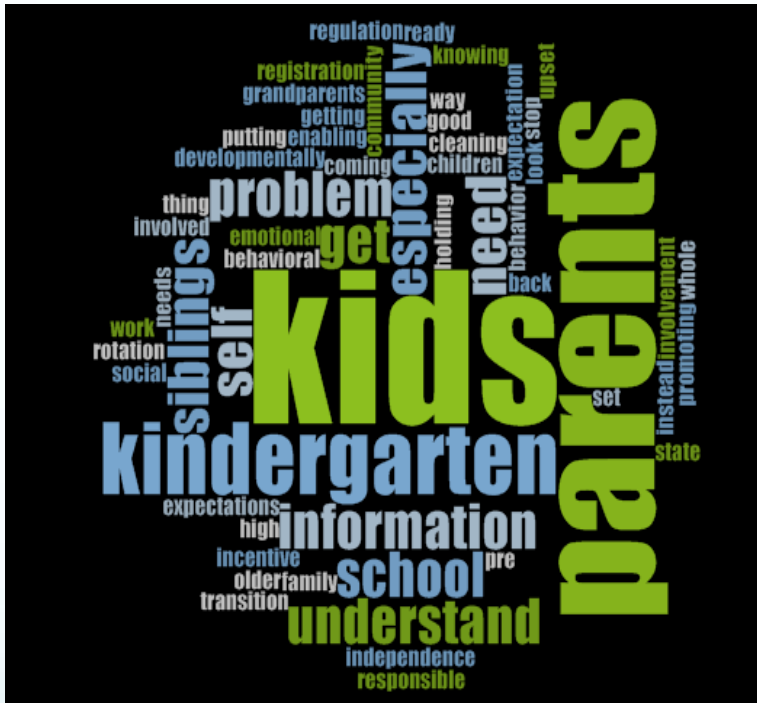
Barriers to Accessing Early Learning Programs



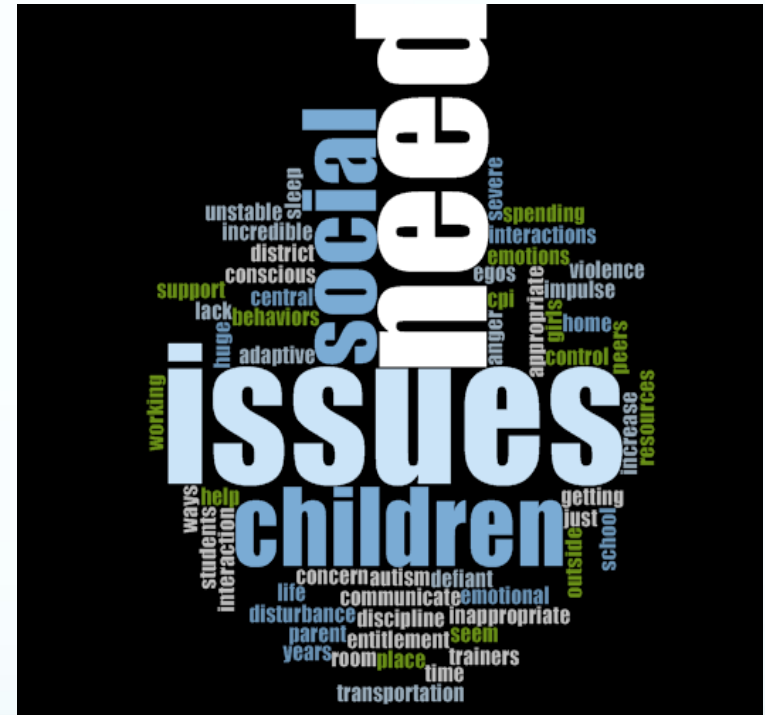
Self-Reported Social, Emotional, or Behavioral Issues for Child



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
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 YOU SEE THERE PEOPLE ARE
LOVING ONE ANOTHER SHARING WITH ONE ANOTHER IMAGINE A WORLD WHERE THERE IS ONLY PEACE, WHERE THERE IS NO
WHERE THERE IS NO HATE WHERE THERE IS NO WAR IMAGINE A WORLD THAT IS FULL OF NOTHING BUT LOVE AND FULL OF
BUT JOY THIS WORLD IS SOMETHING THAT WE NEED IMAGINE IMAGINE YOURSELF NOT FEELING ANY PAIN NOT FEELING AN
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IMAGINE

