



Jump Start

Early Childhood Consultation



Equity Champions in an IECMHC Program: Going Deeper to Increase Self- Awareness and Culturally Responsive Services

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Jump Start 12-year Progression

Jump Start

- 2010-2018
- Child focused screening and therapy
- Teacher training

Jump Start Early Childhood Consultation

- Funded by The Children's Trust
- 2018 -current
- In-person
- Multi-level-Program, Classroom, Child
- 100 centers per year
- 6-10-month intervention

Jump Start + COVID Support

- Funded by NIH/NICHD
- 2020 -current
- Kubi Robots
- Focus on disaster recovery



Jump Start
Early Childhood Consultation

Jump Start

Improve children's
behavioral & social-
emotional needs +
reduce expulsions
from childcare
centers

• 4 Pillars

EARLY LEARNING PROGRAMS NEED A PLAN FOR



SAFETY
to address
emergencies



COMMUNICATION
with
families



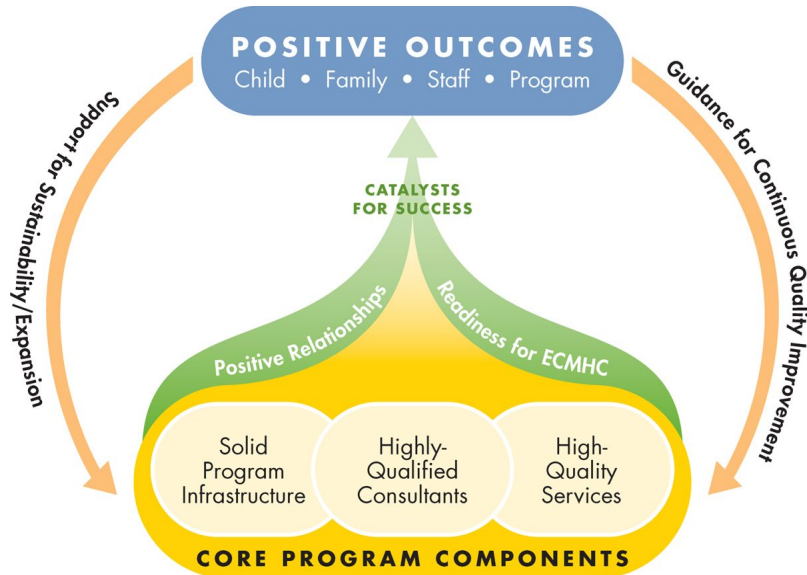
SELF-CARE
to promote
resiliency



BEHAVIOR SUPPORT
to address
challenging behaviors

Model

- Built on the Georgetown Framework for Infant/Early Childhood Mental Health Consultation



Duran, F., Hepburn, K., Irvine, M., Kaufmann, R., Anthony, B., Horen, N. & Perry, D. (2009) *What Works? A Study of Effective Early Childhood Mental Health Consultation Programs*. Washington, DC: Georgetown University Center for Child and Human Development

Georgetown Model: 3 types of mental health consultation services

- ▶ **Classroom/Group** - Work with teachers to improve care offered to all children by helping to identify and address attitudes, beliefs, practices, and conditions that may be undermining quality relationships between adults and children.

Programmatic - Support administrators, directors and other program leaders in making changes in their care practices and/or policies to the benefit of all children and adults in their setting.

Child/Family - Help adults (e.g., teachers & caregivers) understand and address the child's needs. Consultants facilitate communication and make referrals, as necessary.

Jump Start in Miami

- ▶ Serves 100 centers per year
- ▶ 27 consultants, 4 supervisors
- ▶ UM partners with 3 community agencies (JCS, FC, & CHI)
- ▶ 10 months at each site
- ▶ Consultative (Reflective) Stance
- ▶ Training Highly Qualified Consultants
- ▶ Reflective Supervision/Consultation (RSC)
- ▶ Culturally Responsive Services-DEI Champions
- ▶ Endorsement of Supervisors and Consultants

Miami's Children

Miami is one of the poorest cities in the US

Approximately 26% of the city's families with children under the age of 3 are at or below poverty

70% of children from diverse backgrounds demonstrate increased health disparities

70% of children birth-five attend some form of childcare

121 K children aged birth to 5 live below 300% of the Federal Poverty Level in Miami-Dade

Children spend the majority of their day in childcare

Only half of children in Miami-Dade County arrive to kindergarten school-ready

SUMMON THE WILL, THEY SOON BECOME INEVITABLE

Need

Challenges related to social-emotional development are common in young children

Children's behavior problems account for the most powerful and enduring challenges to parents and teachers throughout the United States

10-15% of typically developing preschool children have chronic mild to moderate behavior problems

Living at or below poverty is associated with higher risks to emotional health problems and poor school outcomes and diminished protective factors

Young children expelled from preschool are more likely to develop ongoing behavior problems, leading to later school difficulty

They're also more likely to experience harmful effects on development, education, health and self-esteem



IECMHC and Equity

- ▶ Harsh discipline is used early, often and disproportionately on children of color and children with disabilities in U.S. early learning and education systems.
- ▶ Black boys represent 19% of public preschool enrollment, but 45% of male preschool suspensions, and Black girls represent 20% of preschool enrollment, but 54% of female preschool suspensions.
- ▶ Contributing Factors: Implicit bias, school climate, demographic and resources, teacher wellness, skills, and support systems, policies, and implementation of policies.

IECMHC and Equity

- ▶ A critical factor that contributes and must be addressed is the influence of implicit bias on the disproportionate discipline of Black children, as well as other children of color and children with disabilities.
- ▶ Findings paint a picture of the dehumanization of Black children over time, where Black children are seen as bigger, older, and more aggressive, less innocent, and even less able to feel pain.
- ▶ Both Black and White teachers show implicit biases that affect Black children, though it may present differently.

Start with Equity: From the Early Years to the Early Grades Produced by the Children's Equity Project and the Bipartisan Policy Center, 2020

Increase Self-Awareness & Culturally Responsive Services: High Quality Services

- ▶ Consultants who are culturally and linguistically representative of the population served
- ▶ Didactic trainings from national experts (e.g., Dr. Dana Crawford, Dr. Eva Shivers from the Indigo Cultural Center, Inc., Ms. Kadija Johnston from Georgetown University)
- ▶ Fidelity checks – video recordings of consultation sessions
- ▶ We need more!!!

Indigo Cultural Center

- Founded in 2007
- BIPOC led and predominantly BIPOC staffed
- Two Divisions
 - Evaluation & Research
 - Racial Equity Training & Consultation



Indigo's Framework: “Equity from the inside-out”

Individual

Interpersonal

Institutional

Ideological

(Dr. Eva Marie Shivers)



INDIGO
CULTURAL CENTER

Additional Frameworks that inform our work at Indigo

Critical Race Theory
Somatic Abolition
Healing Justice



Selection of Equity Champions

- ▶ An announcement was made to all consultants
- ▶ Those interested could apply to become Equity Champions for their agencies
- ▶ Each agency supervisor/administrator interviewed and selected the most qualified applicant
- ▶ Same questions were asked of all interviewed
- ▶ One or two consultants (depending on the size of their team) were selected per agency
- ▶ Equity Champions receive an annual stipend for their work

Going Deeper

- ▶ Supervisors and Equity Champions meet monthly with Dr. Eva Shivers and Ms. Kadija Johnston in process-oriented groups.
- ▶ The Champions lead monthly groups with the rest of the consultants from their respective agencies.
- ▶ Consultants discuss DEI efforts and challenges in Reflective Supervision.
- ▶ Consultants have deeper discussions with directors and teachers.

Reflective Racial Equity Groups: Objectives

1. *We provide opportunities to **explore and reflect on our own personal views** and values regarding issues around equity (with a highlighted focus on racial equity) and how it influences us individually, organizationally and systematically.*
2. *We support each others' **developing capacities** to explore equity issues and their influence in the population we serve as well as the role we play. We encourage **deeper conversations** to raise awareness and to support equity in all the work interactions we encounter. We welcome opportunities to lead and be a voice for equity with our colleagues and in our organization.*
3. *We serve our **communities** with intention; while promoting exploration of equity with **larger systems and expanded audiences**.*

Reflective Racial Equity Groups: Key Themes Explored

- ▶ Critical self-awareness - Who am I? Where do I come from? What do I bring into the cultural space of ECE?
- ▶ Navigating the many 'arcs' of being a reflective equity facilitator
- ▶ Rupture and repair
- ▶ Embodying the Consultative Stance
- ▶ Courageous vulnerability
- ▶ Cultural processes in ECE settings
- ▶ What am I learning about myself as a DEI facilitator?
- ▶ How are we connecting these principles into our day-to-day work?
- ▶ Co-creating a 'container' where consultants can be brave AND compassionate

An Equity Champion's Experience: Emperatriz Guzman

- ▶ What made you decide to apply to become an Equity Champion?
- ▶ How did you feel when you were selected?
- ▶ What has it been like to participate in the monthly groups?
- ▶ What has it been like to run groups with the other UM consultants?
- ▶ Has this experience had an impact on your work as a consultant?
- ▶ Have you noticed any differences in how you conduct your sessions with teachers and directors?

Progress Made?

- ▶ From clinical observations and supervisors' report, topics of culture are being discussed in Reflective Supervision a lot more often.
- ▶ These topics are also being addressed more often in consultations, as demonstrated by consultant's reports and fidelity videos.
- ▶ Equity Champions, Supervisors, and other consultants seem to feel more comfortable bringing up cultural topics for reflection and exploration.

Next Steps

- ▶ Are our efforts making a difference for children at our centers?
- ▶ Are there differences in how children of color are being disciplined?
- ▶ Are children of color expelled at higher rates than white children?

Team Members



THANK YOU! JumpStartECC.COM



At the Mailman Center for Child Development, we improve lives through **INNOVATION**, **IMPACT**, and **CONNECTION**.



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