



# Mental Health Consultation in Early Care and Education

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First 5 Alameda County  
Every Child Counts



# What is Early Care & Education (ECE) Mental Health Consultation?

Preventive & early intervention services for children, families and ECE staff that promote social-emotional wellness

- Includes five main services
  1. General Consultation
  2. Programmatic Consultation
  3. Child Specific Consultation
  4. Direct Services
  5. Training



## What is the Need?



- Increasing numbers of children with challenging behavior
  - ◆ Families are stressed; children exposed to many risks (violence, maternal depression, hunger, etc.)
  - ◆ Impact of behavioral problems on children, families and providers
- ECE providers feel unsupported and lack training on social-emotional behavior
- High rate of expulsion from childcare

## Expulsion Rates

- Expulsion of preschoolers for behavior problems is 3 times the rate of K-12 children<sup>1</sup>
  - ◆ Pre-K expulsion rate = 6.7/1,000
  - ◆ K-12 expulsion rate = 2.1/1,000
- Disruptive transitions interfere with children's need for stable attachments
- Likelihood of expulsion decreases significantly with access to classroom-based behavioral consultation (early intervention)



# First 5



- ◆ created in November 1998 by Prop. 10, a tobacco tax
- ◆ supports health, well-being and school-readiness of children prenatal to age 5, their families and providers who serve them
- ◆ each CA county developed a strategic plan:  
Alameda County plan is called Every Child Counts (ECC)

## Alameda County, CA



- total population – 1.5 million (2000 census)
- 125,000 children ages 0-5 (2007 population estimates)
- approximately 20,000 births per year
- One of most diverse counties in the US
  - ◆ 37% of children speak a language other than English
  - ◆ Over 50 languages spoken by children entering kindergarten

## First 5 Alameda County Approach to Early Childhood Mental Health



- Prevention, identification and early intervention
- Training to build capacity and leadership
- Commitment to systems change and sustainability
- Promotion of best practices and piloting innovation
- Development of a common language and standardized tools

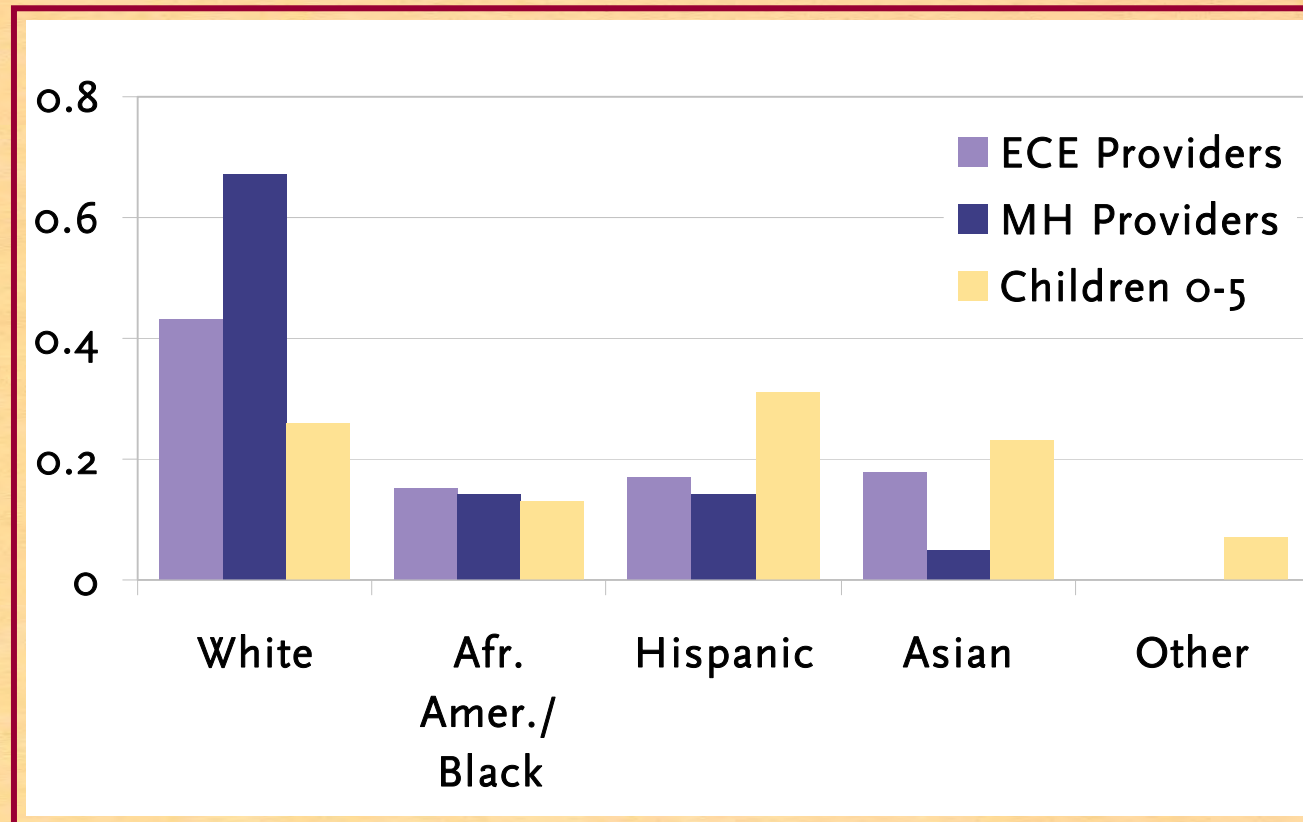
# Alameda County Early Care & Education (ECE) Profile<sup>2</sup>



- 2,575 licensed family child care providers
  - ◆ 12,320 children enrolled in family child care
  - ◆ 41% of programs receive subsidies
- 4,336 licensed infant-toddler/preschool providers
  - ◆ 28,844 children enrolled in center-based care
  - ◆ 60% of programs receive subsidies



## Race/Ethnicity of Alameda County Providers and Children 0-5



All MH providers were female

## ECE Systems Change Approach

1. Early Childhood Mental Health Systems group
  - ◆ Standards of Practice
  - ◆ ECE – Early Childhood Mental Health Symposia
2. Mental Health Partnership Grants/Contracts
3. Partners in Collaboration (PIC)
4. County-wide training on Socio-Emotional development for ECE providers



# 1. Early Childhood Mental Health Systems Group

- Child Care Planning Council (CCPC)
  - ◆ Group comprised of ECE providers, mental health providers and other interested individuals
  - ◆ Work from a systems perspective to bring mental health services to ECE

## Standards of Practice

- Relationship-based
- Socio-culturally competent
- Strength-based
- Engagement of parents and providers at all levels of the organization who serve the child
- Flexibility and responsiveness
- Early intervention
- Well-trained, competent mental health service providers

## County-Wide Symposiums



- Annual symposium to bring ECE professionals and ECMH Consultants together to strategize & support partnerships

- Themes

- ◆ “Finding a Common Language”
- ◆ “What do we need from each other?”
- ◆ “Promoting Partnerships with Parents”



## 2. Mental Health Partnership Grants/ Contracts

- 2-year grants (2003-2007) awarded to 4-5 agencies that provide mental health consultation to ECE sites
- Agencies required to participate in intensive training & a learning community
- Goals include: systems integration, networking, support and standardization of service delivery
- 2 year contracts awarded to 4 agencies in 2007-2009 to provide consultation services

# Mental Health Partnership Grants

## Description of Programs Receiving Services

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
Number of sites	35	36	25	26	22
Number of classrooms	89	90	94	82	80
Number of ECE staff	266	343	300	314	256
Number of children	1,882	2,005	1,472	1,435	1,368

## Devereux Early Childhood Assessment

- Based on Resiliency Theory and research conducted by Emmy Werner
- Measures 3 protective factors—Attachment, Initiative and Self Control
- Standardized, norm-referenced, reliable and valid
- 37 item questionnaire completed on individual children
- Scores are combined to create a classroom profile





# The Devereux Early Childhood Assessment (for children ages 2 through 5 years)

Paul A. LeBuffe ■ Jack A. Naglieri

Child's Name \_\_\_\_\_ Gender \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_  
 Site/Program \_\_\_\_\_ Classroom \_\_\_\_\_  
 Person Completing this Form \_\_\_\_\_ Relationship to Child \_\_\_\_\_ Date of Rating \_\_\_\_\_

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an **X** through it and fill in your new choice as shown to the right. Please do not skip any items.

Never Rarely Occasionally Frequently Very Frequently

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	act in a way that made adults smile or show interest in her/him?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	do things for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	choose to do a task that was challenging for her/him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	control her/his anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	respond positively to adult comforting when upset?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	participate actively in make-believe play with others (dress-up, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	fail to show joy or gladness at a happy occasion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	touch children/adults inappropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	have temper tantrums?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	keep trying when unsuccessful (act persistent)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	have no reaction to children/adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	use obscene gestures or offensive language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	try different ways to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	act happy or excited when parent/guardian returned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# The Devereux Early Childhood Assessment (for children ages 2 through 5 years)

Item	During the past 4 weeks, how often did the child....	Never	Rarely	Occasionally	Frequently	Very Frequently
		✓	✓	✓	✓	✓
1	act in a way that made adults smile or show interest in her/him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	do things for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	choose to do a task that was challenging for him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 2007 – 2008 DECA results

DECA Item	Percent Pre Consultation	Percent Post Consultation
Children with one or more typical or strong protective factors	70%	87%
Children with behavioral concerns	15%	11%

# Mental Health Partnership Grants

- Networking
- Sustainability
- Diversity
- Impact on Behavior
- Relationship-building
- Increased Provider Understanding



## 4. Partners in Collaboration (PIC)

Cross-disciplinary (mental health & ECE) training program to provide joint consultation to ECE classrooms

- Goals
  - ◆ Integration of MH & Early Childhood professionals and their expertise
  - ◆ Provide more comprehensive services to early care and education classrooms
  - ◆ Promote social and emotional development in young children
  - ◆ Serve as a model for future training programs

## PIC Results



- Changes in attitudes and knowledge
- New focus on classroom strategies to address challenges
- Increased sensitivity by considering what might be occurring in the family
- Greater appreciation for the other partner's expertise
- Changes in Devereux Early Childhood Assessment (DECA) Classroom Profile

## What have we accomplished?

- Bridged the gap between mental health and ECE
- Promoted standards of practice
- Increased Services
- Increased Professional Development
- Demonstrated decreases in challenging behavior and increases in positive behavior
- Developed training to build capacity



## Group exercise

- What is the relationship between early care and education and mental health in your community?
- What are the challenges to providing mental health to early care and education programs in your community?

# Challenges



- Definition of mental health consultation (common language and standards)
- Stigma of mental health in ECE
- Varying needs or limitations in ECE programs
- Sustainability
- Recruitment and training of mental health providers

## Next Steps



- Continuation of County-wide Early Childhood Mental Health trainings
- Integration of consultation programs
- Tracking county-wide preschool expulsion rates
- Identifying reimbursement strategies, e.g., EPSDT
- Prop 63/Mental Health Services Act

# Questions?

## References

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