

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

Chin. R. Reyes, Ph.D. & Walter S. Gilliam, Ph.D.

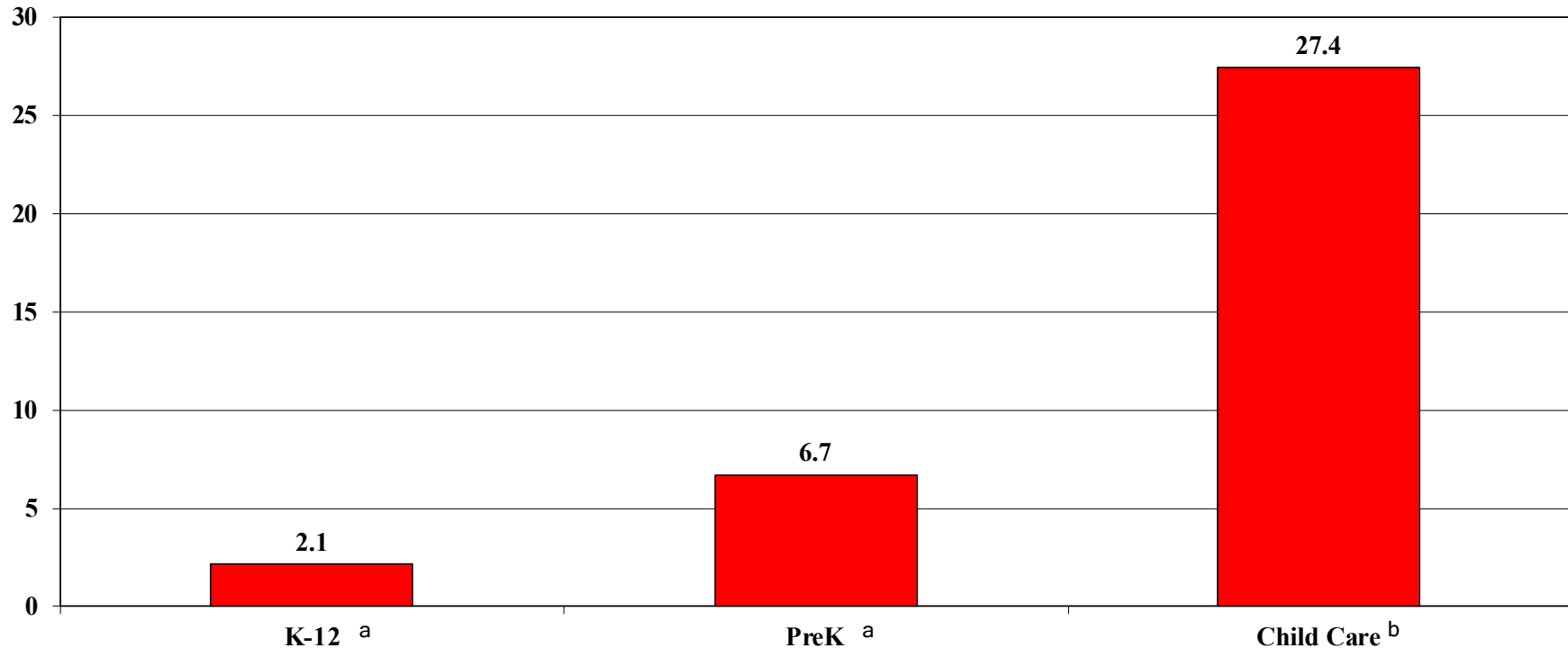
Edward Zigler Center in Child Development & Social Policy

March 26, 2021

Bipartisan Policy Center

Yale SCHOOL OF MEDICINE

Expulsion Rates (per 1,000)



a. Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: www.ziglercenter.yale.edu/publications/briefs.html

b. Gilliam, WS & Shahar, G (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants and Young Children, 19*, 228-245.

National Annual Rates

Preschool Suspension 2.0% ~174,309

Preschool Expulsion 0.2% ~ 17,248

TOTAL ~191,557



MetLife Stadium = 82,500



Yankee Stadium = 54,251

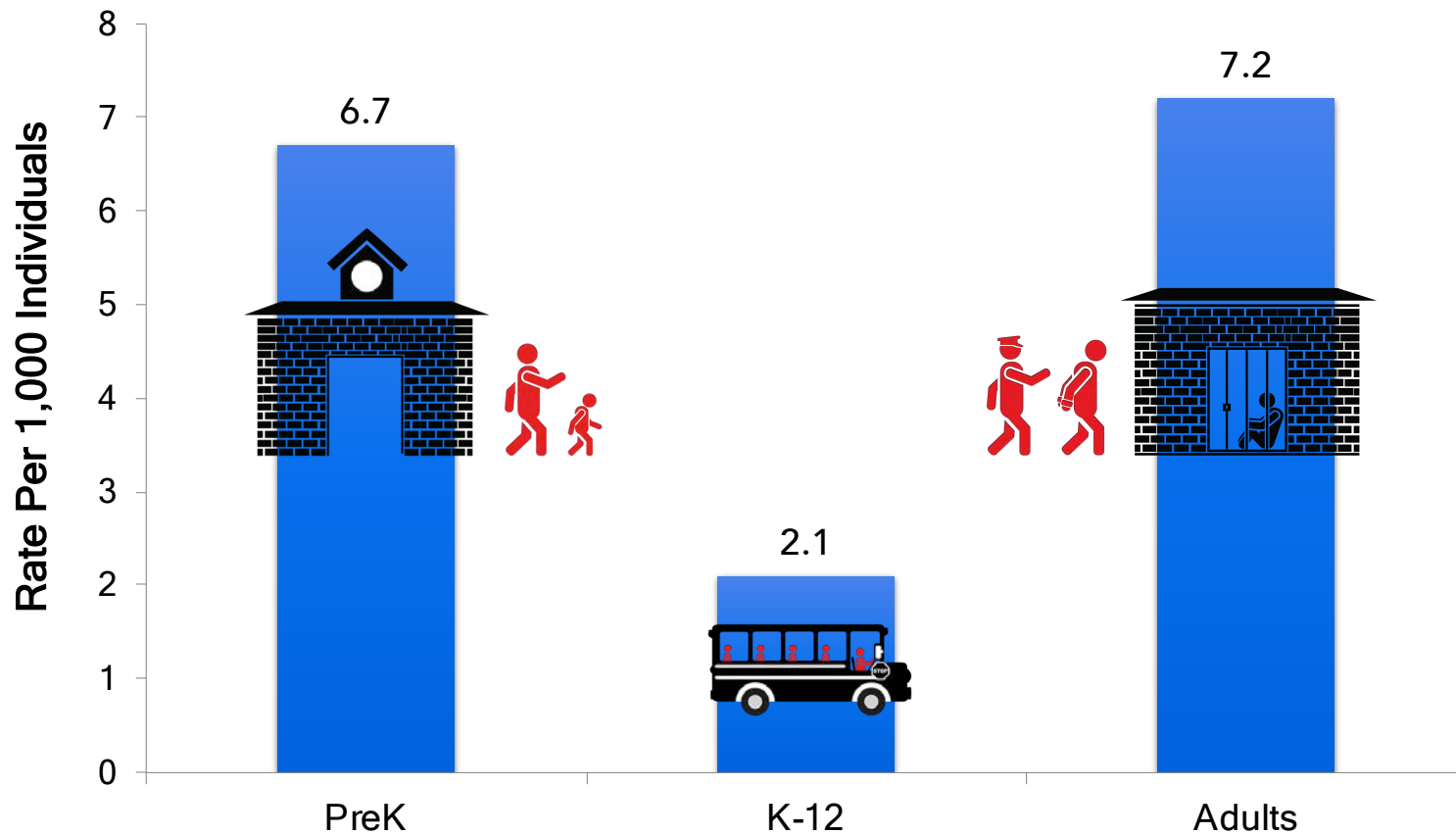


Citi Field = 41,922

In the Parking Lot = 12,884

Zeng, Corr, O'Grady & Guan. (2019). Adverse childhood experiences and preschool suspension expulsion: A population study. *Child Abuse & Neglect*, 97.

PRESCHOOL TO PRISON PIPELINE



Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*.

Available: www.ziglercenter.yale.edu/publications/briefs.html

Walmsley, R. (2013). *World prison population list (10th ed)*. London, UK: International Centre for Prison Studies.

US Department of Education Office of Civil Rights (2014, 2016)



<http://ocrdata.ed.gov>

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

Issue Brief No. 2 (March 2014)
For other data snapshots in the series, visit the CRDC at: <http://ocrdata.ed.gov>

INSIDE THIS SNAPSHOT: Early Childhood Education Highlights

- Public preschool access not yet a reality for much of the nation: About 40% of school districts do not offer preschool programs.
- Part-day preschool is offered in preschool programs offer only part-day preschool.
- Limited universal access to preschool programs explicitly not offered.
- Kindergarten retention disparities: Black and Hispanic students are suspended at higher rates than white students. Boys represent 61% of suspensions.
- Suspension of preschool children: 48% of preschool children suspended, but 48% of those out of four out-of-school preschool suspensions.



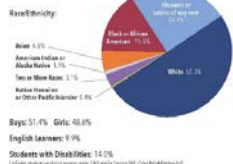
The 2013-14 Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional and other staff, and resources – as well as school climate factors, such as student discipline and bullying and harassment – that impact educational equity and opportunity for students. The U.S. Department of Education (ED) will release additional data highlights later in 2014 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that help college and career readiness, and diverse student achievement. The full CRDC data file may be downloaded now, please visit ocrdata.ed.gov for more information. In Fall 2015, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at ocrdata.ed.gov.

U.S. Department of Education | Office for Civil Rights
Civil Rights Data Collection: Data Snapshot (First Release) 3/2/2014

Who's in the 2013-14 CRDC?

Number of school districts: 10,700 (97.2% of all school districts)
Number of schools: 95,507 (99.2% of all public schools)
Total number of students: 50,035,744

Nationwide Student Demographics:



Boys: 51.4% Girls: 48.6%

English learners: 9.9%

Students with disabilities: 14.0%

WHAT'S INSIDE

About the CRDC	2
School Discipline	3
Restraint and Seclusion	5
Early Learning	5
College and Career Readiness	6
Chronic Student Absenteeism	7
Education Justice Facilities	8
Teacher and Staffing Equity	9
CRDC Endnotes and Definitions	10

Newly Published Data

In this document, data highlights marked as **NEW** indicate that the CRDC collected new information on the topic for the first time in the 2013-14 CRDC.

ACEs & Preschool Expulsion/Suspension

Domestic Violence	OR = 10.6, $p < .001$
Family Mental Illness	OR = 9.8, $p < .001$
Adult Substance Abuse	OR = 4.8, $p < .001$
Victim/Witness of Violence	OR = 4.5, $p < .01$
Poverty	OR = 3.9, $p < .001$
Parental Divorce	OR = 3.3, $p < .001$
Parental Incarceration	OR = 3.0, $p < .01$

Zeng, Corr, O'Grady & Guan. (2019). Adverse childhood experiences and preschool suspension expulsion: A population study. *Child Abuse & Neglect*, 97.

Early Childhood Mental Health Consultation

www.jaacap.org

Journal of the American Academy of
**CHILD & ADOLESCENT
 PSYCHIATRY**

Volume 55 | Number 9 | September 2016



<p>HERE AND THERE</p> <p>741 The Data Revolution Has Arrived, but Are We Ready? A Call to Action for Child Psychiatry</p> <p>CLINICAL PERSPECTIVES</p> <p>743 Collaborative Care and Integration: Changing Roles and Changing Identity of the Child and Adolescent Psychiatrist</p> <p>TRANSLATIONS</p> <p>746 Zubin's A Translational Model System for Studying Neuropsychiatric Disorders</p>	<p>EDITORIALS</p> <p>749 Practice Makes Permanent (Not Necessarily Perfect)</p> <p>751 Heavy Smoking During Pregnancy Linked to Tic Disorders</p> <p>NEW RESEARCH</p> <p>754 Early Childhood Mental Health Consultation</p> <p>762 School-Home Intervention for ADHD</p> <p>771 Correlates of Mental Illness and Wellbeing</p> <p>784 Maternal Smoking and Tic Disorders Among Offspring</p>	<p>792 Lack of Gender Differences in Childhood-Onset Schizophrenia</p> <p>800 Reduced Default Mode Connectivity in Conduct Disorder</p> <p>809 Altered PFC Function and Anxiety Risk</p> <p>817 Functional Connectivity MRI of Amygdala in Children With ASD</p> <p>BOOK FORUM</p> <p>825 Belongings</p>
--	--	---

Advancing the science of pediatric mental health and promoting the care of youth and their families

NEW RESEARCH

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

Walter S. Gilliom, MD, Angela N. Maupin, MD, Chin R. Reyes, MD

Objective: Despite recent federal recommendations calling for increased funding for early childhood mental health consultation (ECMHC) as a means to decrease preschool expulsions, no randomized-controlled evaluations of this form of intervention have been reported in the scientific literature. This study is the first attempt to isolate the effects of ECMHC for enhancing classroom quality, decreasing teacher-rated behavior problems, and decreasing the likelihood of expulsion in targeted children in early childhood classrooms.

Method: The sample consisted of 176 target children (3-4 years old) and 88 preschool classrooms and teachers randomly assigned to receive ECMHC through Connecticut's statewide Early Childhood Consultation Partnership (ECCP) or waitlist control treatment. Before randomization, teachers selected 2 target children in each classroom whose behaviors most prompted the request for ECCP. Evaluation measurements were collected before and after treatment, and child behavior and social skills and overall quality of the childcare environment were assessed. Hierarchical linear modeling was used to

evaluate the effectiveness of ECCP and to account for the nested structure of the study design.

Results: Children who received ECCP had significantly lower ratings of hyperactivity, inattentiveness, externalizing behaviors, problem behaviors, and total problems compared with children in the control group even after controlling for gender and pretest scores. No effects were found on likelihood of expulsion and quality of childcare environment.

Conclusion: ECCP resulted in significant decreases across several domains of teacher-rated externalizing and problem behaviors and is a viable and potentially cost-effective means for linking mental health services into early childhood settings. Clinical and policy implications for ECMHC are discussed.

Key words: early childhood mental health consultation, preschool children, behavioral outcomes, early childhood education, preschool expulsion

J Am Acad Child Adolesc Psychiatry 2016;55(9):754-761.

On December 10, 2014, the US Department of Health and Human Services and the US Department of Education issued a rare joint policy and recommendations statement¹ during the White House Summit on Early Childhood Education. This joint policy statement called for a dramatic decrease in early childhood expulsions. Specifically, it mentioned early childhood mental health consultation (ECMHC), an intervention in which qualified mental health providers serve early childhood teachers and professionals as classroom-based consultants, as a promising intervention for decreasing and ultimately eliminating preschool expulsions. Unfortunately, no randomized-controlled evaluation of ECMHC has been published in the scientific literature to support this recommendation. Furthermore, the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriations Bill 2016 (July 10, 2015)² called for the US

Department of Health and Human Services and Department of Education to highlight evidence-based approaches to decrease suspension and expulsions in all US early care and education programs. The present study is the first true randomized-controlled evaluation designed to isolate the effects of ECMHC on decreasing the challenging classroom behaviors that often lead to expulsions, thus addressing a federally recognized urgent need.

Severe behavior problems during the preschool years are meaningful predictors of continued behavior problems, poor peer standing, and academic difficulties during kindergarten,^{3,4} later elementary school, and middle school.^{5,6} Externalizing and internalizing behavior problems in young children that occur frequently and intensely are of clinical concern because they result in significant disruptions to academic, social, and emotional development.^{7,8} Externalizing behaviors include inattention, hyperactivity, impulsivity, aggression, emotional lability, and oppositionality, whereas internalizing behaviors often include anxiousness, shyness, perfectionism, and sadness. Although high-quality early education and intervention programs can prevent severe behavior problems in young children from low-income communities and families,⁹⁻¹¹ some preschoolers unfortunately begin

This article is discussed in an article by Dr. Jeff G. Beards on page 740.

Clinical guidelines is available at the end of this article.

An article with the author is available by purchase at www.jaacap.org or by scanning the QR code to the right.



The Ohio Story

Reyes, C., & Gilliam, W. (2021). Addressing challenging behaviors in challenging environments: Findings from Ohio's early childhood mental health consultation system. *Development and Psychopathology*, 1-13.
doi:10.1017/S0954579420001790

Yale SCHOOL OF MEDICINE

Acknowledgments

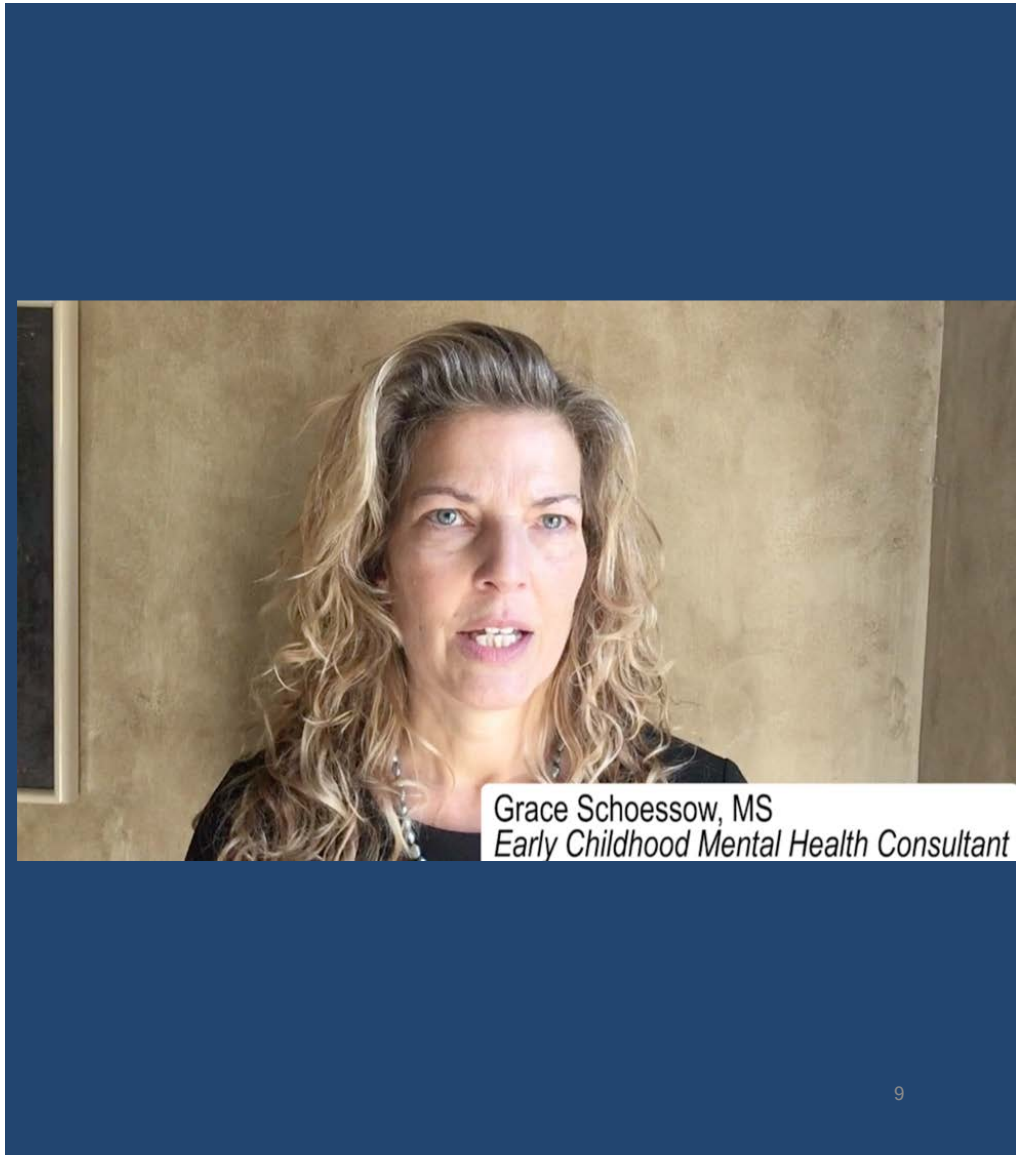


Yale SCHOOL OF MEDICINE

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.

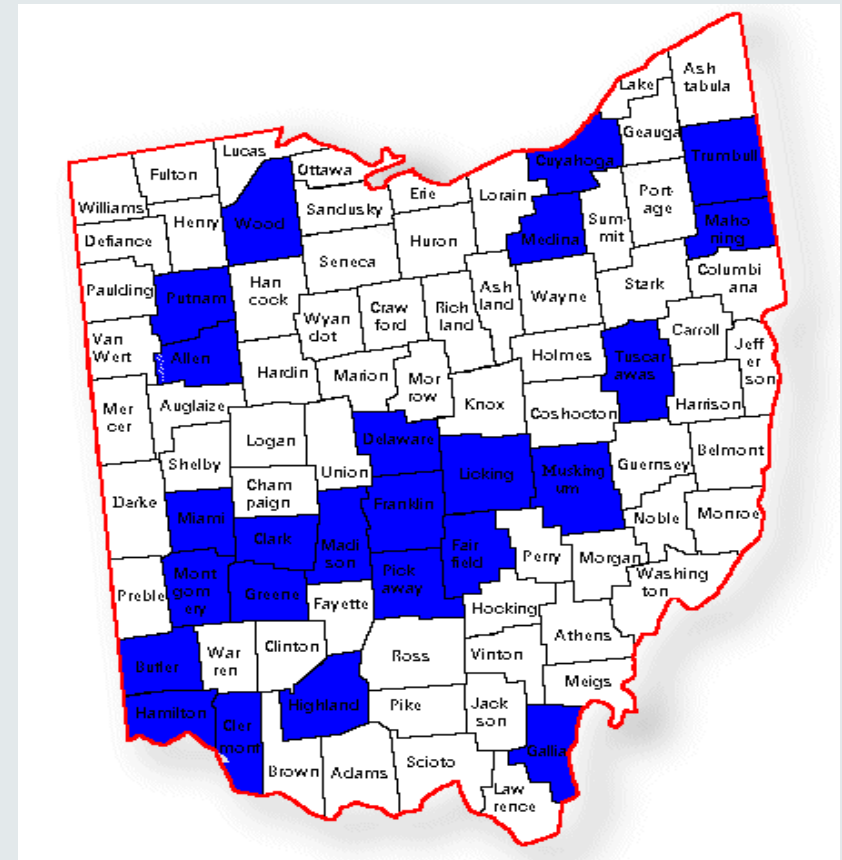
Edward Zigler (2007)

Challenging Behavior or Challenging Environment?



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



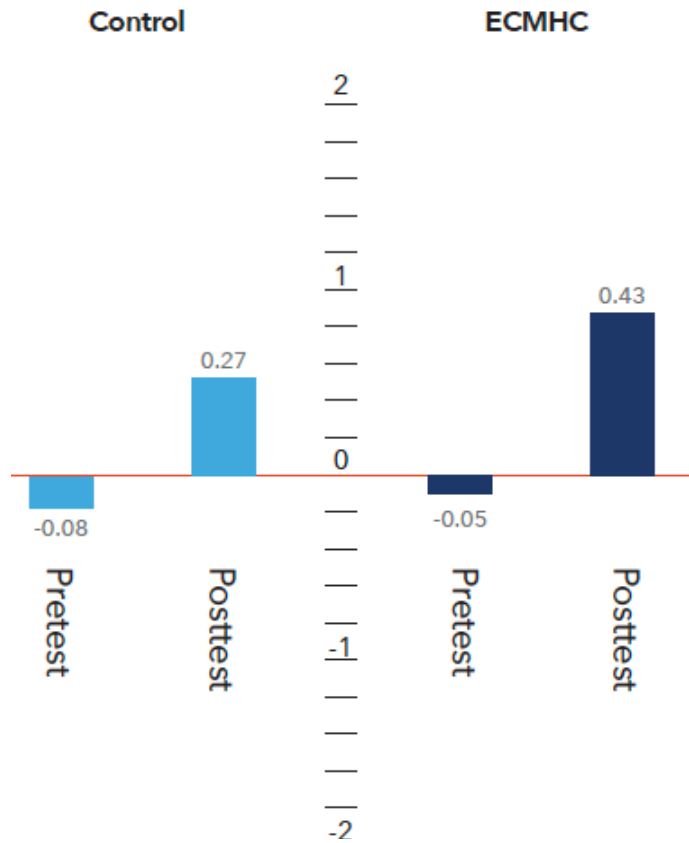
Classroom/Teacher Outcomes

Mental Health Climate (CHILD Tool)



Climate of Healthy Interactions for Learning and Development (childscale.org)

Mental Health Climate (CHILD Tool)



* p<.05

Transitions

Directions & Rules

Social & Emotional Learning

Adult Awareness

Adult Affect

Adult Cooperation

Adult-Child Interactions

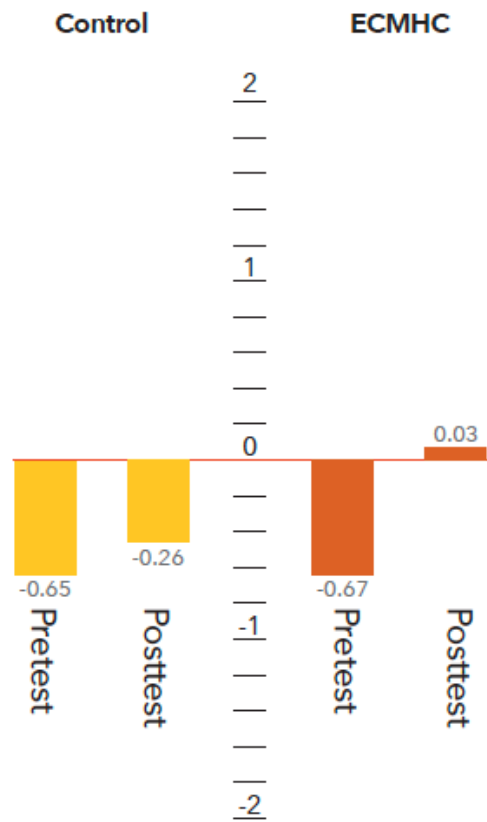
Individualized & Developmentally Appropriate Practice

Child Behaviors

Warmth

Attunement

Mental Health Climate (CHILD Tool)



* $p < .05$

Yale SCHOOL OF MEDICINE

Transitions

Directions & Rules

Social & Emotional Learning

Adult Awareness

Adult Affect

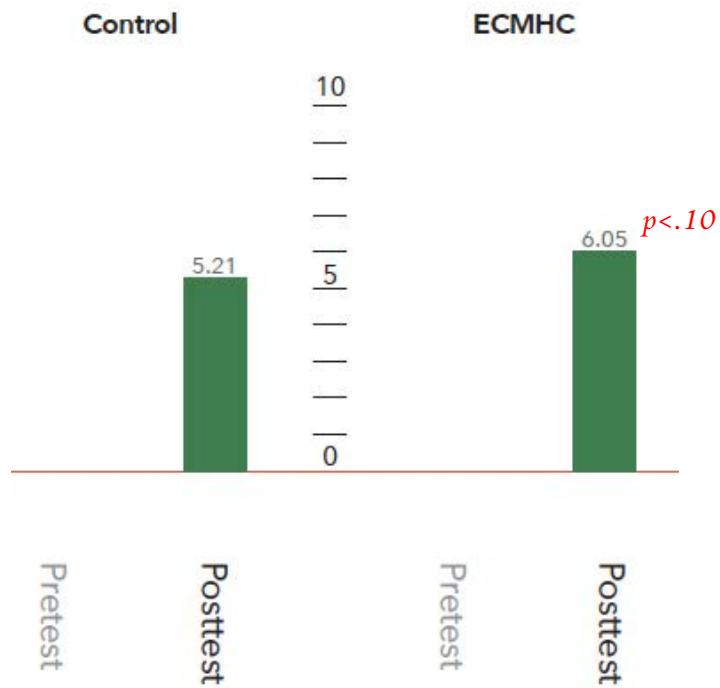
Adult Cooperation

Adult-Child Interactions

Individualized & Developmentally Appropriate Practice

Child Behaviors

Framing Challenging Behaviors



Example:

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

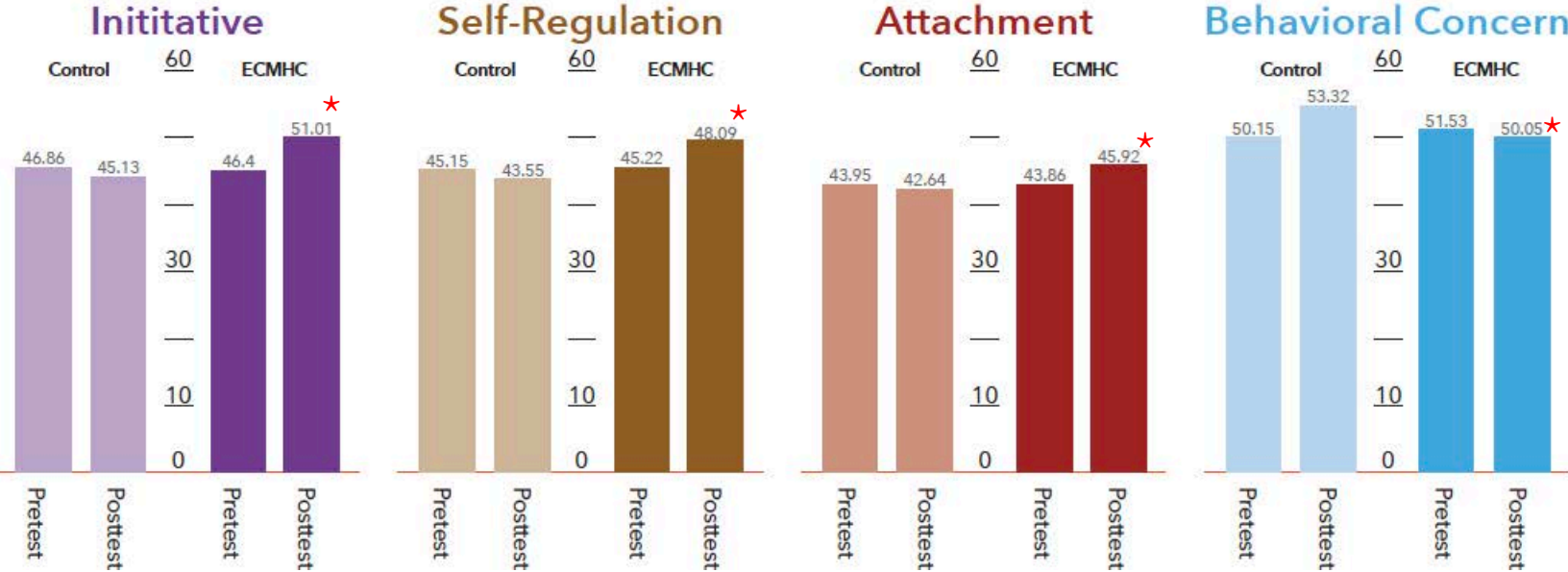
...how parents raise their children at home

...how I teach in the classroom

* $p < .05$

Child Outcomes

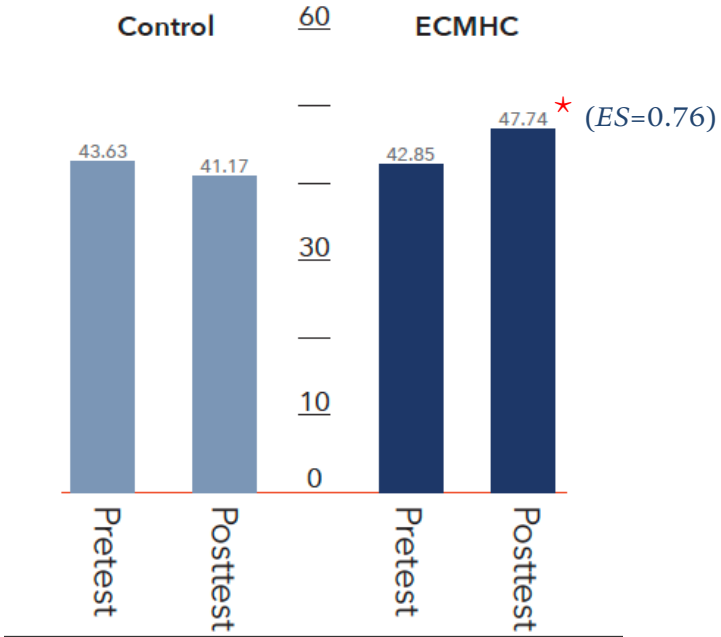
Social Emotional Skills (DECA-P2)



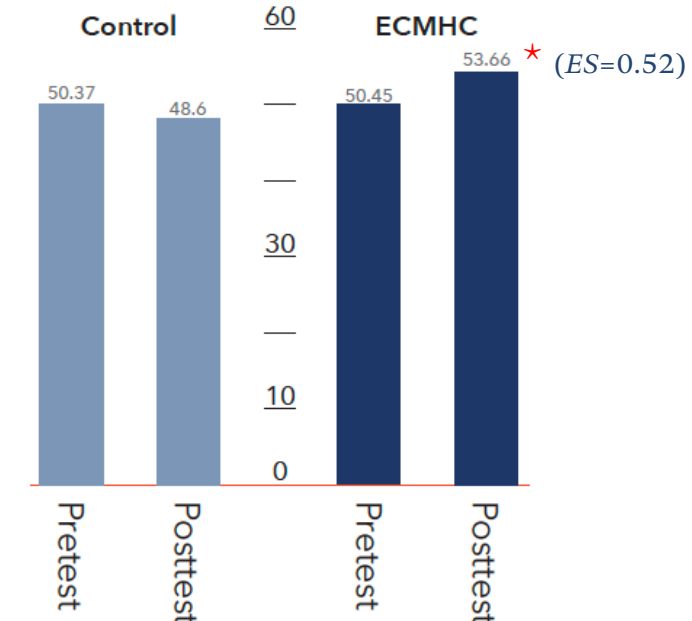
All Children

* p < .05

Social Emotional Skills (DECA-P2: Initiative)



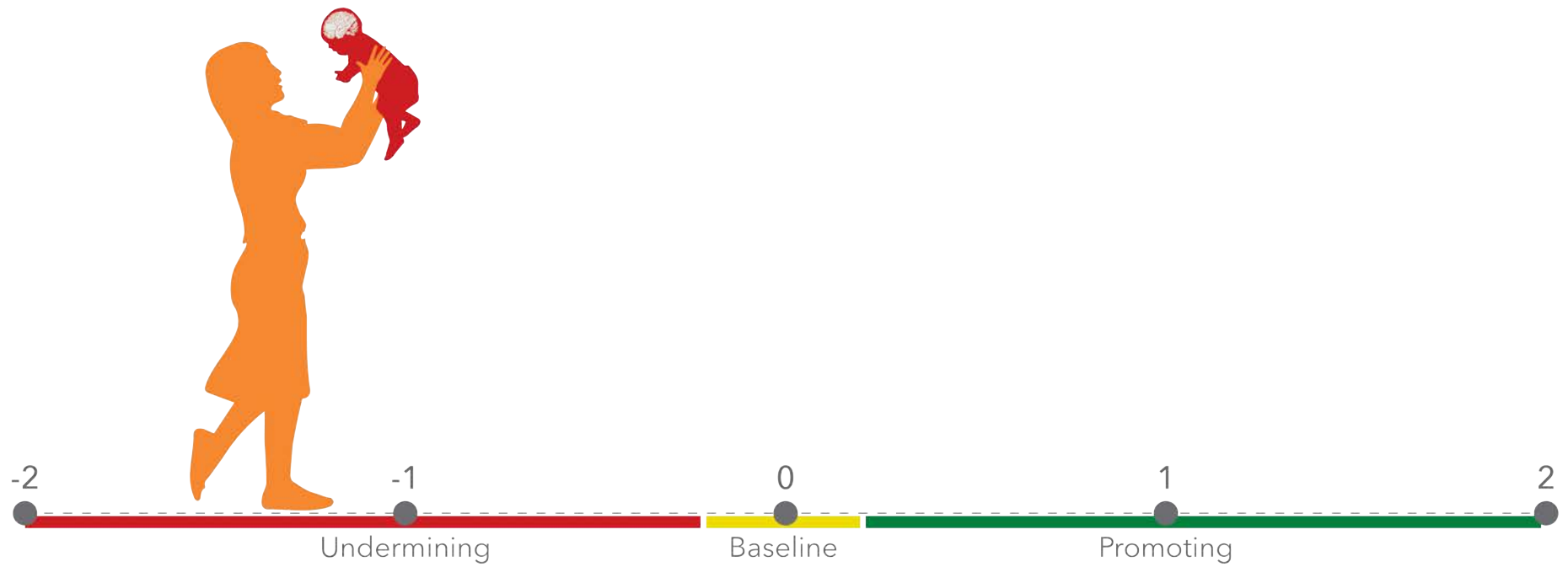
Target Children



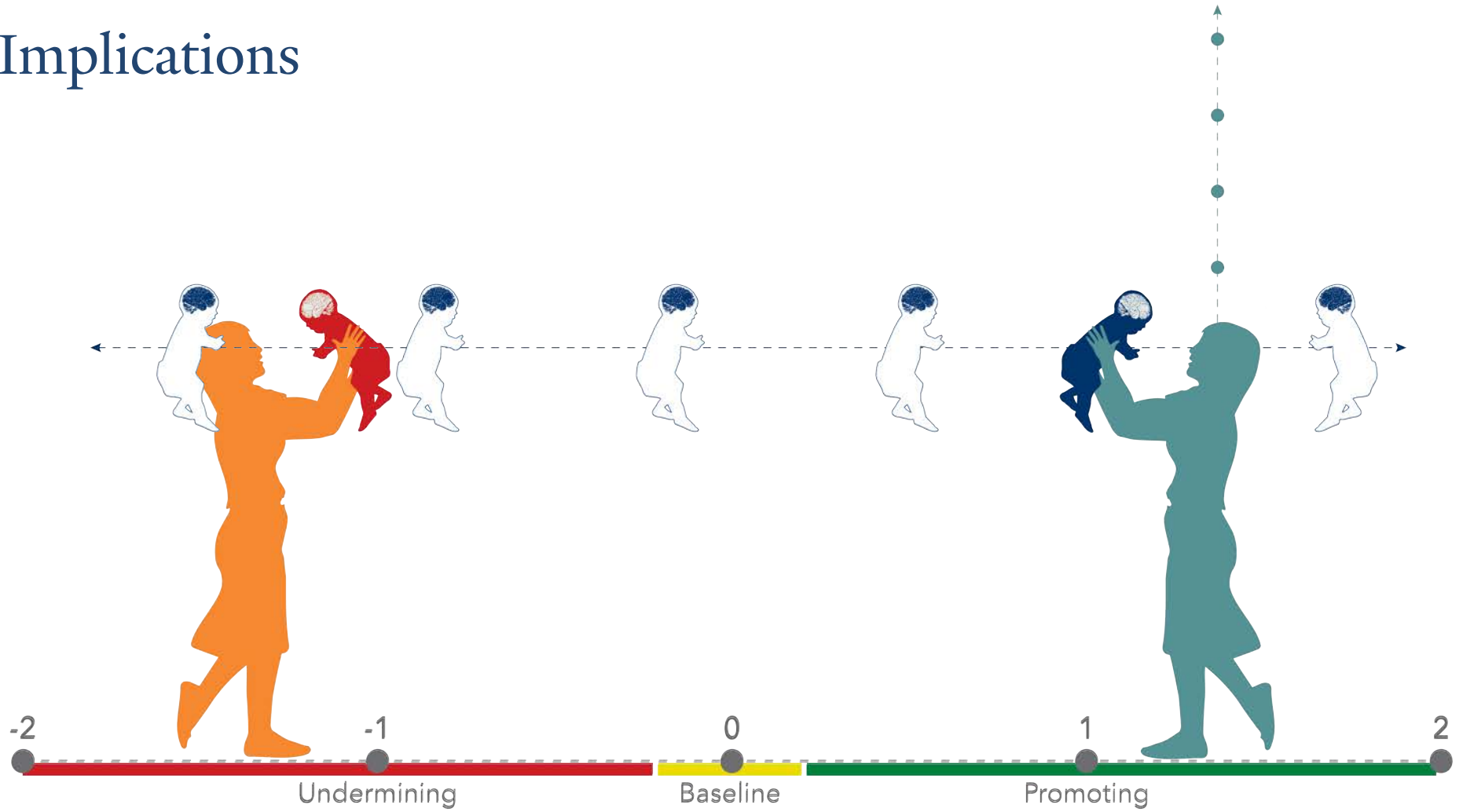
Random Peers

* 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