

Center of Excellence For Infant and Early Childhood Mental Health Consultation

Research and Evaluation Office
Hours

January 12th, 2021



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Panel Experts



Deborah Perry
Director of Research and
Evaluation
Georgetown Center for
Child and Human
Development



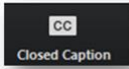
Annie Davis
Assistant Professor for
Research, Department of
Pediatrics
Georgetown Center for Child
and Human Development



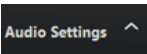
Sherry Heller
CoE Partner
Associate Professor at
Tulane University

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Webinar Housekeeping



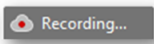
Closed captioning is available during today's webinar. Please click the Closed Caption icon and select subtitles for a separate page of live captioning.



If you are having audio issues with your computer internet connection, we advise that you call-in using a telephone. Use the **Audio Settings** feature which can be found by clicking the up arrow next to the microphone to identify the call-in number for your local area.



Use the **Q&A feature** to ask questions to the presenters. You may also chime in and answer questions that have been shared with the group!



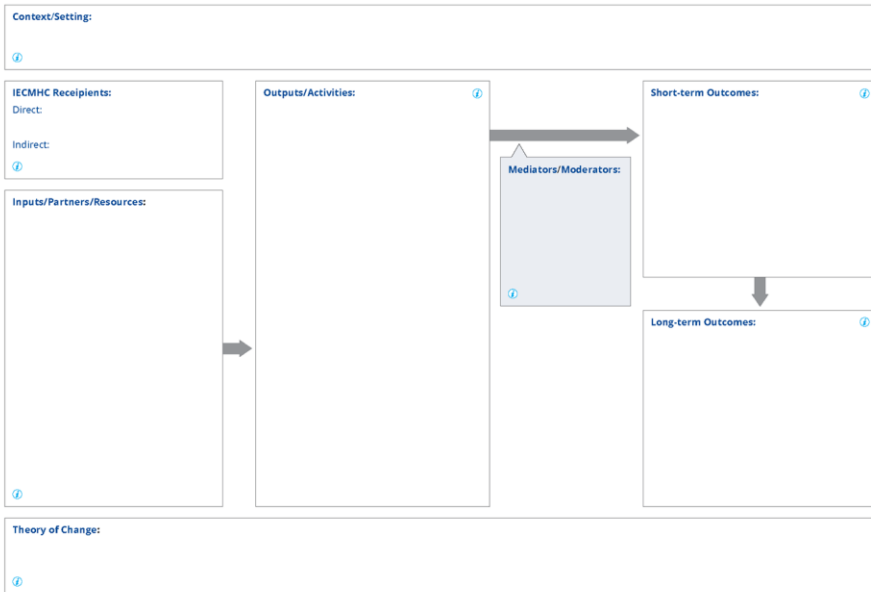
A recording of the webinar will be posted on iecmhc.org and e-mailed to all registrants next week. Thank you!

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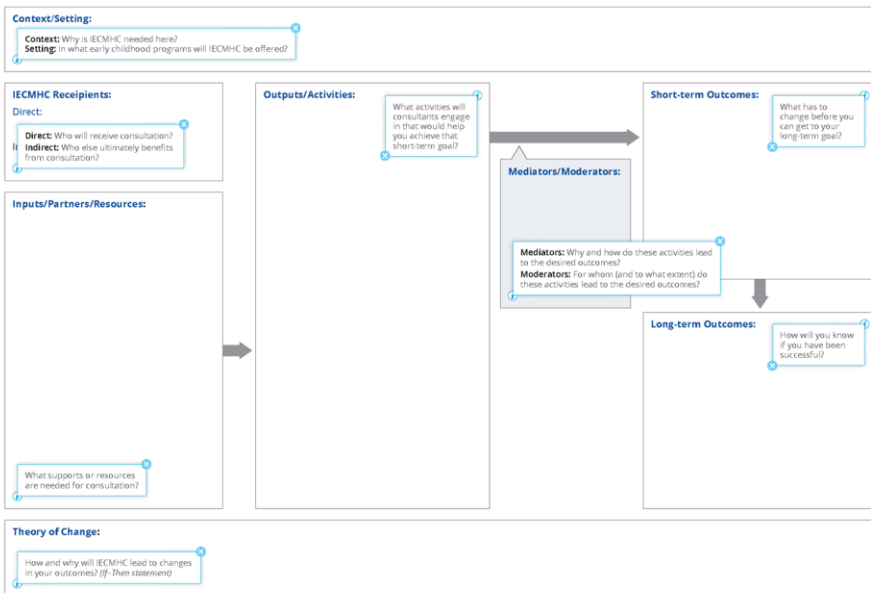
5 Stages of Evaluation



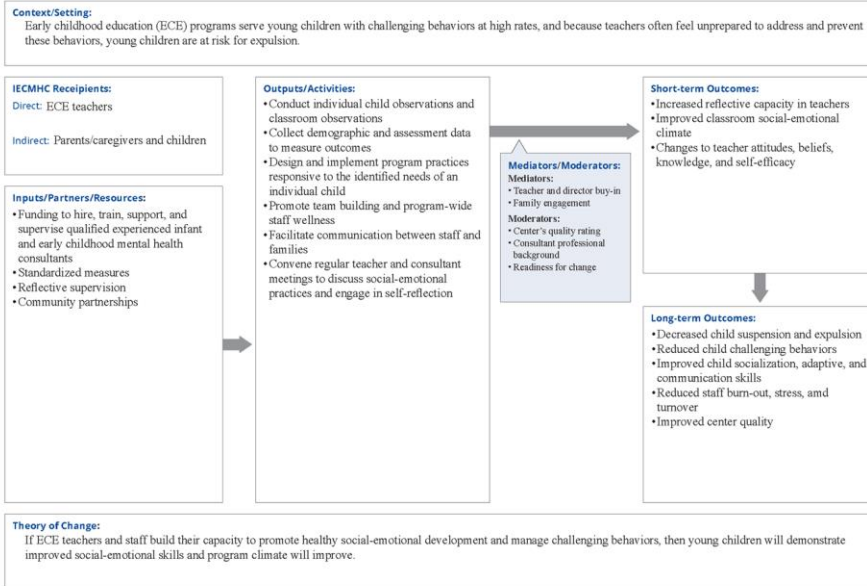
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Evidence Synthesis

Status of the Evidence for Infant and Early Childhood Mental Health Consultation

Infant and Early Childhood Mental Health Consultation (IECMHC) is a prevention-oriented, multilevel intervention in which mental health professionals with early childhood training partner with the adults in young children's lives to build their capacity to foster healthy social-emotional development. With roots in infant mental health and community psychiatry, IECMHC is conceptualized as a force for social justice, serving children who are at risk for negative mental health outcomes and affected by systemic inequities by working to foster strengths in their caregiving environments.

IECMHC is currently being implemented in a range of settings including early childhood education (ECE), home visiting, primary care, and child welfare in states, localities, and tribal communities across the country. While each setting may have unique outcomes for consultation, the mechanisms through which IECMHC leads to outcomes are thought to be universal. In the theory of change for IECMHC, the activities of consultation are inextricably linked to the characteristics of the consultant and consultee(s), and the relationship they form. These factors directly affect the consultees' change in knowledge, attitudes and behaviors, and indirectly lead to outcomes for children and their families.

The Center of Excellence (CoE) for Infant and Early Childhood Mental Health Consultation has undertaken an exhaustive review of the literature base for IECMHC, including both peer-reviewed literature and program evaluation reports. The purpose of the current document is to synthesize the current status of the literature base and to provide an agenda for next steps in IECMHC research.

Much of the research and evaluation on IECMHC to date has been motivated by persistent disparities in rates of expulsion from preschool for boys of color. For this reason, the majority of studies reviewed in this brief have been implemented in community child care, Head Start and preschool/pre-kindergarten programs. Further, while there is considerable evidence that IECMHC leads to positive impacts for children, providers, and programs, most studies have not been focused on quantifying reductions in disparities and have not disaggregated outcomes by race/ethnicity.

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CENTER OF EXCELLENCE FOR
Infant & Early Childhood
Mental Health Consultation
Growth. Advancement. Impact.

Annotated Bibliography

THE EVIDENCE BASE FOR INFANT AND EARLY CHILDHOOD
MENTAL HEALTH CONSULTATION (IECMHC)

Annotated Bibliography

The evidence base for Infant and Early Childhood Mental Health Consultation (IECMHC) has grown significantly in recent decades, though some gaps in knowledge remain, particularly related to the role of IECMHC in creating more equitable early childhood systems. Many key findings from innovative studies can be found in peer-reviewed journal articles, but many professionals do not have access to these journals. The Center of Excellence has created a comprehensive annotated bibliography that summarizes the important contributions of each article. The annotated bibliography is intended to build general knowledge about IECMHC, facilitate writing about IECMHC (for grant applications, reports, etc.), and to demonstrate future directions for research on IECMHC.

This resource includes all known, published studies on IECMHC, cutting across different settings and outcomes of interest. In addition, papers that describe IECMHC practices or theories but do not present new analyses are also included. Articles are presented in alphabetical order of the first author's last name. This annotated bibliography will be updated annually to provide consultants, administrators, students, and all other interested individuals with current research findings on IECMHC.

To complement this resource, the Center of Excellence has also written a brief that summarizes the status of the evidence for IECMHC, including both peer-reviewed journal articles and evaluation reports, culminating in a list of priorities for future research.

In the annotated bibliography, you will have access to:

- Descriptions of each article's unique contribution to the empirical knowledge of IECMHC, including participant demographics
- APA-format citations for each article
- Abstracts for each article

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OUTCOME MEASURES FOR IECMHC

Search Option 1: Browse

Choose one of the four domains to begin your search.






CHILD

TEACHER

TEACHER-CHILD

CLASSROOM

Search Option 2: Search by Tool

If you want to access specific details for each tool, choose that tool below.

Measures

Choose tool to view details

VIEW SELECTED TOOL

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CHOOSE AND USE – CHILD

There are 10 tools in this domain. Further your search below.



EXPULSION RISK (1)



CHALLENGING BEHAVIORS (8)



SOCIAL-EMOTIONAL (7)

SEE ALL (10)

GO BACK

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OUTCOME MEASURES FOR IECMHC – RESULTS

Search Results

Displaying 10 records.

Ages and Stages Questionnaires: Social- Emotional, Second Edition (ASQ-SE-2)

Level: Child Level

Type of Tool: Screening Tool

Construct: Child's social-emotional competence; Challenging behaviors

Respondent: Teacher; Parent

Language(s): English; Norwegian; French

Length: 10–15 minutes to complete; 2–3 minutes to score

Description: A screening tool with questions related to a child's behavior and social interactions to detect developmental concerns related to self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people.

Subscales: N/A

Published Psychometrics? Yes

Squires, J., Bricker, D., Twombly, E., Murphy, K., Hoselton, R., Dolata, J., & Chen, C. Y. (2015). ASQ: SE-2 technical report.

Citation for Tool: Bricker, D. D., Squires, J., & Twombly, E. (2002). Ages & Stages Questionnaires: Social-Emotional (ASQ: SE): A Parent-completed, Child-monitoring System for Social-Emotional Behaviors. Paul H. Brookes Publishing Company.

In the Public Domain? No - Available for purchase on the Ages and Stages website

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5 Stages of Evaluation



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Have more questions for us?

IECMHC programs can request
individualized Technical Assistance
from the CoE on our website:
iecmhc.org

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Don't Forget!



How to use a QR Code:

- Open your camera on your SmartPhone or Tablet.
- Point your camera at the code as if you were going to take a picture (but don't snap a picture).
- Once your camera is able to focus on the image, it will prompt the associated content on the top of the phone which you can then tap.

**Please complete the survey that will pop-up at the end of this office hours session.
Thank you!**

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THANK YOU FOR ATTENDING!

**www.iecmhc.org
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[#IECMHC](https://twitter.com/IECMHC)**

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