LAUNCH & Learn
Early Childhood Mental Health Strategies
April 22, 2019
Today’s LAUNCH & Learn Objectives:

1) Project LAUNCH Overview

2) Approaching the ECMH Strategy

3) Discussion of Major Initiatives Undertaken
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Call 4/22/2019

Early Childhood Mental Health Strategies

Project LAUNCH Overview
WHAT IS PROJECT LAUNCH?

Project LAUNCH seeks to promote the well-being and success of children, birth to 8 years of age, their families, and pregnant women through the delivery of a comprehensive, seamless system of services and supports.

The purpose is to help all children reach social, emotional, behavioral, physical and cognitive milestones and to thrive in school and in life.
PUBLIC AWARENESS

- Created *Healthy in All Ways* initiative with packets and posters to inform practitioners and the public about the importance of healthy social and emotional development in early childhood
- Produced Family Resource Key Rings and Pro-Tips Key Rings
- Supplied sandwich board sidewalk signs and posters to Family Support Centers to inform the public about the location of the centers

180 members

*PA LAUNCH councils and work groups at the state and local level*

SYSTEM CHANGE & SUSTAINABILITY

- Endorsed eight professionals via newly created state Endorsement® system
- Collaborated with CYF and 22 cross-agency partners to conduct a fishbowl exercise exploring benefits and barriers of reflective supervision
- Released an RFP for a grant supporting improved developmental screenings in pediatric practices
- Developed strong workforce development infrastructure featuring multiple ECMH opportunities

165 Organizations

*are represented on PA LAUNCH*

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**DIRECT SERVICES**

- Partnered with Allegheny County’s coordinated referral line (the Link) to increase access to home visiting and other support services
- Supported NurturePA, text-based mentoring program for new mothers
- Maintained a partnership with Smart Beginnings to provide tiered EBP to AC families
- Supplied funding to partner agencies for Parent Café services

**WORKFORCE DEVELOPMENT**

- Provided 41 professionals higher education coursework aligned with Endorsement® framework
- Trained foster care agency staff to administer ASQ screenings
- Held a two-day training for providers of Be Strong Families Parent Cafés
- Organized a day-long training for home visiting providers on supporting moms with opioid dependency
- Presented at numerous state and local conferences to disseminate lessons learned

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350+ **Workforce Development**

*community providers participated in a range of opportunities*

**4,485 Direct Services**

*provided to young children and their families*
Strategic Doing Across Five Prevention Goals

- Integrate Behavioral Health in the Physical Health Setting
- Promote Quality Screening and Assessment
- Increase knowledge of infant and early childhood mental health across systems
- Strengthen Families
- Increase the quality and utilization of home visiting supports
Early Childhood Mental Health (ECMH)

**Goal:** Strengthen existing ECMH consultation and extend expertise among professionals working with children from birth-8 years of age.
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Early Childhood Mental Health Strategies

DSAP/“Bundled” Professional Development
History of Trauma & Implicit Bias modules

- Workgroup determination of foundational need
  - Trauma-Informed Care
  - Implicit Bias
- Development of online modules with local experts
  - Trauma: Patrick McKelvey (Theiss), Erin Troup (CHP/Sprout)
  - Implicit Bias: Dawn Brubaker (JF&CS)
  - Content & online technical support: Jan Sapotichne, Mimi Loughead (PAEYC)
History of Trauma & Implicit Bias modules

- Initial implementation as DSAP (Differentiated Supervision Action Plans) in LAUNCH targeted School Districts beginning in Yr 3
  - PPS, Woodland Hills, Baldwin-Whitehall
  - Implemented during AY 2017-18
- Result: two independent online modules
  - Trauma: “Too Mad & Too Sad to Add: The Impact of Early Childhood Trauma and its Effect on Children’s Learning & Development”
  - Implicit Bias: “Understanding Implicit Bias: Cultural Humility & Institutional Racism”
Adaptation of offerings based on feedback:

- Online version as combined LAUNCH modules (Trauma/IB)
- Followed successful model from IMH Scholarship approach (set dates/application process)
- Offered both in-person & online versions (flexibility)…but
  - Controlled structure of delivery to ensure approach consistent with original design of the modules
Scheduled Live and Online Offerings of Bundled Trauma Module, Grant Year 5

Too Mad & Too Sad to Add:
The Impact of Early Childhood Trauma and its Effect on Children’s Learning and Development

“Live” events:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Audience</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/06/2018</td>
<td>Completed (x 4)</td>
<td>PPS-Greenway</td>
<td>Pre-K Teachers</td>
<td>128</td>
</tr>
<tr>
<td>01/29/2019</td>
<td>8:00-10:00 (x2)</td>
<td>PPS-Brashear</td>
<td>Pre-K Assistants</td>
<td>85</td>
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<tr>
<td>01/29/2019</td>
<td>10:00-12:00 (Practical Classroom Follow-up Session)</td>
<td>PPS-Brashear</td>
<td>PPS Pre-K Teachers &amp; Assistants</td>
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</tr>
<tr>
<td>01/29/2019</td>
<td>12:00-2:00 (Working with Parents Follow-up Session)</td>
<td>PPS-Brashear</td>
<td>PPS Pre-K Teachers &amp; Assistants</td>
<td>50</td>
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Online Modules

<table>
<thead>
<tr>
<th>Dates</th>
<th>Enrollment (max 15-20)</th>
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<tbody>
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<td>11/05-12/21/2018</td>
<td>16</td>
</tr>
<tr>
<td>02/11-03/15/2019</td>
<td>19</td>
</tr>
<tr>
<td>04/01-05/03/2019</td>
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</tr>
</tbody>
</table>

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Scheduled Live and Online Offerings of Bundled Implicit Bias Module, Grant Year 5

**Understanding Implicit Bias: Cultural Humility and Institutional Racism**

**“Live” events:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Audience</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/05/2019</td>
<td>10:00-2:00 (3 hrs plus lunch)</td>
<td>AIU: McGuffey Room</td>
<td>ESL Teachers, Content Teachers (both K-12), guidance counselors, and perhaps a few school administrators</td>
<td>35-40</td>
</tr>
<tr>
<td>02/18/2019</td>
<td>8:30-11:30</td>
<td>Riverview Children’s Center</td>
<td>early childhood professionals</td>
<td>25-30</td>
</tr>
<tr>
<td>03/22/2019</td>
<td>8:30-11:30 (Time TENT) (x2)</td>
<td>PPS-Greenway</td>
<td>PPS Pre-K Teachers &amp; Assistants</td>
<td>150</td>
</tr>
</tbody>
</table>

**Online Modules**

<table>
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<th>Dates</th>
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<td>16</td>
</tr>
<tr>
<td>04/01-05/03/2019</td>
<td>19</td>
</tr>
<tr>
<td>05/27-06/28/2019</td>
<td>21</td>
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</table>
Expansion to state level & sustainability:

- Publicizing state-wide
  - ESAP teams through OMHSAS communication efforts.
  - OCDEL/PA Key
  - Other partner publicity
We are offering free, self-paced online modules for professionals serving children birth through 8 years to complete two customized modules

**Too Mad & Too Sad to Add:**
The Impact of Early Childhood Trauma and its Effect on Children’s Learning and Development

**Understanding Implicit Bias:**
Cultural Humility and Institutional Racism

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**online facilitated group discussion**

**Too Mad & Too Sad to Add**
Five weeks starting April 1

**Understanding Implicit Bias**
Five weeks starting May 27

- Provides PQAS/Act 48 Credits
- Recognized and supported by STARS Quality Coaches with programs moving toward STAR 2, 3, 04 4, or maintaining STAR 4

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(PS-AlMH). For information on Infant Mental Health Endorsement® (IMH-E®) and Early Childhood Mental Health Endorsement® (ECMH-E®)
visit: pa-aimh.org/endorsement.html

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What to Know: PA ESSA Adopts Holistic Measures

In 2015, the Every Student Succeeds Act (ESSA) replaced the strict, standardized measures of No Child Left Behind as the nation’s main education law. ESSA ensures that all students have access to world-class education that prepares them for college, career, and life. Working to fulfill ESSA’s mission, the PA Department of Education has adopted a series of holistic, soft skill measures for school success.

Future Ready PA Index is the resulting new evaluation tool that will focus on measuring soft skills critical to college and career readiness.

Did You Know?

- According to research conducted by Harvard University, the Carnegie Foundation, and Stanford Research Center, soft skills are responsible for 85% of career successes.
- More than 7 in 10 employers reported that they look for employees who demonstrate strong teamwork, problem solving, and communication skills.

FAQ available at:
LearnwithLAUNCH.com
Facebook.com/LearnWithLAUNCH
Expansion to state level & sustainability:

- Ultimate sustainability goal:
  - Sustainable as available online modules that could be “ordered” through OCDEL/Trying Together (f/k/a PAEYC)
  - Current instructors and others, using established modules
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Early Childhood Mental Health Strategies

Infant & Early Childhood Mental Health Competencies & Endorsement®
Project LAUNCH and PA-AIMH Collaboration

- Environmental Scan 2014
- Strategic Plan 2015
- 2015 & 2018: licenses purchased by Project LAUNCH
- IMH Competency & Endorsement “Launch” March 2017
- Sustainability through PA-AIMH
What is Endorsement®?

Recognizes and documents the development of infant and family professionals

Verifies that an applicant has:
- attained a level of specified education;
- participated in specialized in-service trainings;
- worked with guidance from qualified mentors or supervisors; and
- acquired knowledge to promote the delivery of high quality, culturally sensitive, relationship-focused services to infants, toddlers, parents, other caregivers and families

Based on the Competency Guidelines®
**Competency Guidelines®**

Guide development of knowledge, skills & best practices across disciplines and practice settings to all infants/young children & families

Provide a foundation for knowledge, skills & best practices

Invite dialogue for collaborative practice, training, evaluation, and professional growth

Shared framework across disciplines of the infant and family field to promote high-quality, relationship-focused practice and relational health beginning in pregnancy and including the first years of life

Identified two existing online university-based programs:
- University of Minnesota/Center for Early Education & Development (UMN/CEED)
- University of Northern Colorado (UNC)
University of Minnesota/Center for Early Education & Development (UMN/CEED)

University of Northern Colorado (UNC)

Common Attributes (to support Competency Guidelines®)

Shared framework: built around Guidelines within well-established Endorsement states

Development of knowledge, skills & best practices: include a mix of theoretical foundations, practical skills and application/crossover between the two

Across disciplines and practice settings: flexible in admission; prerequisites suitable for a range of professionals; flexible “asynchronous” models with intensive online interaction

Provide a foundation: Cross section of topics available as full series or individual coursework

Different Approaches (to support variety of needs)

<table>
<thead>
<tr>
<th>UMN/CEED</th>
<th>UNC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Full credential provides all knowledge-based competencies</td>
<td>• Full undergraduate course (3 credits)</td>
</tr>
<tr>
<td>• Specialized courses available as “gap fillers”</td>
<td>• Fully crosswalked to competencies</td>
</tr>
<tr>
<td>• Leader in Reflective Supervision/Consultation</td>
<td>• Slightly more academic/research driven content</td>
</tr>
<tr>
<td>• Provides CEU hours (vs. college credit)</td>
<td></td>
</tr>
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Early Childhood Mental Health Strategies

Reflective Supervision/Consultation (RS/C)
Reflective Supervision is a process of:

- Recognizing the multidimensional complexity of the work;
- Building on the strengths and skills that each individual brings to the relationships;
- Discovering opportunities for rejuvenation, repair, and professional growth; and
- Nurturing greater engagement and trust in relationships

“A collaborative relationship for professional growth that improves practice by cherishing strengths and partnering around vulnerabilities to generate growth”

A core piece of best practice in I/ECMH as recognized in the Competency Guidelines®

What is Reflective Supervision/Consultation (RS/C)?
Workgroup recognized foundational importance of Reflective Supervision/Consultation

- RS/C as a “learn by doing” skill
  - Long process of determining best approach
  - Flexibility is key (again): different learning styles, different approaches
- Identification of four local experts, available as RS/C Consultants
Development of RS/C Apprentice Cohorts

- Focus on connecting to professionals who supervise on-the-ground work with young children and their families
  - Special focus on CYF
  - Other target disciplines (ECE, Behavioral Health, EI, etc.)
- 6 groups of 5-7 professionals each; 12-18 months of regular RS/C practice to “learn from doing” with add’l info as needed. Goals:
  - Expand capacity of existing supervisors across systems to provide high quality RS/C
  - Expand # of potential Endorsement applicants with needed RS/C hours
Development of IMH Network RS/C Cohorts

- Second group to be recruited for RS/C Cohorts: IMH Network
  - Many in the Network already have basic knowledge of RS/C (through IMH online coursework)
  - Already prepared to apply for Endorsement, but...
  - Many do not receive high quality (or any) RS/C through their workplace

- Goal: Increase number of known local professionals with both Endorsement-level knowledge and RS/C hours

- 2 additional groups from IMH Network participating for 10 months
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Endorsement® Progress to Date & Next Steps
## PA Endorsed Professionals (n= 9)

<table>
<thead>
<tr>
<th>Category</th>
<th>IMH</th>
<th>ECMH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Associate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Family Specialist</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Mental Health Specialist</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mental Health Mentor</td>
<td></td>
<td>5</td>
</tr>
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Endorsement® Applications in Progress (n= 25)

- IFA: 3
- IFS: 2
- IMHS: 0
- IMHM: 2
- ECFA: 5
- ECFS: 7
- ECMHS: 2
- ECMHM*: 4

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Follow-up Sustainability Strategy: IMH Network

- Result of all strategies: wide range of professionals who have received support and I/ECMH training with LAUNCH support
  - IMH Online Scholarships
  - RS/C Cohorts
  - LAUNCH Conference Scholarships
- Opportunity exists to create network of these professionals to carry on the work and spread the value
  - Answer: LAUNCH IMH Network
PA Project LAUNCH
IMH Scholarship Network Directory

Version 2
As of 01/04/2019
Potential Applicants from IMH Network (n= 93)

- UMN/CEED Credential: 20
- UNC I/ECMH: 15
- UMN/CEED Intro IMH: 31
- UMN/CEED Intro to RS/C: 6
- UMN/CEED UESED: 15
- UMN/CEED Work w/ Parents: 9
- UMN/CEED Other: 4
- RS/C Only: 3

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PA-AIMH Online Resources

- What Endorsement® is Right for Me? (videos)
- Endorsement® Requirements At-A-Glance (document)
- How to Register on EASy (videos)
- Getting Started Guide and Application Instructions (documents)
- Reference Rating Resources (videos)
- Examination Prep Resources (documents)
- COMING SOON: Best Practice Guidelines for Reflective Supervision and Consultation Guide (updated document)
Webinar: “What is Endorsement?”

Find Registration Link on the main EVENTS tab at www.pa-aimh.org
National IECMH Endorsement® Resources

Alliance for the Advancement of IMH
(www.allianceaimh.org)

- Colleges/Universities Programs aligned with the Competency Guidelines®

- Approved Online Training Opportunities that support Endorsement®

- Best Practice for Reflective Supervision/Consultation Guidelines®
Final LAUNCH Wrap-up Event

Infant and Early Childhood Mental Health: Why it Matters for Your Field

May 9, 2019, 8AM-4PM

Rodef Shalom
4905 Fifth Ave,
Pittsburgh, PA 15213

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Thank You!

Patrick Webster, LAUNCH Learning Collaboratives Project Manager
Kim Eckel, Young Child Wellness Coordinator
Brandy Fox, Young Child Wellness Expert