Intro Slide – Fatima

"Hello, and welcome to the New York City Early Childhood Mental Health Network!
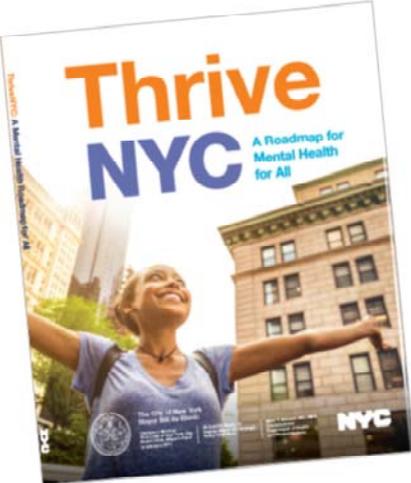This webinar is intended to orient new employees to the Network, its various services and resources."

Key Topics – Fatima

"This webinar will – Describe ThriveNYC and the early childhood mental health network, provide an overview of the services and training offered within the Network, provide an overview of the assessment tools designated by the New York City Department of Health of Mental Hygiene, and provide an overview of how users can navigate the Training and Technical assistance website"

Thrive Slide – Shirley

"The Early Childhood Mental Health Network was launched in 2016 as part of ThriveNYC which is New York City's comprehensive public health plan to improve the mental health of all New Yorkers. ThriveNYC follows a set of guiding principles, one of which is to ACT EARLY. This means investing in prevention and early intervention, and it means focusing on young children because of the importance of the early years of life for later health, mental health, and learning.

Studies have shown that healthy brain development during early childhood increases the likelihood of success later in life. By providing supportive, nurturing environments where children feel protected and learn social emotional skills, we are giving them the a strong foundation for the future."

The ECMH Network is one part of a larger ThriveNYC initiative –called the Social-Emotional Learning initiative.
This is a coordinated strategy among 3 City agencies, the Administration for Children's Services, the Dept of Education and the Health Dept.

The goal is to ensure a continuum of safe, nurturing, and predictable home, child care and school environments with **responsive adults** who support the social and emotional development of young children in NYC.

Each agency is building the capacity of its workforce and of families to help young children birth to age 5 develop their social skills and regulate their emotions and behavior. So ACS is training teachers and staff in its EarlyLearn programs in a model called Trauma Smart. DOE is training teachers and staff in its PreK programs in SEL skills.

And DOHMH supports children with mental health needs, and their families, through the Early Childhood Mental Health Network. "

You'll learn more about the ECMH Network from Fatima…
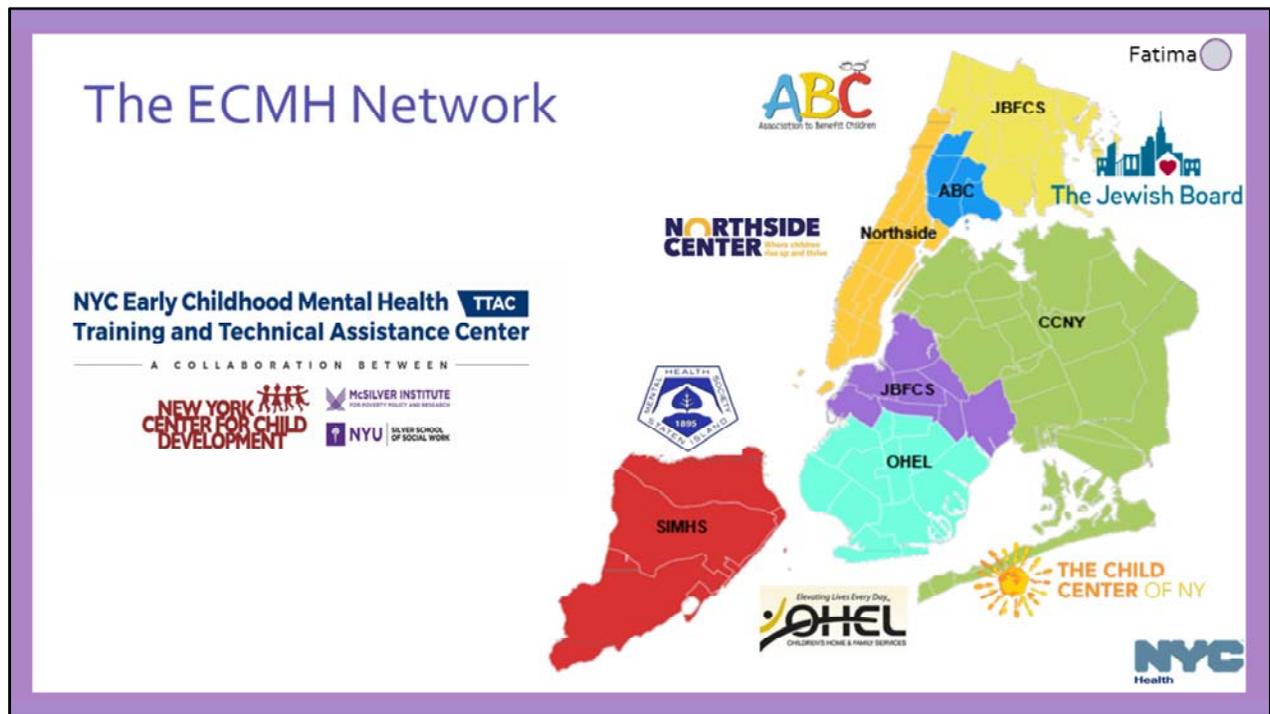
Network Slide – Fatima

"The Early Childhood Mental Health Network was launched in 2016, and is composed of seven early childhood therapeutic centers (referred to as ECTCs) and one training and technical assistance center (the TTAC)
The ECTCs are funded to provide specialized mental health services to children birth to five, their siblings, and their caregivers.

The ECTCs are located across all five boroughs, with one per borough in Queens, Manhattan, and Staten Island, and two per borough in the Bronx and Brooklyn.
These ECTCs are housed in mental health clinics run by the following organizations, in contract with the New York city department of health:

Association to Benefit children, and the Jewish Board of Family & Children Services
Northside Center for child development
The Child Center of New York
OHEL Children's home and Family services,
And Staten Island mental health society

Early Childhood Therapeutic Center (ECTC) Services

- Mental Health Consultation
  - To staff, teachers, and parents/caregivers at early care and education sites
- Mental Health Treatment
  - To children birth to five, their siblings, and parents/caregivers
- Family Peer Support
  - To parents/caregivers of children birth to five
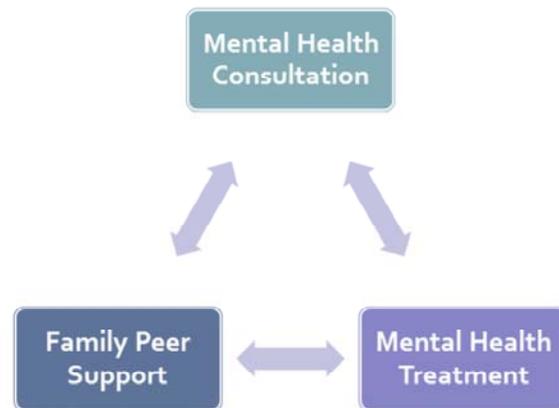
"As mentioned, The ECTCs are funded to promote resilience of families and healthy development of children.
Through the provision of specialized services to children birth to five and their families;

There are three main services: mental health consultation, mental health treatment, and family peer support.

mental health consultation services are provided to staff, teachers, and caregivers at ACS EarlyLearn sites by mental health consultants hired by the ECTCs

Mental health treatment services are provided to children birth to five, their siblings, and their caregivers at the clinics, by mental health clinicians

family peer support services are provided to families at the clinics or at early learn sites by family peer advocates.
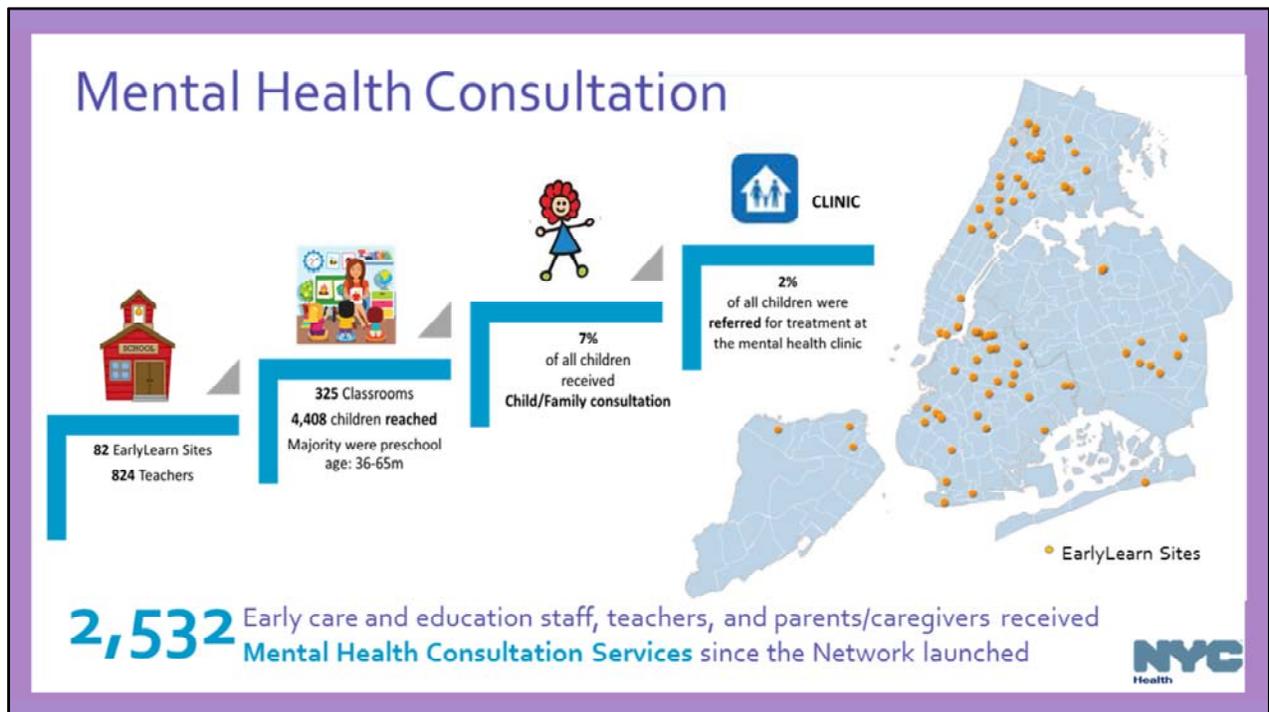
Services, Consultation- Fatima

One of the services is mental health consultation – which means collaborating with early care and education staff and parents or caregivers to support the social and emotional development of children. Mental health consultation is provided by a masters level mental health professional using the Georgetown University model of consultation.

In New York City –
In one year of consultation, our ECTC's mental health consultants have provided services to over 2,000 early care and education staff, and caregivers. Most of the consultants time is spent on classroom-level work, the rest of their time is spent working at the site level or at the child and family level.
The consultants served 318 classrooms, and through partnering with the teacher, they have impacted almost 4,500 children in those classrooms.
7% of those children were identified by the teacher as needing extra support.
2% of children were referred back to an ECTC for treatment, which takes us to the next service type….
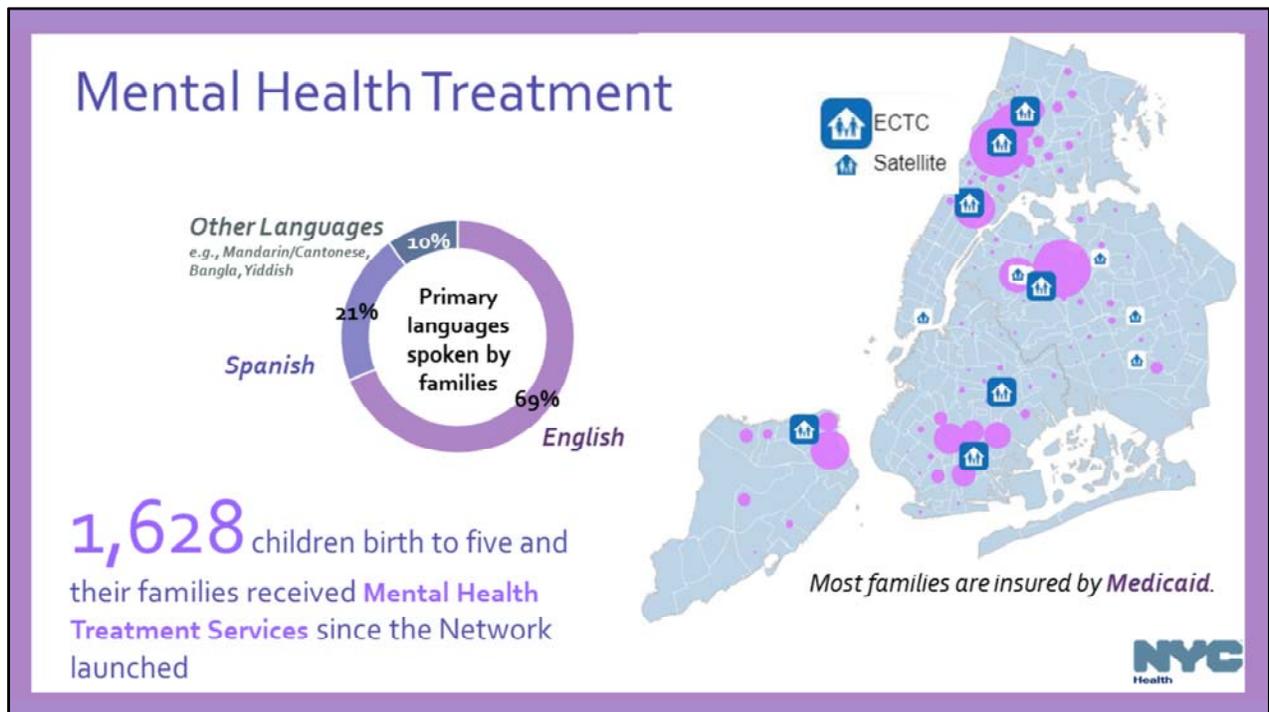
Services, Treatment – Fatima

The ECTCs CLINICIANS provide specialized mental health treatment to families of children birth to five. Therapy is provided by clinicians (such as licensed social workers, mental health counselors, creative arts therapists, marriage and family therapists, or psychologists) who are trained in developmentally appropriate evidence based models. In the Network we use Child Parent Psychotherapy, Triple P Positive Parenting program, and other relationship based models/ family therapies.

This map shows where our ECTCs are located and where the families who go to the ECTCs come from. Our goal is to make sure that services are available to those who are in underserved areas. Our families are very diverse and many of them speak a language other than English.
Most of our families (about 80%) are insured through public health insurance, but we make available services to those who are uninsured as well.
Since 2016 we served more than sixteen hundred families
69% of families speak English as their primary language, 21% speak Spanish as their primary language, and 10% of our families speak languages other than English or Spanish.

Services, FPA – Fatima

The third service provided by ECTCs is Family peer support services - which involve advocacy and empowerment of families.

Family peer advocates are vital parts of the ECTC team, and connect families to resources across communities and help them navigate systems of care. Family peer advocates are themselves caregivers of a child who received services from a NYC child serving systems. Our Family Peer advocates have provided services to more than fourteen hundred families. These services were offered primarily in clinics and EarlyLearn sites.

The top two services provided to families were (1) **Engagement and bridging, (which is connecting families, and helping families move from one service to another), and the second is (2) providing emotional support.**

Besides the ECTCs… we have a TTAC which, you will hear more about from Evelyn…

Evelyn – please provide notes

❖New York Center for Child Development

❖NYCCD has been a major provider of early childhood mental health services through federal, state, city and philanthropic funded programs in New York

❖NYCCD has a long history of providing clinical, program, and system-level expertise to inform policy and support the field of Early Childhood Mental Health through training and direct practice

❖McSilver Institute for Poverty, Policy and Research

❖The McSilver Institute houses the Community and the Managed Care Technical Assistance Centers (CTAC/MCTAC), which offer clinic, business, and system this transformation supports to all behavioral healthcare providers statewide

❖The McSilver Institute, under subcontract with NYCCD, offers clinic, business, and system transformation supports to the Early Childhood Therapeutic Centers (ECTCs)

❖The partnership draws on the core expertise of both agencies, focusing on building clinical competencies, workforce development, business sustainability and infrastructure support

TTAC intro – Evelyn

TTAC builds the capacity and competencies of mental health professionals and other early childhood professionals to identify and address the social-emotional needs of young children and their families through:

Tiered model of training with varying intensities; linked to network of service providers

Trainings have been responsive to the needs of the practitioners and community mental health needs

        Conducted a needs assessment with ECTCs, conduct ongoing evaluations of trainings and meet with Directors to determine needs

        Customize trainings for child serving systems across the city based on their expressed needs

- Trainings are multi-year and aligned with NYS-AIMH competencies for endorsement
- Community of practice approach guided by best practices; emphasizes business sustainability

What is Infant and Early Childhood Mental Health (I/ECMH)?

The developing capacity of the child from birth to 5 years of age to

❖ form close and secure adult and peer relationships;

❖ experience, manage and express a full range of emotions;

❖ and explore the environment and learn –

... all in the context of family, community and culture".

Cohen J, Oser C, Quigley K. Making it Happen: Overcoming Barriers to Providing Infant-Early Childhood Mental Health, ZERO TO THREE Policy Center; April 2012

Social emotional development sets the stage for all development. For young children, the domains of development are all intertwined

As Jack Shonkoff at the Harvard Center for the Developing Child has said, "What happens in the early years sets the stage for a sturdy or fragile existence".

Why is I/ECMH Important?

- In NYC, one in four children under the age of 5 has a parent or caregiver with concerns about their development *(NYC DOHMH. Epiquery: NYC Interactive Health Data System – CHEWDS 2015)*
- 85% of brain development occurs before age 5*
- Between 9.5 and 14 percent of US children ages 0-5 experience social-emotional problems that negatively affect their functioning, development, and school readiness (Brauner & Stephens, 2006)
- The quality and consistency of early relationships impacts young children
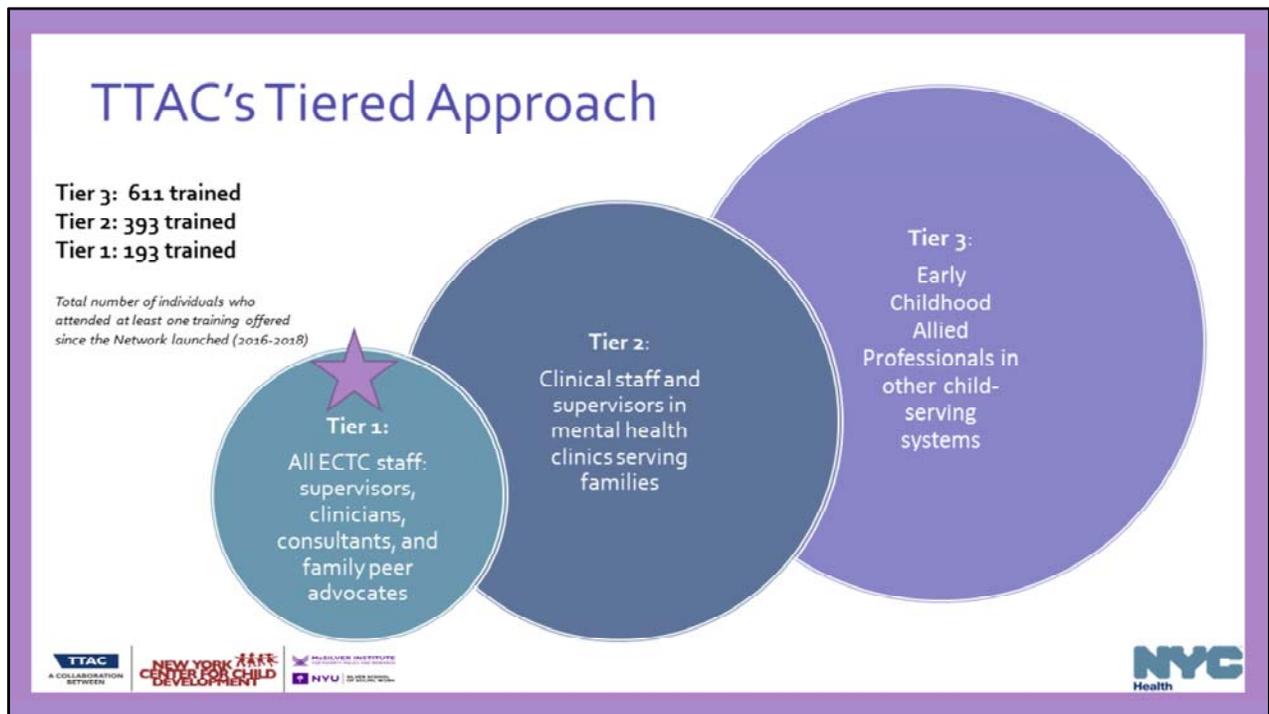
Based on what we know about the critical importance of early experiences, the fact that 85% of brain development occurs before age 5 and the significant return on investment, it is imperative that we develop a workforce that understands infant early childhood mental health and child development, is competent and has the needed skills to intervene effectively.

Young children develop in the context of relationships.
The quality and consistency of early relationships

- impacts on the ability of young children to learn
- on their sensory processing
- on their ability to regulate themselves and
- on their ability to form relationships

In working with young children it is critical that all the work be relationship based with a focus on fostering secure parent/child attachment.
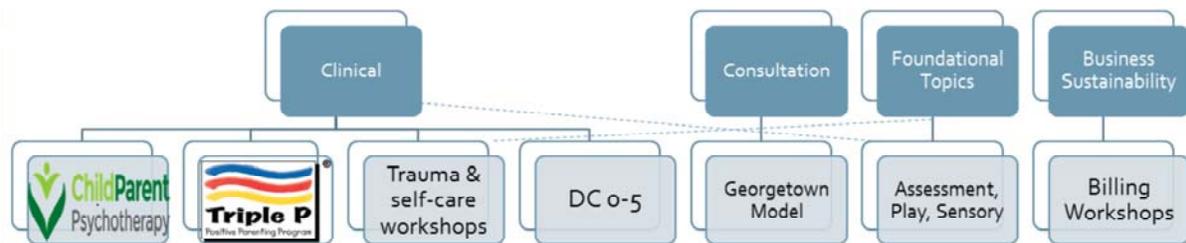
It is the capacity of the caregiver to be sensitive to the child's cues and respond empathically to emotional signals provides the foundation for the child's secure and healthy development. (Ainsworth,1995)

TTAC's Tiered Approach

Tier 3: 611 trained
Tier 2: 393 trained
Tier 1: 193 trained

Total number of individuals who attended at least one training offered since the Network launched (2016-2018)

Tier 1: All ECTC staff: supervisors, clinicians, consultants, and family peer advocates

Tier 2: Clinical staff and supervisors in mental health clinics serving families

Tier 3: Early Childhood Allied Professionals in other child-serving systems

Tiered approach – highest intensity for tier 1, decreasing intensity for Tier 2 and 3
TTAC provides customized trainings to early childhood professionals across child serving systems.

- **Sensory Integration and Self-Regulation: Sensory Contributions to Young Children's Social-Emotional Development**
- Trainings on Trauma, self-care and resilience to ACS, DOE, NFP and other providers
- TTAC provided training and support for providers serving young children separated from their parents
- Dr. Gilbert Foley and Susan Chinitz, clinical Co-Directors of TTAC provided the content for 3 webinars on The Foundations of Social Emotional Development for EI, Posted on the website, can obtain CEUs.

Tier 1 Trainings
- **Clinicians;**
    - Evidence Based Practice: CPP and Triple P
    - Trainings on child development, trauma, assessment, play and other foundational trainings
- **Consultants:** Georgetown Model

DC:0-5:   diagnostic classification of Mental Health and Developmental Disorders of Infancy and Early Childhood

- DC 0-5 is a specialized diagnostic classification system for infancy and early childhood from an Infant Mental Health perspective which is developmentally informed, relationship based, contextual and culturally competent.
- DC 0-5 is a multi-axial approach to diagnosis
- The NYS Medicaid Redesign Team is recommending a cross walk with DSM 5 under Medicaid Redesign

Evelyn

CPP: Dyadic Intervention model for children age birth to age 5 who have experienced
- traumatic events and/or
- mental health, attachment and/or behavioral problems
- Based on attachment theory and integrates psychodynamic, developmental, trauma, social-learning, and cognitive behavioral theories

Therapy sessions include the child and parent or primary caregiver
TTAC has sponsored 5 cohorts who have or in the process of completing an 18 month training that includes in-person training and monthly consultation calls

TTAC sponsored two conferences, one with Dr. Alicia Lieberman and one with Dr. Chandra Ghosh Ippen, the co-developers of CPP
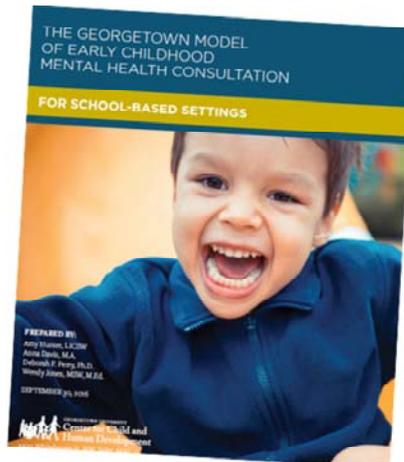For more information, go to the link

The Triple P-Positive Parenting Program® (Triple P) is a multi-tiered system of evidence-based education and support for parents and caregivers of children. Triple P interventions increase parents' ability to deal with a full range of behavior problems.
To view the introductory webinar, go to the link

Evelyn

Georgetown Model of ECMH Consultation: provides a framework to guide the ECMHC

- In-person trainings

- Regular coaching calls

- Evaluation

- Have received training and ongoing consultation from national experts from Georgetown University: Neal Horen, Amy Hunter, Deborah Perry

TTAC also helped develop a Resource Manual For consultation sites which is posted on the Resource Section of the website.

TTAC and DOHMH have ensured that professional development activities advance the participant's knowledge, skills and reflective capacity to provide quality infant and early childhood mental services that are relationship-focused. Most offerings are in alignment with the New York Association for Infant Mental Health or NYS-AIMH's *Competency Guidelines and Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®*.

These NYS-AIMH *Competency Guidelines*® and Infant Mental Health Endorsement® are nationally and internationally recognized as one of the first and most comprehensive efforts to identify best infant and early childhood practice competencies across disciplines and practice settings.
So what exactly is the NYS-AIMH Infant Mental Health Endorsement®? It is a credentialing system that supports and recognizes the knowledge and ability of professionals who work with or on behalf of infants and young children up to age five and their families.

Endorsement® is not a license but an overlay that complements one's professional license and/or other credentials.

Endorsement is granted through documentation and verification of the required specialized education, work, in-service training, and reflective supervision and/or consultation

experiences, such as those offered through TTAC and your agency.

For more information about the NYS-AIMH *Competency Guidelines and Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®* visit the NYS-AIMH website at NYSAIMH.org.

Janice

"The evaluation team for the Early Childhood Mental Health Network collects a lot of data for each of it's services. Data collection is extremely important because it helps the network to track the progress of services being provided by our 7 ECTCs and training/technical assistance center. The data collected inform program planning and continual quality improvement of the services being provided by the network. Most importantly, the data you collect ultimately helps to provide substantial evidence for informing policies that affect young children and their families."

Mental Health Consultation Assessments

Mental health consultation data is collected through a web-based password protected portal. All information about the tools that are used to collect mental health consultation data can be found in the Mental Health Consultation Training Manual on the TTAC website at ttacnyc.org.

Overview of Assessments Tools – Mental Health Consultation

Name of Tool	Description of Tool
Classroom Demographic	This form describes the classroom that is receiving mental health consultation services
Teaching Pyramid Observation Tool for Preschool Classroom (TPOT)	This tool will assess the mental health climate/environment of the classroom that is receiving mental health consultation services
Classroom Strength and Difficulties Questionnaire (SDQ)	This tool will assess the burden of children's behaviors on the teacher and the classroom
Goal Review Sheet	This form allows the consultant and lead teacher to identify up to three goals for the consultation period, as well as the activities that are needed to attain the goals.
The Devereux Early Childhood Assessment (DECA)	This tool assesses protective factors and screens for potential risks in the social and emotional development of young children
Consultation Notes	This form is used to track the time the consultant spends providing mental health consultation and the activities performed by the mental health consultant
Mini Teacher Impact Survey	This tool will allow the teacher to provide feedback regarding the consultation services received at the consultation mid-point
Teacher Impact Survey	This tool will allow the teacher to provide feedback regarding the consultation services received at the end of consultation
Administrator Impact Survey	This tool will allow the program director to provide feedback regarding the consultation services received at the end of consultation

NYC Health

"There are 9 tools that are used to assess mental health consultation at different times during the year: the classroom demographic form, the teaching pyramid observation tool for preschool classroom (which we lovingly refer to as the TPOT), the classroom strength and difficulties questionnaire (also known as the SDQ), the goal review sheet, the devereux early childhood assessment (also known as the DECA), the consultation notes, the mini teacher impact survey, the teacher impact survey, and the administrator impact survey. Please review the second column for descriptions of each tool. As was mentioned in the previous slide all information about the tools that are used to collect mental health consultation data can be found in the Mental Health Consultation Training Manual on the TTAC website at ttacnyc.org.

Mental health treatment data is collected through a DOHMH tracker and electronic health records from your agency. All information about the tools that are used to collect mental health treatment data can be found in the Mental Health Treatment Training Manual on the TTAC website at ttacnyc.org.

Overview of Assessments Tools – Mental Health Treatment

Name of Tool	Description of Tool
Patient Health Questionnaire (PHQ-9)	screens for depression in the primary caregiver of the child
Adverse Childhood Experience (ACE)	I measures the number of adverse childhood experiences experience by the primary caregiver
Parenting Stress Index-Short Form (PSI-SF)	This tool evaluates the magnitude of stress in the parent-child relationship
The Devereux Early Childhood Assessment (DECA)	This tool assesses protective factors and screens for potential risks in the social and emotional development of young children
Parenting and Family Adjustment Scales (PAFAS)	This tool assesses the changes in parenting practices and parental adjustments using the Triple P model
Supplemental Questions	These questions gather supplemental demographic information about the child
Family Assessment of Care Survey (FACS) / Consumer Assessment of Care Survey (CACS)	This tool provides family/patient feedback on the services provided by the ECTC

NYC Health

There are 7 tools used to assess mental health treatment during a family's time in the clinic: The Patient Health Questionnaire (which we refer to as the PHQ-9), The Adverse Childhood Experience (ACE), The Parenting Stress Index-Short Form (PSI-SF), The Devereux Early Childhood Assessment (DECA-C), and The Parenting and Family Adjustment Scales (PAFAS), which is only used for families who are going through Triple P. There are also some Supplemental questions that are asked to gather demographic information about the child. The Family Assessment of Care Survey (FACS) / Consumer Assessment of Care Survey (CACS) provides family/patient feedback on the services provided by the ECTC. Please review the second column for descriptions of each tool. As was mentioned in the previous slide all information about the tools that are used to collect mental health treatment data can be found in the Mental Health Treatment Training Manual on the TTAC website at ttacnyc.org.

Family peer support data is collected through a DOHMH tracker. All information about the tools that are used to collect family peer support data can be found in the Family Peer Advocate Training Manual on the TTAC website
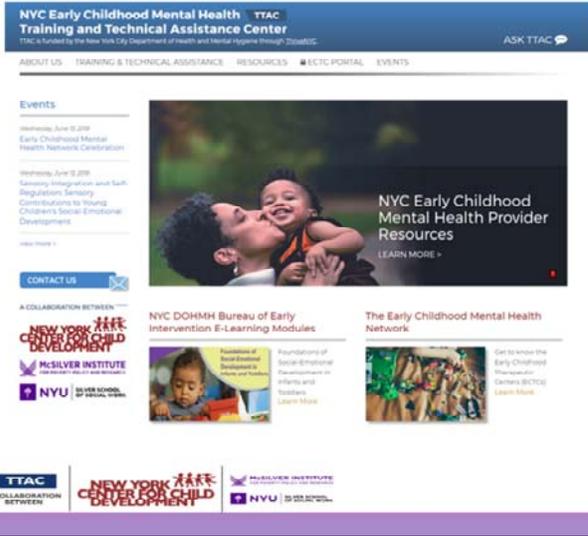
Overview of Family Peer Support Reporting

Name of Tool	Description
Family Peer Advocate (FPA) Note	This form is used to track the time the family peer advocates spends with the family and the service that the family peer advocate provides

NYC
Health

"There is 1 tool used to track family peer support services. The family peer advocate note (aka FPA Note) is used to track the time the family peer advocates spends with the family and the service that the family peer advocate provides. As was mentioned in the previous slide all information about the tools that are used to collect family peer support data can be found in the Family Peer Advocate Training Manual on the TTAC website

McSilver

McSilver

TTAC Website Walkthrough

McSilver

Who We Are: DOHMH

Shirley Berger, Director, Office of Prevention, Family and Community Support
Fatima Kadik, Project Director, Early Childhood Mental Health Services
Janice Okeke, Evaluation and Quality Improvement Specialist
Elleanor Eng, Program Coordinator
Rochelle Macer, Early Intervention Mental Health Liaison

-Elleanor

The DOHMH team consists of Shirley Berger, Fatima Kadik, Janice Okeke, Elleanor Eng, and Rochelle Macer.
We will be working closely with your agencies, and are very happy to hear from you if you need any support!

Who We Are: TTAC

Gil Foley, EdD, Clinical Co-Director
Nichole Aiello, Program Coordinator
Evelyn Blanck, LCSW, Director
Susan Chinitz,, PsyD, Clinical Co-Director
Ana Rodriguez, PhD, CPP Trainer
Michael Gordon, Executive Director NYCCD

Morgan McGuire, Policy Analyst;
Andrew Cleek, PsyD, Chief Program Officer; and
Meg Baier, LMSW, Assistant Director of Strategic Operations

-Elleanor

The TTAC consists of the NYCCD team members: Evelyn, Gil, Susan, Ana, Nichole, and Michael, and McSilver team members: Andy, Meg, and Morgan.

How to Contact Us

❖ For questions about the ECMH Network:
  ❖ Fatima Kadik, email: fkadik@health.nyc.gov

❖ For questions about trainings and registration:
  ❖ Email: ttac.info@nyu.edu

❖ For questions about competencies and endorsement:
  ❖ Rochelle Macer, email: rmacer@health.nyc.gov

❖ To access the TTAC website:
  ❖ TTACNY.org

❖ For Continuing Education Units (CEUs):
  ❖ Visit the NYU Silver CE Online Portal https://sswforms.es.its.nyu.edu/
    ❖ For any issues: call 212-998-5973 or email silver.continuingeducation@nyu.edu

-Elleanor

Contact information for…
Please contact the following people if you have any questions

For questions about the ECMH Network,
Network/Fatima

For questions about TTAC,
TTAC/ttac.info

For questions about competencies and endorsement,
Competencies + Endorsement/Rochelle

"thank you for viewing this webinar. We are happy to welcome you to the Network and ECMH family. We look forward to working together to help young children and families thrive"

End.