

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

Kelly Etter, Ph.D.

VICE PRESIDENT, EARLY CHILDHOOD EQUITY INITIATIVES



THE

POLICY EQUITY

GROUP

EMPOWERING THE SOCIALLY CONSCIOUS

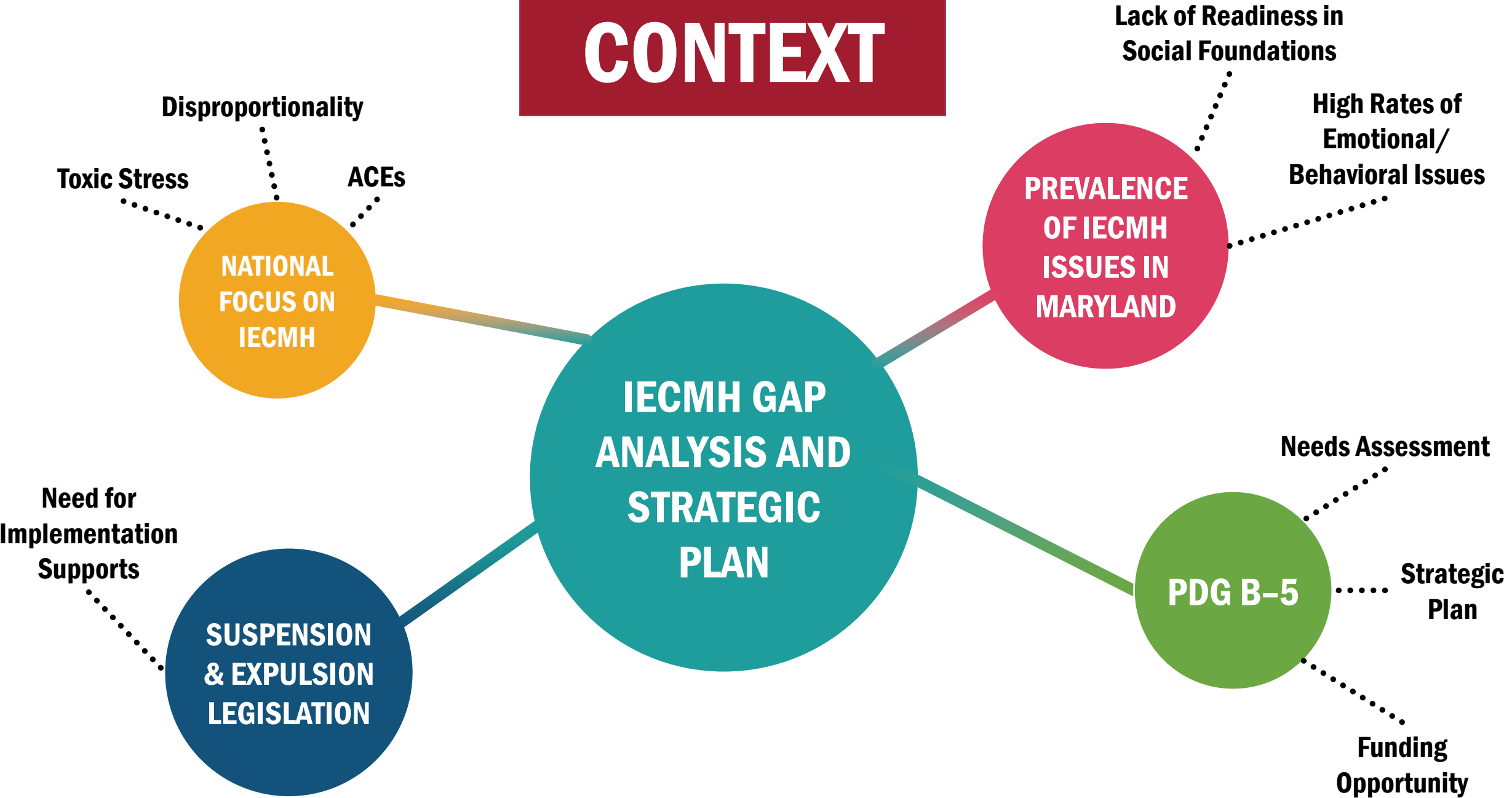


INFANT-EARLY CHILDHOOD MENTAL HEALTH

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

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

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 Coaching

MD Pyramid Model Website

Higher Education

MSDE-Approved Trainings

IECMH Consultation

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 IECMH 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

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

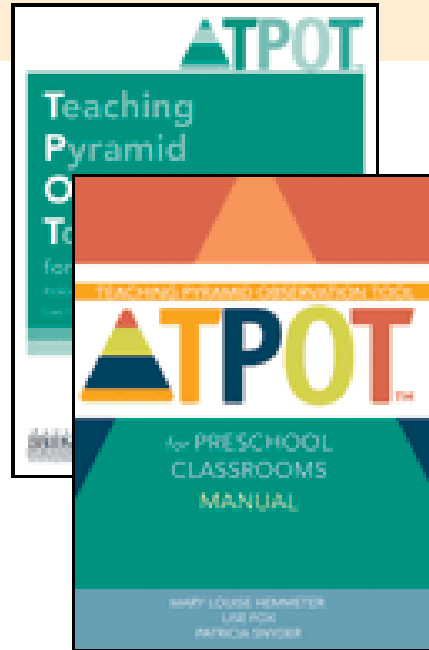
DO

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

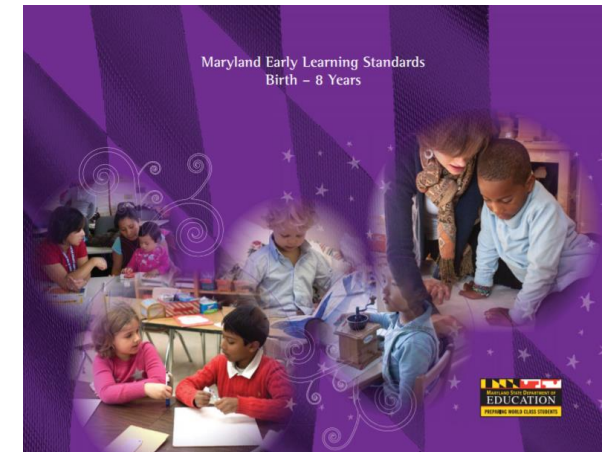
REFLECT

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

Know-See-Do-Reflect
Instructional Design Framework



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



Maryland Early Learning Standards
Birth-8 Years



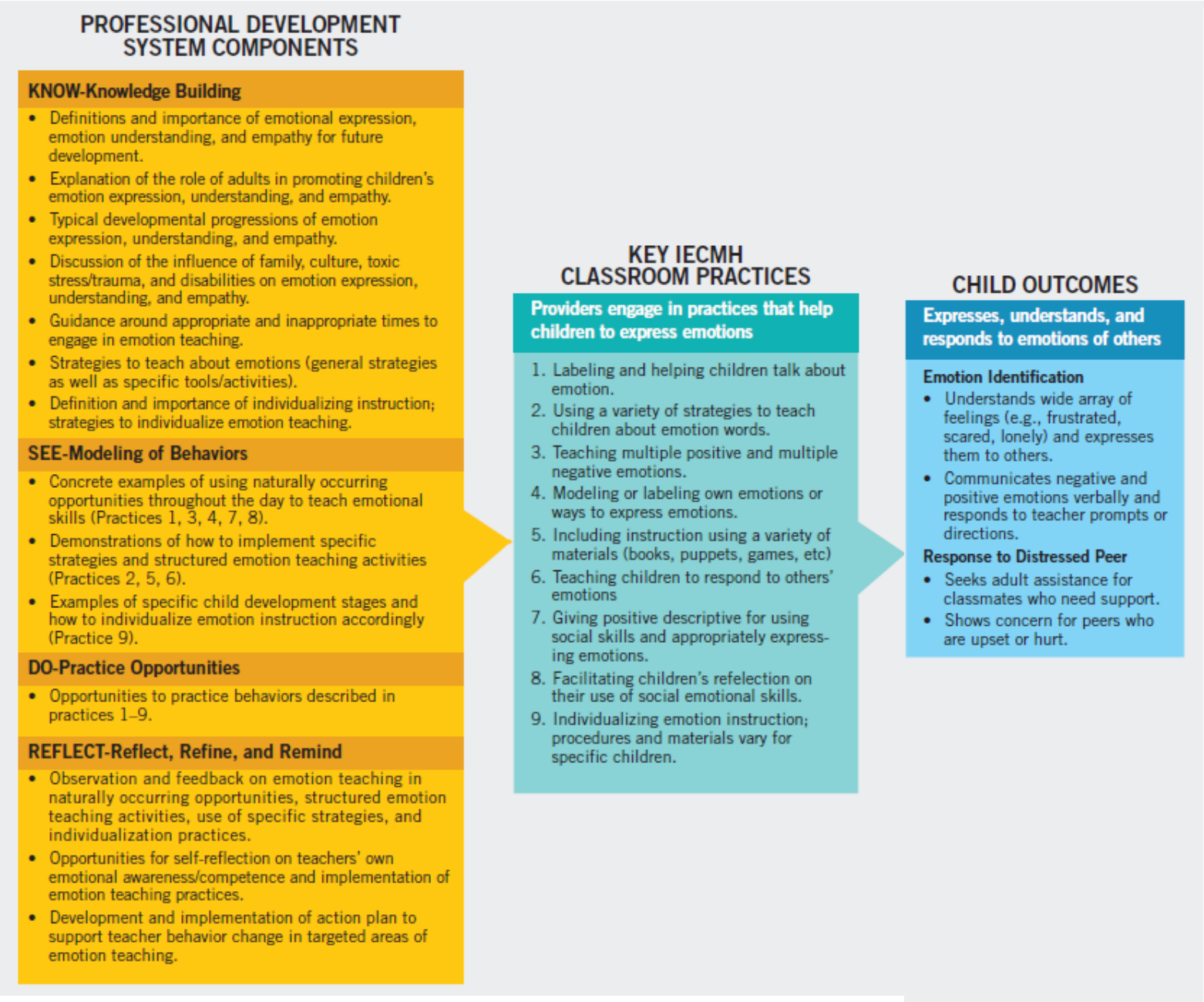
RECOMMENDATION 2:

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



Note: Key IECMH practices are the items from the “Teaching Children to Express Emotions” subscale of the *T-POT*; Fox, L. K., Snyder, P., & Hemmeter, M. L. (2013). *Teaching Pyramid Observation Tool (TPOT™)* for Preschool Classrooms. Baltimore, MD: Paul H. Brookes Publishing Co. Child outcomes are derived from the *Maryland Early Learning Standards Birth–8 Years* (indicators for 4-year-olds under “Expresses, Understands, and Responds to Feelings/Emotions of Others” within the “Initiates and Maintains Relations” standard of the Social Foundations Domain). The professional development system components were developed based on the Know-See-Do-Reflect framework.



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.

framing by Nicole Hammonds from the Noun Project

Bricks by icon 54 from the Noun Project

Blueprint by Weltenraser from the Noun Project

measuring tape by monkik from the Noun Project