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Thank you:

- The RAINE Group: Advancing Early Childhood Mental Health Consultation Practice, Policy, and Research
- Geoff Nagle, Krystal Vaughn, Sherry Heller, Mary Margaret Gleason
- Mental Health Consultants from the following programs:
  - TIKES
  - LAUNCH
  - Cornerstone
What is Infant and Early Childhood Mental Health Consultation?

- An intervention that teams a mental health professional with early childhood professional to improve the social, emotional, and behavioral health of children in child care and early education settings or other settings where young children are.

- IECMHC works to support caregivers in understanding the impact they have on young children’s development.
IECMHC is focused on improving the experience of child care for ALL children, families, teachers, and staff.
Where are consultants?

- Early care and education settings (child care)*
- Elementary schools
- Homeless shelters
- Physician’s offices
- Home visiting programs

*our focus today
Who are consultants?

- Licensed or license eligible mental health professionals
Subcontract Model

- Subcontract with community non-profits to hire mental health consultants
- MHCs are recognized as community providers
- More people invested in the success of project
- Relationship with subcontractors important to success of program
Experience/Training

- Knowledge of:
  - Early care and education
  - Child development and how stressors impact
  - How domestic and community violence affect young children
  - Adult mental health and its relationship with young children’s mental health

- Training:
  - Infant and early childhood mental health
  - IECMHC
Why use IECMHC?

To address problems/concerns that we see in early care and education.
Problem #1

- 11 million US children are in out of home care with approximately half are in poor quality care

- IECMHC improves:
  - Teacher-child interactions
  - Improved classroom climate
Problem #2

- 10-20% of young children have serious problems with emotions and behaviors which impact teachers’ abilities to lead classroom and connect with children

- IECMHC reduces children’s problem behaviors and increases social skills
Problem #3

- Expulsion rates for preschool/child care centers are 3.5 times higher than expulsion rates for Kindergarten through 12th grade.
- Boys and children of color of disproportionately impacted.
- Access to a mental health consultant reduced expulsion for all children including children of color.
Problem #4

- Families with children at risk for expulsion often miss work

- After IECMHC:
  - Families missed less work
  - Parents and child care providers collaborated more efficiently to support child remaining in care
Problem #5

- 25-35% of child care teachers report high levels of stress and burnout which predict higher rates of expulsion and staff turnover.

- IECMHC decreases teacher stress and reduces turnover rate.
TULANE INFANT AND EARLY CHILDHOOD CONSULTATION AND SUPPORT SERVICES

TIKES Program
Three Primary Goals of the TIKES Program

1. To promote healthy social emotional-development of young children as one component of whole child development.

2. To increase teachers’ skills and knowledge to effectively support social-emotional development of young children.

3. To refer for treatment and/or design interventions for young children exhibiting challenging behaviors, developmental concerns, or mental health concerns.
Social-Emotional Development

“Children’s ability to experience, regulate, and express emotions; form close and secure relationships; explore the environment and learn”
Social-Emotional/School Readiness Skills

- self-confidence
- friendliness
- develop relationships with peers and adults
- concentrate and persist on challenging tasks
- effectively communicate
- pay attention, listen to instructions and solve problems
- self-regulation
- (executive function skills)
Greatest Growth in Executive Function in Early Years

Executive Function Skills Build Into the Early Adult Years

Source: Weintraub et al. (Submitted for Publication)
Kindergarten teachers rate motivation and social emotional skills as more important to school success than being able to read upon entering kindergarten.
How do Social-Emotional Skills Develop?

- Young children’s executive capacities and social-emotional skills develop in the context of their caregiving relationships—in and outside of the home (e.g., parents, teachers).
- Those adult-child relationships that are consistent, sensitive, and responsive to the child’s needs support social-emotional growth.
Relationships

Relationships
Methods to Support Social-Emotional Skill Development (Center for the Developing Child; Harvard University)

Implement programs that:

- Train and support teachers in effective classroom management skills along with or through mental health consultation.

- Train teachers to model and teach children social-emotional skills.

- That teach social emotional skills.
The TIKES Program

1. Trains and supports teachers in effective classroom management skills through mental health consultation.

2. Teaches CSEFEL social-emotional teaching strategies that help teachers to model and teach children social-emotional skills.

3. Supports the implementation of social emotional curricula (e.g., PATHS) in some of our programs.
Center on the Social Emotional Foundation for Early Learning (CSEFEL)
How Do MHCs Make Changes?

- Relationships, relationships, relationships!
- The quality of the MHC-Teacher relationship may be the primary vehicle for change (Green et al., 2006).

- MHCs work to avoid being “the sole expert” and instead strive to partner with teachers and directors as a supportive member of the team.

- Consultative Stance
Our ECMHC Approach  
(Program Centered Components)

- Relationships are seen as major catalyst of change
- Interactive trainings on teaching and supporting social-emotional skills are consistently conducted.
- MHC consistently observes and models developmentally appropriate interactions and child support in classrooms.
- MHC consistently meets with director/ administrators.
- MHC meets individually and/or with groups of teachers.
- Parenting workshops are provided.
ECMHC Program-Centered Aim

- To change the way that teachers view their fundamental role in the lives of the children in their care.

- To create change that will provide benefits for the children currently enrolled and for children who will enroll in the future.
Child-Centered Components of ECMHC Model

- MHC available to complete a child-centered consultation when requested/needed
  - Parent permission necessary and beneficial
  - MHC will:
    - Observe child in classroom
    - Interview parents/teachers/director
    - Make referrals when needed
    - Assist in designing behavior management program for class and assist teacher in implementing
    - Behavior and developmental screenings
The TIKES Model of Consultation

- Work with a center for 6 months
  - Centers with 7 or fewer classrooms – every other week visits
  - Centers with 8 or more classrooms – every week visits
- Centers eligible for follow ups after consultation
- Centers eligible for another “round” one year after finish
Evidence that ECMHC supports Social-Emotional Development & Reduces Risk of Expulsion

- ECMHC supports sensitive and responsive caregiving:
  - Teachers were rated more sensitive and less harsh after ECMHC

- ECMHC supports consistent relationships:
  - Turnover and job stress/burnout decreases
  - Job satisfaction increases
  - Sometimes the best intervention strategy for young children is to focus on the primary needs of their caregivers
Implicit Bias

- Attitudes or stereotypes that affect our understanding, actions, and decisions
  - Automatic and unconscious
  - Drives behavior
Key Characteristics

- Pervasive
- Interrelated
- May not align with stated beliefs
- Typically favor ingroup
- Malleable
The Potential Role of Bias

- Affects our view of others
- Our interactions with them
- Has long term implications for children
Yale Study

- 135 early childhood teachers
- 12 30-second video clips to “detect challenging behavior”
- 4 children – Black girl, White girl, White boy, Black boy
- “Which needed most attention?”
Implicit Bias in Preschool

Please remember the letter of the child who you believe required the most of your attention.
The Trick

- Mapped areas of interest

- Tracked eye movements
  - Calculated the percentage of attention to each child
  - Calculated dwell time on each child
Map area of interest

Figure 2
Expecting Challenges

- Boys more than girls
- Black boys more than anyone else
- May explain
  - Why children of color are more frequently seen as misbehaving
  - Racial disparity in discipline
Expulsion in Preschool

- Expulsion rate in PK is more than 13 times higher than K through 12

- Rates of preschool expulsion were consistently lower when teachers had on-site access to a mental health professional for consultation

- Expulsions and suspensions in ECE programs are greatly disproportionate to boys and African American children
Reviewing the research

- Boys of color 4-8 times more likely to be expelled from preschool – often for the same behavior as their white peers.

- African American girls are 12 times as likely to be expelled.

- Perception of ‘brown’ boys as ‘older’ and less ‘child-like.’

- Perceived threat commonly associated with Black men may even generalize to 5 year-old African American boys.

- Expulsion risk for Native Americans and Latinos high too
Expulsion & ECMHC

- Rates of preschool expulsion are consistently lower when teachers had on-site access to a mental health professional for consultation.

- Majority of children at-risk for expulsion not expelled 6 months later (CT, AZ).

- ECMHC stabilizes placements and supports intentional transition plans for children at risk for expulsion (CO).
Why Reduced Expulsion?

- Children’s challenging/externalizing behaviors decrease
  - By teacher report (CO & CT)
  - By parent report (CT)
- Children’s social skills increased (SF)
Why Reduced Expulsion?

- Teacher Beliefs & Attitudes Change after ECMHC

- Teachers reported:
  - positive changes in their own and the center’s ability to support children’s social and emotional development (LA, SF)
  - significant increase in self-efficacy (LA, SF, AZ)
  - high levels of satisfaction with MHC services (All)
Evaluating TIKES ECMHC Model-CLASS

- CLASS dimensions based on developmental theory and research supporting idea that child-adult interactions are primary mechanism of development and learning.
- CLASS dimensions based solely on interactions NOT materials, physical environment, etc.
- Expected that ECMHC would impact adult-child relationships.
Observational Research of TIKES Model-Classroom Assessment Scoring System

Teacher-Child Interactions showed significant improvement in all 7 areas measured by CLASS Pre-K after 6 months of ECMHC services.
CLASS Scores Before and After Mental Health Consultation
Observational Research of TIKES ECMHC model-Environment Rating Rating Scales

Pre-post ERS scores after 6 months of ECMHC

ERS Scores, Complete Pre/Post Pairs

<table>
<thead>
<tr>
<th></th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE</td>
<td>2.85</td>
</tr>
<tr>
<td>Overall</td>
<td>2.49, 2.87</td>
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</table>

Blue: PRE  Red: POST
Teacher Self-Report Research of TIKES ECMHC model

Personal teaching self-efficacy
- ability to make a difference in children’s lives

Teacher influence
- sense of ability to influence children’s development as opposed to others in child’s life

Teacher competence to support social-emotional development of children
Director comment

“The State of Louisiana has... implemented many programs over the years, but this is the only one – that I believe – is a genuine help to centers, teachers, and directors.”

- An owner/director in child care industry for 20 years.
Teacher Quote about ECMHC

- “It is always nice to have a fresh pair of eyes to see things that I may have missed... just to see the same situation in a different perspective ... the idea that all situations have a solution. You just have to figure it out!”
Teacher after ECMHC

“She listened to our needs and offered materials that could help us. Overall, the most impact was her help in our struggle to get our classrooms self contained.”
Reflective Supervision is Key

- RS (individual and group) has been part of our model since its inception.
- MHCs report that it is central to their work.
- The supervisors also participate in group RS once per month
- Will be a part of all our work
- Use principles of reflection with teachers during ECMHC
TIKES/Community Network ECMHC Services

- Provide 6 months of ECMHC to an average of 185 center per year.
- Provide as-needed “follow-up” ECMHC visits to approximately 100 center per year.
- Make on average 1,850 consultation visits per year.
- Continually funded for statewide services through Louisiana state contract since 2007.
Expansion to Charter Schools

- Provided school-based ECMHC to Kindergarten and First Grade across two New Orleans Charter Schools (2012-2014).
- Funded to provide school-based ECMHC to two charter school for 2014-2016 school years
Charter Schools and Early Learning Programs

- **Differences:**
  - Time demands greater for teachers and administrators
  - Curriculum demands
    - To teach social emotional skills need to use a social emotional curriculum
  - Greater need for on-site services such as social skills program
  - Coaching on social emotional classroom strategies
  - Harder to access parents
Charter Schools and Early Learning Programs

- **Similarities:**
  - Even though the children are older, we see similar deficits in social emotional skills.
  - Child-centered consultation
    - The depth ECMHC can provide is needed
  - Support for teachers
  - As the program/school goes-so goes the classroom
How to Request a Consultant/For More Information

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Questions?