

# Meeting the Mental Health Needs of Children

**August 1, 2007**

SAMI and CCPRC Institute  
Washington, DC



*Center on the Social  
and Emotional Foundations  
for Early Learning*



# Sobering Facts



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**It begins  
early...**



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**Campbell (1995) estimated that approximately 10-15% of all typically developing preschool children have chronic mild to moderate levels of behavior problems.**





Children who are identified as hard to manage at ages 3 and 4 have a high probability (50:50) of continuing to have difficulties into adolescence (Campbell & Ewing, 1990; Egeland et al., 1990; Fischer, Rolf, Hasazi, & Cummings, 1984).





**The correlation between preschool-age aggression and aggression at age 10 is higher than that for IQ.**

**(Kazdin, 1995)**



**When aggressive and antisocial behavior has persisted to age 9, further intervention has a poor chance of success.**

**(Dodge, 1993)**



# Young Children with Challenging Behavior:

- Are rejected by peers
- Receive less positive feedback
- Do worse in school
- Are less likely to be successful in kindergarten







Of the young children who show early signs of problem behavior, it has been estimated that fewer than 10% receive services for these difficulties.

**(Kazdin & Kendall, 1998)**



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**Preschool children are  
three times more likely to  
be “expelled” than  
children in grades K-12**

*(Gilliam, 2005)*





**Teachers report that  
challenging behavior  
affects their overall job  
satisfaction**

***(Joseph, Strain, & Skinner, 2003)***

**Teachers report that challenging behavior  
is their number 1 training need**  
*(Joseph, Strain, & Skinner, 2003)*



**There are evidence-based practices that are effective in changing this developmental trajectory...the problem is not what to do, but rests in ensuring access to intervention and support**



# What does this mean for us?



# Center on the Social and Emotional Foundations for Early Learning

- New areas of focus:
  - Birth to Five
  - Staff and Family Mental Health
  - New State Capacity Building and Sustainability Opportunities



# Center on the Social and Emotional Foundations for Early Learning

**National Center**

**Partners**

**Vanderbilt University**

**University of Illinois**

**University of South Florida**

**University of Colorado at Denver**

**Zero to Three**

**Georgetown Center for Child and**

**Human Development**





# Center on the Social and Emotional Foundations for Early Learning

## Primary Partners

**NAEYC**

**NACCRRA**

**DEC**

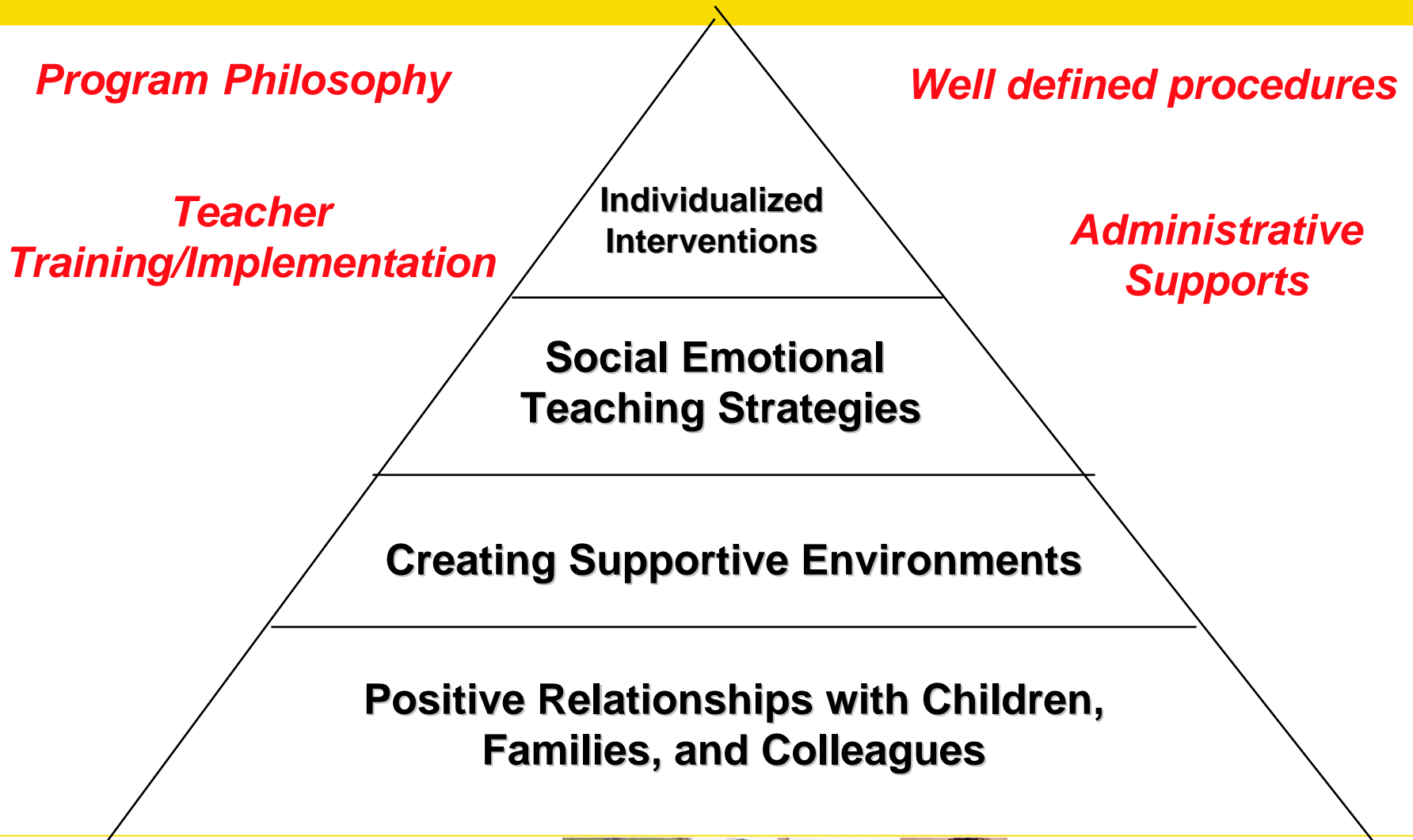
**NASMHPD**

**NABE**

**NHSA**



# Promoting Social Emotional Competence



# Resources

## ([vanderbilt.edu/csefel](http://vanderbilt.edu/csefel))

- Modules (Pyramid)
- Overview Videotapes
- Pyramid posters
- What Works Briefs
- What Works Briefs Tool Kits
- Research Syntheses
- Practical Strategies
- New Web Resources (coming soon!)



# CSEFEL I

## *Partners in Excellence*

- Improved staff satisfaction
  - Decreased turnover
- Increase in overall program quality
- Clearly articulated and implemented policies and procedures
- More intentional teaching and purposeful support of children's emotional development
  - Less reliance on “outside” experts
- Stronger collaboration with mental health providers
- Mental Health Allocations (Intervention/Prevention)



# State Partnerships

## *New Professional Development Opportunity*

- Outcomes of New State Partnerships with CSEFEL
  - An enhanced infrastructure capacity to adopt the Pyramid Model
  - A cadre of trainers and coaches to build the capacity of the work force and support local implementation of practices
  - Creation of local demonstration sites
  - Evaluation of components



# State Partnerships



- State Planning
  - Colorado
  - Iowa
  - Maryland
- Application Process  
*(due October 15th)*



# Leaders' Role



- Make the commitment and provide leadership
  - **Inspire a vision**
  - **Be a champion for mental health needs**
- Get buy-in
  - **Be a change agent**
  - **Model the way**



# Together We Can!



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