



Rooted in Relationships

nebraskachildren

A systems approach to enhance the social-emotional development of Nebraska's young children.

www.rootedinrelationships.org



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Early Childhood Mental Health What, Why and How.....

What is early childhood mental health?

“.....Early childhood mental health (ECMH) is the optimal growth and social-emotional, behavioral, and cognitive development of the young child in the context of the unfolding relationship between child and parent.”

*(Source: Early Childhood Mental Health:
A Report to Nebraska March 2002)*



www.youtube.com/watch?v=L41k2p-YRCs

What it's not...

ECMH is not about pathologizing child behavior; but rather promoting the healthy alternative of social and emotional development.



What is social-emotional development?

Social-emotional development is defined as the developing capacity of the young child to:

- Experience, regulate, and express emotions
- Form close & secure relationships
- Explore the environment and learn

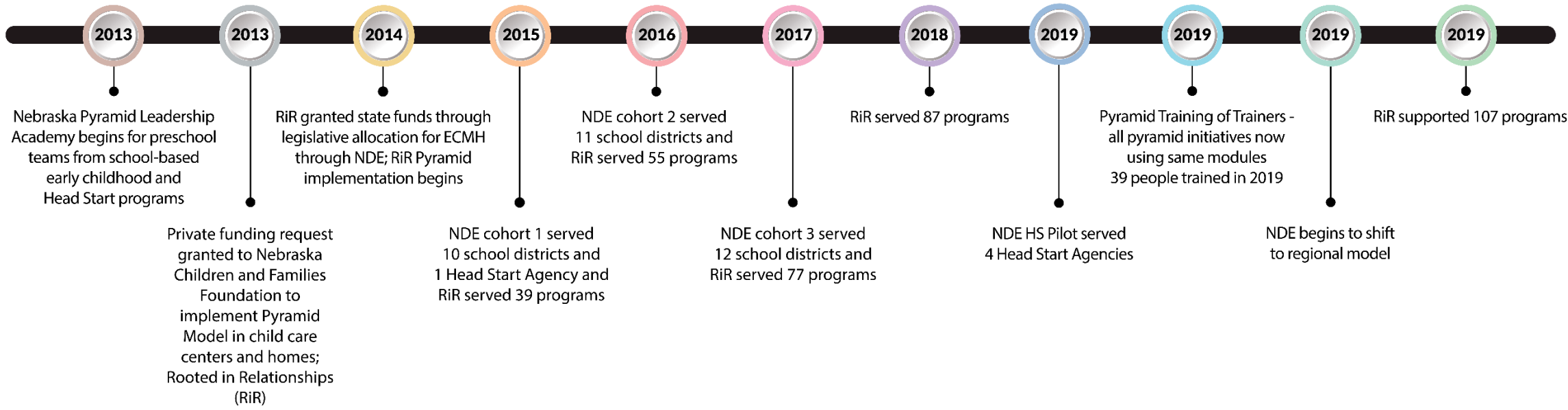
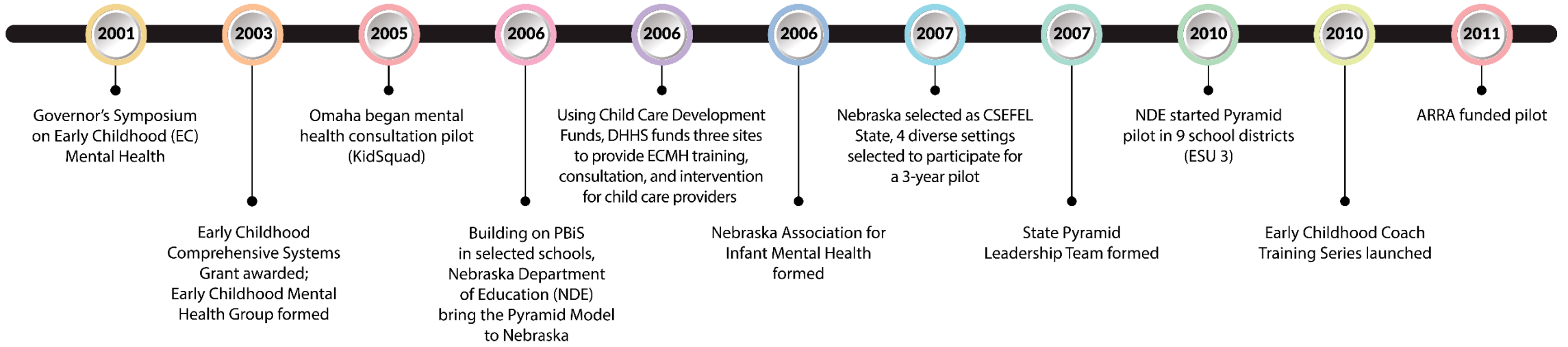
All occur in the context of a caregiving environment that includes family, community, and cultural expectations.

The Cost of Doing Nothing.....

- Prevalence rate of **challenging behaviors** among young children in the classroom is approximately 10% or 1 out of every 10 children
- **Expulsions** from early childhood programs-perpetuates the cycle
- Around 40% of children enter kindergarten **lacking social-emotional skills**
- Over 65% of students identified with emotional and behavioral disorders **drop out of school**

The Cost of Doing Nothing.....

- School dropout ultimately leads to poor job outcomes, limited income, and **patterns of unhealthy behaviors** that may persist into adulthood including unplanned pregnancies & criminal activity
- **Impaired ability** to sustain healthy relationships
- **Systems stress:** child abuse/neglect, domestic violence, substance abuse, mental health, staff burnout, compromising resources for early care and education system



Consider a Collective Impact Model

Collective Impact is the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem.



Retrieved from FSG website: <http://www.fsg.org/OurApproach/WhatIsCollectiveImpact.aspx>

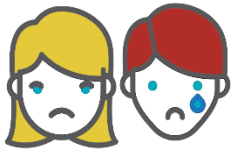
State and Local Infrastructure Development

- **Often occurs simultaneously**
- **Takes time**
- **Must be nimble**
 - **Funding sources shift often**
- **Is messy**





Intensive Intervention



Targeted Social-Emotional Supports



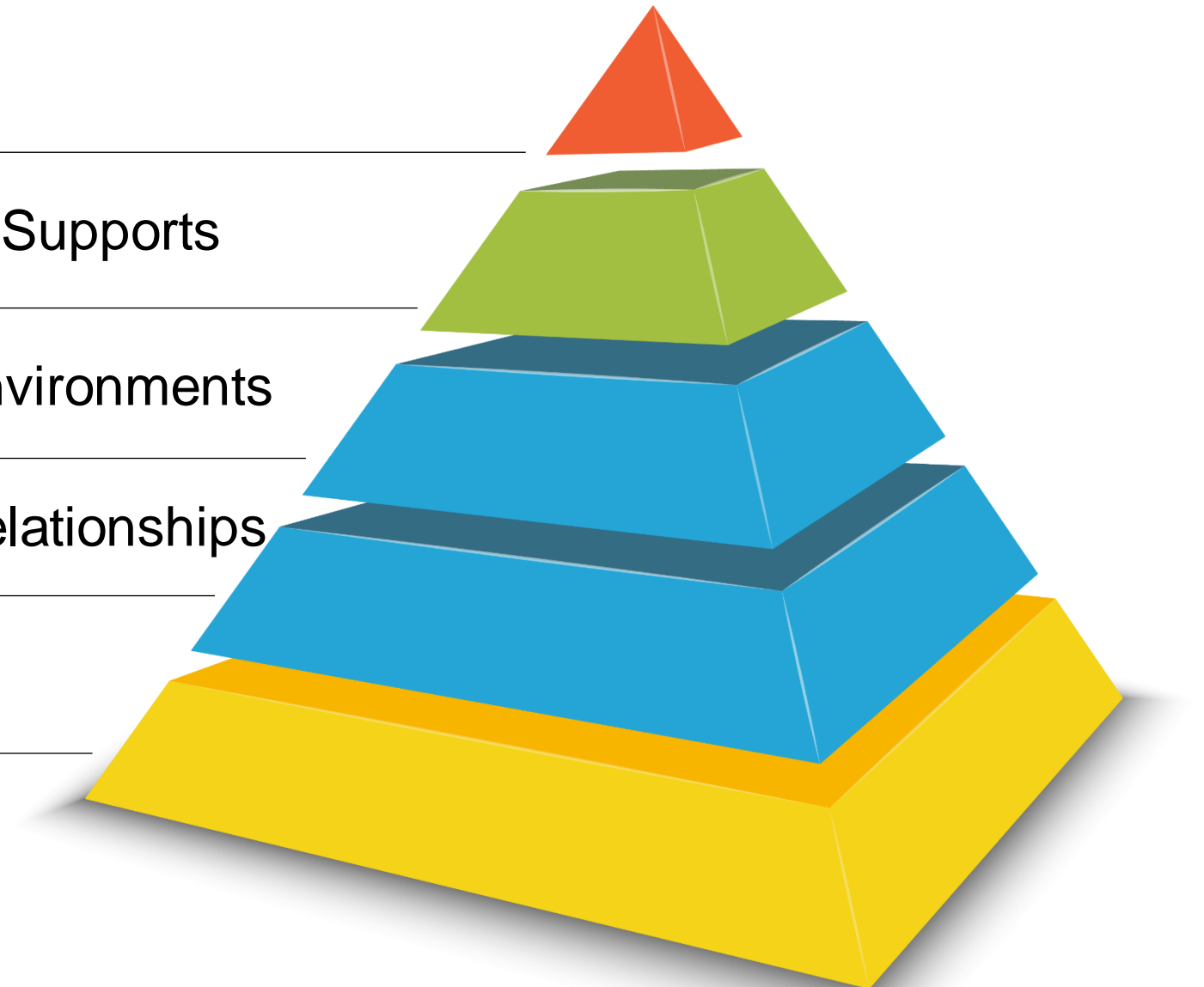
High-quality, Supportive Environments



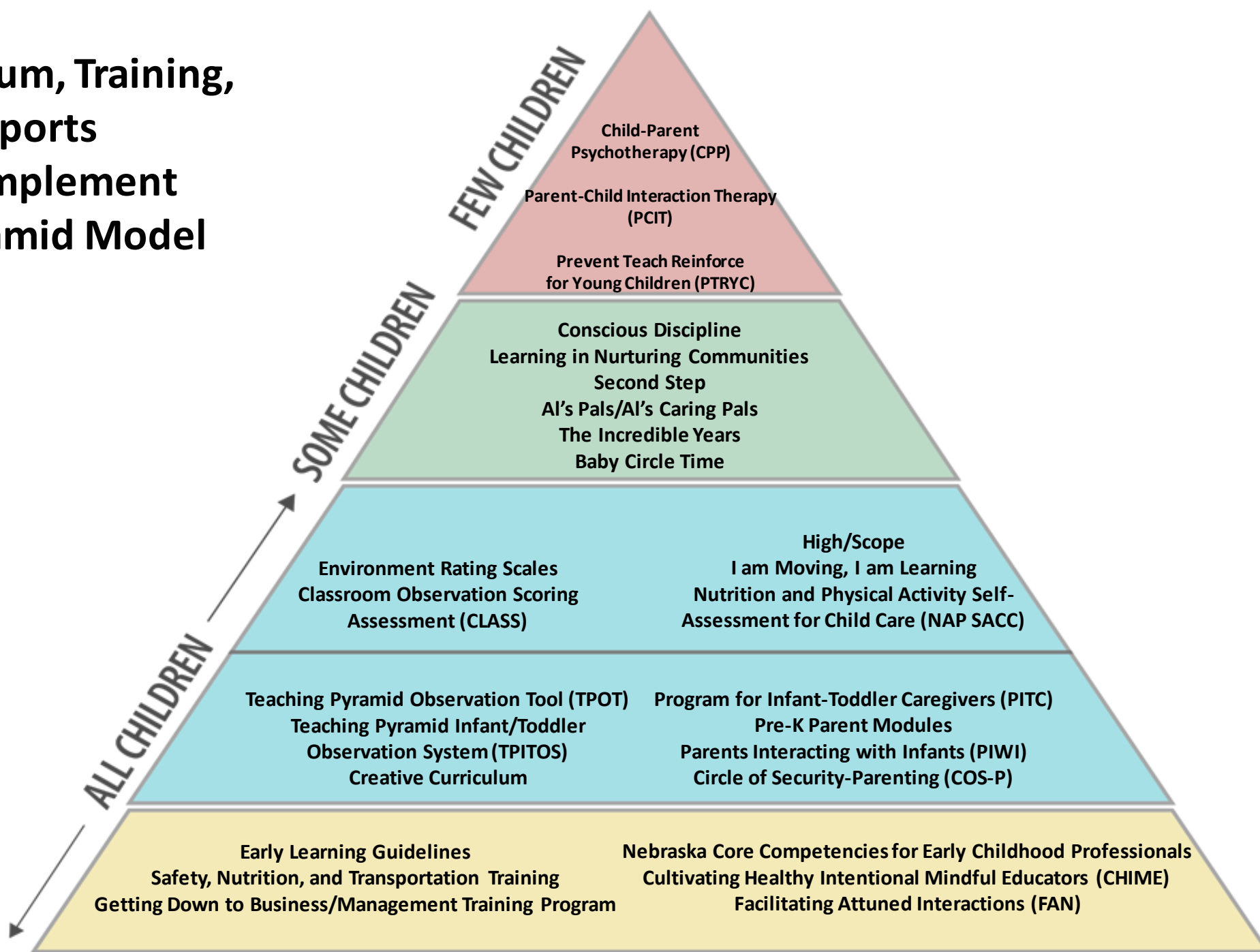
Nurturing & Responsive Relationships



Effective Workforce



Curriculum, Training, and Supports that Complement the Pyramid Model



Maintenance of Good Practice Needs Infrastructure Support

- **Backbone Support for collaborative decision-making**
- **Registry of trained providers**
- **Initial and ongoing training**
- **Program coaching**
- **Access to Reflective Consultation**
- **Ongoing Evaluation and CQI**



State Infrastructure Development

- **Coach Collaboration Team**
 - **Agree on standard pre-service training for NDE Pyramid, Step up to Quality and RiR**
 - **Coach Consultants hired thru NDE-embed in local systems (CCR&R component)**
- **Pyramid State Leadership Team**
 - **Development of Modules used for all settings**
 - **Agreement on evaluation/observation practices**
 - **MTSS-school Pyramid Support**
 - **Community wide implementation as goal, connect to RiR**

State Infrastructure Development

☐ Reflective Practice (RP)

- Part of RiR package from start for coaches
- Brought national trainers to state for COSP
- Support development & partner with NE Center for Reflective Practice to train local trainers across disciplines
 - <https://www.nebraskababies.com/ncrp>
- Train all RiR and Step Up to Quality coaches, next child care directors
- Now have sanctioned trainer in NE
- Reflective Practice Stakeholder Team

State Infrastructure Development

☐ **Circle of Security Parenting (COSP) - necosp.org**

- **Worked with developers to establish RP for facilitators post trg**
- **COSP Leadership Team-partner development**
- **Maintain list-support website**
- **Developed evaluation**
- **Recognition-National Center for Children in Poverty Article**
 - link to NE page: http://nccp.org/prism/profile_NE.html

State Infrastructure Development

- **Parent Pyramid Model Training (Positive Solutions for Families)**
- **Parents Interacting with Infants (PIWI)**
- **Parent Child Interaction Therapy (PCIT)**
- **Child Parent Psychotherapy (CPP)**
- **www.nebraskababies.com -info. on CPP, PCIT and RP**

State Infrastructure Development

- **Rooted in Relationships Implementation Team**
 - **Collaborative of early childhood mental health stakeholders**
 - **Avoid duplication, enhance collaboration**
 - **Community of Practice**
 - **Serves function that TFKF ECMH group used to serve**

State Infrastructure Development

- **Nebraska Association for Infant Mental Health (NAIMH)**
 - Collaborative of infant/early childhood mental health stakeholders
 - Member of World Association for Infant Mental Health
 - Alliance for the Advancement of Infant Mental Health
 - Certification process

Rooted in Relationships Requirements: Community Work



Stakeholders connect with additional local partners for the development of a long range plan to support the social-emotional development of young children.

Such a plan will include community assessment, systems building, and the development of a process for coordination of systems and services.

Who should be at the table?

- ✓ Parents/Consumers/with lived experience
- ✓ Medical/Health Care Providers
- ✓ Early Development Network (EDN)
- ✓ Community Action Agency
- ✓ Local Health Department
- ✓ Home Visitors
- ✓ School (preK-3)
- ✓ University/College
- ✓ Head Start/Early Head Start
- ✓ Behavioral Health/Mental Health Providers
- ✓ City/County Officials
- ✓ Family Advocates, CASA, GAL
- ✓ Crisis Center
- ✓ Elected Leaders (Mayor, City Council, etc)
- ✓ Faith Community Leaders
- ✓ Business Community Members (Chamber of Commerce)
- ✓ Community cultural organizations
- ✓ Public Library
- ✓ Early Childhood Educators (including Childcare Providers)
- ✓ Early Learning Connection Coordinator
- ✓ Department of Health and Human Services-Child Welfare/other DHHS Staff
- ✓ Community Leaders/Volunteers/Champions
- ✓ Local funders/philanthropist
- ✓ Others as generated by the community

Community Data Gathering

To identify strengths, assets, and critical gaps in community services and systems for young children in order to make informed recommendations for action and to build community awareness.

Timeline: Ongoing through planning period

Who participates: Community Stakeholder Team and Others as Needed

Selection of a Systems Priority

To select a systems priority and implement evidence-based practices that will address the needs identified through community data analysis.

Timeline: By the end of Year 1

Who participates: Community Stakeholder Team

Pyramid Model Planning

To plan for the three year Pyramid Model implementation cycle, including recruiting and training a community-based coaching team, recruiting participating child care providers, and setting up the infrastructure supports necessary to ensure fidelity to the Model.

Timeline: Ongoing through the planning period

Who participates: Community Stakeholder Team

Community Work Plan

Early Childhood Systems

Implementation of Systems Strategies

To influence change in the early childhood systems within the community that affect social emotional outcomes by implementing the systems strategies outlined in the community work plan.

Timeline: Ongoing throughout the grant period

Who participates: Community Stakeholder Team and others as needed

Pyramid Model Implementation

Training

To share the Pyramid Model framework and content in order to support provider readiness for implementation of practices and application of knowledge and skills.

Frequency:

4 Trainings and Director Training in Yr 1
3 Trainings in Yr 2
2 Trainings in Yr 3

Who participates: Providers, Directors and Coaches

Coaching

To promote growth and change the knowledge and skills of providers in order to effectively implement and sustain Pyramid Model practices.

Frequency:

• 2.5 hrs/mo in Yr 1
• 1.5 hrs/mo in Yr 2
• Min. of 6 hrs/ max. of 12 hrs completed throughout Yr 3

Who participates: Providers

Coach Consultation

To ensure high-quality coach support to the provider by identifying the coach's thoughts, feelings, and experiences related to coaching and how they affect the coaching relationship.

Frequency: Monthly

Who participates: Coaches with Rooted in Relationships Reflective Consultants

Provider Collaboration Meetings

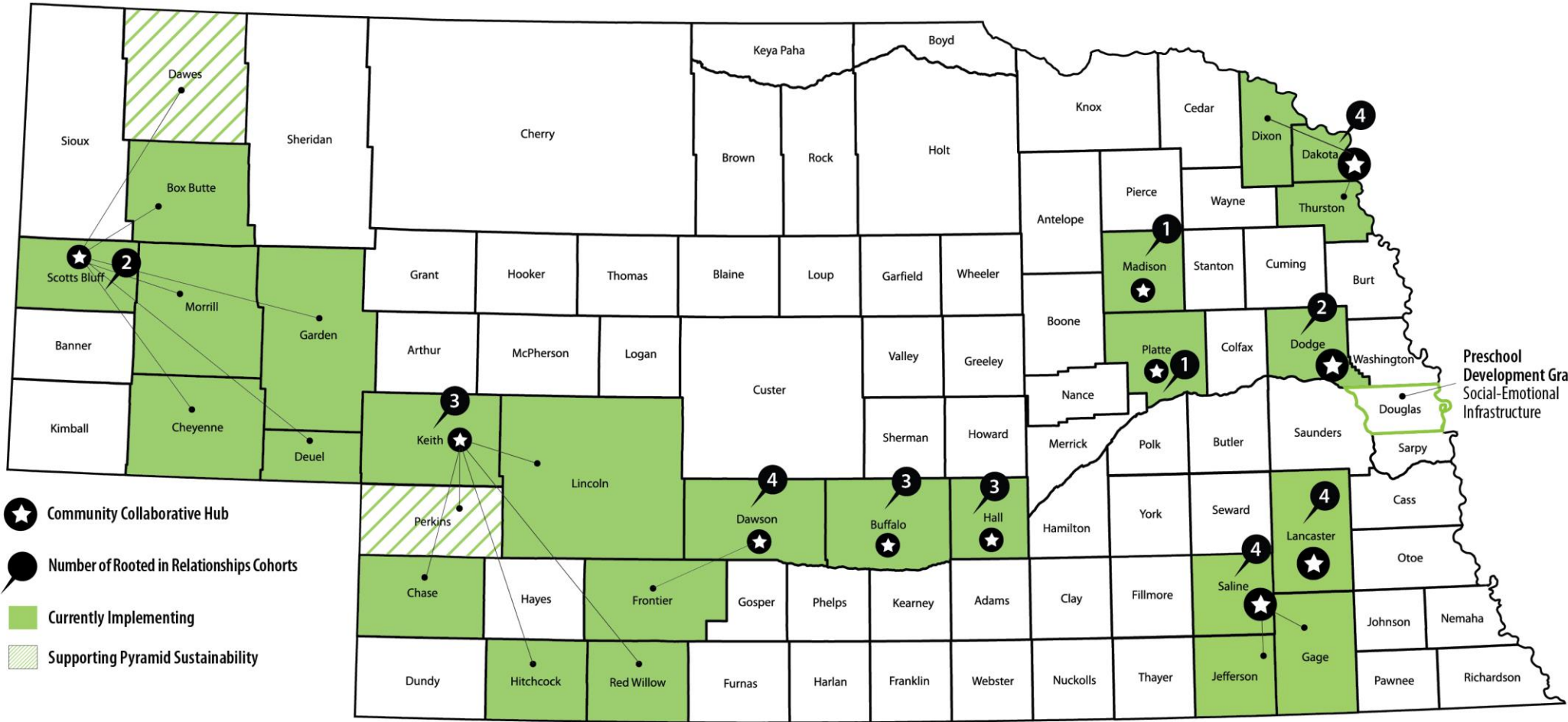
To promote a community of peer learning which leads to sustainability and continuous quality improvement in practice.

Frequency:

• Minimum of 6/ maximum of 12 meetings per year

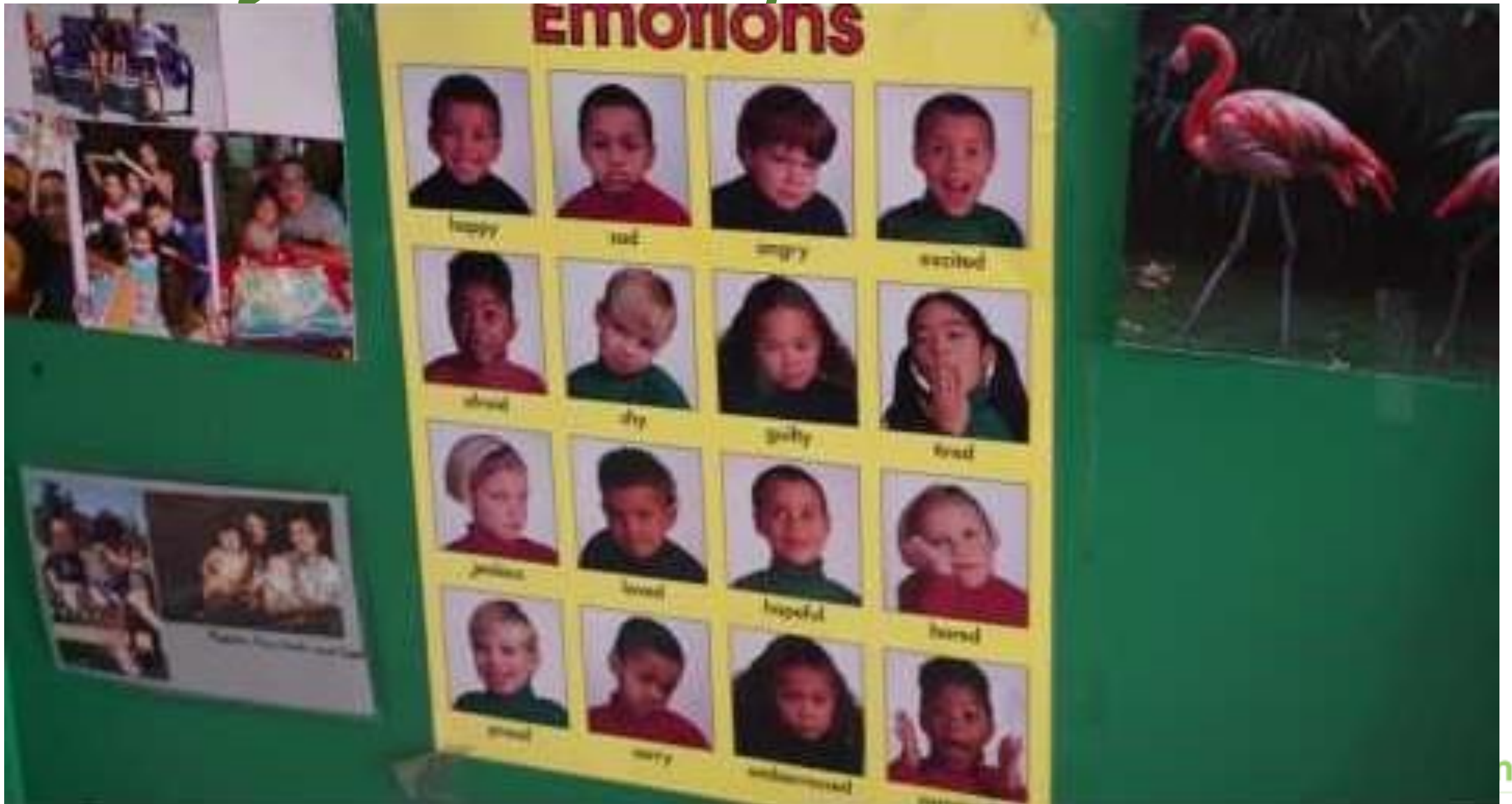
Who participates: Providers and Coaches

Rooted in Relationships Growth Map (Current)



Preschool Development Grant: Social-Emotional Infrastructure

- Pyramid Impact Video -



<https://rootedinrelationships.org/resources/videos/>

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