The *What Works?* Study

- *What Works?* study (2009)
  - Targeted focus on exploring the key components of effective consultation programs
  - Site visits to 6 programs with positive outcomes
  - Participation from those delivering and receiving ECMHC services
  - National Scan

- Annie E. Casey & A L Mailman Foundations
Study Sites

- Child Care Expulsion Prevention (MI)
- Early Childhood Consultation Partnership (CT)
- Early Intervention Program/Instituto Familiar de la Raza (San Francisco, CA)
- Early Intervention Project (Baltimore, MD)
- Kid Connects (Boulder, CO)
- Together for Kids (Central Massachusetts)
ECMHC: The National Picture

- National Scan
- Brief online survey
- Sent to all states’ and territories’ Children’s Mental Health Directors and ECCS Coordinators
- 35 states/territories responded
Prevalence of ECMHC
- 29 states indicated availability of ECMHC; 21 with statewide efforts
- Key factors that supported ECMHC implementation: funding, research/data, leadership, state/community concerns, and/or early childhood initiatives

Top Funding Sources
- State General Funds, Child Care Development Funds, Mental Health, Private Funds (Foundation, contracts)

Evaluation
- Most (61%) have a coordinated statewide effort
National Scan Highlights (cont’d)

- Consultant Qualifications
  - Few have state-level requirements

- Common Challenges
  - Lack of funding, providers and/or expertise
  - ECMH not valued/included in systems development efforts

- Lessons Learned
  - Collaboration and cross-agency cooperation is critical
  - Effective ECMHC attends to promotion, prevention & intervention
  - A highly trained and supported consultant workforce is crucial to effective ECMHC
An Emerging Model for ECMHC

**POSITIVE OUTCOMES**
Child • Family • Staff • Program

**CATALYSTS FOR SUCCESS**
Positive Relationships
Readiness for ECMHC

**CORE PROGRAM COMPONENTS**
- Solid Program Infrastructure
- Highly-Qualified Consultants
- High-Quality Services

Guidance for Continuous Quality Improvement
Support for Sustainability/Expansion
Solid Program Infrastructure

- Well-defined model
- Strong leadership
- Clear organizational structure
- Strong hiring and training component
- Supervision and support mechanisms for consultants
- Strategic partnerships
- Community outreach and engagement
- Clear communication
- Evaluation
- Financing
Highly-Qualified Consultants

- Content Knowledge
  - Infant/early childhood mental health (I/ECMH)
  - Typical & atypical child development
  - Best/evidence-based practices in I/ECMH
  - Cultural and linguistic competence
  - Service systems and community resources
Highly-Qualified Consultants (cont’d)

Skills

– Work at multiple levels
  • Group settings and one-on-one
  • Children and adults
  • Infants, toddlers and preschoolers
– Communicate effectively
– Collaborator, educator, coach and cheerleader
– Develop targeted & *individualized* strategies
– Build strong, healthy relationships!

Attributes
High-Quality Services

- Include both types of consultation
- Provide an array of services/activities
  - Information gathering
  - Individualized service plan development
  - Plan implementation support
  - Provider/family education
  - Provider/family emotional support
  - Linkages to services beyond consultation (e.g., direct therapy)
Catalysts for Success

- Positive Relationships
- Readiness for ECMHC
Moving Toward Fidelity

- Begin with essential features: importance of clear model
- Challenge of not being a manualized intervention
- Approach similar to the National Wraparound Fidelity process
  - Key principles, then core practices
- The NEST and modified Delphi process
Systems-Building

- Need to address complex, multi-factorial problems that evolve over time and across settings
- Lack of fit between increasing specialization & real needs of young children & their caregivers
- Requires integration & adaptation of evidence-based practices (EBP)
Challenges & Opportunities

- Address the mental health needs of young children and their caregivers in context of their network of services and supports

- Integrate the best available science on what works for preventing and treating mental health needs of young children and their families
Major Federal Efforts

* US Department of Health and Human Services (DHHS)
  - Substance Abuse and Mental health Services Administration
    - Systems of Care grants
    - Project LAUNCH
    - Safe Schools/Healthy Students (jointly with US Department of Education)
    - National Child Traumatic Stress Network
Federal Efforts (cont.)

**DHHS**
- Maternal and Child Health Bureau
  - Early Childhood Comprehensive Systems (ECCS)
  - Title V
- Administration for Children and Families
  - Center for Social Emotional Foundations for Early Learning (CSEFEL)
    - Office of Head Start and Child Care Bureau

**US Department of Education**
- Office of Special Education
  - Technical Assistance Center for Social Emotional Interventions
  - Part C of IDEA
Other National Efforts

Sparked foundation-funded efforts:

- BUILD Initiative
- ABCD I, II and III
An Early Childhood Systems’ Framework

Developed by Roxane Kaufmann, GUCCHD; design by: Lucia Foley, Hampshire Educational Collaborative
Resources

- *What Works?* study
  
  [http://gucchd.georgetown.edu/78358.html](http://gucchd.georgetown.edu/78358.html)

  

- Center for Effective Mental Health Consultation
  
  [http://www.ecmhc.org](http://www.ecmhc.org)

- Social and Emotional Health in Early Childhood  Perry, Kaufmann, and Knitzer, 2007 Paul H. Brookes
Resources

🌟 Social and Emotional Health in Early Childhood  Perry, Kaufmann, and Knitzer, 2007 Paul H. Brookes
For More Information

🌟 Roxane Kaufmann

kaufmanr@georgetown.edu