

Maryland's Infant & Early Childhood Mental Health Consultation Project

2019 Legislative Brief

The National Model

Infant and Early Childhood Mental Health Consultation is an evidence-informed intervention for supporting children's social and emotional development and addressing challenging behaviors in early learning and home environments.¹ IECMHC has been shown to improve classroom climate and child behaviors, and to reduce preschool suspensions and expulsions.² Data on expulsions and suspensions for children in early education programs indicate rates triple that of expulsion rates for school-aged peers.³ National attention has been given to IECMHC as a primary mechanism to address these concerns.

Expulsion and Long Term School Outcomes⁴

As much as 10 times more likely to:

- Fail a grade in school
- Hold negative school attitudes
- Drop out of high school
- Face incarceration

Drivers of Expulsion⁵

- Structural quality
- Gaps in knowledge of early childhood
- Trauma/behavior connection
- Racial and gender disparities in discipline

Infant and Early Childhood Mental Health Consultation Outcomes

Workforce Outcomes: Reduced stress and burnout, reduced turnover, and higher quality interactions.

Family Outcomes: Prevention of suspensions and expulsions, improved dyadic relationships, and reduced missed work days for parents.

IECMHC in Maryland

11

consultation programs
spanning all 24 jurisdictions

Maryland has used IECMHC to promote positive social emotional development and address behavioral concerns in young children for over a decade. It was one of the first states to pilot the IECMHC model in 2006.

Outcomes in Maryland, FY 2018



**Increased Positive
School Climate**



**Reduction of Preschool
Suspensions & Expulsions**

IECMHC services led to **significant** increases in positive classroom climate, including:

- Positive transitions
- Staff awareness of social emotional needs
- Identification of feelings & problem solving strategies

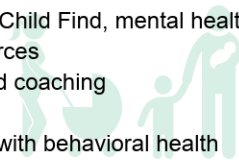
IECMHC contributed to preventing suspensions and expulsions in **94.31%** of this year's consultation cases in Maryland. Only 5.69% of cases resulted in formal expulsion after initiation of consultation services.

Services

575


CHILDREN RECEIVED
SUPPORTIVE
INTERVENTION
SERVICES IN FISCAL
YEAR 2018


Supports Provided

- Child and classroom observation and assessment
 - Referrals to early intervention, Child Find, mental health services and community resources
 - Parent and teacher training and coaching
 - Behavior modification skills
 - Strategies for serving children with behavioral health needs
- 

83.65% of services are delivered within child care centers.

The average duration of services is 4 months.

Needs of Families Served

- 10.16% receive Child Care Subsidy
 - 13.66% had an IFSP or IEP at time of closure
 - 12.55% were adopted or fostered, had exposure to substances, were homeless, or had an incarcerated parent
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Workforce

Larger Workforce Needed:

16%



of children identified as in need were not served. Of those cases, 11% were attributed to **consultation not being available, indicating the need for additional consultation capacity.**

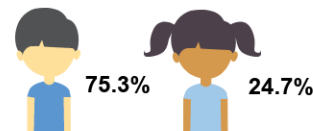
SEFEL Pyramid Model

18 consultants across 8 of the 11 consultation programs are highly engaged in the implementation of the Social Emotional Foundations for Early Learning framework, including training and ongoing coaching.



Demographics

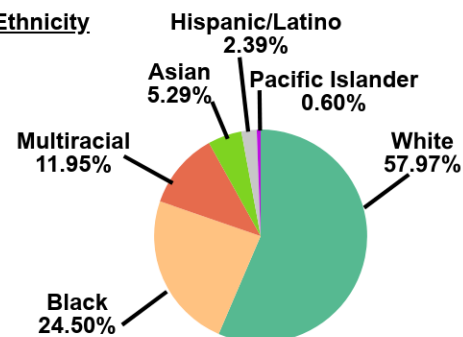
Gender of Children Served, FY 2018



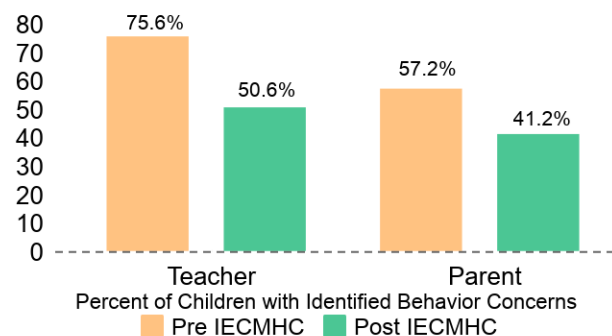
Ages of Children Served, FY 2018

Age in Months	Percent of Children
0 - 11	1%
12 - 24	1.3%
25 - 36	13.8%
37 - 48	43.7%
49 - 60	30.9%
61 - 72	9.3%

Child Race/Ethnicity



Child Behavior Concerns, Parent & Teacher Reports for Referred Cases in Maryland, FY 2018



- Maryland's IECMHC services led to measurable improvements in child behaviors for both teachers and parents.
- Teachers and parents also reported improvements in children's ability to be independent, persistent, stay calm, demonstrate self-control, and form relationships.

"In a short amount of time a specialist came to my center, evaluated the child and right away gave my staff and I verbal and tangible tools to work with."

- Baltimore County Classroom Teacher