



Developing an Infant and Early Childhood Mental Health Professional Development System in Maryland: A GAP ANALYSIS AND STRATEGIC PLAN

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THE **POLICY EQUITY** GROUP
EMPOWERING THE SOCIALLY CONSCIOUS

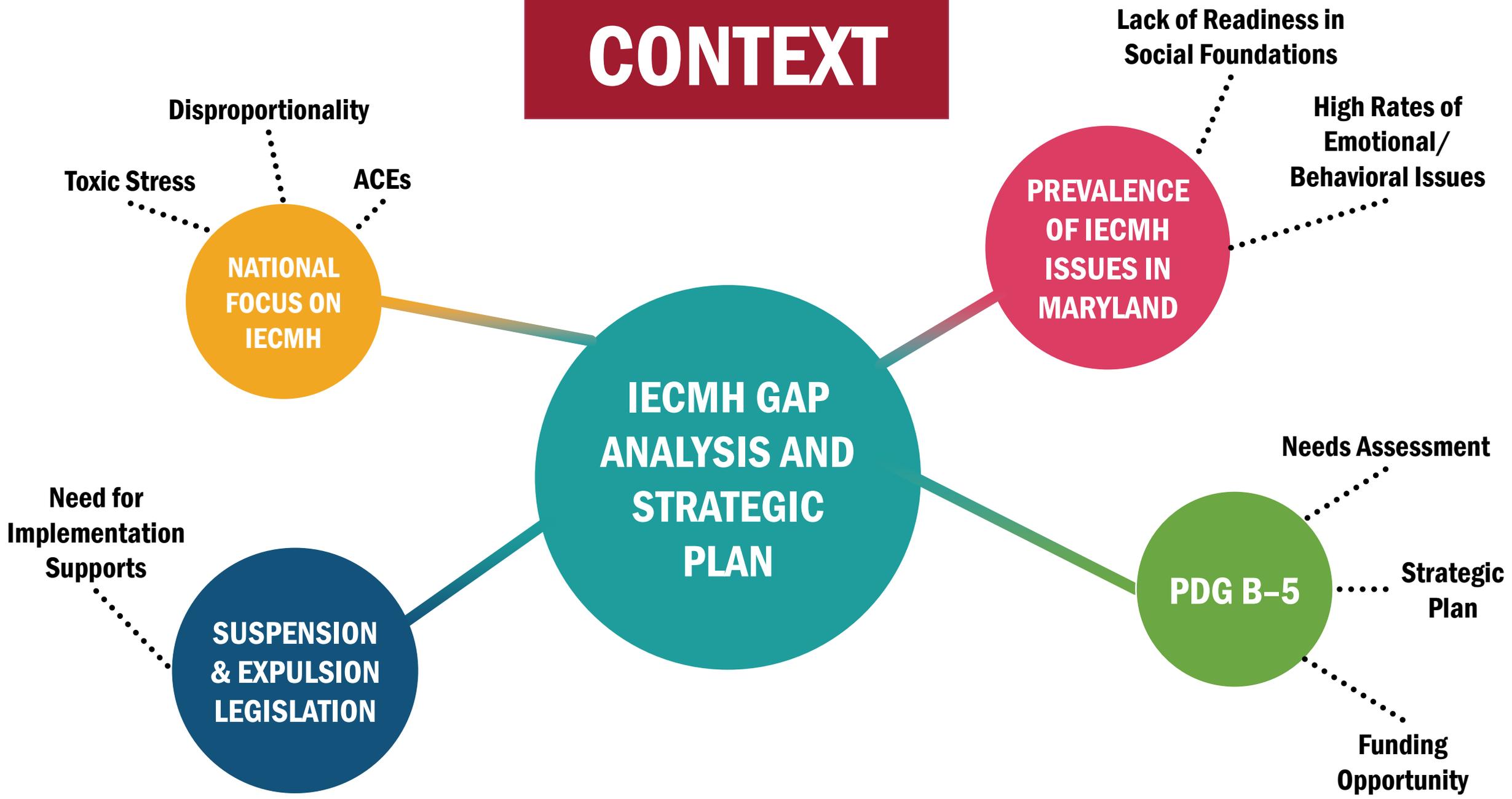


INFANT-EARLY CHILDHOOD MENTAL HEALTH

A child's capacity to form close and interpersonal relationships; experience, express and regulate emotions; and explore the environment and learn in the context of family, community, and cultural expectations.



CONTEXT



METHODS

Maryland IECMH Supports Inventory and Mapping

Trainings

In-Person

Online

Higher
Education

Websites &
Peer-to-Peer Networks

Relationship-Based PD

Coaching

IECMH Consultation

Stakeholder Focus Groups & Convenings

20 ECE Providers

15 IECMH Consultants

10 State-Level Stakeholders

Key Questions

1. What IEMCH resources are currently available to the MD ECE workforce?
2. What gaps exist in awareness, access, and application of these resources?
3. How can the system be strengthened to better support teachers/providers?

Maryland has a strong foundation of IECMH resources and supports

KEY FINDINGS

SEFEL Pyramid Model

Training Modules

- Online
- In-person

Practice-Based Coaching

- SEFEL Master Cadre

MD Pyramid Model Website

- SEFEL resources, training, & support

Higher Education

MSDE-Approved Trainings

- Offered through CCRCs
- Over 250 titles (not offered concurrently)

IECMH Consultation

- Evidence-based
- 11 regional programs

Outcome Monitoring System (OMS)

- TPOT & TPITOS
- Reach of IECMH consultation and SEFEL training and coaching services
- Coaching fidelity
- Classroom and child outcomes

Maryland has a strong foundation of IECMH resources and supports

and yet...

The current ECE workforce

Feels under-supported and overwhelmed in meeting IECMH needs, especially challenging behavior

Uses a patchwork of IECMH strategies and needs significant support around preventive and intensive interventions

Lacks foundational knowledge and skills around:

- typical vs. atypical development
- toxic stress & trauma-informed care
- preventing challenging behavior
- self-care strategies
- partnering with families

Maryland has a strong foundation of IECMH resources and supports

Gaps in

awareness

access

application

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Gaps in

awareness

- Many educators unfamiliar with IECMH Consultation and Pyramid Model, especially training and coaching.
- Most rely primarily on informal sources of information (e.g., online resources, colleagues).
- Lack of single access point for IECMH resources or trainings.

SEFEL Pyramid

Training Modules

Practice-Based
Coaching

MD Pyramid
Model Website

Higher Education

MSDE-Approved
Trainings

IECMH Consultation

Gaps in

access

- **Limited capacity of coaching and IECMH consultation programs.**
 - 16% of children not served due to lack of available IECMH consultants.
 - Referral process and obtaining parental consent additional barriers.
- **Regional variation in IECMH services and supports**
 - Mapping showed wide range (1–13) of IECMH trainings across CCRCs
- **Barriers to accessing training & higher education**
 - program resources, funding, workload, schedule, and location

SEFEL Pyramid

Training Modules

Practice-Based
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Model Website

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Gaps in

application

KNOW

- Active knowledge-building opportunities
- Presentation of information

SEE

- Videos
- In-person modeling
- Vignettes
- Descriptions/sample language

DO

- Practice in classroom setting
- Goal-setting and planning
- Role-play

REFLECT

- Observation and feedback
- Guided reflection and self-assessment
- Prompts/reminders

SEFEL Pyramid

Training Modules

Practice-Based Coaching

MD Pyramid Model Website

Higher Education

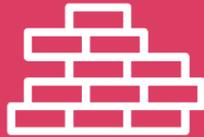
MSDE-Approved Trainings

IECMH Consultation

- **Current trainings skew heavily toward knowledge-building with few opportunities for applied practice.**
- **Coverage of IECMH content in higher education often narrow and shallow.**

RECOMMENDATIONS

1 Building IECMH systems-level foundations



2 Designing an IECMH professional development system blueprint



3 Strengthening IEMCH professional development supports

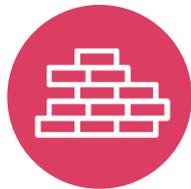


4 Facilitating awareness and access to IECMH supports



5 Evaluating progress on IECMH process and outcome measures





RECOMMENDATION 1: Systems-Level Foundations

IECMH Advisory Group

- Group to shepherd IECMH strategic plan work
- Draw from or adapt existing groups (e.g., sub-committee of ECAC or ECMH Steering Committee)
- Diverse membership across sectors and roles

IECMH framework

- Model after *Maryland Family Engagement Framework*
- Coordination, collaboration, and integration across all IECMH touchpoints

Additional funding

- Child Care and Development Block Grant
- Preschool Development Grant B-5 Renewal



RECOMMENDATION 2: Professional Development Blueprint

How do teachers develop these skills?



What classroom practices foster these outcomes?



What IECMH outcomes do we want for children?

KNOW

- Active knowledge-building opportunities
- Presentation of information

SEE

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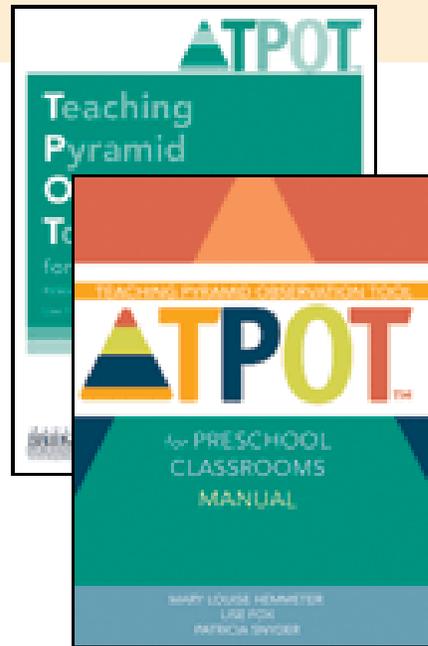
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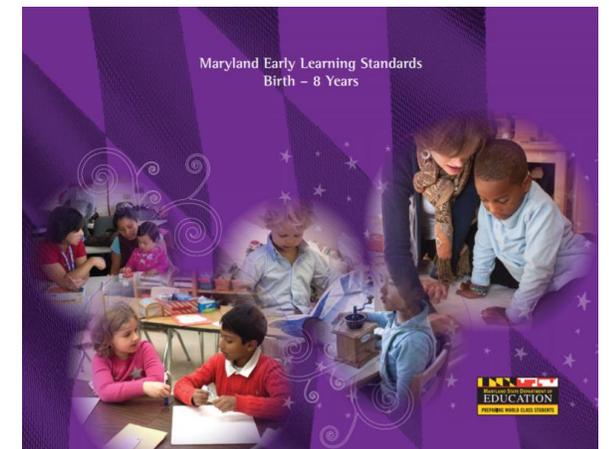
REFLECT

- Observation and feedback
- Guided reflection and self-assessment
- Prompts/reminders

Know-See-Do-Reflect Instructional Design Framework



Indicators from *TPOT*TM and *TPITOS*TM and/or other similar resources



Maryland Early Learning Standards Birth-8 Years



RECOMMENDATION 2:

Key IECMH Practices

- Identify teacher behaviors most important for child IECMH outcomes
- “Guiding stars” of professional development system

PD System Inputs

- Determine PD inputs based on key IECMH practices and instructional design

PROFESSIONAL DEVELOPMENT SYSTEM COMPONENTS

KNOW-Knowledge Building

- Definitions and importance of emotional expression, emotion understanding, and empathy for future development.
- Explanation of the role of adults in promoting children’s emotion expression, understanding, and empathy.
- Typical developmental progressions of emotion expression, understanding, and empathy.
- Discussion of the influence of family, culture, toxic stress/trauma, and disabilities on emotion expression, understanding, and empathy.
- Guidance around appropriate and inappropriate times to engage in emotion teaching.
- Strategies to teach about emotions (general strategies as well as specific tools/activities).
- Definition and importance of individualizing instruction; strategies to individualize emotion teaching.

SEE-Modeling of Behaviors

- Concrete examples of using naturally occurring opportunities throughout the day to teach emotional skills (Practices 1, 3, 4, 7, 8).
- Demonstrations of how to implement specific strategies and structured emotion teaching activities (Practices 2, 5, 6).
- Examples of specific child development stages and how to individualize emotion instruction accordingly (Practice 9).

DO-Practice Opportunities

- Opportunities to practice behaviors described in practices 1–9.

REFLECT-Reflect, Refine, and Remind

- Observation and feedback on emotion teaching in naturally occurring opportunities, structured emotion teaching activities, use of specific strategies, and individualization practices.
- Opportunities for self-reflection on teachers’ own emotional awareness/competence and implementation of emotion teaching practices.
- Development and implementation of action plan to support teacher behavior change in targeted areas of emotion teaching.

KEY IECMH CLASSROOM PRACTICES

Providers engage in practices that help children to express emotions

1. Labeling and helping children talk about emotion.
2. Using a variety of strategies to teach children about emotion words.
3. Teaching multiple positive and multiple negative emotions.
4. Modeling or labeling own emotions or ways to express emotions.
5. Including instruction using a variety of materials (books, puppets, games, etc)
6. Teaching children to respond to others’ emotions
7. Giving positive descriptive for using social skills and appropriately expressing emotions.
8. Facilitating children’s reflection on their use of social emotional skills.
9. Individualizing emotion instruction; procedures and materials vary for specific children.

CHILD OUTCOMES

Expresses, understands, and responds to emotions of others

- Emotion Identification**
- Understands wide array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.
 - Communicates negative and positive emotions verbally and responds to teacher prompts or directions.
- Response to Distressed Peer**
- Seeks adult assistance for classmates who need support.
 - Shows concern for peers who are upset or hurt.



RECOMMENDATION 3: Professional Development System Infrastructure

Enhance existing trainings

- Map PD components onto existing trainings and fill any gaps to ensure full coverage

IECMH training approval

- Incorporate IECMH category into training approval process through MSDE

IECMH college course

- Foundational course offered through MD institutes of higher education

Leverage technology

- Explore hybrid online/in-person models of IECMH professional development
- Create video library of IECMH key practices
- Explore on-demand TA services
- Develop IECMH teacher texting program



RECOMMENDATION 4: Awareness, Access, and Application

Communications strategy

- Improve Pyramid Model “brand” to clearly convey focus of model
- Redesign of SEFEL Pyramid Model website completed; further integration of resources/trainings into single access point
- Increase awareness of IECMH consultation for providers and families

IECMH in MD EXCELS

- Consider ways to incorporate IECMH as element of program quality
- Explore IECMH Achievement Badge

Expand effective programs

- Increase capacity of IEMCH consultation program
- Expand access to SEFEL Pyramid Model practice-based coaching



RECOMMENDATION 4: Awareness, Access, and Application

Restructure IECMHC model

- Explore “embedded model” of consultation
- Parent opt-out strategy to increase number of children served
- Increase coordination with SEFEL coaching

Sharing and scaling practices

- Formal infrastructure to share resources, increase access to supports, and scale effective practices across the state
 - Engaging pediatricians in IECMHC referral model
 - Embedded consultation model
 - Administrator capacity-building training groups
 - Family engagement and home visiting through IECMHC



RECOMMENDATION 5: Evaluation of Progress

Outcomes framework

- Develop outcomes framework with results, headline indicators, and process measures.
- Proposed metrics in report; should be reviewed, amended, and approved by state advisory group.

RESULT 3: There is an IECMH professional development system that the ECE workforce is familiar with and connected to and has adequate capacity and funding to meet the needs of those it serves.

INDICATORS AND MEASURES	
HEADLINE INDICATORS	Percentage of providers/programs who have participated in SEFEL trainings/SEFEL coaching/IECMH consultation
	Statewide number of SEFEL trainers/SEFEL coaches/IECMH consultants (OMS)
	Number of total referrals to IECMH consulting program/percentage served (OMS)
	Average waitlist times for IECMH referrals (OMS)
SYSTEM PERFORMANCE MEASURES	Total number of communication/outreach strategies employed around IECMH professional development
	SEFEL website usage data
	Total state and federal dollars funding IECMH professional development system
	Progress on bills presented in the Maryland State Legislature that support IECMH efforts

GUIDING QUESTIONS

What opportunities do you see to connect to or build on existing work?

What are potential challenges or barriers to implementation?

REFERENCES & CREDITS

Fox, L. K., Snyder, P., & Hemmeter, M. L. (2013). *Teaching Pyramid Observation Tool (TPOT™)* for Preschool Classrooms. Baltimore, MD: Paul H. Brookes Publishing Co.

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