

Sample IECMHC Logic Model for Early Childhood Education

Context/Setting:

Early childhood education (ECE) programs serve young children with challenging behaviors at high rates, and because teachers often feel unprepared to address and prevent these behaviors, young children are at risk for expulsion.

IECMHC Receipts:

Direct: ECE teachers

Indirect: Parents/caregivers and children

Inputs/Partners/Resources:

- Funding to hire, train, support, and supervise qualified experienced infant and early childhood mental health consultants
- Standardized measures
- Reflective supervision
- Community partnerships

Outputs/Activities:

- Conduct individual child observations and classroom observations
- Collect demographic and assessment data to measure outcomes
- Design and implement program practices responsive to the identified needs of an individual child
- Promote team building and program-wide staff wellness
- Facilitate communication between staff and families
- Convene regular teacher and consultant meetings to discuss social-emotional practices and engage in self-reflection

Mediators/Moderators:

Mediators:

- Teacher and director buy-in
- Family engagement

Moderators:

- Center's quality rating
- Consultant professional background
- Readiness for change

Short-term Outcomes:

- Increased reflective capacity in teachers
- Improved classroom social-emotional climate
- Changes to teacher attitudes, beliefs, knowledge, and self-efficacy

Long-term Outcomes:

- Decreased child suspension and expulsion
- Reduced child challenging behaviors
- Improved child socialization, adaptive, and communication skills
- Reduced staff burn-out, stress, and turnover
- Improved center quality

Theory of Change:

If ECE teachers and staff build their capacity to promote healthy social-emotional development and manage challenging behaviors, then young children will demonstrate improved social-emotional skills and program climate will improve.