

Continuous Quality Improvement in PA

Supporting Social Emotional Competence and Addressing Challenging Behavior (K1, K2, K3, K4, K5)

The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified through examination of relevant sources of evidence.

Title of activity/initiative:	Early Childhood Mental Health Consultation Supports
Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?	<p>Early childhood mental health is defined as the developing capacity of the young child to experience, regulate and express emotions, form close and secure interpersonal relationships and explore the environment and learn – all in the context of family, community, and cultural expectations for young children. Early childhood mental health is synonymous with healthy social and emotional development which is influenced by: biological/genetic factors, quality of adult relationships, care-giving environments, community context.</p> <p>The Program goals are to:</p> <ul style="list-style-type: none"> • Reduce the number of children expelled from child care due to behavior issues, • Increase the understanding of social and emotional development and its impact on educational success, and • Link and bridge systems and services on behalf of a child, family and program. <p>As a result, practitioners become intentional teachers who recognize that social, emotional, and intellectual learning are inextricably linked.</p>
Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)	<p>The ECMH Consultation Program is a child-specific consultative model which addresses the social-emotional development of young children within their early care and education (ECE) program. Services are provided at the request of the director or teacher and with the permission of the child’s parent or guardian. The program includes an array of customized services that are based on the Pyramid Model for Promoting the Social Emotional Competence of Young Children (Center on the Social-Emotional Foundations for Early Learning).</p>
Program eligibility criteria or recommended programs for initiative	<p>Age Group Serving: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Pre-K <input type="checkbox"/> SACC <input checked="" type="checkbox"/> All</p> <p>Program Type: <input type="checkbox"/> All</p> <p><input type="checkbox"/> Head Start <input type="checkbox"/> Early Head Start <input type="checkbox"/> PA Pre-K Counts</p> <p><input type="checkbox"/> Early Intervention Providers <input type="checkbox"/> School District</p> <p><input type="checkbox"/> PCHP <input type="checkbox"/> NFP <input type="checkbox"/> Keystone Babies</p> <p>Child Care: <input type="checkbox"/> All</p> <p>X STAR 1 X STAR 2 X STAR 3 X STAR 4</p> <p>X Center X Group X Family</p> <p>Other:</p>
Website(s) for initiative	<p>www.pakeys.org www.parecovery.org</p>
Identify focus areas the initiative addresses	<p><input type="checkbox"/> Administrative Competencies</p> <p><input type="checkbox"/> Best Practice in Teaching and Learning</p> <p><input type="checkbox"/> Cultural Competence and Supporting Diversity</p> <p><input type="checkbox"/> Engaging Families</p> <p><input type="checkbox"/> Healthy Children/Families/Practitioners</p> <p>X Social Emotional Competence and Challenging Behavior</p> <p><input type="checkbox"/> Other (list): _____</p> <p><input type="checkbox"/> Other (list): _____</p>

Other initiatives, resources, organizations or professional development that support or enhance the initiative	Promoting Alternative Thinking Strategies for Preschoolers Center on the Social and Emotional Foundations for Early Learning Positive Behavior Intervention Supports
Audiences for direct participation in the initiative, list all that apply	<input checked="" type="checkbox"/> Directors <input type="checkbox"/> Management/Leadership Teams <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Assistant Teachers <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents <input type="checkbox"/> Board Members <input type="checkbox"/> Community Stakeholders <input checked="" type="checkbox"/> Children Is a component of the initiative that information be brought back to the program and intentionally shared with others? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not necessarily Notes:
Research or national context to support the initiative	<p>Brennan, E. M., Bradley, J. R., Allen, M. D., & Perry, D. (2008). The Evidence Base for Mental Health Consultation in Early Childhood Settings: Research Synthesis Addressing Staff and Program Outcomes. <i>Early Education and Development</i>, v19 n6 p982-1022.</p> <p>Gilliam, W.S. (2005). <i>Prekindergarteners left behind: Expulsion rates in state prekindergarten programs</i> (Abbreviated as Foundation for Child Development Policy Brief Series No. 3). Available at: http://www.fcd-us.org/usr_doc/ExpulsionCompleteReport.pdf</p> <p>Henderson, J., & Strain, P. (2009). <i>Roadmap to effective intervention practices screening for social emotional concerns: Considerations in the selection of instruments</i>. Tampa, Florida: University of South Florida.</p> <p>Stagman, S., & Cooper, J.L., <i>Children's mental health: What every policy maker should know</i>. National Center for Children in Poverty. April 2010</p>
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)	
Additional information or materials	Pennsylvania Early Childhood Mental Health Consultation Program Report FY 09-10 Center on the Social Emotional Foundations in Early Learning Ages and Stages Questionnaire: Social Emotional Zero to Three
Contact person for questions about this Initiative	Michele Walsh, Early Childhood Mental Health Project Manager PA Key micwal@berksiu.org