



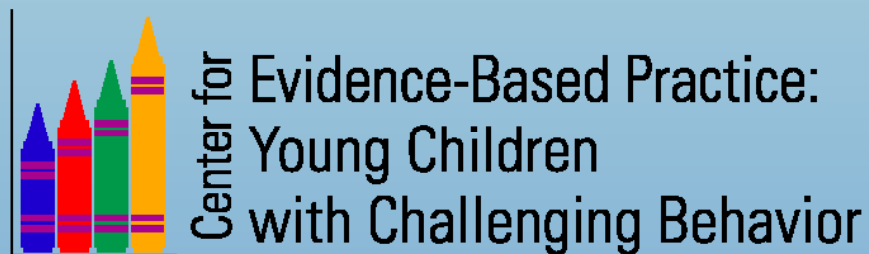
Policies and Procedures: Issues for Implementation, Policy and Scaling up

Barbara J. Smith, U. of Colorado at Denver and Health Sciences Center

Policy Maker's Summit


November 17, 2006

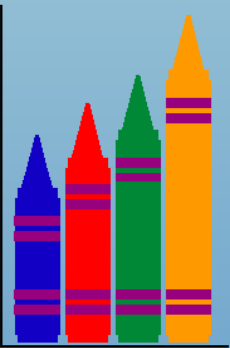
Washington, DC



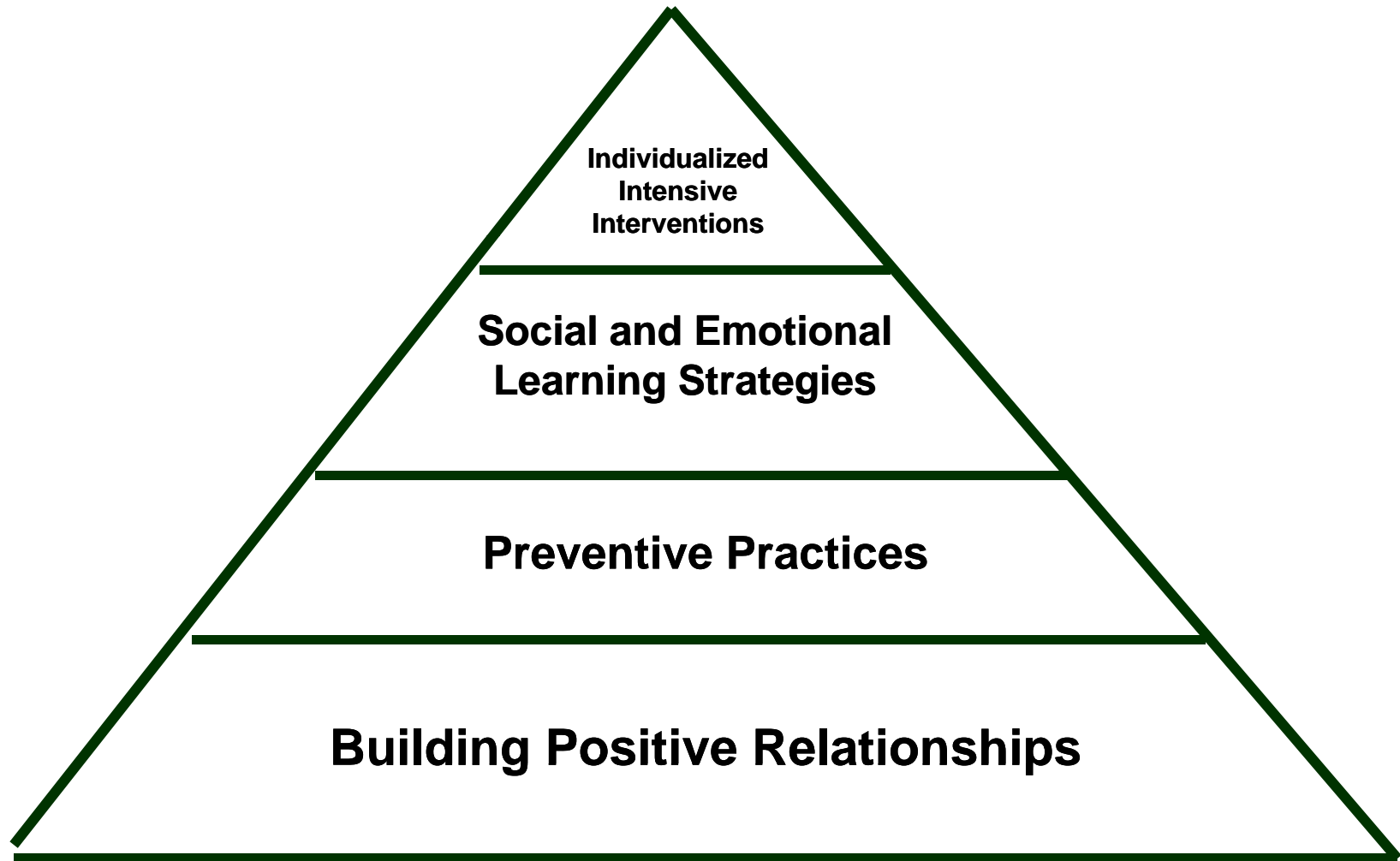
www.challengingbehavior.org

Research Framework: Direct Services/Indirect Supports

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- Longitudinal, multi-site study (KIDS)
 - Research on direct interventions/services: e.g., emotional/social competence, parent-child interaction, PBS and cultural diversity, family-centered interventions, interventions with toddlers, program-wide PBS
 - Research on indirect supports
 - Personnel Preparation and Utilization
 - Administrative Operations and Policy

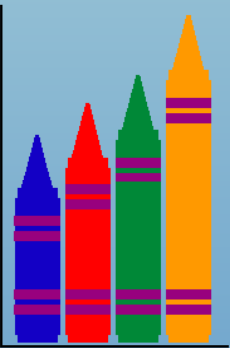


Promotion, Prevention, Intervention Conceptual Framework: The Teaching Pyramid



Policy Research: Literature Syntheses, Focus Groups & Surveys

- What are the barriers and/or challenges to effective promotion, prevention and intervention services for young children at risk for or who have challenging behavior?
- What are policy and administrative strategies/remedies for addressing the challenges or barriers?



Information Sources



Center for Evidence-based Practice: Young Children with Challenging Behavior

- Literature syntheses re: systems and policies
- Focus groups
- National survey

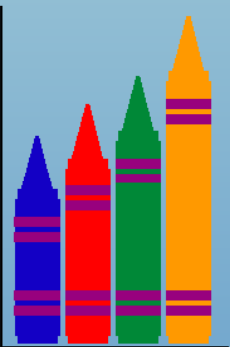


National TA Center for Children's MH


- Discussion groups, Nat'l. scan and TA with states

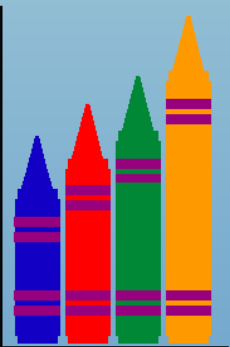


Centers' collaborative survey of states



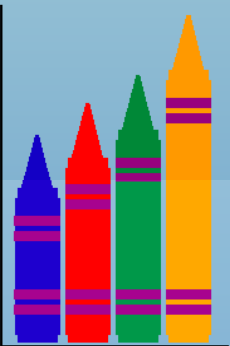
National Survey

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- **State Agency Leaders:** IDEA Part C, ICC and 619; Child Mental Health; Child Welfare; Maternal and Child Health; Health
 - **Local Program Administrators:** Head Start, Child Care (including military programs), Public Schools, mental health consultants, home visitors and other TA providers
 - **Family Members:** Lists from PACER and FFCMH, parents involved with programs



Focus Groups

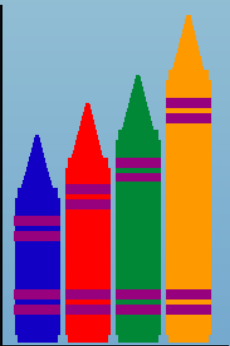
- 
- **619 and Part C Coordinators**
 - **Parents (Il., Fl., Co.)**
 - **Direct Service Providers (Il., Fl., Co.)**
 - **Administrators (Il., Fl., Co.)**



Findings

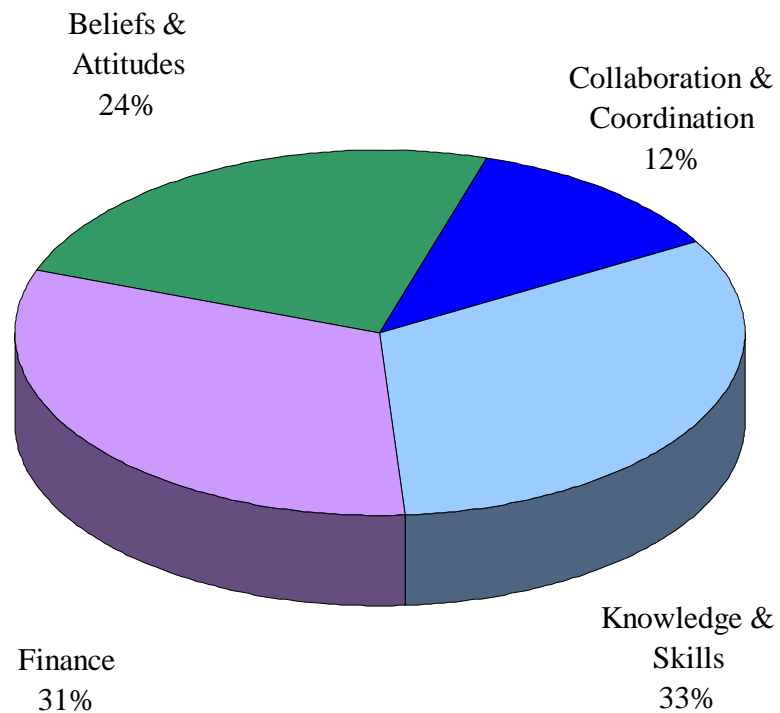
Categories of barriers/challenges

- Knowledge & Skills (including eligibility)
- Finance (including eligibility)
- Beliefs and Attitudes
- Collaboration/Coordination/System

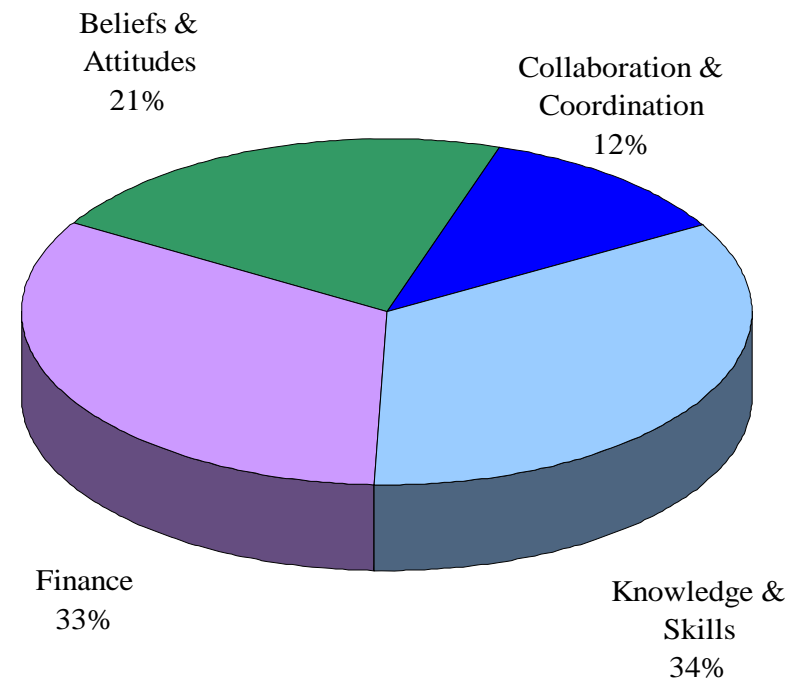


Survey and Focus Groups: Challenges

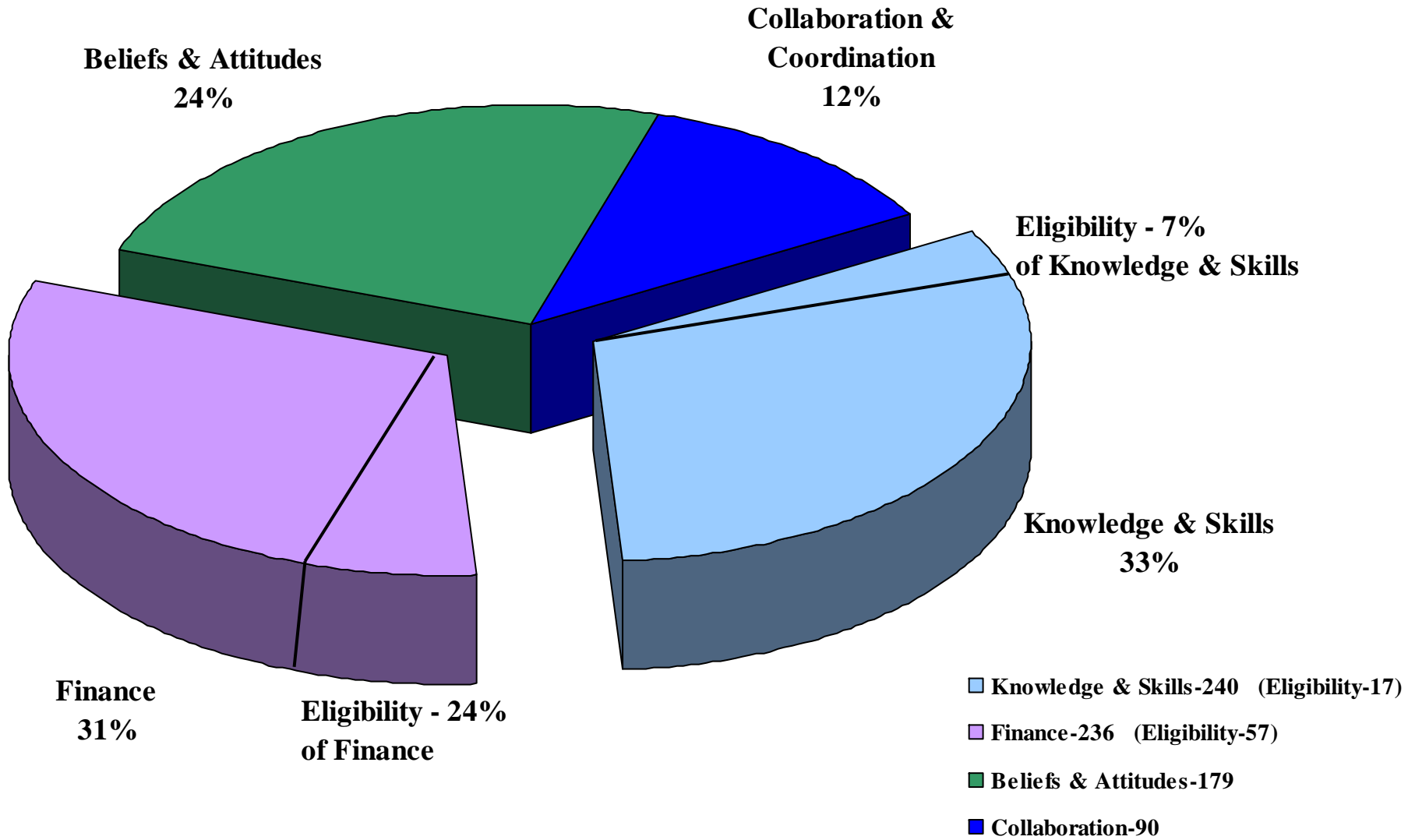
National Survey



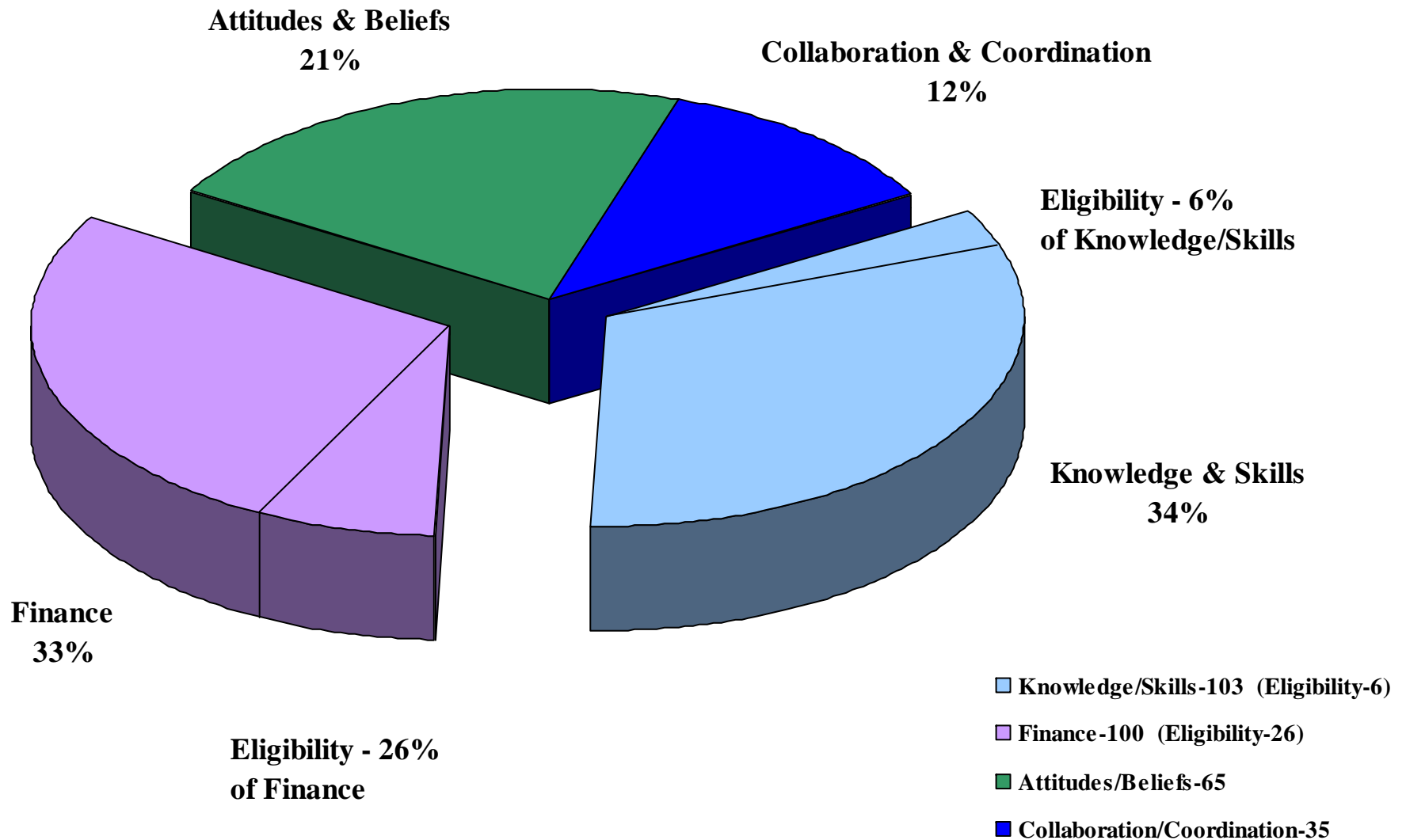
Focus Groups



National Survey: Challenges (Eligibility)

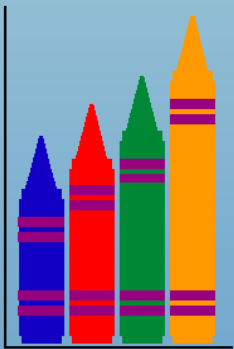


Focus Groups: Challenges (Eligibility)



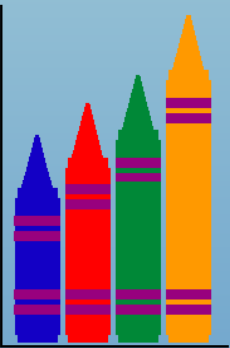
Challenge: Knowledge and Skills (workforce development & support)

- Availability & quality of pre-service training
- Availability & quality of in-service training, TA, mentoring and other on-going support
- Quality of content of training/support:
 - Evidence-based
 - Eligibility
 - Working with families
- High turnover rates



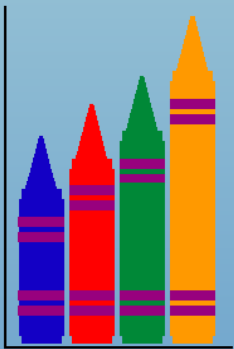
Challenge: Attitudes & Beliefs

- Differing philosophies & approaches
- Perceptions of children, mental health, social-emotional development and behavior
- Perceptions between professionals and parents



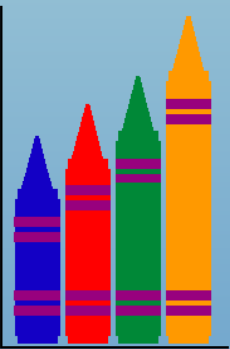
Challenge: Collaboration & Coordination

- Lack of coordination of programs, systems and resources/funding streams
- Lack of collaboration among service providers
- Poor collaboration between professionals and parents
- Lack of integrated practice/services
- Failure to reach under-served populations
- Lack of leadership/ownership



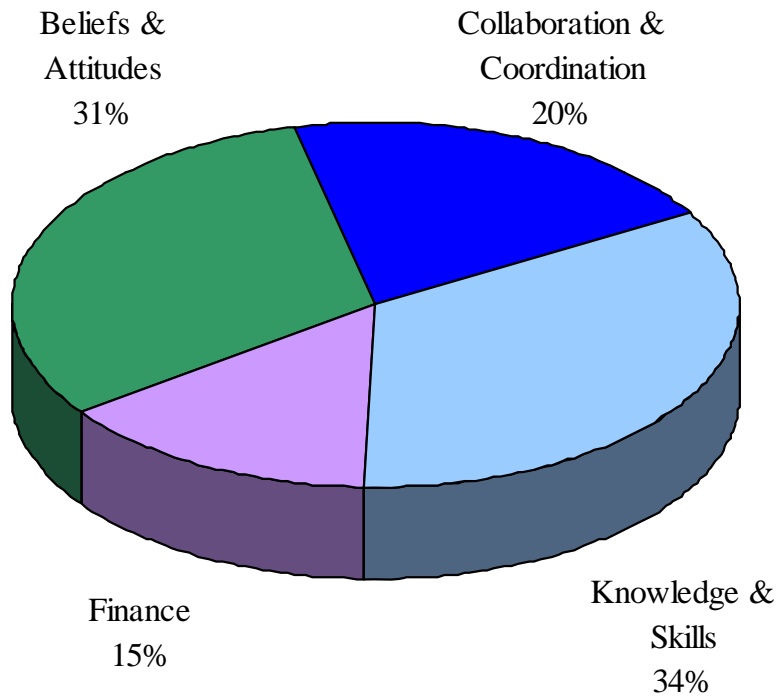
Challenge: Finance

- Eligibility criteria and requirements
(inconsistent across funding sources, do not support promotion & prevention, do not include child and family, etc.)
- Insufficient resources
- Limits on blending resources
- Insurance, Medicaid and other third party payment restrictions
- Low compensation for EC personnel

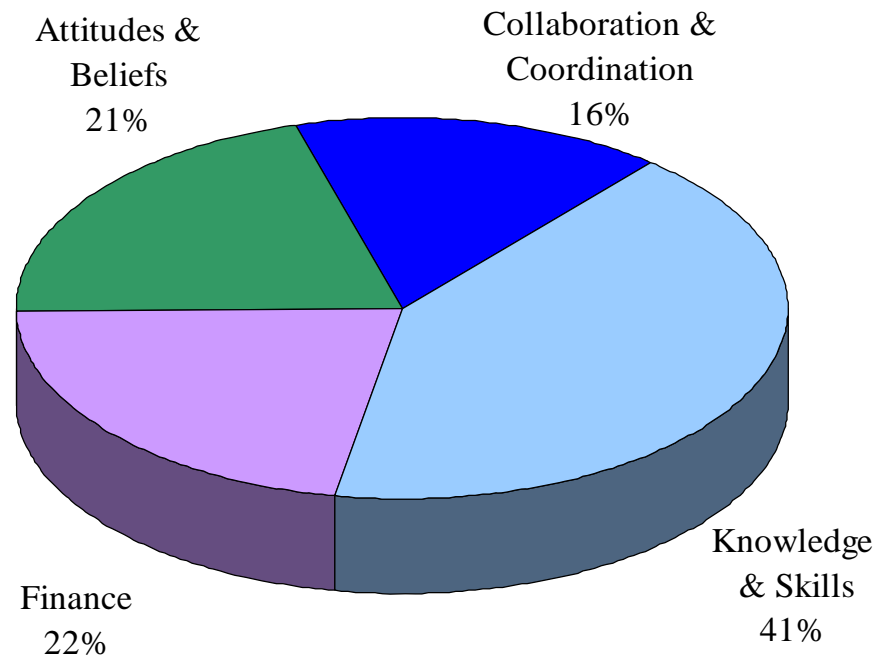


Survey & Focus Groups : Strategies/Remedies

National Survey

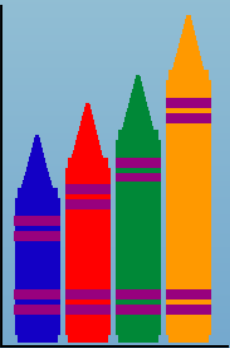


Focus Groups



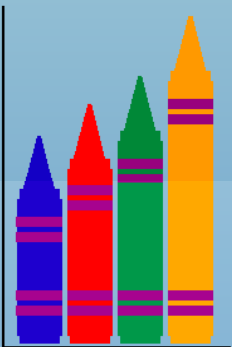
Remedies: Knowledge & Skills

- Availability of pre-service training in evidence-based practices re: young children's social-emotional development and behavior
- Availability of in-service training, TA, mentoring, and other on-going support in evidence-based practices
- Availability of information and models of evidence-based practices, programs and systems
- Higher compensation and other workforce supports
- Awareness campaigns



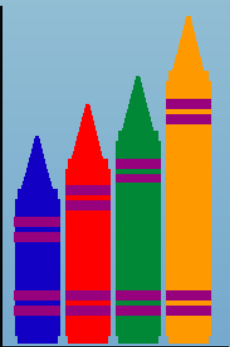
Remedies: Attitudes & Beliefs

- Shared training on evidence-based practices among different professions, agencies and with parents
- Awareness campaigns about the importance of young children's social-emotional development, mental health and behavior




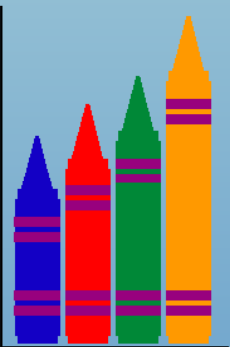
Remedies: Finance

- Policies that support blending and coordinating resources
- Policies that support promotion & prevention and support reaching children early
- Adequate resources for programs and training/TA/on-going, on-site support
- Adequate compensation for EC personnel




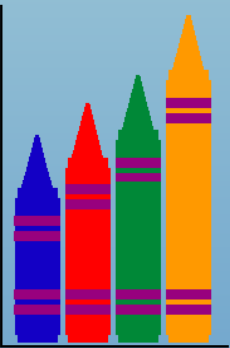
Remedies: Collaboration & Coordination

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- Policies that promote collaboration and coordination, e.g.,
 - System of care
 - Wrap around
 - Addressing differing eligibility limits
 - Skills in collaborating with families and other professionals
 - Addressing attitudes and beliefs (turf guarding, trust, differing philosophies)
 - Inclusion of diverse stakeholders

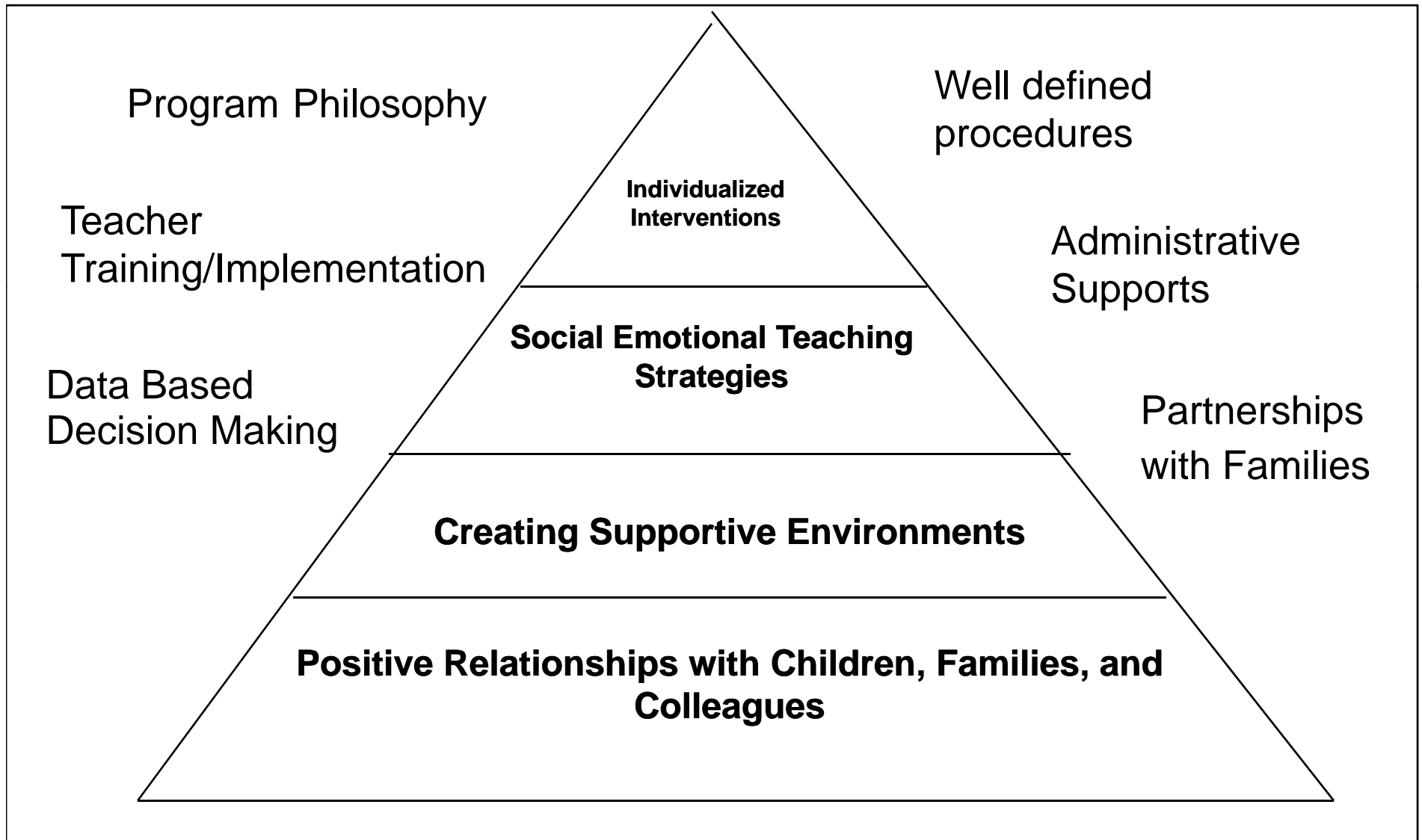


Conclusions and Next Steps

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- There are real policy barriers such as eligibility criteria and service limitations associated with funding sources that are incompatible with a promotion, prevention, intervention model.
 - By far and away, the majority of barriers to delivering effective promotion, prevention, intervention services to children and families is the lack of know-how and support to implement evidence-based practices.
 - Strategies that promote, scale-up and sustain the everyday use of evidence-based practices, services and programs in the context of a system.



Program Wide Adoption



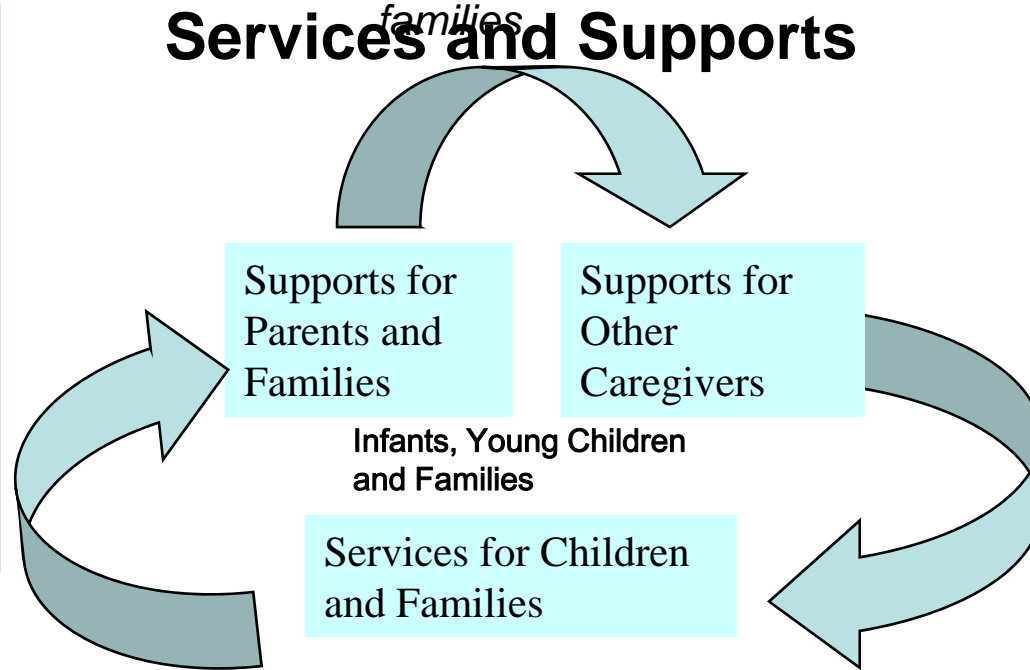
Early Childhood System of Care

Fosters the social and emotional well-being of infants, toddlers, preschool-aged children and their families

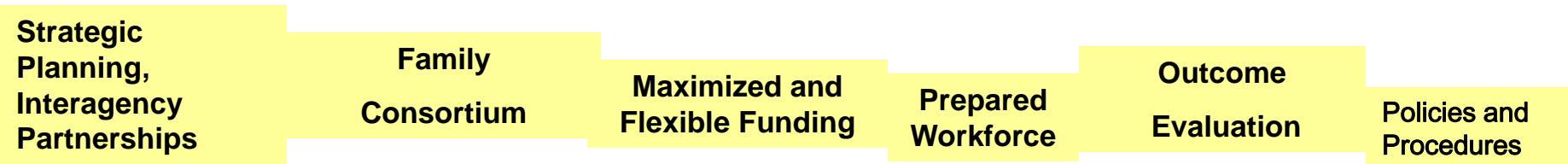
VALUES

Family Voice
Child and Family Centered
Relationship Based
Culturally Competent
Infused into Natural Settings and Services
Grounded in Developmental Knowledge

Services and Supports



Building Blocks



Developed by Roxane Kaufmann, GUCCHD

