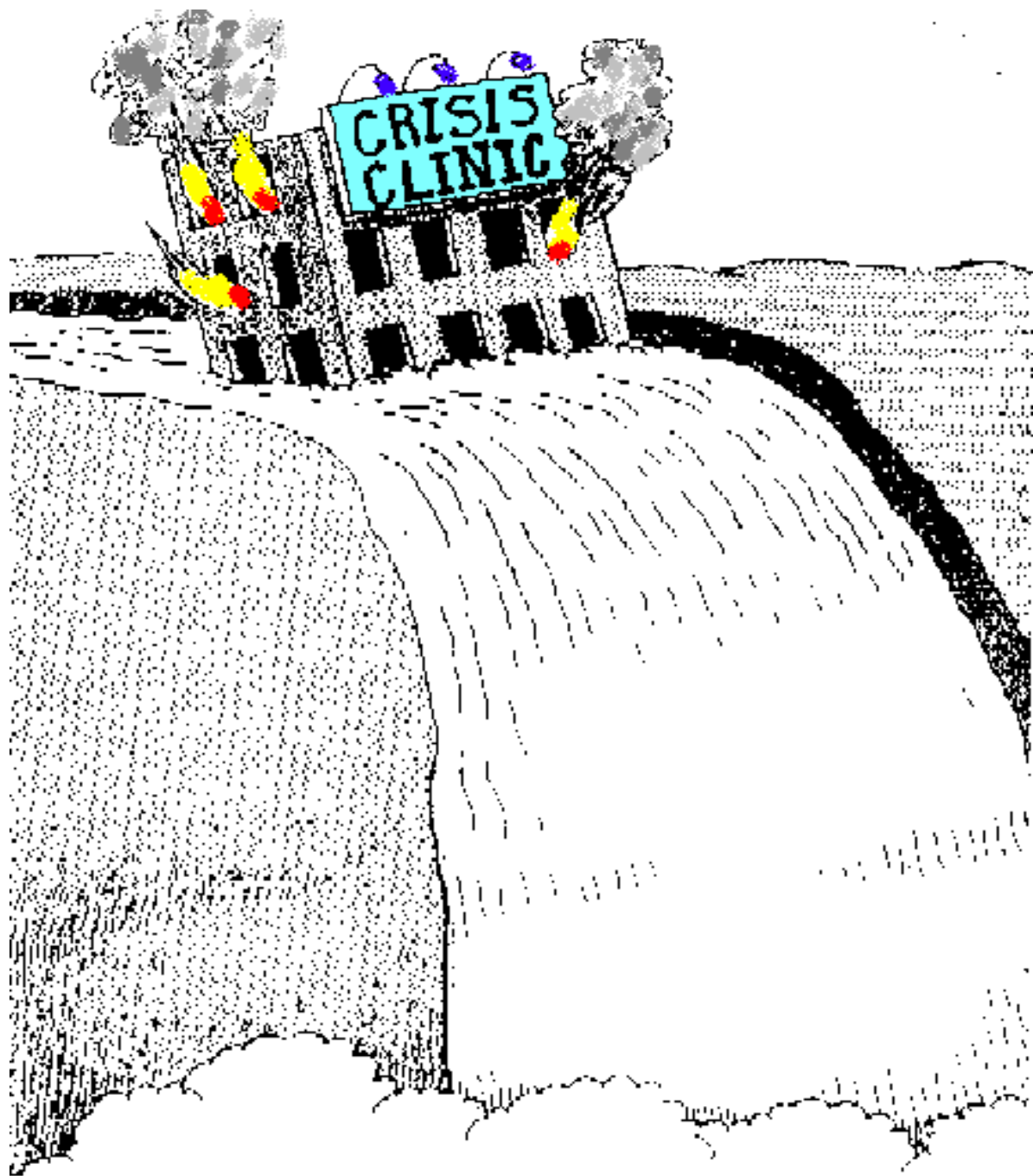


©Pecoraro, EthnoGraphics®

Infusing Mental Health Into an Early Childhood System of Care



Early Childhood Mental Health

- ❖ The Social, emotional and behavioral well-being of young children and their families
- ❖ The developing capacity to:
 - Experience, regulate, and express emotion
 - Form close, secure relationships
 - Explore the environment and learn

Adapted from ZERO TO THREE

Protective Factors

- ❖ Positive self-esteem
 - ❖ Active style of responding to stress
 - ❖ Ability to elicit positive attention from adults
-

Risk and Protective factors

- ❖ Resilient children tend to have had environments that are supportive in critical ways and the capacity for resilience develops over time in the context of environmental support (Egeland, Carlson & Sroufe, 1993)
-

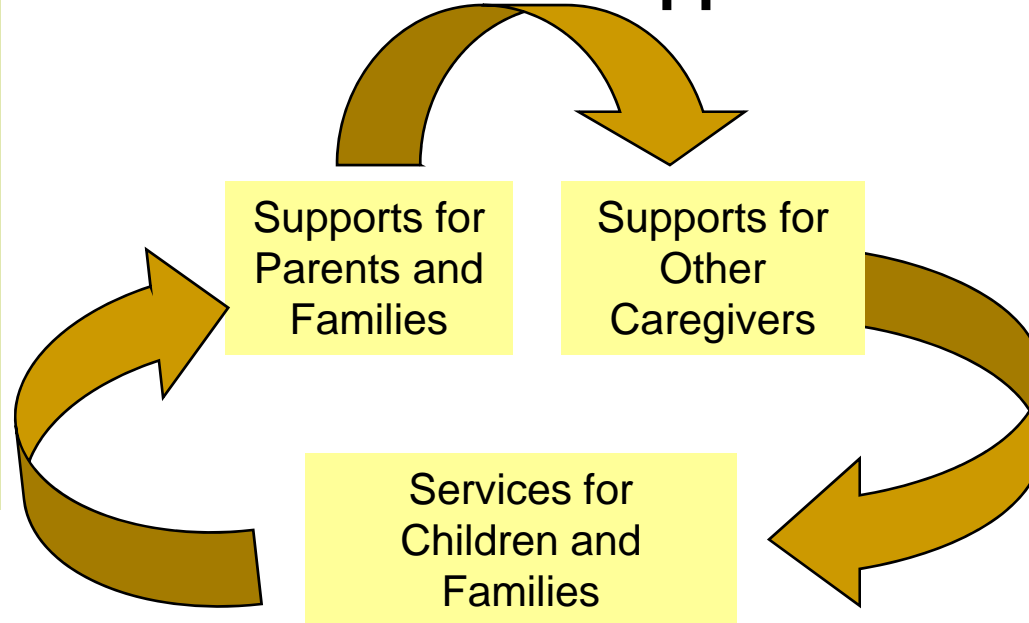
EARLY CHILDHOOD MENTAL HEALTH SYSTEM OF CARE

Fosters the social and emotional well-being of infants toddlers, preschool-age children and their families

VALUES

Family Voice
Child and Family Centered
Relationship Based
Culturally Competent
Infused into Natural
Settings and Services
Grounded in
Developmental Knowledge

Services and Supports



Building Blocks

Strategic
Planning,
Policies, and
Procedures

Interagency
Partnerships

Maximized
and Flexible
Funding

Prepared
Workforce

Outcome
Evaluation

Promotion



Prevention



Intervention

Mental Health Issues for Young Children and Their Families in Vermont, 1996

What kind of mental health issues do you experience or encounter among the families and young children whom you serve?

Parents of Young Children:

- Depression
- Substance abuse
- Domestic violence

Young Children:

- Behavioral and emotional challenges
-

Face to Face With
the second step.



S T I N E

Vermont Early Childhood System

Agency of Human Services Central Office

- Head Start – State Collaboration
- Success By Six Regional Planning
- Parent-Child Centers
- Domestic Violence Network

Child Welfare Department

- Protective Services & Family Support Child Care
- Child Care Subsidies & Fee Scales

Private

- Child Care Centers
- Day Care Homes

Children & Families

Health Department

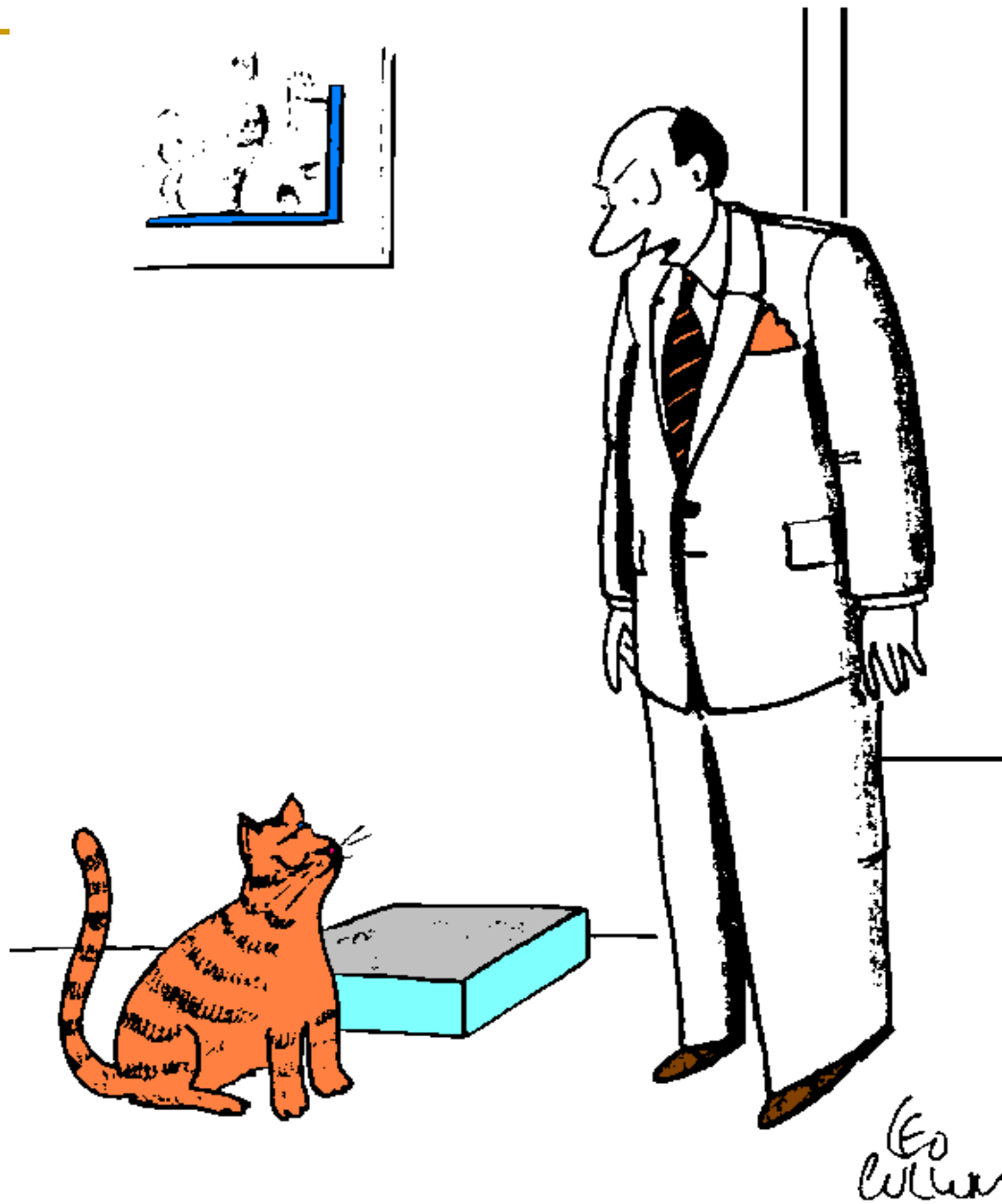
- Healthy Babies
- Women, Infants, Children (WIC)
- Family, Infant, Toddler (FIT) (Part C)
- Alcohol & Drug Abuse Programs

Education Department

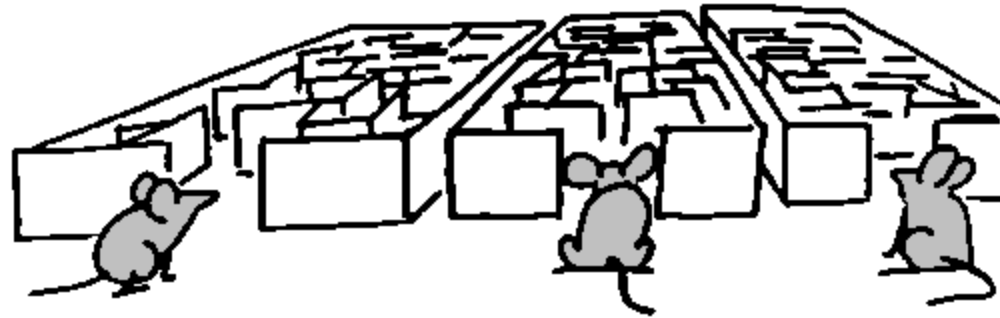
- Early Education Initiative
- Early Essential Education

Identified Top 3 Community Survey and Forum Priorities

- ❖ Parenting and child care training opportunities.
 - ❖ Behavioral consultation in child care settings and school settings.
 - ❖ In-home direct therapeutic and consultation services.
-



"Never, ever, think outside the box."





"Only I can prevent forest fires? Don't you think you should share some of the responsibility?"

DIFFERENT SERVICES

- ❖ Consultation without identified client
- ❖ Cross training of early childhood caregivers

DIFFERENT PLACES TO SERVE

- ❖ Childcare
 - ❖ Parent Child Centers
 - ❖ Pediatric practices
-

CUPS Learning Team Initiatives

- ❖ Coordinate with early childhood initiatives
 - ❖ Provide philosophical leadership
 - ❖ Identify core competencies
 - ❖ Address local training priorities
 - ❖ Conduct statewide learning series
 - ❖ Collaborate with Family Consortium
 - ❖ Facilitate network for reflective supervision
 - ❖ Provide training scholarships
 - ❖ Explore higher education and in-service training opportunities
-

BIG QUESTIONS

How to leverage Federal dollars for these services that don't identify a specific client?

- ❖ Promoting public health model.
 - ❖ Consulting and providing Technical Assistance to early childhood providers.
 - ❖ Screening all children for social and emotional issues.
-

Evaluation

- ❖ 134 parents of children ages 1 to 6 participated in the evaluation
 - ❖ Significant positive changes were reported after six-months of services; they appear to have been maintained after one year.
 - ❖ Children's emotional problems decreased.
 - ❖ Parent's stress was reduced.
 - ❖ Parent's were more satisfied with their children's progress than before service.
-

Achieving System Reform Goals



- ❖ **Work together**
- ❖ **Emphasize shared values**
- ❖ **Learn from differences**
- ❖ **Engage key stakeholders**
- ❖ **Focus on the philosophy and values**