Stressed Out Children, Families, and Early Childhood Teachers: How Mental Health Support Is Essential to Reopening America

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Edward Zigler Center in Child Development & Social Policy

March 26, 2021
Bipartisan Policy Center

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Expulsion Rates (per 1,000)

- K-12: 2.1
- PreK: 6.7
- Child Care: 27.4

National Annual Rates

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Rate</th>
<th>Calculated Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Suspension</td>
<td>2.0%</td>
<td>~174,309</td>
</tr>
<tr>
<td>Preschool Expulsion</td>
<td>0.2%</td>
<td>~17,248</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>~191,557</strong></td>
</tr>
</tbody>
</table>

PRESCHOOL TO PRISON PIPELINE


March 2014 (2011-2012 data)

• “Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once.”
• “Boys receive more than three out of four out-of-school preschool suspensions.”

June 2016 (2013-2014 data)

• Black preschoolers 3.6 times as likely to be suspended as white preschoolers
• Blacks represent 19% of preschoolers, but 47% of suspensions
• Boys represent 54% of preschoolers, but 78% of suspensions
## ACEs & Preschool Expulsion/Suspension

<table>
<thead>
<tr>
<th>Experience</th>
<th>OR</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Violence</td>
<td>10.6</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Family Mental Illness</td>
<td>9.8</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Adult Substance Abuse</td>
<td>4.8</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Victim/Witness of Violence</td>
<td>4.5</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Poverty</td>
<td>3.9</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Parental Divorce</td>
<td>3.3</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Parental Incarceration</td>
<td>3.0</td>
<td>&lt;.01</td>
</tr>
</tbody>
</table>

Early Childhood Mental Health Consultation

NEW RESEARCH!

Early Childhood Mental Health Consultation: Results of a Statewide Random-Controlled Evaluation

Walter S. Gilliom, no; Angela H. Naquin, no; Chris R. Key, no

Objective: Despite recent federal recommendations calling for increased funding for early childhood mental health consultation (ECMHC), little is known about the effectiveness of ECMHC on improving child mental health outcomes. This study aimed to evaluate the effects of ECMHC on reducing child behavior problems, improving child mental health outcomes, and increasing the likelihood of successful outcomes in children with severe behavior problems.

Method: A randomized controlled trial was conducted with 106 children from 10 clinics across the state. Children were randomly assigned to ECMHC or no treatment. The intervention involved consultation by a mental health professional who provided individualized treatment plans and support for the child's family.

Results: Children in the ECMHC group showed significant improvements in behavior problems, as measured by the CBCL and the ASEBA. There were also improvements in social skills, as measured by the PBIS. The intervention was associated with increased family satisfaction and improved outcomes for children with severe behavior problems.

Conclusion: ECMHC is an effective intervention for reducing child behavior problems and improving mental health outcomes. Further research is needed to determine the long-term effects of ECMHC on child mental health.
The Ohio Story


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Our subjects in all these studies are children. They are our partners in this learning enterprise, and we have a special responsibility to use this knowledge—not to fill up journals, but to make the lives of these children better.

Edward Zigler (2007)
Challenging Behavior or Challenging Environment?

Grace Schoessow, MS
Early Childhood Mental Health Consultant
Methodology

• 51 preschool classrooms randomly assigned into treatment ($n=30$) and waitlist-control ($n=21$) conditions

• CHILD-informed ECMHC
  • Median of 6 consultation visits lasting 2 hours/visit

• 2 target children and 2 random peers were sampled in each classroom ($N=204$ children)

• Blind observations and teacher ratings
Classroom/Teacher Outcomes
Mental Health Climate (CHILD Tool)

Climate of Healthy Interactions for Learning and Development (childscale.org)
Mental Health Climate (CHILD Tool)

Transitions
Directions & Rules
Social & Emotional Learning
Adult Awareness
Adult Affect
Adult Cooperation
Adult-Child Interactions
Individualized & Developmentally Appropriate Practice
Child Behaviors

*Warmth*
*Attunement*

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Mental Health Climate (CHILD Tool)

Transitions
Directions & Rules
Social & Emotional Learning
Adult Awareness
Adult Affect
Adult Cooperation
Adult-Child Interactions
Individualized & Developmentally Appropriate Practice
Child Behaviors

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+ p<.05
Framing Challenging Behaviors

Example:

A child’s challenging behavior in the classroom is a function of...

...how parents raise their children at home

...how I teach in the classroom

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Child Outcomes
Social Emotional Skills (DECA-P2)

All Children

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* p < .05
Social Emotional Skills (DECA-P2: Initiative)

**Target Children**

- Control: Pretest = 43.63, Posttest = 41.17
- ECMHC: Pretest = 42.85, Posttest = 47.74

*(ES=0.76)*

**Random Peers**

- Control: Pretest = 50.37, Posttest = 48.6
- ECMHC: Pretest = 50.45, Posttest = 53.66

*(ES=0.52)*

* p<.05
Implications
Implications
“I’ve come to the frightening conclusion that I am the decisive element in the classroom… I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

– Haim Ginott 1972