



## Using Data to Improve Early Childhood Mental Health Consultation

OACCA Conference

October 2, 2012

# The Big Picture

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The National Center for Children in Poverty (NCCP) reports:

- Between 9.5% and 14.2% of children between 0-5 years old experience social-emotional problems that negatively impact their functioning, development, and school-readiness.
- Approximately 9% of children who receive specialty mental health services in the United States are younger than 6 years old.



# The Big Picture

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- **"Children's social**-emotional well-being, established in their earliest relationships, provides the foundation for success in school. Children who are able to manage their emotions, form trusting relationships with adults, and get along with their peers **are more likely to be engaged learners."**
- **"A child's social**-emotional domain of development is as important as, and is related to, other domains of development, such as cognitive, language, and physical health."

# Benefits of Social and Emotional Learning

Good science links  
**Social & Emotional Learning**  
to the following:

## STUDENT GAINS

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

- Conduct problems
- Aggressive behavior
- Emotional distress

## REDUCED RISKS FOR FAILURE

**Source:** Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, (82) 1, Pp. 405-432.

# About the Consortium

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## The CRYC is:

- A regional collaborative of organizations specializing in Early Childhood Mental Health or Early Childhood Education and Care
- Comprised of 7 non profit agencies and 1 school district
- Not a 501(c)3

# CRYC Collaborative Partners

Consortium for Resilient Young Children

Promoting Resilient Children  
– The Children’s Home of  
Cincinnati (Fiscal Agent)

Cincinnati  
Schools -  
Transition  
Coaching

4C for  
Children  
-  
Coaching

Talbert  
House -  
Coaching

Central  
Clinic -  
Coaching

Cincinnati  
Early  
Learning  
Center –  
Leadership  
Coaching

Children,  
Inc -  
Coaching

Evaluation  
Services



# Our Vision

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- All children are socially and emotionally competent and resilient.
- Caring adults support, build, and **advocate for young children's social and emotional well being.**
- Systems and communities serving young children and families are high quality, aligned and coordinated.



# Promoting Resilient Children

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- The Promoting Resilient Children program is:
  - A **collaboration** of mental health and early care and education specialists who
  - Provide **services** to early childhood centers through consultation, coaching and training
  - To **promote the social and emotional well being** of children before they enter kindergarten.





# Promoting Resilient Children

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- Program Goals:
  - To enhance the strengths of children and their families
  - To build capacity within early childhood and mental health communities
  - To serve as advisors and advocates for other initiatives that promote social and emotional resilience in children

# Early Childhood Mental Health Consultation



# PRC Logic Model

Inputs	Activities	Outcomes
Project Staff	Staff Training	Increased Teacher Understanding and Confidence
30 Child Care Centers their Directors and Staff	Coaching: Leadership, Classroom, K Transition	<b>Children's Access to MH Services</b>
Curricula, Resources and Tools	Clinical/MH Services	Improvement in <b>Children's SE Development</b>
DECA Assessment	Parent Engagement	
Data System	Evaluation and CQI	Age Appropriate SE Skills



# Our Impact

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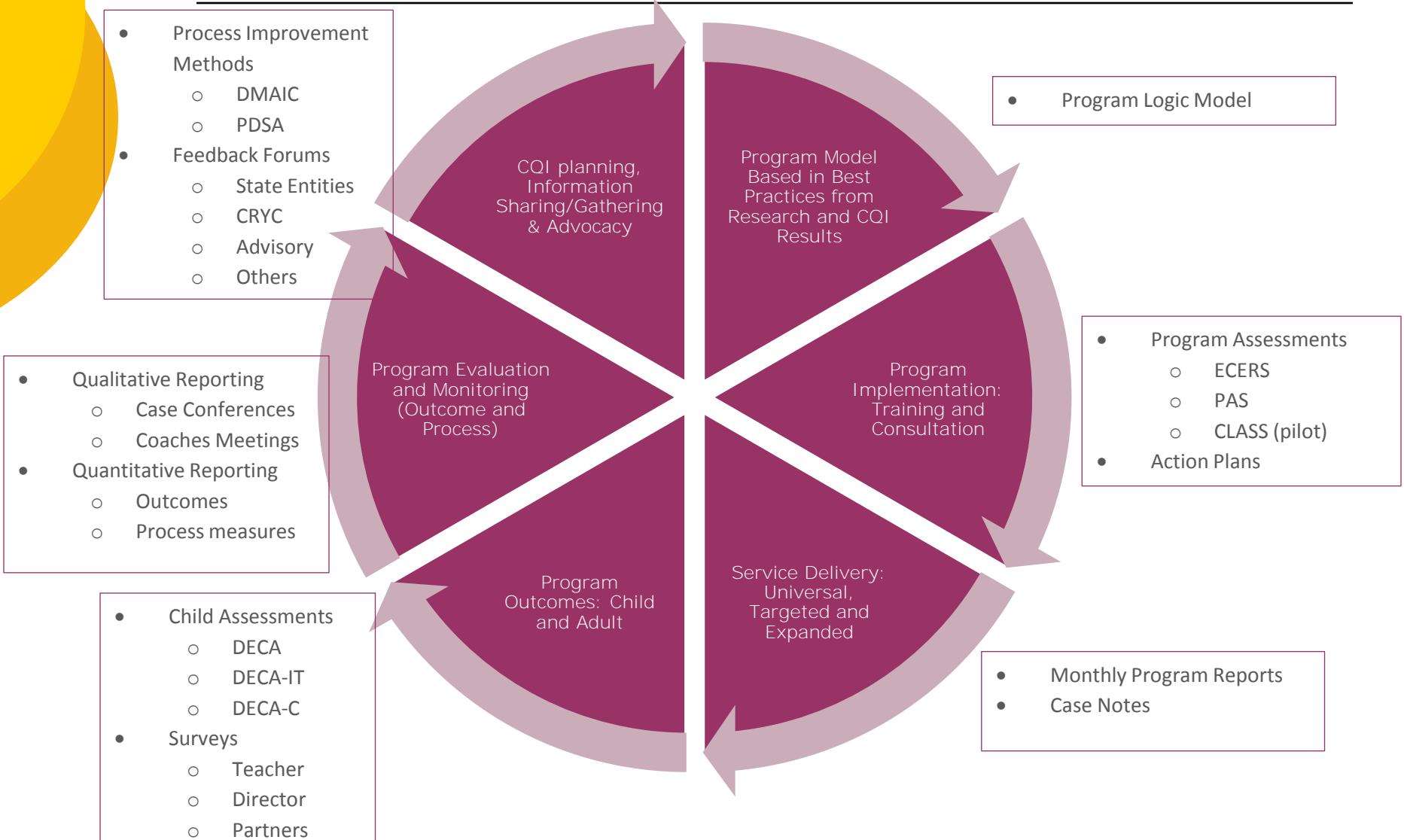
- Served nearly 45 early childhood programs, 500 teachers and 5,000 children in the Greater Cincinnati Region since 2007
- 77% of children demonstrate progress in SE skills from pre- to post-DECA
- 94% of children demonstrate age-appropriate SE skills at post-test

# Organizational Priorities and Values

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- Collaborative
- Deliver High Quality Services
- Data Driven
- Innovative
- Transparent

# CQI Process





# CQI Process

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- Service Delivery\*\*
- Staffing and Infrastructure
- Policies and Procedures\*\*
- Evaluation

# CQI Process: Service Delivery

Process	Summary
DEFINE	In reviewing DECA results, Toddlers (18-36mo) were showing more concerns
MEASURE	Pre-DECA: 22-27% of Toddlers in Concern compares to 7-16% for other age groups
ANALYZE	Additional data from coaches, directors, teachers
IMPROVE	Coach conferences to develop strategies, discussion of Toddler v. PreK DECA
CONTINUOUSLY IMPROVE	Consultation now includes conversation about developmental appropriate practice



# CQI Process: Policies and Procedures

Phase	Summary
PLAN	Gathered baseline data, plan to gather 'best practices'
DO	Interviewed top performers, distributed best practices to all sites
STUDY	Tracked consent form collection over 8 weeks, gathered feedback from sites
ACT	Addressed feedback from sites, refocused efforts on children transitioning to kindergarten



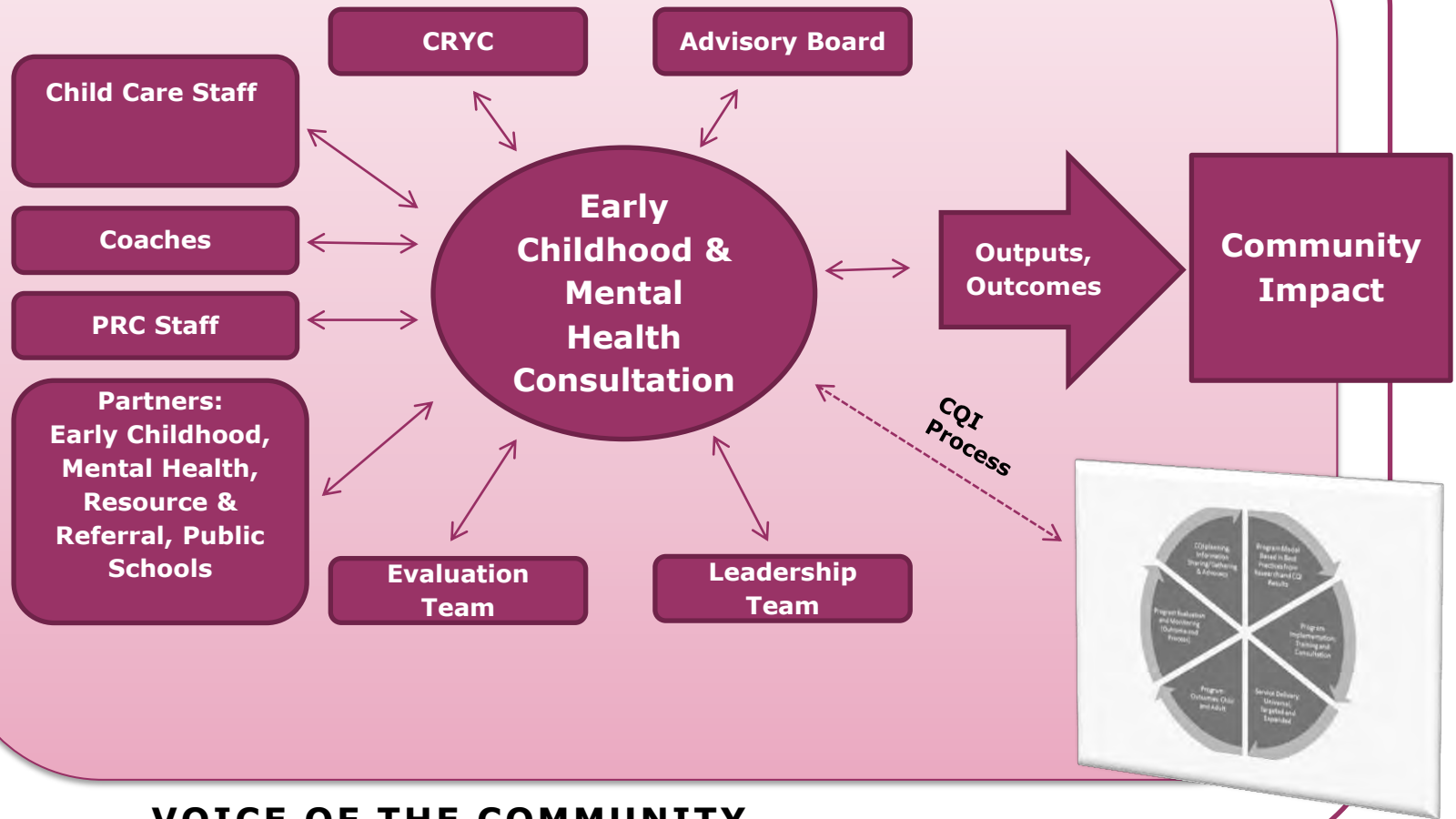
# Where Are We Now?

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- Balance of formal CQI versus basic improvements
- Capacity building
- Aligning with external forces
- Knowledge management and use

# PRC Work System

**VOICE OF THE COMMUNITY**



**VOICE OF THE COMMUNITY**



# Questions for Discussion

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- How have you utilized data for program improvement?
- What have been your challenges/successes with implementing change? With Sustaining change?

# Promoting Resilient Children Contacts

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