

June 2, 2023



Office of Children  
and Family Services

Yale SCHOOL OF MEDICINE  
Child Study Center

# Infant-Toddler Climate of Healthy Interactions for Learning and Development (I-T CHILD) Symposium



Youth  
Research Inc.



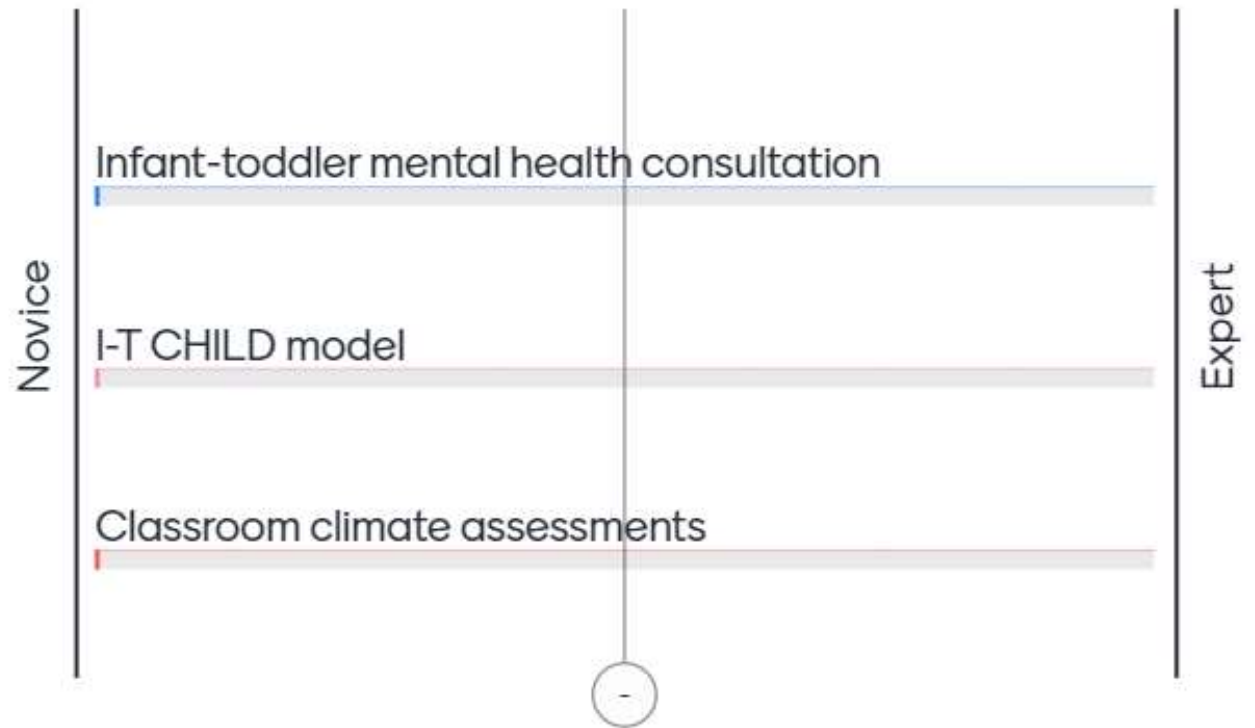
## Agenda

- **Introduction to the I-T CHILD**
- **Panel presentations from partnering organizations:**
  - Yale CHILD Studies Center
  - Early Care & Learning Council
  - Docs For Tots
  - CUNY Professional Development Institute
  - Youth Research Inc.
- **Closing remarks**
- **Questions**

Join at [menti.com](https://menti.com) use code 3332 7207

Mentimeter

# Rate your knowledge about:



Join at [menti.com](https://menti.com) use code 3332 7207

Mentimeter

# What are you hoping to learn?







**YALE CHILD  
STUDY CENTER**



**I-T CHILD:  
Building a Stronger and Healthier New York with Evidence-Informed  
IECMHC**

Chin R. Reyes, Ph.D.

June 2, 2023  
Albany, NY



New York Early Childhood Professional Development Institute



ALL OUR KIN



ADELPHI

ROBIN HOOD



Early Care & Learning Council  
United to Promote Quality



Yale



Office of Children and Family Services



Subscribe

Latest Issues

SCIENTIFIC  
AMERICAN.

The Washington Post

Democracy Dies in Darkness

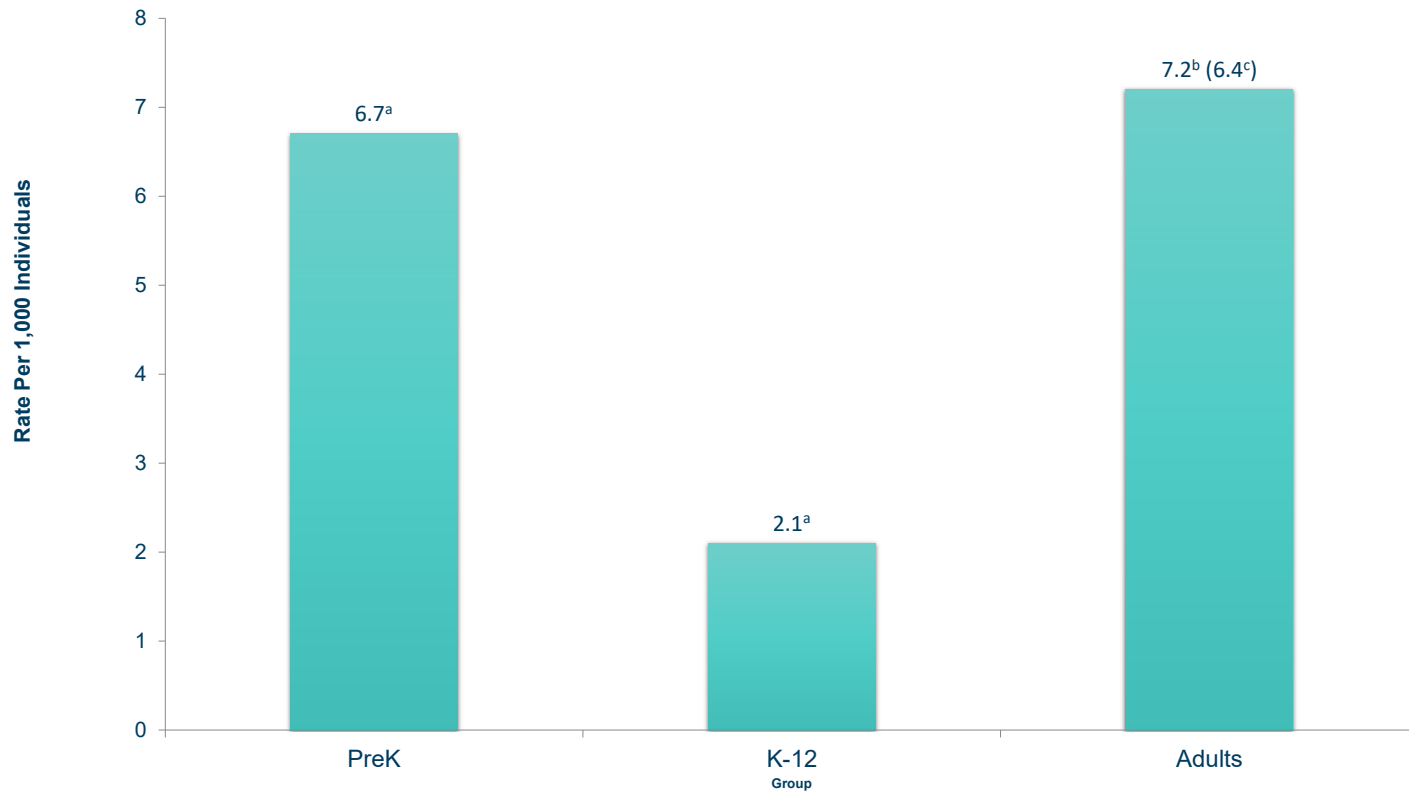
COGNITION | OPINION

Be Det

# New federal data shows Black preschoolers still disciplined at far higher rates than Whites



# Expulsion

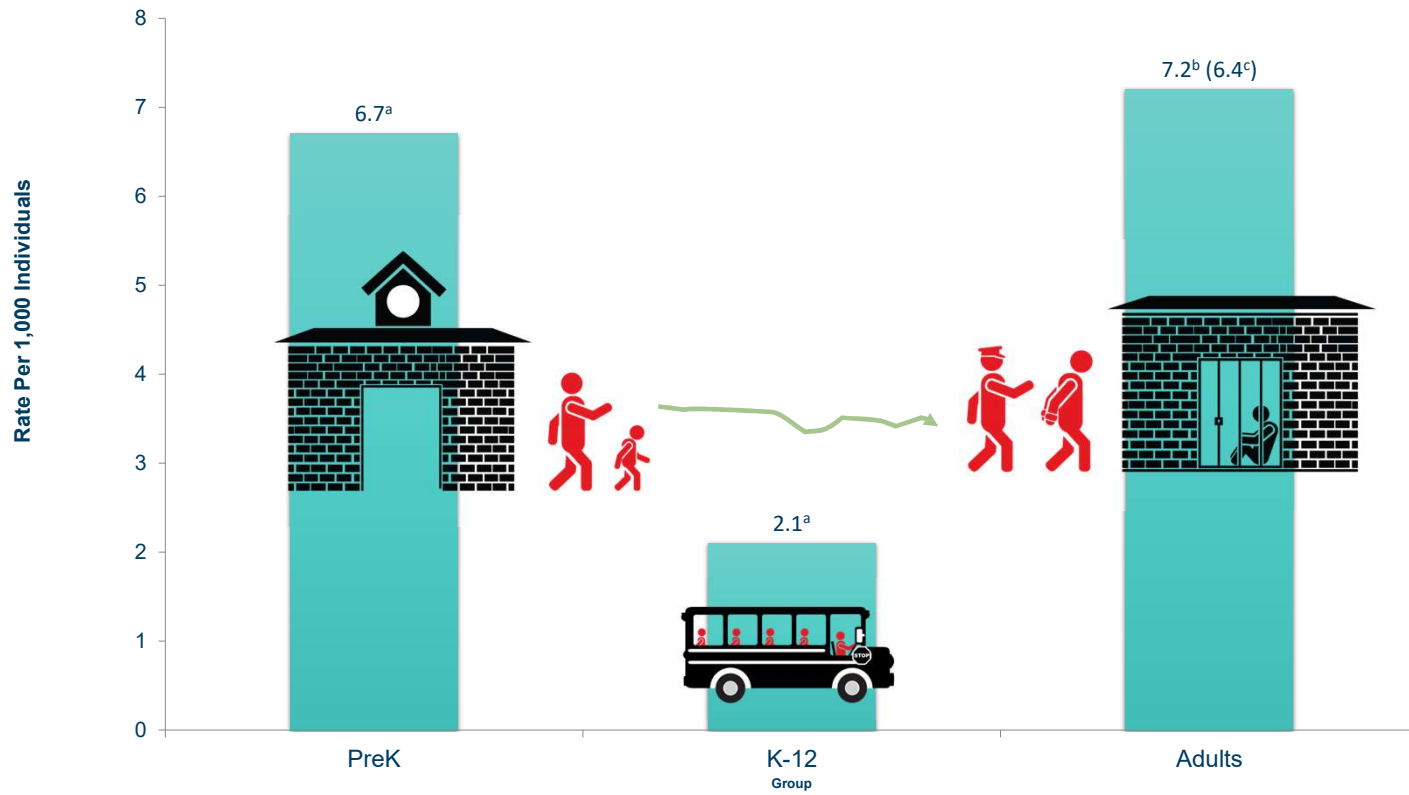


<sup>a</sup> Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: [www.ziglercenter.yale.edu/publications/briefs.html](http://www.ziglercenter.yale.edu/publications/briefs.html)

<sup>b</sup> Walmsley, R. (2013). *World prison population list (10<sup>th</sup> ed)*. London, UK: International Centre for Prison Studies.

<sup>c</sup> Kang-Brown et al. (2021). *People in jail and prison in 2020*. Brooklyn, NY: Vera Institute of Justice.

# Expulsion



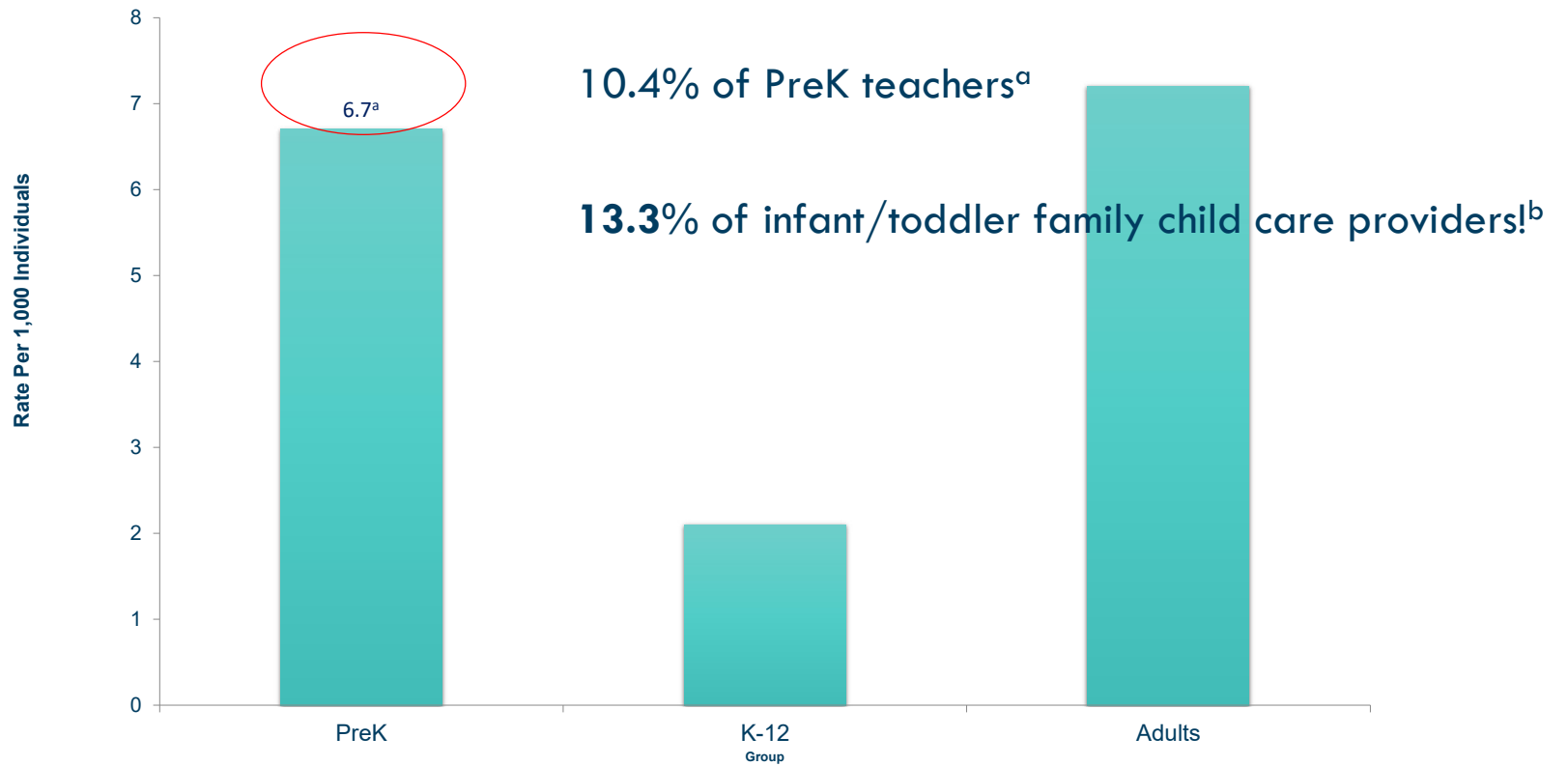
<sup>a</sup> Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: [www.ziglercenter.yale.edu/publications/briefs.html](http://www.ziglercenter.yale.edu/publications/briefs.html)

<sup>b</sup> Walmsley, R. (2013). *World prison population list (10<sup>th</sup> ed)*. London, UK: International Centre for Prison Studies.

<sup>c</sup> Kang-Brown et al. (2021). *People in jail and prison in 2020*. Brooklyn, NY: Vera Institute of Justice.



# Expulsion



<sup>a</sup> Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: [www.ziglercenter.yale.edu/publications/briefs.html](http://www.ziglercenter.yale.edu/publications/briefs.html)

<sup>b</sup> Hooper, A., & Schweiker, C. (2020). Prevalence and predictors of expulsion in home-based child care settings. *Infant mental health journal, 41*, 411-425.

# Expulsion

Classroom  
Disruption

*This child's behaviors interfere with my ability to maintain control of the class.*

Teacher  
Stress

*My job as a teacher would be easier if this child were not in my classroom.*

Hopelessness

*This child's behaviors are not likely to improve significantly.*

Fear of  
Accountability

*This child might do something for which I would be held responsible, reflecting poorly on my teaching skills.*



## Request early childhood mental health services

Classroom  
Disruption

*This child's behaviors interfere with my ability to maintain control of the class.*

Teacher  
Stress

*My job as a teacher would be easier if this child were not in my classroom.*

Hopelessness

*This child's behaviors are not likely to improve significantly.*

Fear of  
Accountability

*This child might do something for which I would be held responsible, reflecting poorly on my teaching skills.*

Likely to expel



Classroom  
Disruption

*This child's behaviors interfere with my ability to maintain control of the class.*

Teacher  
Stress

*My job as a teacher would be easier if this child were not in my classroom.*

Hopelessness

*This child's behaviors are not likely to improve significantly.*

Fear of  
Accountability

*This child might do something for which I would be held responsible, reflecting poorly on my teaching skills.*

Preschool expulsion is not a child behavior.



Preschool expulsion is not a child behavior.

It is an **adult decision.**



In a climate that undermines mental health,

THE MENTAL HEALTH CRISIS IN OUR SCHOOLS

# Preschool Suspensions Really Happen And That's Not OK With Connecticut

September 5, 2016 · 6:23 AM ET  
Heard on Morning Edition



CORY TURNER

7-Minute Listen

+ PLAYLIST

EMBED

<iframe src="https://www.npr



Shreyas R. Krishnan for NPR



74

News Pandemic

## As Early Ed Teachers Prepare for Fall, New Study Backs Efforts to Support Young Children's Mental Health

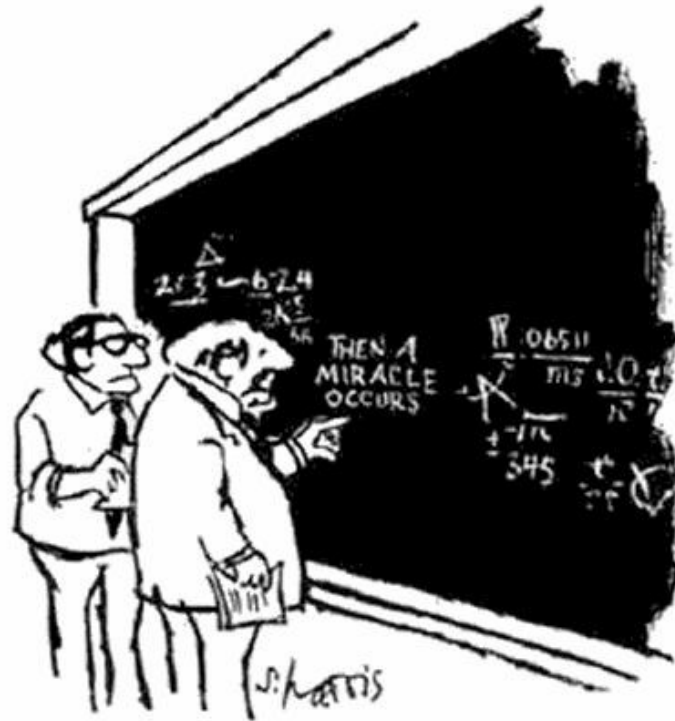


At Kidango, a network of preschools in the San Francisco Bay Area, all teachers receive training in addressing challenging behavior in the classroom. (Kidango)



To make an **impact**, good intentions aren't good enough.





"I THINK YOU SHOULD BE MORE EXPLICIT  
HERE IN STEP TWO."

© 1988, 1974-83 (1988) J. K. MORRIS

Distributed By Oxford Expressions Ltd





“We cannot improve at scale what we cannot measure.”



~ Bryk et al (2015)





























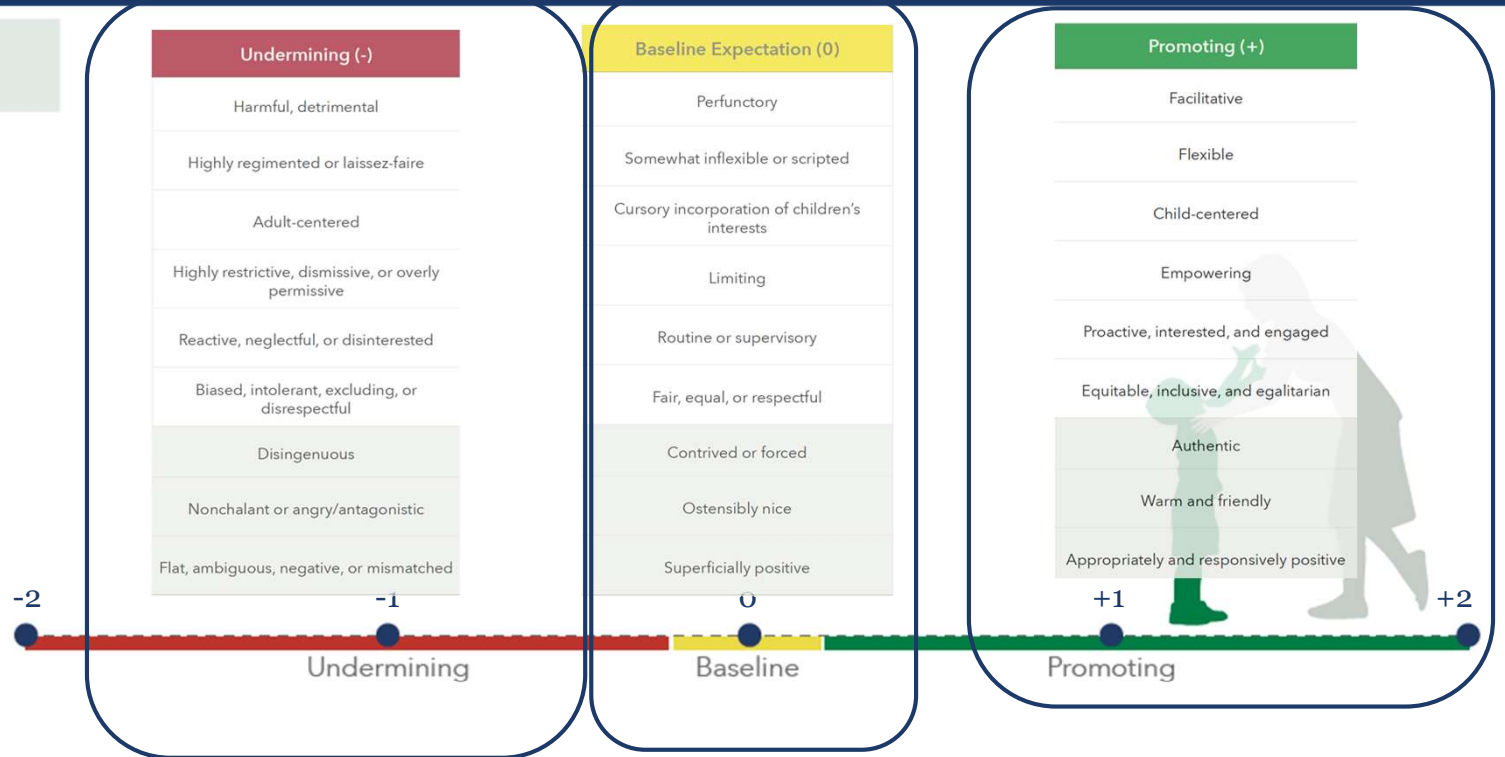
## Guiding Principles

A set of guiding principles help observers anchor specific behaviors to this spectrum. These principles are categorized as **pedagogical** or **affective**.

Guiding Principles of a Mentally Healthy Climate			
	Undermining (-)	Baseline Expectation (0)	Promoting (+)
Pedagogy	Harmful, detrimental	Perfunctory	Facilitative
	Highly regimented or laissez-faire	Somewhat inflexible or scripted	Flexible
	Adult-centered	Cursory incorporation of children's interests	Child-centered
	Highly restrictive, dismissive, or overly permissive	Limiting	Empowering
	Reactive, neglectful, or disinterested	Routine or supervisory	Proactive, interested, and engaged
	Biased, intolerant, excluding, or disrespectful	Fair, equal, or respectful	Equitable, inclusive, and egalitarian
Affect	Disingenuous	Contrived or forced	Authentic
	Nonchalant or angry/antagonistic	Ostensibly nice	Warm and friendly
	Flat, ambiguous, negative, or mismatched	Superficially positive	Appropriately and responsively positive



# Spectrum of Mentally Healthy Climates



severely and consistently Undermining

exceedingly and consistently Promoting



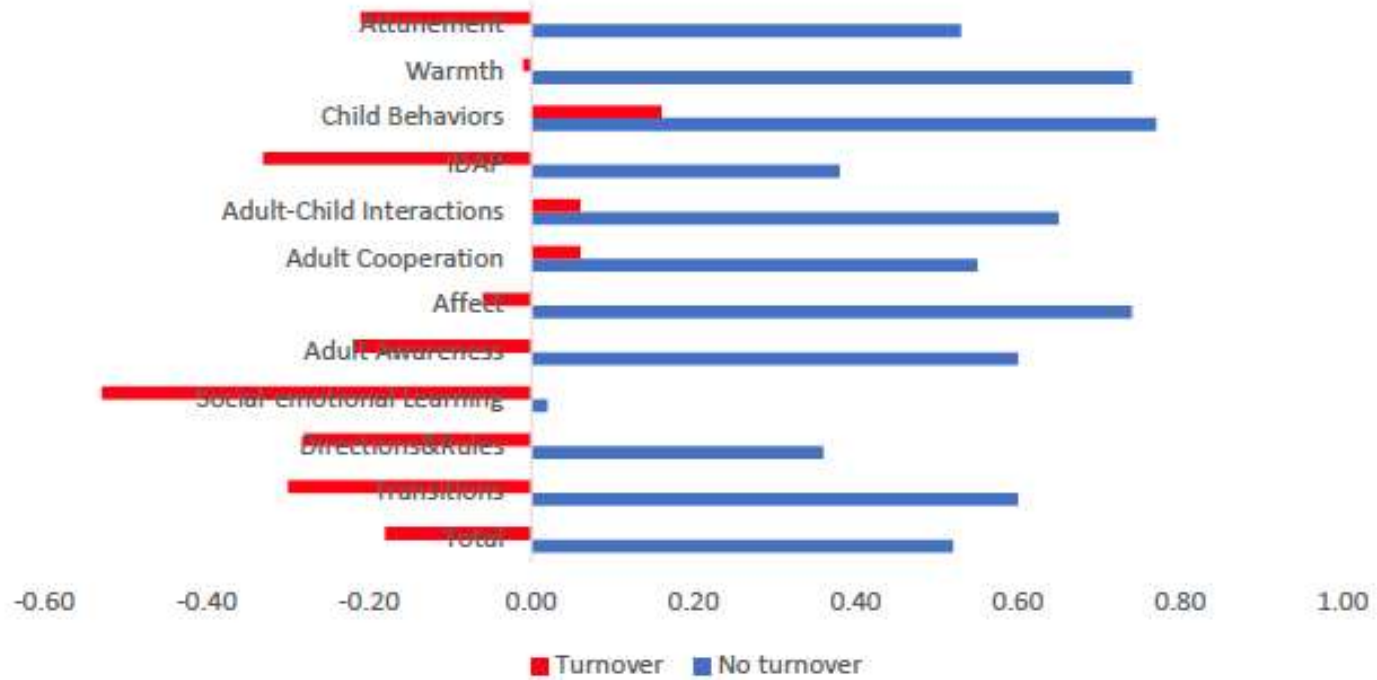






# Emerging Evidence

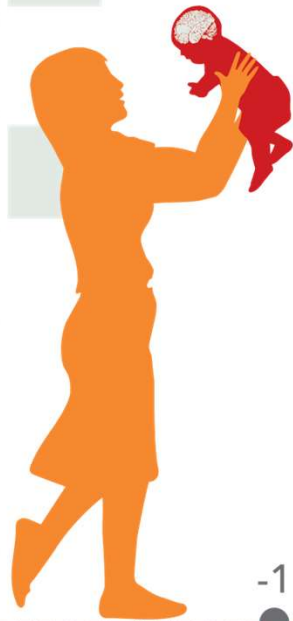
### CHILD Tool Scores & Turnover



\*p<.05



# Emerging Evidence





# Emerging Evidence



# Addressing Inequities in IECMHC Service Provision

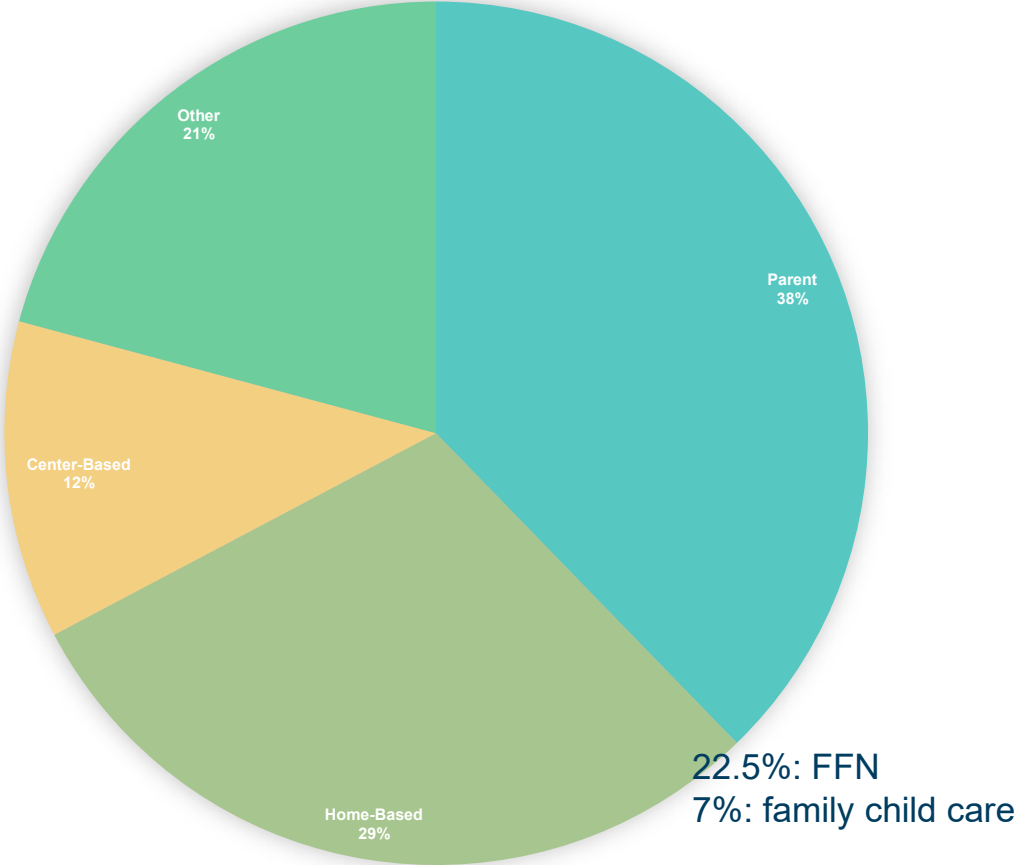
- Racial
- Linguistic
- Children with internalizing behaviors
- Children with disabilities



Equity is not a state of  
being. It's a commitment to  
**action.**

# Home-Based Child Care

% infants and toddlers



Child Trends analysis of the 2012 National Survey of Early Care and Education Household Public-Use Survey



# Home-Based Child Care ≠ Center-Based Child Care

Home = Cozy, personal

Adults and their Roles

- Home owner + business owner + child care provider
- “assistants” ~ hired employee or another family member

Training and educational background

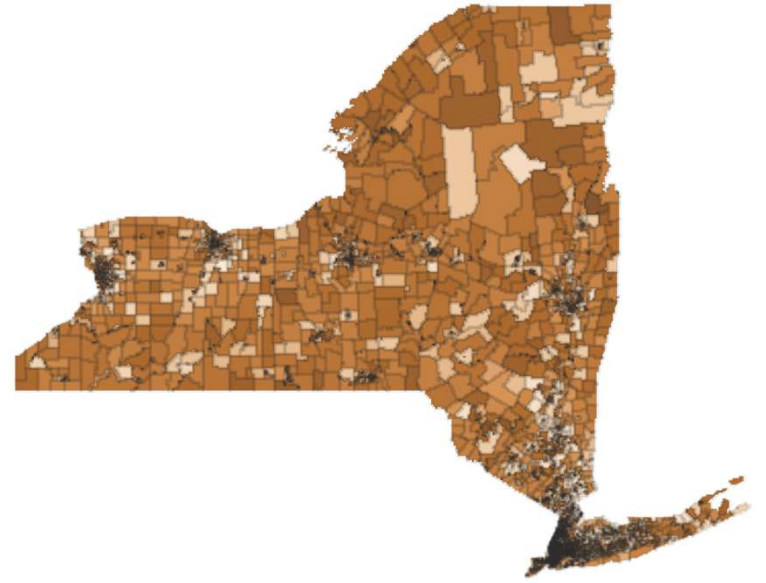
Mixed age groups

Fluid schedules

Language and culture

# I-T CHILD Project (RCT)

- NYC: infant/toddler care desserts (Stringer, 2019)
- Poverty-stricken neighborhoods in NYC: 36-51% are HBCC (<http://data.cccnewyork.org/>) of unknown quality (Stringer, 2019)
- COVID-19 pandemic: mental health needs
- NYS is in the early stages of building out its early childhood mental health consultation system (ECMHC)



### HBCC decline

■ Greater than 20% decline   ■ 10-20%   ■ Less than 10% decline



### HBCC decline

- Greater than 20% decline
- 10-20%
- Less than 10% decline

NY

In these uncertain times, we understand your **struggle**.

En esta tiempos inciertos, entendemos su lucha.

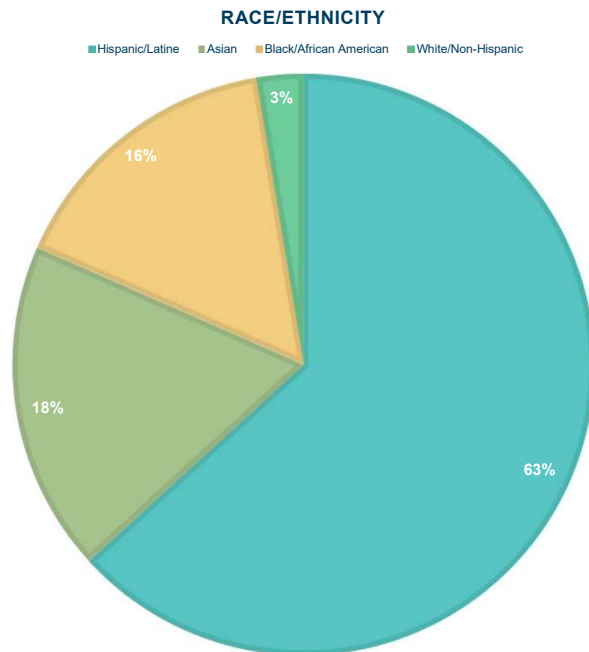




**Sample**

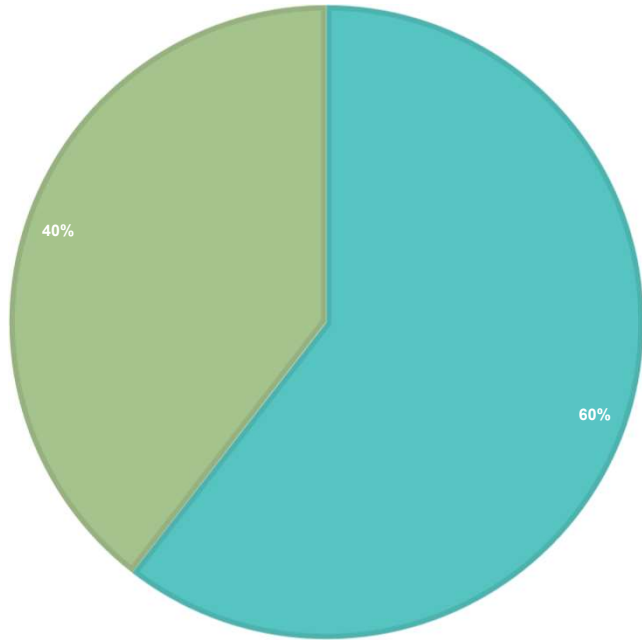
# Providers (N=38)

- 28 treatment, 18 waitlist
- 65.8% prefer **non-English** language for communicating



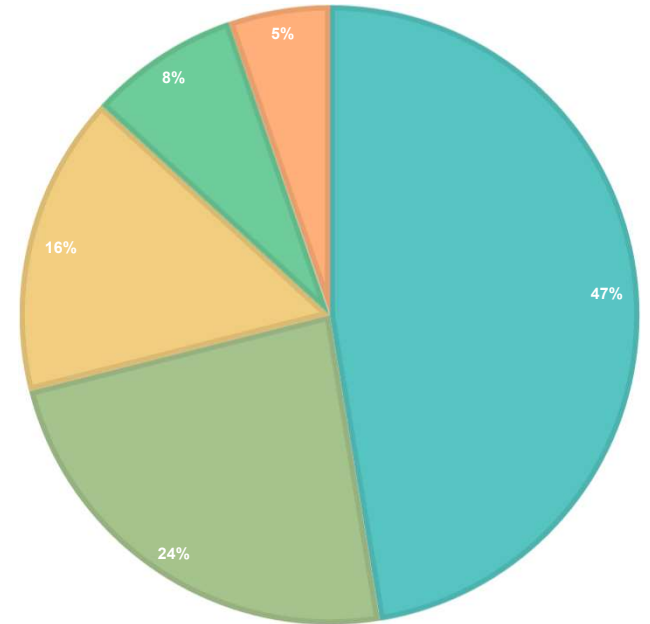
**POVERTY\***

■ No ■ Yes



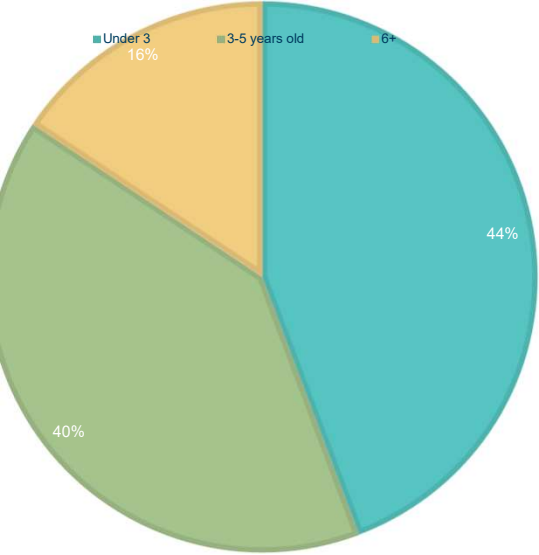
**DEGREE EARNED**

■ CDA ■ High School/GED ■ BA ■ Associate's ■ MA

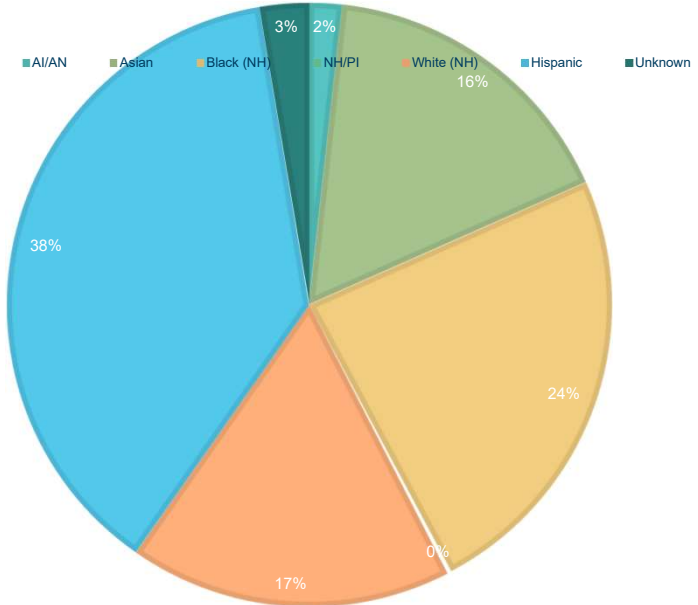


# Children (N=332)

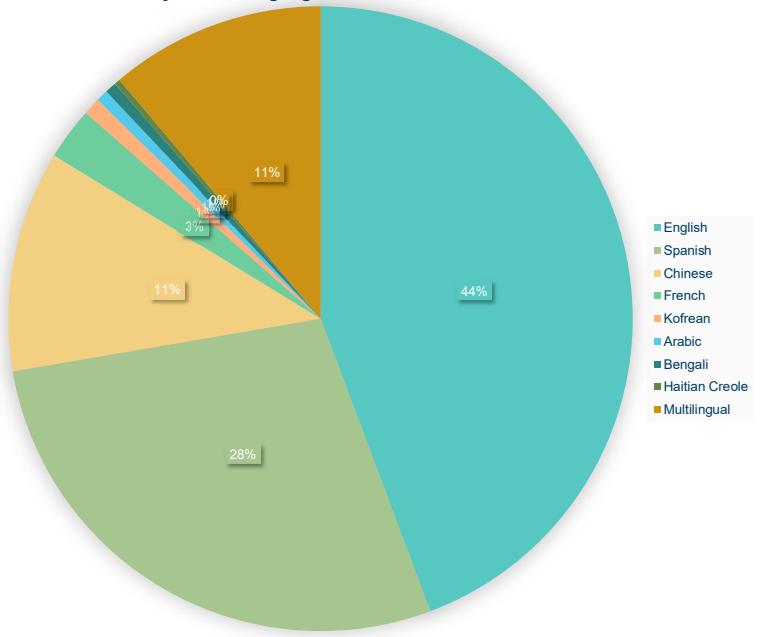
AGES



RACE/ETHNICITY\*



Primary Home Language



- English
- Spanish
- Chinese
- French
- Kofrean
- Arabic
- Bengali
- Haitian Creole
- Multilingual



# Findings



	Consultant I-T CHILD Ratings		
	Pre	Post	△
Transitions	0.32	0.77	*
Directions & Rules	0.24	0.83	*
SEL	-0.18	0.41	*
Awareness	0.78	1.07	
Affect	1.06	1.11	
Adult Cooperation	0.84	1.33	*
Adult-Child Interaction	0.47	1.04	*
DAP	0.09	0.74	*
Child Behaviors	0.93	1.17	
<b>Total</b>	0.45	0.93	*

# CHILD-HBCC Ratings and Teacher ACES

	Abuse- Verb, Psy	Abuse- Physical	Abuse- Sexual	Feeling unloved	Neglect	Parents- Divorce	Violence against women	Addiction	Mental Illness/ Suicide	Incar- ceration
Transitions										
Directions & Rules										
SEL										
Awareness										
Affect									*	
Adult Cooperation										
Adult-Child Interact										
DAP										
Child Behaviors										

## CHILD-HBCC Ratings and Teacher Well-Being

	Depression (-)	Job Stress - Demands (-)	Job Stress- FDC (-)	Resilience (+)	Internal Locus of Control (+)
Transitions					
Directions & Rules	*				
SEL	*				*
Awareness					

## CHILD-HBCC Ratings and “Cultural Responsivity

	““The consultant was sensitive to cultural and individual differences” (+)
Transitions	
Directions & Rules	
SEL	*
Awareness	*
Affect	
Adult Cooperation	*
Adult-Child	*



# CHILD-HBCC Ratings and LENA

# Why Early Language Matters to Equity

- **protective** factor for high-risk children and key predictor of later development (NICHD ECCRN, 2005; Rowe et al., 2008; Rose et al., 2018; Schuth et al., 2017)
- conversational turns (more than adult words) ~ language and cognitive development in children; social-emotional development (Gilkerson et al, 2018; Gomez & Strasser, 2021)



# CHILD-HBCC Ratings and LENA

## Baseline

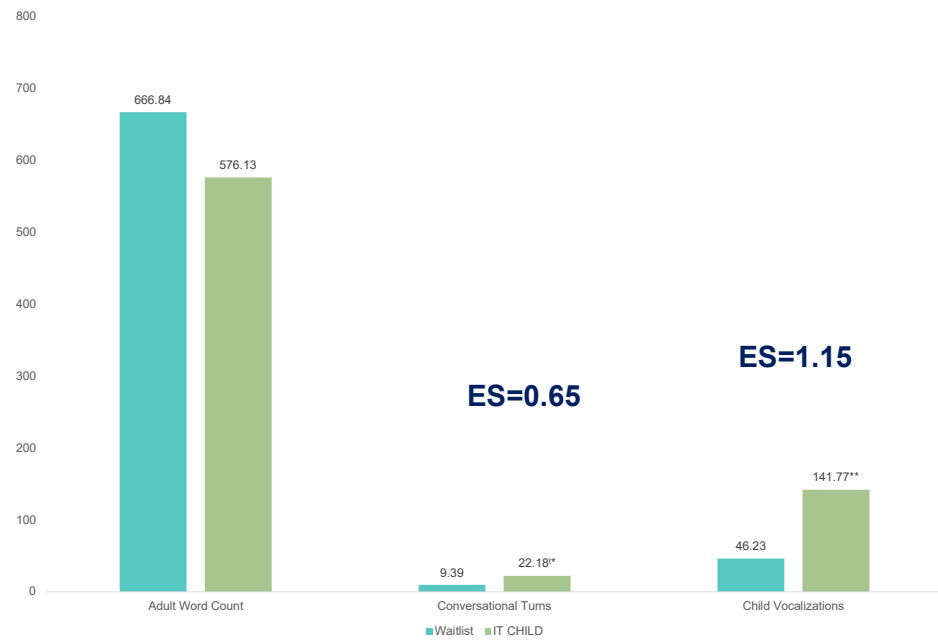
● Significant (+)

⊗ Significant (-)

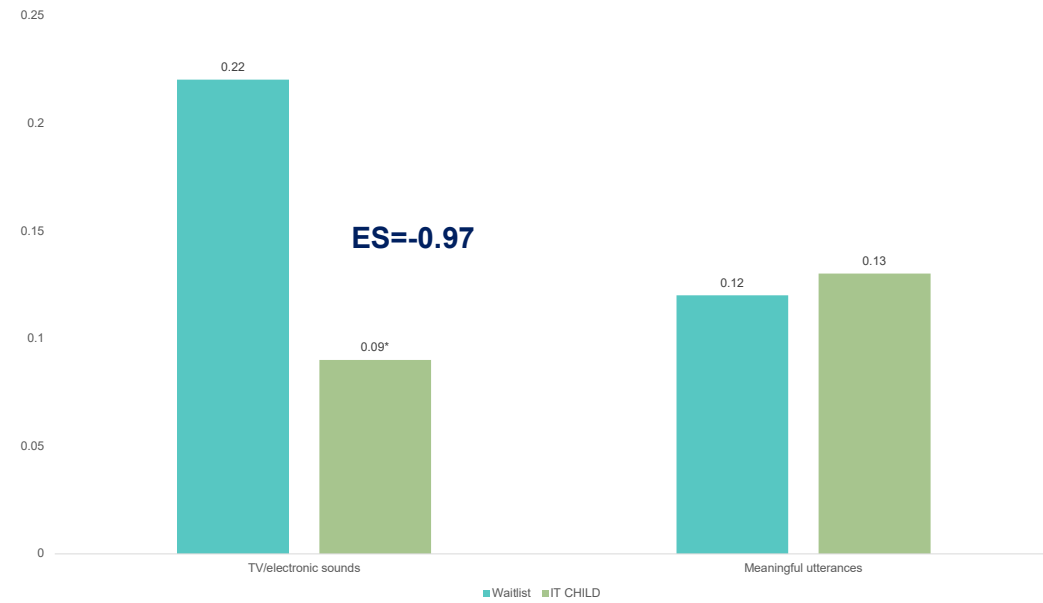
	Adult Word Count (+)	Conversational Turns (+)	Child Vocalizations (+)	TV/electronic sounds (-)	Meaningful utterances (+)
Transitions	●				
Directions & Rules	●	●	●	●	
SEI	●	●			

# Post-treatment Effects on LENA

LENA (Per Hour)



LENA (Per Second)





# Testimonials



## In Their Words

*“What stuck out in both of my providers’ environments is the **communication**...Taking those **purposeful** pauses to elicit more conversation. Adding in the speaking and listening building block into everything they do.”* – Consultant A

*“(I gained) a lot more experience to learn that you are not there to put out little fires, but to help build up the provider’s **strengths**.”* – Consultant B





## In Their Words

*"...After the (IT)CHILD study, in my daycare classroom, there was a lot of improvement. The children understand their **peers' feelings**"* – Provider A

*"I have learned a lot. It helped me as a provider, on how to deal with my **stress**"* – Provider B

*"...My staff got the support, which is something they don't normally do. So their **voice matters**, and I really appreciate that... Prior to the research we had a couple of kids that were challenging and then after the research, it's like a whole other setting...we see the **difference**"* – Provider C







*Our subjects in all these studies are **children**. They are our **partners** in this learning enterprise, and we have a special responsibility to use this knowledge—not to fill up journals, but to make the lives of these children **better**.*

Edward Zigler (2007)





[childscale.org/building-babies-brains](https://childscale.org/building-babies-brains)

IT-CHILD Lessons learned  
*ECLC, Brightside Up,  
Childcare Council of Westchester*



Early Care &  
Learning Council

United to Promote Quality

# Early Care & Learning Council



**Tamar Izcovich, LCSW**

ITMH Program Director

[tizcovich@earlycareandlearning.org](mailto:tizcovich@earlycareandlearning.org)



**Sam Brotmann**

ITMH Data Analyst

[sbrotmann@earlycareandlearning.org](mailto:sbrotmann@earlycareandlearning.org)



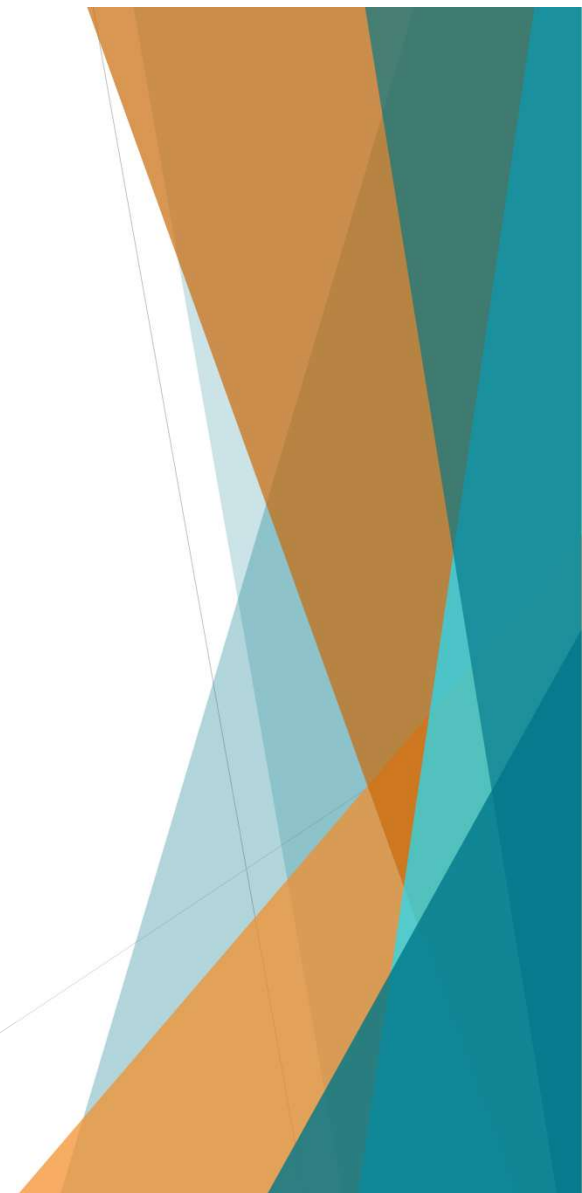
# ECLC's Partnering Child Care Resource and Referral Agencies

## ▶ **Brightside Up**

- ▶ Abbe Kovacik, Executive Director
- ▶ Kim Polstein, Director of Mental Health Services
- ▶ Kevin Ainsworth, Social Science Research Analyst

## ▶ **Child Care Council of Westchester**

- ▶ Kathy Halas, Executive Director
- ▶ Jami Flynn, Assistant Director of Professional Development
- ▶ Lilieth Boniello, Infant Toddler Mental Health Consultant
- ▶ Michelle Guena, Research Analyst



What we learned along the way



# Successes

- ▶ Three cohorts have completed a cycle of consultation using the IT CHILD
- ▶ 13-week cycle of weekly visits has proven effective for these cohorts
- ▶ We learned that The CHILD tool is effective particularly in supporting planning and implementation
- ▶ The IT CHILD clearly demonstrated pre<sup>(GUO)</sup>post test data with significant shifts
- ▶ The average post assessments showed gains in multiple areas



## Slide 68

---

**GU0** I might be inclined to give a history of the timeline--cohort 1 dates, cohort 2 dates, cohort 3 dates--this is where we are now.

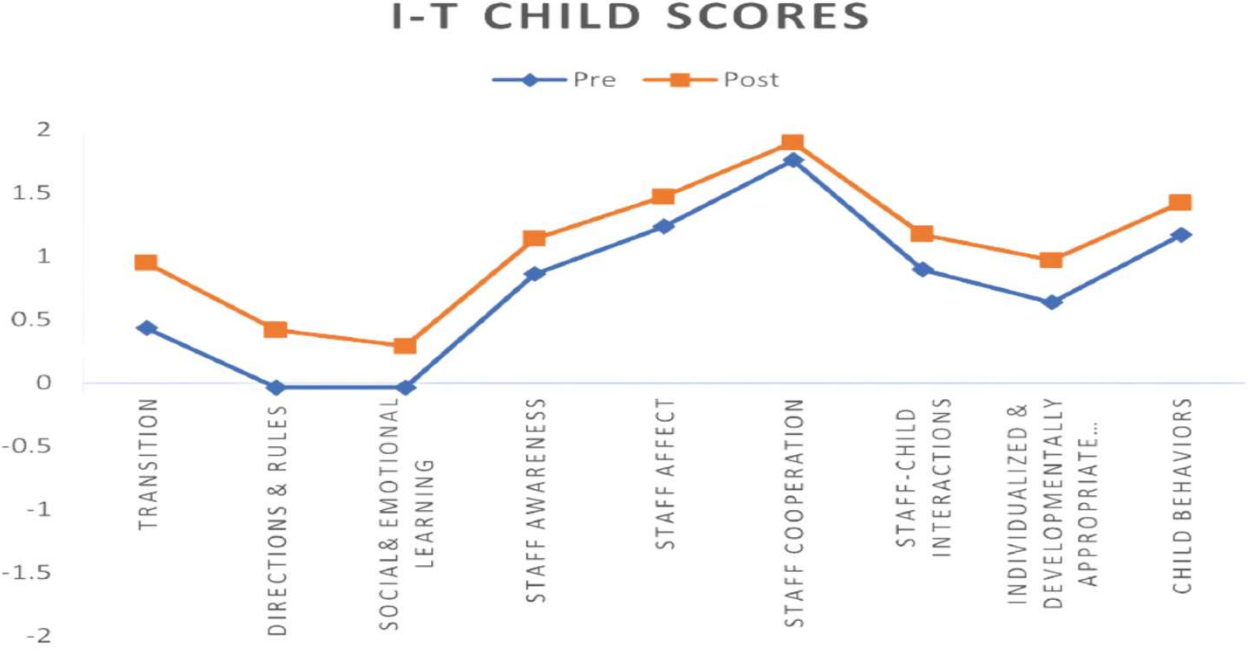
I also think it could be advantageous to split this into two sections--successes and challenges or opportunities for growth

Guest User, 2023-05-24T17:39:01.976

**TIO 0** Are those dates listed in the report? Where would I find exact dates?

Tamar Izcovich, 2023-05-24T17:44:02.643

# Average 2022 IT CHILD Scores



## Slide 69

---

**JS0** [@Erica Webster] should it be Staff Affect or Staff Effect? Is it that the staff are affected by the results or that there is an effect on the staff?

Jeannette Sheehy, 2023-06-01T19:26:05.918

**EWO 0** Yale uses the term Affect

Erica Webster, 2023-06-01T19:30:55.007

# Opportunities for Growth

- ▶ Growing waitlist points to the fact that providers are eager to receive this service-----more consultants trained on the tool will benefit programs and children across the state
- ▶ When we have a bigger data pool, we will be able to learn more
- ▶ In the future we will have an opportunity to examine dosage that we have used throughout this pilot
- ▶ Considering other levels of support for programs: Programmatic, Family
- ▶ We have learned that a qualitative questionnaire to measure burnout and stress has been more effective than a self-administered questionnaire
- ▶ Challenges were identified regarding debriefing---when staffing is limited



## Slide 70

---

**JS0** [@Erica Webster] just a small thing...you have 5 dashes in the first paragraph and 3 in the last.

Jeannette Sheehy, 2023-06-01T19:26:41.591

**EW0 0** These are actually ECLC's slides so I am not going to make any edits to them

Erica Webster, 2023-06-01T19:31:52.284

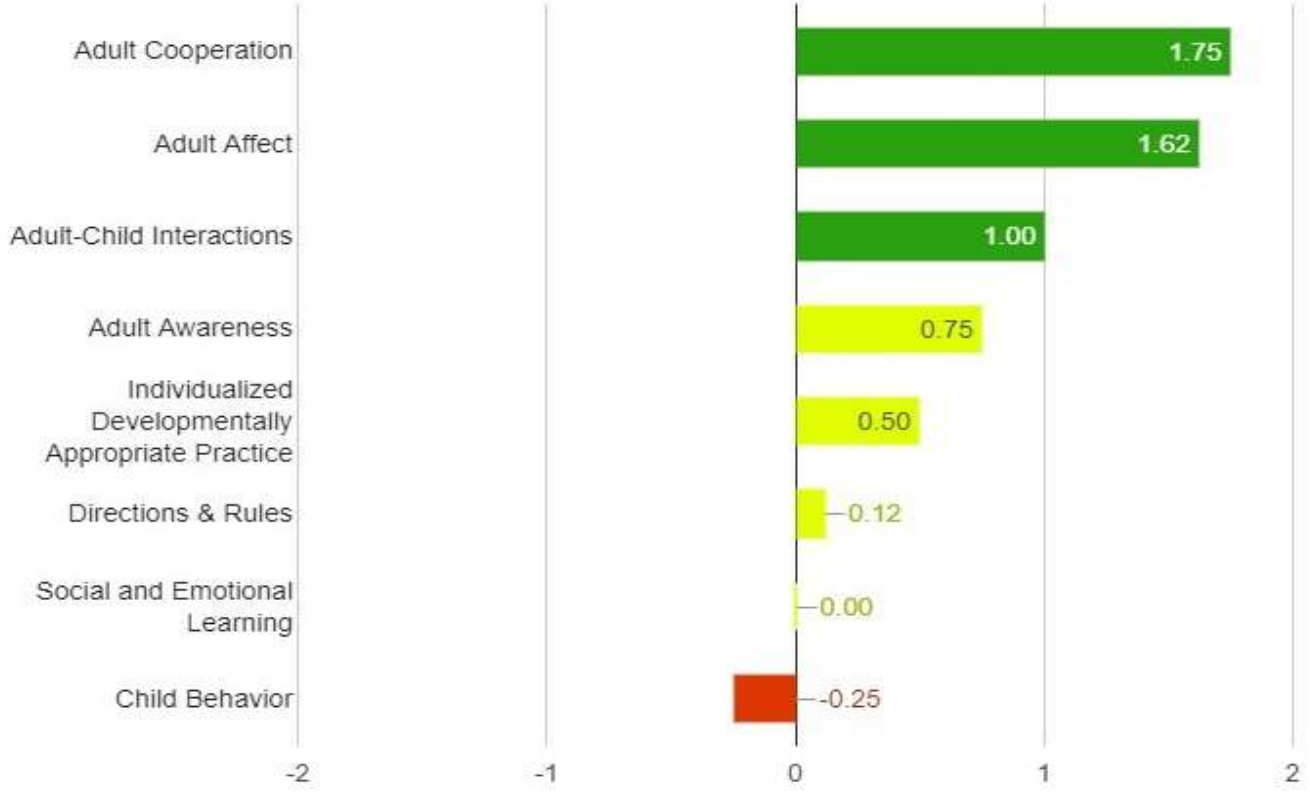
# A consultant's work





# Pre-Test

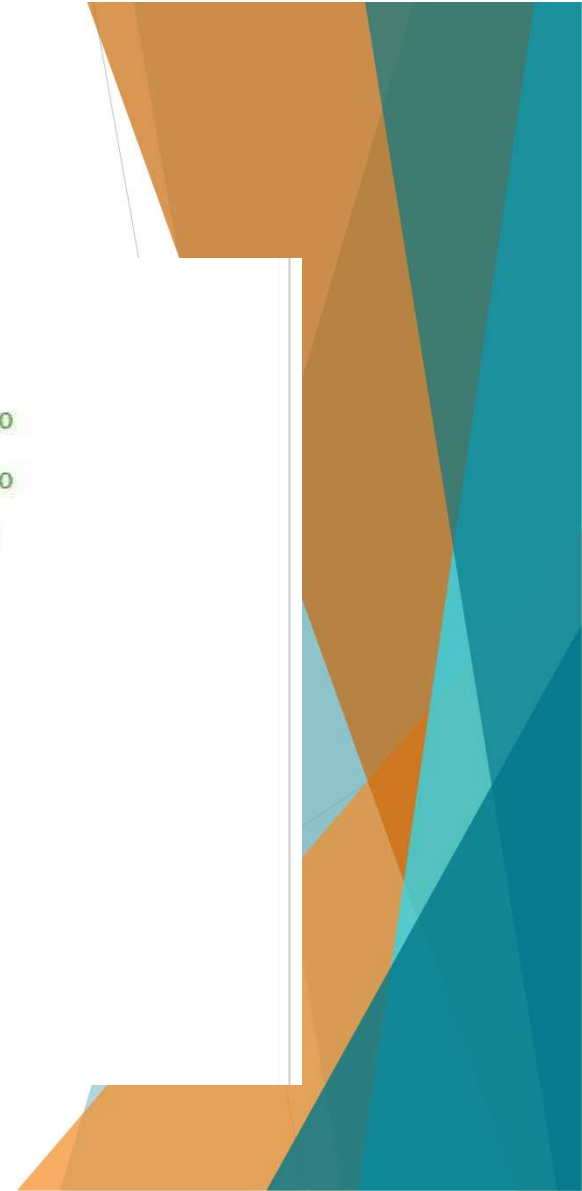
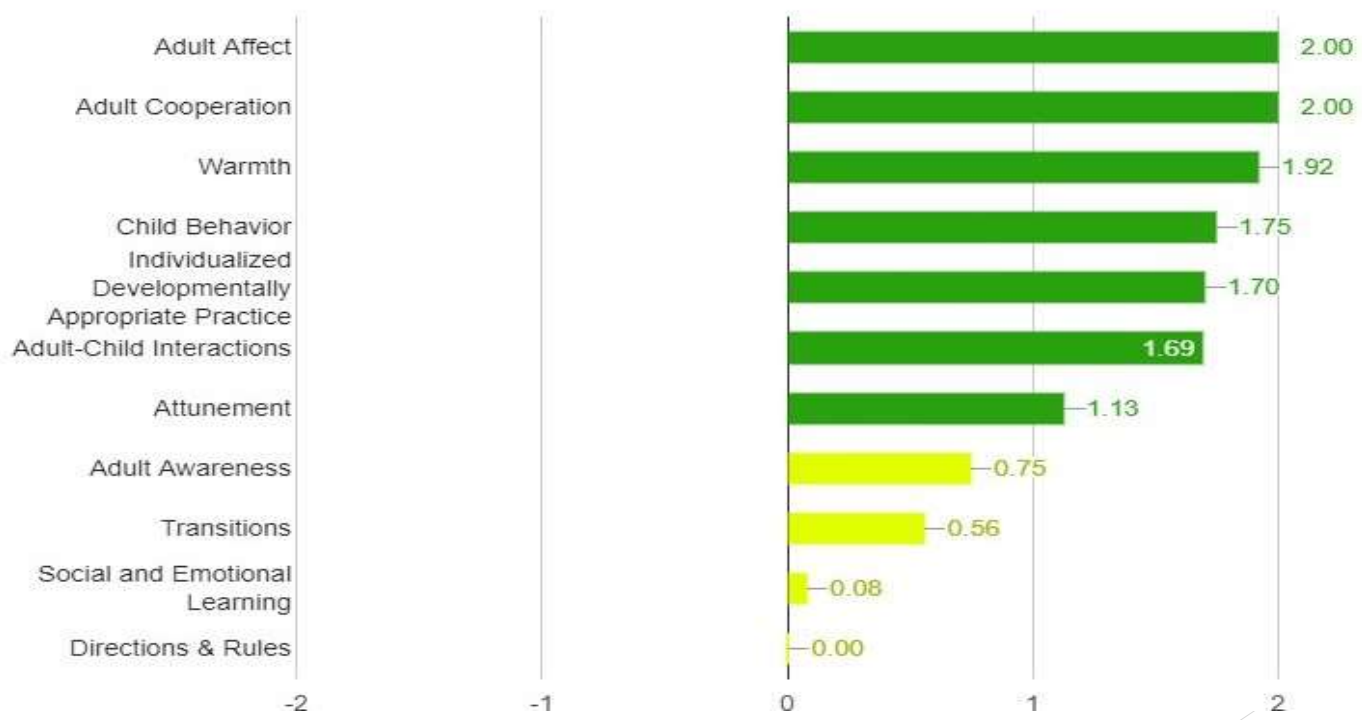
Average Score by Dimension



**JS0** [[@Erica Webster](#)] affect or effect?  
Jeannette Sheehy, 2023-06-01T19:27:01.357

# Post Test

Average Score by Dimension



**JS0** [[@Erica Webster](#)] affect or effect?  
Jeannette Sheehy, 2023-06-01T19:27:29.014

# Tracking our Data



# MITCH Experience/Adaptation

- ▶ MITCH was created, through OCFS funding, to track ITMH Consultation data around the State. With additional funding from Robin Hood, enhancements were made to MITCH to incorporate IT-CHILD data as well.
- ▶ MITCH was designed with the consultative process in mind. A user-friendly system that is intended to benefit Consultants, Supervisors, and Data Specialists alike.
- ▶ MITCH Homepage serves as a one-stop shop for all the resources and forms Consultants need in their work.
- ▶ MITCH is in a constant state of improvement. It is a flexible system that can grow and shift to meet the demands of the State and of Consultants.

**ECLC Infant & Toddler Mental Health Consultation Project**  
 Together with OCMH, New York Center for Child Development, & State for Kids

Home Facilities- Consultant Reports- Admin- My Account -

MITCH (NY Infant/Toddler Mental Health Consultation) Database

logged in as sbrotmann@earlycareandlearning.org

**Home**

Welcome to the MITCH (NY Infant/Toddler Mental Health Consultation) Database!

**Training Videos**

- Report Demo for Supervisors 3/15/2022
- Consultant Training 1/14/2022
- Supervisor Training 1/12/2022
- Data Captain Training 10/29/2021

**Useful Documents**

[MITCH Quick Start Guide](#)

[MITCH Data Dictionary](#)

**Data Entry Forms**

- Facility Demographics
- Classroom Demographics
- POSA Template
- POSA Cheat Sheet (updated 7/8/2022)
- Consultation Checklist
- Assessment and Observation Summary Worksheet

**Collaboration Agreement**

- Collaboration Agreement - English
- Collaboration Agreement - Chinese
- Collaboration Agreement - Spanish

**Parent Letter**

- Parent Letter - English
- Parent Letter - Chinese
- Parent Letter - Spanish

**Printer Friendly Pre and Post Surveys**

- Printer Friendly Provider Pre Survey - English
- Printer Friendly Provider Post Survey - English
- Printer Friendly Provider Pre Survey - Chinese

**Announcements**

**New Outcomes Report Available**

The Outcomes Report is now available by going to Reports -> Facilities Reports -> Outcomes Report. It contains pre-test and post-test scores for outcome measures for closed classrooms by classroom type. Click on the "Total # of Cases with Completed Outcomes" count for each classroom type to see individual classroom data.

Inserted 11/01/2022 -- MITCH Tech Support

**New Default for Facilities List**

The list of facilities on the Facilities Home page will now default to active cases. You can still view pending and closed cases by changing the "Status" drop-down list.

Inserted 09/07/2022 -- MITCH Tech Support

**New Outreach Report Available**

The Outreach Report is now available by going to Reports -> Facilities Reports -> Outreach Report. It contains both summary and detailed information about outreach and waitlist records. Because this is now live, the Outreach/Waitlist section of the Facility Summary Report has been removed.

Inserted 07/26/2022 -- MITCH Tech Support

**Server Maintenance Completed**

The scheduled server maintenance for MITCH has been completed. Please contact MITCH Tech Support if you experience any issues.

Inserted 07/01/2022 -- MITCH Tech Support

**New Outreach Disposition Option**

## Slide 75

---

**GU0** I believe Sam will work on fleshing out the details of this slide...

Guest User, 2023-05-24T17:42:36.482

**GU1** How IT-CHILD focused should I keep this? Should I talk about improvements to MITCH that don't directly affect IT-CHILD stuff?

Guest User, 2023-05-25T14:11:50.510

**GU2** Haven't gotten any comments from Lillieth or Kim. Maybe there are quotes about MITCH in Robin Hood Final Report?

Guest User, 2023-05-29T22:55:46.742

**GU3** How it benefits consultant, supervisor, and data analysis side by having everything in one place.

Guest User, 2023-05-29T22:56:13.039

**GU4** was it created through Robin Hood's funding?

Guest User, 2023-05-31T15:02:01.589



# Data

- ▶ Scope of Work
  - ▶ Overall, there have been over 362 hours of IT-CHILD Consultation work across 314 visits to facilities.
  - ▶ This work occurred in 20 different facilities around Westchester and the Albany area. GU1
- ▶ Success of work
  - ▶ 78% of the consultations with completed outcomes showed positive growth from the IT-CHILD pre to post test.
  - ▶ The average improvement from pre to post test in Transitions was .52, Directions & Rules was .46, Individualized & Developmentally Appropriate Practices was .33, and Warmth was .32.
- ▶ Although we have had a relatively small sample size thus far, the data we have collected points towards the IT-CHILD tool being effective and this mode of consultation being successful.

## Slide 76

---

**GU0** Again--more of Sam's work will be found here

Guest User, 2023-05-24T17:43:02.076

**GU1** In April RHF meeting, Westchester and BSU both said they were close to closing cases, wonder if these will be able to be included in this presentation?

Guest User, 2023-05-25T13:16:41.546

**GU1 0** Also did they give us any important feedback in meeting last friday? Not sure if Allison took notes from that meeting but I don't think I have any.

Guest User, 2023-05-25T13:17:13.141

# Recommendations



# Recommendations

- ▶ Close examination of caseload and dosage is important
- ▶ Hybrid model of consultation allows for more flexibility and access
- ▶ Clearly defining and understanding the role of the ITMH consultant in pertinent
- ▶ Introducing the tool clearly is important
- ▶ Having distinct roles of Supervisor and Consultant is important, it can be challenging to engage in a dual supervisory/consultant role.
- ▶ Providing incentives to FGF providers to participate in the IT CHILD project has successfully bolstered enrollment. For example, each program that signed a Collaboration Agreement with both agencies received a book bundle containing 15 social emotional and diversity books for their program.

## Slide 78

---

**GU0** yes--really like inclusion of recommendations

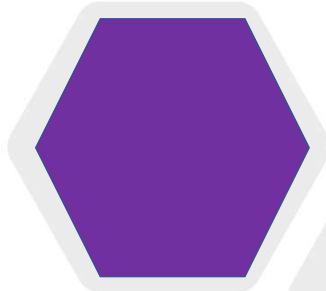
Guest User, 2023-05-24T17:44:19.156

**JS1** [@Erica Webster] point 3...should the word after consultant be "is" instead of "in"?

Jeannette Sheehy, 2023-06-01T19:28:28.860

Thank you!





# Building Relationships In Infant Toddler Early Education

Liz Isakson MD, FAAP, Executive Director, Docs for Tots  
Dalila Jarvis, LMSW  
Melisa Vasquez, MSW



# The Rundown

What is BRITE

What we've accomplished

Review data/how we did it

Lessons learned

# Who we are: Building Relationships in Infant Toddler Early Education (BRITE)

---

## Docs for Tots BRITE

- A program that works with family & group family providers to support and help improve the social emotional wellbeing of the classroom environment.

## What we do

- 10-12 hybrid sessions with weekly check-ins
- Mental Health Consultant collaborates with providers to develop goals that foster the social-emotional environment in family-based childcare programs





# What we did over 18 months

## Consultation

- 15 home-based childcares
- Predominately group family
- Provider and Child demographics:
  - overwhelming POC, multi-lingual
- Average visits: 12-14 per case
- 2 Plan-Do-Study-Act cycles of continuous quality Improvement with co-created goals

## Community

- Chit Chats
- Building community connections
  - QSNY
  - CCCN
  - NYC networks
  - HMGLI
- BRITE Advisory Board



# Results



Recruitment was main barrier



Once in door – much could be accomplished

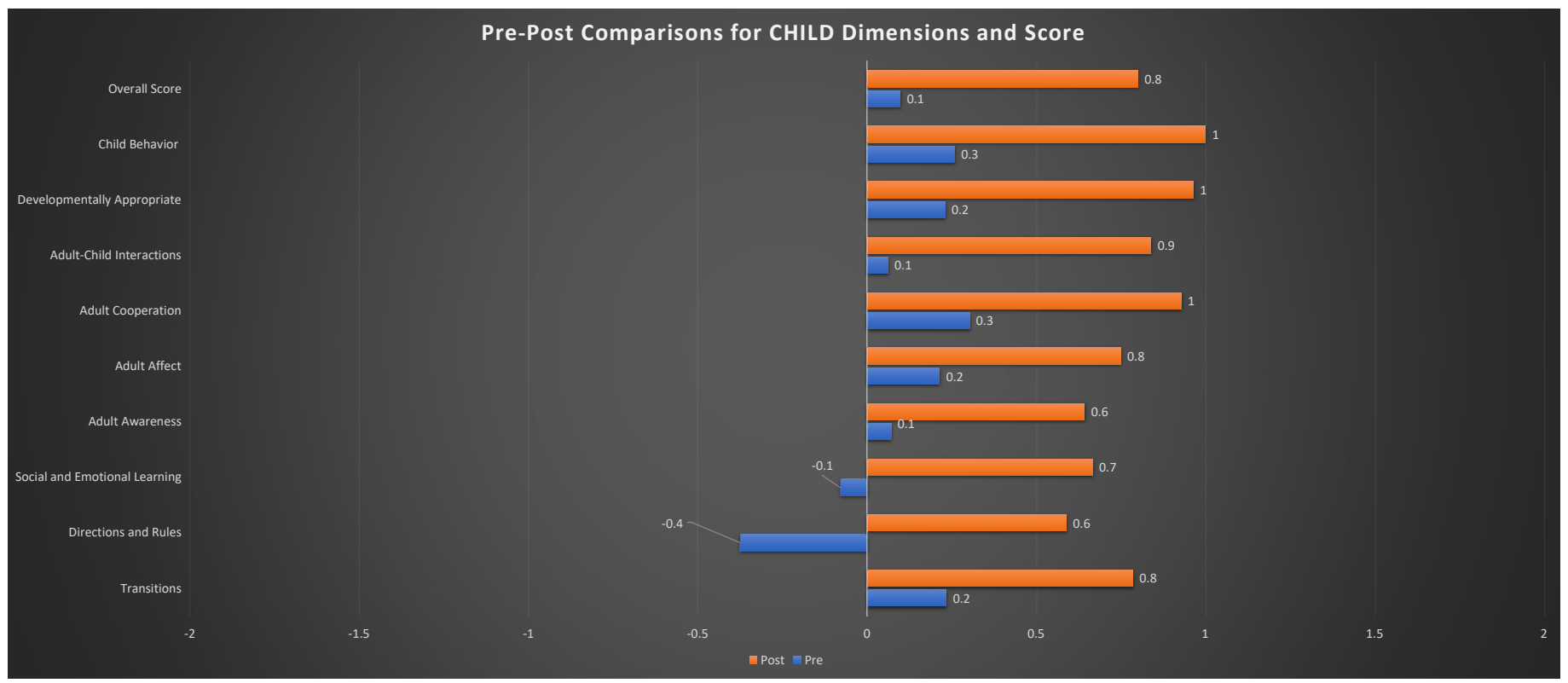


Satisfaction of providers was very high



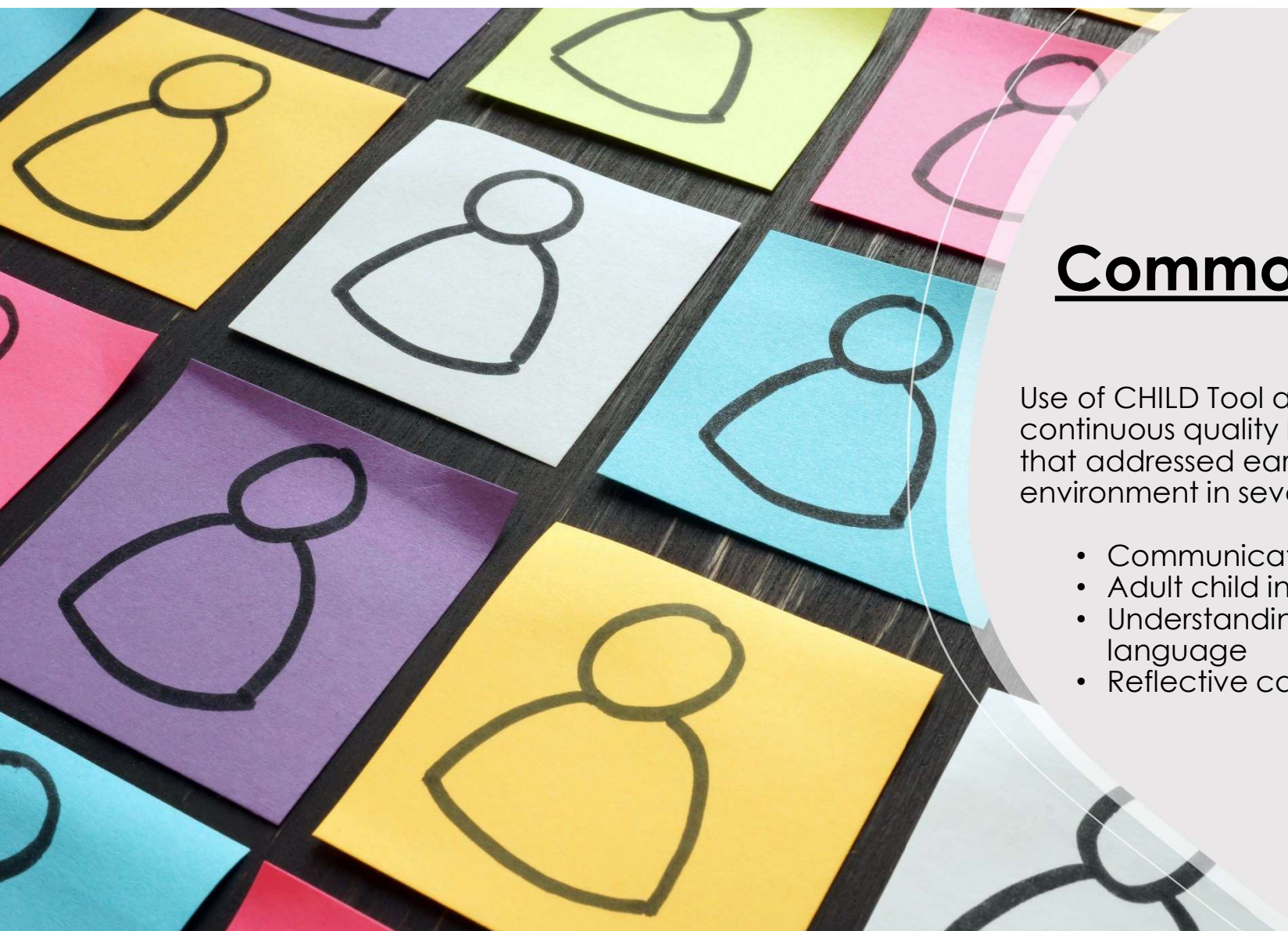
Connecting to additional services common

# Average CHILD Score by Dimension: Pre and Post



**JS0** [[@Erica Webster](#)] Affect or effect?

Jeannette Sheehy, 2023-06-01T19:28:51.423



## **Common Themes**

Use of CHILD Tool allowed for targeted continuous quality Improvement plans that addressed early childhood environment in several keyways

- Communication between adults
- Adult child interaction
- Understanding behavior as language
- Reflective capacity of the adults



# How we get the job done-PDSA



## The goal:

- Support adult cooperation & adult child interaction.

## Plan:

- Creating a team atmosphere by learning work styles and assessing individual strengths and weaknesses.
- Consultant to support adult child interaction during circle time

## How is this done?

- Director & teachers fill out "how to work with me grid" & talk over their strengths and weakness. Further discuss, how this can help each other during transitions, routines, classroom activities, & etc.
- Consultant gives a tip sheet and talks through strategies to support adult child interaction during circle time. Example: using Spot of emotion.

## Study

- Teachers test out strategies & reports back to consultant on how it went
- Consultant observes classroom

## Act

- Applying strategies across all classroom activities



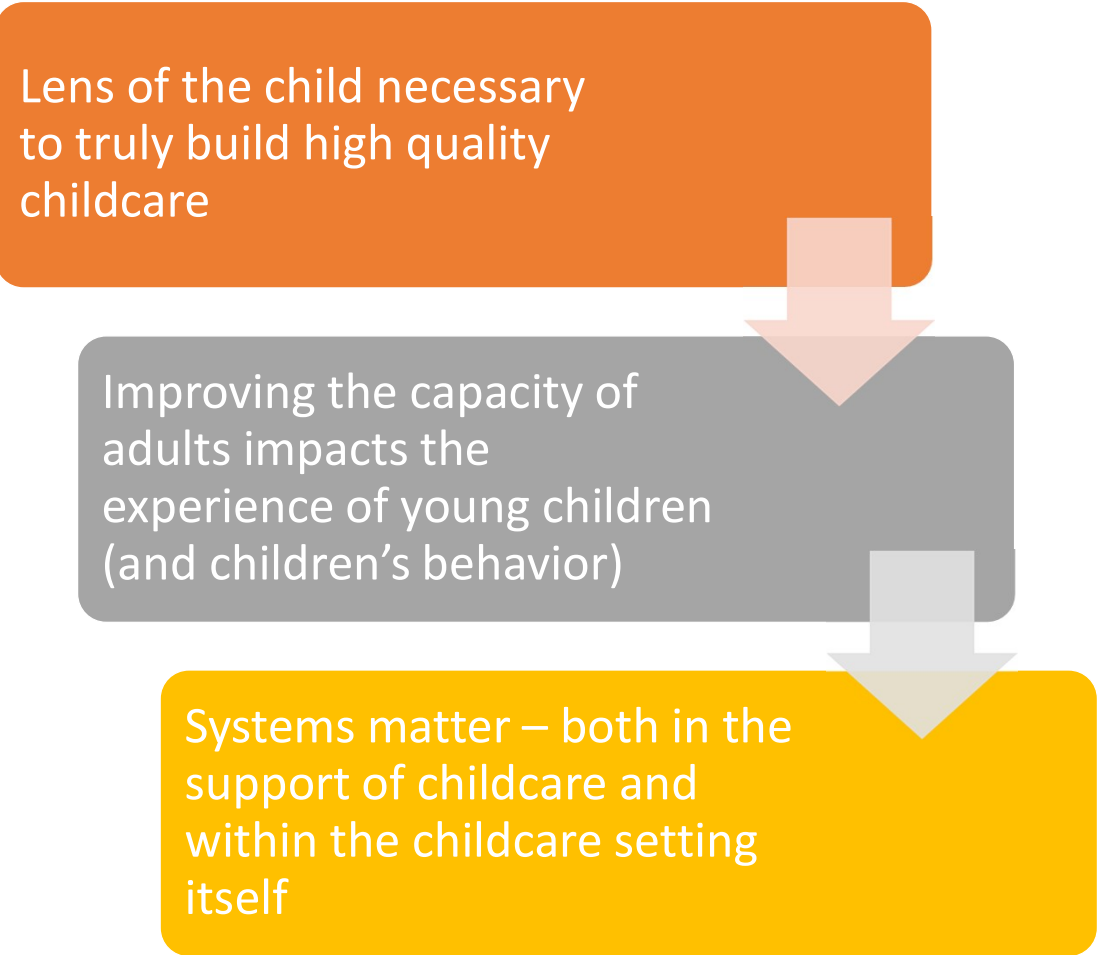
# Lessons Learned

- What we would keep
  - The flexibility of in-person and virtual visits
  - Continuous relationship building with referral agencies/CBO's
  - Collaborative mindset
  - PDSA/Goal Setting
  - Providing engagement opportunities for providers (Chit Chats/ Lunch and Learns)
- What we would lose
  - Paperwork anxiety for provider
  - Provider Surveys
  - Taking no for an answer
- What we wish we could fix
  - Recruitment
  - Engaging the unengaged
  - Partners not competitors



What does  
this all mean?

Lens of the child necessary  
to truly build high quality  
childcare



```
graph TD; A[Lens of the child necessary to truly build high quality childcare] --> B[Improving the capacity of adults impacts the experience of young children (and children's behavior)]; B --> C[Systems matter – both in the support of childcare and within the childcare setting itself];
```

Improving the capacity of  
adults impacts the  
experience of young children  
(and children's behavior)

Systems matter – both in the  
support of childcare and  
within the childcare setting  
itself

“Early Childhood Mental Health is not the absence of mental illness, but rather the presence of a feeling of safety and emotional security, comfort in connecting with trusted others, confidence in one’s developmental trajectory, an expectation that dependency needs will be met, and an assumption of one’s right to move, explore, and communicate.”

Contact:

Liz: [Liz@docsfortots.org](mailto:Liz@docsfortots.org)

Dalila: [Dalila@docsfortots.org](mailto:Dalila@docsfortots.org)

Meli: [Meli@docsfortots.org](mailto:Meli@docsfortots.org)





New York Early Childhood  
Professional Development Institute

---



# INFANT TODDLER MENTAL HEALTH CONSULTATION

## PDI+ NYC CONSORTIUM



## OUR WORK

---



We aim to establish and implement quality across the early childhood workforce system.

In this project, we are interested in learning more about the Provider and Consultant workforce



# NYC CONSORTIUM CCR&R's



Committee  
for Hispanic  
Children  
and Families

Chinese  
American  
Planning  
Council

Daycare  
Council of  
New York

Child  
Development  
Services  
Corporation







## OVERVIEW

---



NYC Consortium cohort started  
February 2023

- 4 NYC CCR&R's
- 6 MH Consultants
- 22 home based providers so far  
(recruitment ongoing)
- Data Collection



# CHILDREN SERVED



153 total children enrolled at childcare sites receiving Mental Health Consultation.

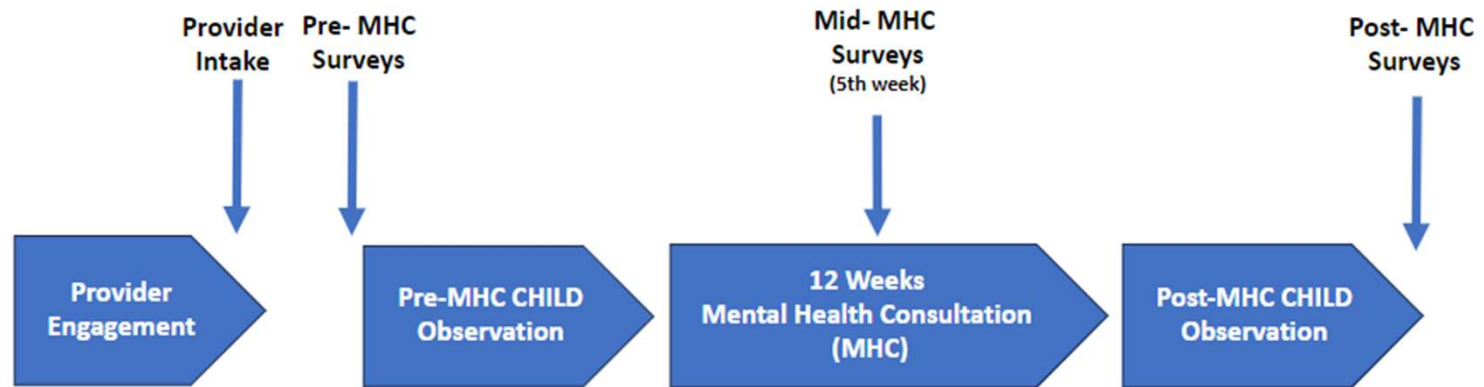
**78%**  
of enrolled children  
are receiving  
supports indirectly  
from the IT CHILD

<b>37 Infants</b>	<b>83 Toddlers</b>
24 male	47 male
13 female	36 female

<b>PROVIDER</b>	<b>FACILITY</b>	<b>CONSULTANT</b>	<b>IT CHILD</b>	<b>IMPLEMENTATION</b>
Education level	Facility type (Family/Group Family)	Education level	Total and domain for PRE MHC	# of onsite visits
Primary language	QUALITYstarsNY participation	Languages spoken	Total and domain for POST MHC	# of virtual visits
Years of experience	QUALITYstarsnNY rating	Training		# of consultation hours
Years at site	Hours of operation	Familiarity with each provider community		# of providers on caseload
Highest level of education	Number of children enrolled by: •Sex •Age in months/years •Race •Refugee status Enrollment capacity Funding source  Number of children asked to leave in the last year  Types of external support staff	Average commute time one way per provider		# of children served indirectly
				Average PRE- POST gains



# DATA COLLECTION POINTS





# PROVIDER WORKFORCE



## CREDENTIALS

9 PROVIDERS WITH CDA	13 PROVIDERS WITHOUT CDA
5 + High School Diploma	2 less than HS Education
2 + Associates Degree	6 + High School Diploma
2 + Bachelors Degree	1 + Associates Degree
	4 + Bachelors Degree

## YEARS OF CHILDCARE EXPERIENCE

	<1 yr	2-4	5-9	10-14	15-20
NUMBER OF PROVIDERS	1	3	4	4	10



# LANGUAGES



Primary Language	Number of Children/ Families	Number of Childcare Staff	Languages Spoken by Mental Health Consultants
English	44	17	English
Spanish	58	29	Spanish
Mandarin	8	2	Mandarin
Cantonese	2	0	Cantonese
French	6	0	French
Hindi	3	0	
Russian	1	0	Haitian Creole



## CONSULTANT WORKFORCE

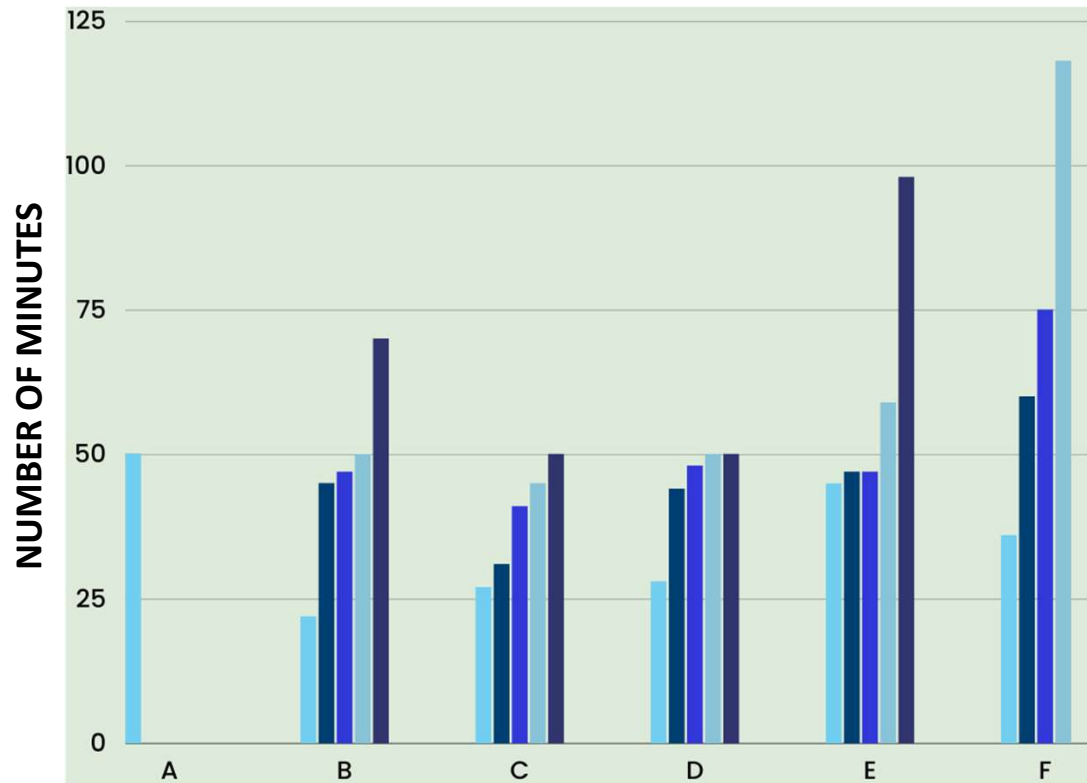
---



- All have a degree in Psychology or Social Work
- Relevant Experiences range from 6 months to 6 years
- All consultants want to have a direct impact on teacher-child interactions



# COMMUTE TIME



MHC	AVG
A	40m
B	47m
C	50m
D	43m
E	59m
F	72m

HOME BASED PROVIDERS GROUPED BY CONSULTANT





WE ASKED PROVIDERS...

---



What causes the most  
stress in your work?



## PROVIDERS RESPONDED...

---



childrens eating habits

new children

not having an assistant

challenging behaviors

parents

too much paperwork

increasing enrollment

staff conflicting views



WE ASKED CONSULTANTS...



---

How do you plan to build  
and support your  
relationship with child  
care providers?



## CONSULTANTS RESPONDED...

---



“By being a good listener but also a great observer”

“Listen to what the provider needs for their programs”

“Make them feel their voices matter also their work”

“Making them feel that I can put myself in their shoes”

“Building relationships where trust and respect are the main focus”

“Provide child care providers with appropriate instructional supplies as appropriate”

“Be culturally competent, respectful and provide support”



# INITIAL OBSERVATIONS

---



Mental Health Consultation is most successful  
when consultants:

- Are responsive to provider needs
- Are connected to and utilize community resources
- Facilitate collaborative partnerships with providers
  - Engage in ongoing capacity building
  - Participate in communities of practice
    - Are culturally competent



## PARTING WORDS

---



“Consultants are bridge makers between teachers and children, teachers and parents, teachers and other staff members, parents and children, and programs as a whole and families.”

-Reyes, Chin (2020). *Consultant's Guide to the CHILD*. Yale.

# Process Evaluation

1. Program Administrator Survey
2. Mental Health Consultant Focus Groups
3. Child Care Provider Survey
4. I-T CHILD Assessment Data



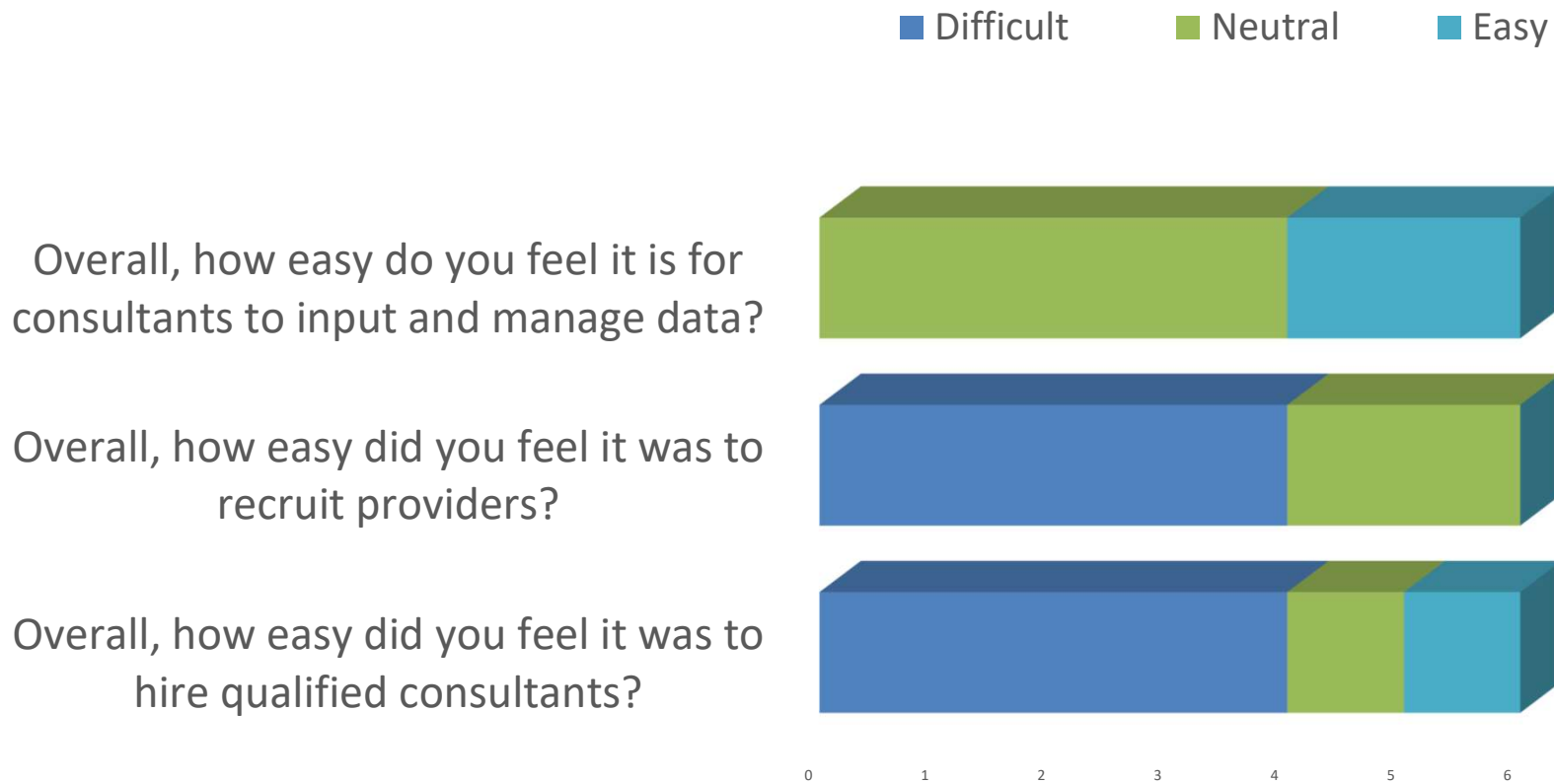


## Key Components of Program Administration

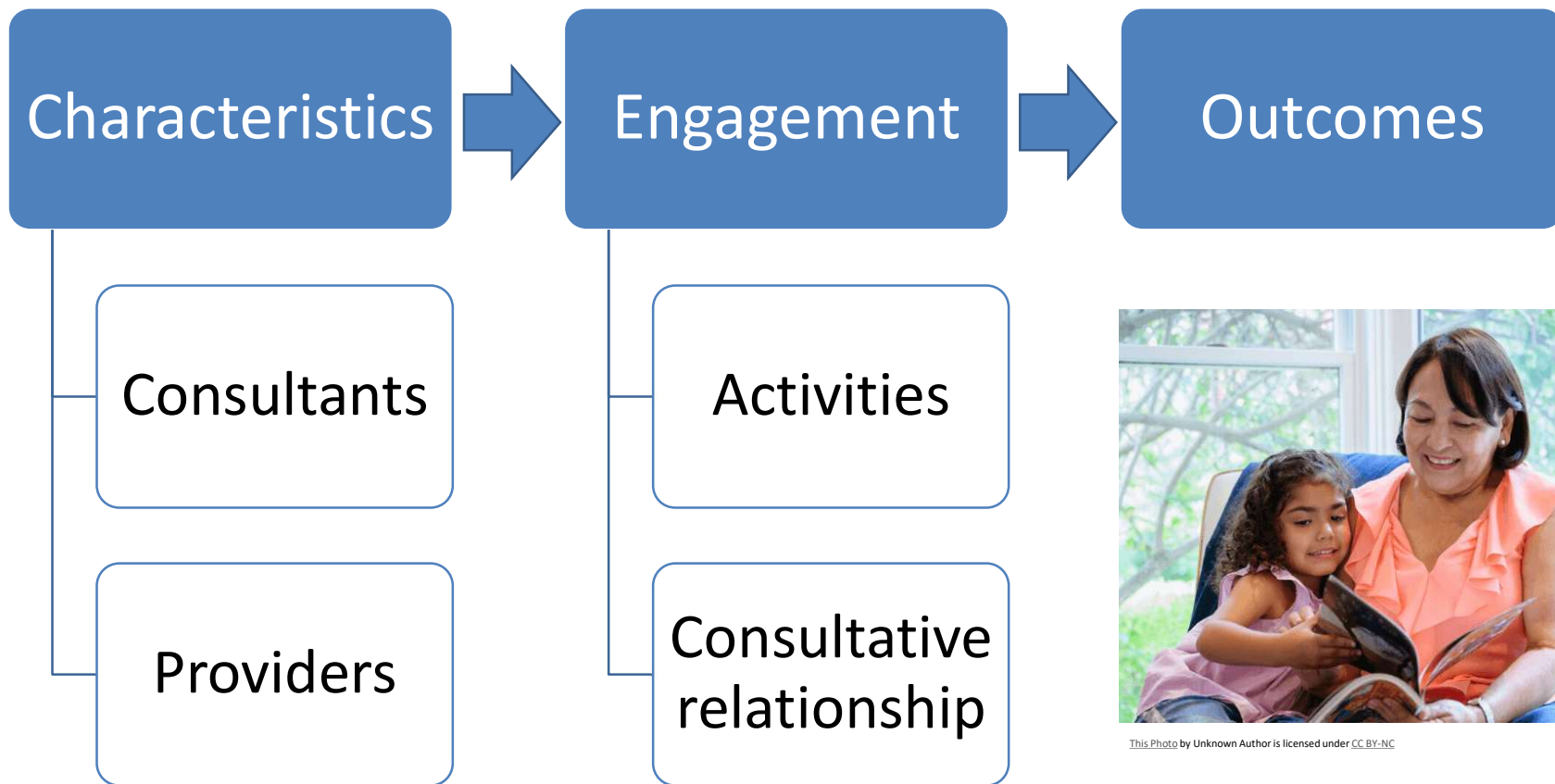
- Hired qualified staff that are culturally and linguistically representative was key
- Consultants training & supervision varied, but consistently included IECMHC principles and reflective supervision
- Provider outreach recruitment strategies included broad outreach, personal communication, referrals from other programs and the use of incentives
- Services were most frequently delivered in a hybrid format



# Program Administrators shared



# Consultant Focus Groups



This Photo by Unknown Author is licensed under CC BY-NC



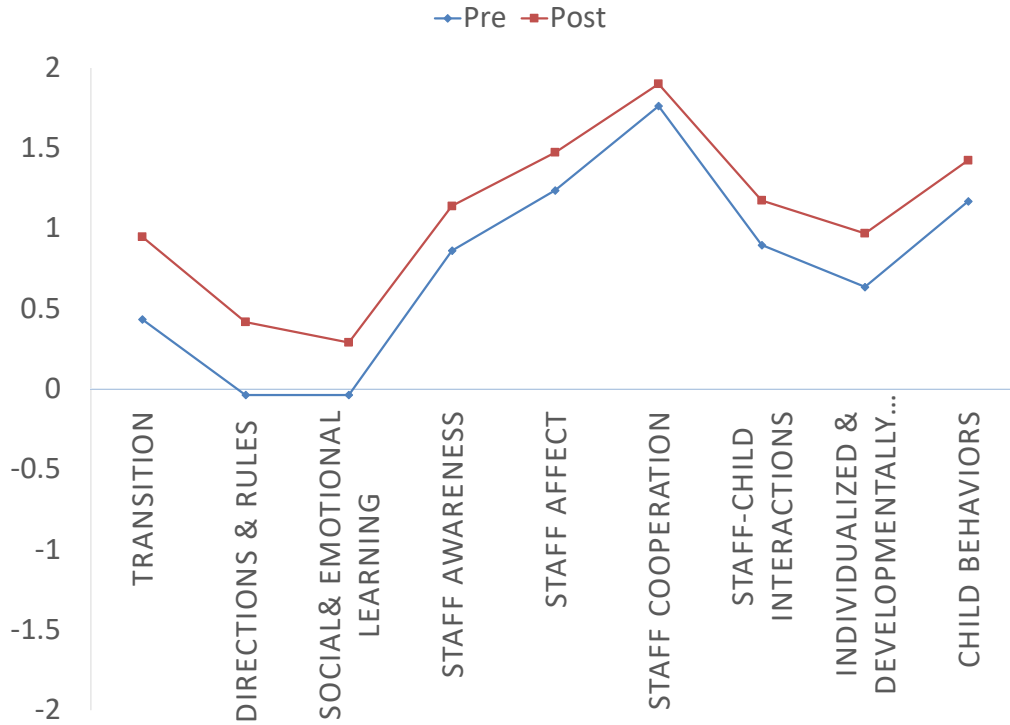
# Providers shared

■ Strongly Agree ■ Agree ■ Neutral ■ Strongly/Disagree

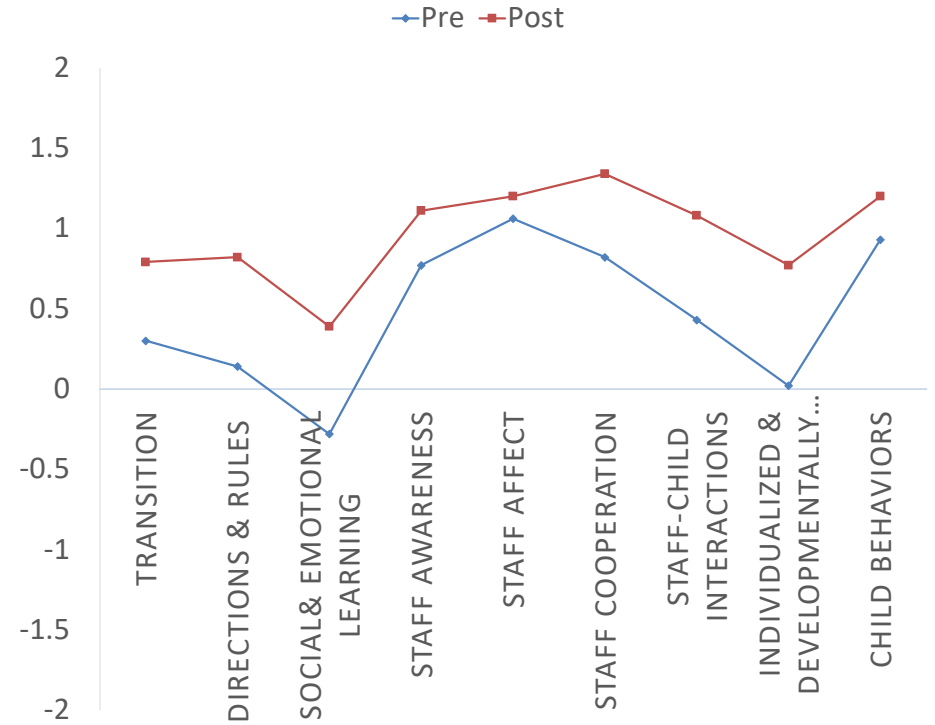


# I-T CHILD Assessment

### I-T CHILD SCORES- UPSTATE



### I-T CHILD SCORES- DOWNSTATE



**JS0** [[@Erica Webster](#)] affect or effect?  
Jeannette Sheehy, 2023-06-01T19:29:11.251

# Recommendations

1. Standardize hiring, training and supervising
  - a. Community of Practice (CoP)
  - b. Train the Trainer Model
  
1. Expand outreach and access to consultation
  - a. Establish suspension/expulsion hotline to drive referrals
  - b. Provider incentives
  - c. Count consultation as training hours
  
2. Uniform data collection and transparency

# Closing Remarks

Nora Yates  
Deputy Commissioner  
Division of Child Care Services





Questions

