

Center for Excellence in Early Development

"Nurturing Early Connections"

AT A GLANCE SERVICES

| Per Hour Services | |
|------------------------------|--------------------------|
| | Children Served Per hour |
| Individual Therapy | 1 |
| Group Therapy/Skill Building | ~6-8 |

| Consultation Services | |
|------------------------------------|---------------------------|
| | Served Per Consultation |
| Classroom Consultation 12 weeks | Whole Classroom = Teacher |
| Child consultation 6 weeks | 1 child + 1 teacher |
| Programmatic Consultation 12 weeks | School-wide |

| Parent Trainings | |
|-------------------------|-------------------------|
| | Served Per Consultation |
| 8-week program | 16 caregivers* |
| 6-week program | 16 caregivers* |
| 3-week program | 16 caregivers* |
| 1-session informational | No limit |

| Profession Development | |
|------------------------|-------------------------|
| | Served Per Consultation |
| One-hour Training | No limit on teachers |
| Half-Day Training | No limit on teachers |
| Full Day Training | No limit on teachers |

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DETAILED DESCRIPTION OF SERVICES

Below are in depth descriptions of the services offered, what is included in the cost, length of service, and price.

ON-SITE INDIVIDUAL/FAMILY THERAPY

An associate level clinician is able to provide individual child therapy, parent-child/family therapy, and group therapy (3-6 students depending on age/issue) as needed. The clinician may support families in finding resources and by making referrals to get services that will support the child's overall functioning. The clinician can do push-in support in addition to pull-out support individual child. It is ideal if the clinician can meet with the teacher regularly (monthly) and develop a classroom support plan after an initial intake assessment period. Parent involvement is highly encouraged and the clinician will work to connect with the family monthly, whether by phone or in person (on campus). If deemed feasible, the clinician can accompany school staff to home visits of clients.

■ **Assessment**

- Student Needs and Goals Assessment
 - Interview with teacher, parent, and administrators (as needed)
 - Behavior Assessment System for Children – 3 at start of treatment and every 3 months, until termination of services and a post assessment.
 - Classroom Observations

■ **Services Provided**

- Individual Therapy
- Family Therapy
- Parent-child therapy
- Group Therapy
- Skill Building Groups (e.g., coping skills, anger management)

■ **Length of Service**

- Varies by treatment goal

This hourly rate includes:

- Secure laptop (HIPPA Compliant)
- Electronic health records - HIPPA compliant
- Therapeutic toys & art supplies
- Supervision
- Outcome assessment measures
- Payroll and HR management

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CONSULTATION SERVICES

- The mental health consultation model utilized and implemented by the Center for Excellence in Early Development is founded on the Georgetown model of mental health consultation as well as the Early Childhood Consultation Partnership model which have been shown in randomized clinical control trials to reduce social-emotional difficulties in young children and enhance the capacity of teachers and administrators to respond to enhance the social-emotional functioning of young children. For additional information on the validation of these models please see the reference below:
 - Gilliam, W.S., Maupin, A.N., and Reyes, C.R. (2016) Early childhood mental health consultation: results of a statewide random-controlled evaluation. *Journal of the American Academy of Child & Adolescent Psychiatry*. 55 (9), 754–761. <http://dx.doi.org/10.1016/j.jaac.2016.06.006>

PROGRAMMATIC CONSULTATION

- The goals of consultation at the programmatic level are 1) to enhance the capacity of the school to address mental health challenges and concerns of students in their care; and 2) to enhance the capacity of the administrators to serve as an internal resource for addressing children’s mental health concerns and referrals. Program administrators will receive a *Strengths, Needs and Goals* assessment, an evaluation of their program-wide *Behavior Guidance Policy*, and a program-wide *Action Plan* designed to accomplish the goals identified by the team. Program directors, staff, and team members will receive training and support in the implementation of program-wide action items.

Consultee: Administrators/Directors/Principals

■ **Assessment**

- Administrator Needs and Goals Assessment
 - Interview with Program Administrator and other administrative staff (as needed)
- Evaluation of Program-Wide Guidance Policy
 - The Teaching and Guidance Policies Essential Checklist (TAG-PEC)

■ **Services Provided**

- Program *Strengths, Needs and Goals* Assessment
- Assistance in writing/revising a program-wide Guidance Policy and *Action Plan* if needed
- 2 school-wide trainings
- Program Administrator support
- Final Follow-up Meeting

■ **Length of Service**

- 12 weeks

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SAMPLE SCHEDULE OF PROGRAMMATIC CONSULTATIONS

| WEEK | TASKS |
|---------|--|
| Week 1 | Meeting with Center Director and Behavior Guidance Team; Administer assessments: <i>Strength’s, Needs, and Goals Assessment, Parent and Teacher Behavior Guidance Satisfaction Survey, Building a Behavior Guidance Team (WS* 1), and Behavior Guidance Reflection Questions (WS2)</i> |
| Week 2 | Center Director and Behavior Guidance Team develop a <i>Behavior Guidance Commitment Statement</i> using data from Week 1 assessments and collect program behavior guidance policy documents for review; Administer assessments: <i>Behavior Guidance Document Checklist (WS3); Teaching and Guidance Policy Essentials Checklist (TAGPEC)</i> |
| Week 3 | Meet with Center Director and Behavior Guidance Team to create an <i>Action Plan (WS4)</i> based on results of the <i>TAGPEC</i> |
| Week 4 | Program-wide training: <i>A Humanistic Approach to Behavior Guidance and the TAGPEC</i> (4 hours) |
| Week 5 | Support implementation of plan; Provide Program Administrator with support as needed** |
| Week 6 | Support implementation of plan; Provide Program Administrator support as needed |
| Week 7 | Support implementation of plan; Provide Program Administrator support as needed |
| Week 8 | Program-wide training: <i>The Impact of Trauma on Development and Learning & Addressing Children’s Mental Health Concerns and Referrals</i> (4 hours) |
| Week 9 | Support implementation of plan; Provide Program Administrator support as needed |
| Week 10 | Support implementation of plan; Provide Program Administrator support as needed |
| Week 11 | Administer assessment: <i>Parent and Teacher Behavior Guidance Satisfaction Survey</i> |
| Week 12 | Final Follow-up Meeting with Program Administrator and Behavior Guidance Team to review feedback to reflect on progress and revise Action Plan |

*WS = Worksheets in the book, *Effective Discipline Policies How to Create a System that Supports Young Children’s Social-Emotional Competence*

**Provide Program Administrator support as needed up to 4 hours total

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CLASSROOM LEVEL CONSULTATION

- The goal of consultation at the classroom level is to enhance the capacity of one teacher/classroom that may need classroom-wide social, emotional, or mental health supports. The services that are provided are focused on the teacher(s) and are intended to build their capacity in order to better meet the needs of their classroom as a whole. This is facilitated through the development of a *Classroom Action Plan*, ongoing teacher support, training on social-emotional strategies, live coaching, and director support. This service includes up to two child level consultations.

Consultee: Teacher(s)

■ **Assessment**

- Assessing quality of teacher-child interaction (one observation conducted by CEED staff and one teacher self-report measure)
- Assessing classroom environment and teaching pyramid fidelity
- Assessing class social-emotional functioning to screen for individual child level services required.

■ **Services provided**

- Collection and discussion of data from pre- and post-classroom observations and assessments
- Development of a *Classroom Action Plan* (classroom/teacher strengths and strategies)
- Weekly to Bi-weekly check-in meetings to assess the progress and needs of the *Classroom Action Plan*
- Ongoing Staff Support/Consultation/Coaching
- Up to 2 child level consultations (see below)
- Administrator exit report summarizing pre and post assessment changes and ongoing support plan to be provided two weeks after final visit.

■ **Length of Service**

- Maximum of 12 weeks/visits (inclusive of follow up)

■ **Teacher Involvement**

- This service utilizes a maximum of 7 teacher hours out of classroom time to meet with consultant, administrator, and parents of 2 child-level consults.

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SAMPLE SCHEDULE OF CLASSROOM CONSULTATIONS

| WEEK | TASKS |
|---------|---|
| Week 1 | Meet with teacher & begin observations |
| Week 2 | Classroom social-emotional and pyramid model adherence observations |
| Week 3 | Meet with teacher & identify 2 child level as needed, collect pre-consultation teacher reports on children |
| Week 4 | Observational assessment of teacher-child interactions |
| Week 5 | Meet with parents & teachers |
| Week 6 | Meet with teacher about classroom & child action plan, meet with parents |
| Week 7 | Support implementation of plan (modeling, coaching, revising), follow up with referrals for child/family |
| Week 8 | Support implementation of plan (modeling, coaching, revising) follow up with referrals for child/family |
| Week 9 | Support implementation of plan (modeling, coaching, revising) |
| Week 10 | Support implementation of plan (modeling, coaching, revising) |
| Week 11 | Post observations of classroom/child and teacher report |
| Week 12 | Meet with teacher providing follow up observation feedback. Report to administrator on pre/post assessments and ongoing support plan provided within two weeks. Meet with parents as needed |

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CHILD LEVEL CONSULTATION

- The goal of child level consultation is to facilitate the partnership between the family and educators/caregivers to build their capacity to better meet the needs of a particular child who is struggling in the classroom environment. This is facilitated through assessment and observation, development of individual strategies to be used with the child compatible with the environment and teacher-child relationship building. A *Child-Specific Action Plan* will be developed in tandem with the teacher and family. Additionally, if additional supports are needed the consultant support the family in making necessary referrals and connections to meet those needs.

Consultee: Parent/Teacher

■ **Assessment:**

- Child Social-emotional & Behavioral
 - Caregiver and teacher ratings (BASC-3)
 - ACEs/Trauma screening
- Teacher-child interactions (Child-Specific)
 - Student Observation of Child(ren) conducted by CEED staff
 - Teacher-child relationships ratings

■ Child Level

■ **Services Provided**

- Interview with teacher
- Interview with caregivers
- Teaming between caregivers(s) and teachers
- Pre and post child screenings, observations, assessments and feedback
- Child Action Plan (individual child strengths and strategies)
- Classroom and in-home observation/assessment as needed
- Referrals and referral assistance
- Follow up

■ **Length of Service**

- 6 weeks

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PARENT TRAINING SAMPLE COURSES

The following represent examples of parent training courses offered by the clinic. Programs can be tailored to meet the agency needs.

EIGHT WEEK PARENTING PROGRAM

■ **Assessment:**

- Child Social-emotional & Behavioral
 - Caregiver (BASC-3, Pre and Post)
 - ACEs/Trauma screening (Pre)
- Parenting
 - Child-Parent Relationship Scale (CPRS)
 - Parenting Stress Scale
- Evaluation & Satisfaction Survey

■ **Services Provided**

- 2-hour class for up to 16 parents/caregivers
- Includes a book for each parent/couple
- Handouts, worksheets, and refrigerator notes
- All materials for group brought on site
- Refreshments for participants
- Offered in English or Spanish
- Social-skill group for children add on (\$75 a session)

■ **Length of Service**

- 8 weeks

THREE- OR SIX – WEEK PROGRAM

■ **Assessment:**

- Child Social-emotional & Behavioral
 - Caregiver (BASC-3, Pre and Post)
 - ACEs/Trauma screening (Pre)
- Parenting
 - Child-Parent Relationship Scale (CPRS)
 - Parenting Stress Scale
- Evaluation & Satisfaction Survey

■ **Services Provided**

- 2-hour class for up to 16 parents/caregivers
- Includes discipline tool cards for each parent/couple
- Handouts, worksheets, and refrigerator notes
- All materials for group brought on site
- Refreshments for participants
- Offered in English or Spanish
- Social-skill group for children add on (\$75 a session)

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- **Length of Service**
 - 3 or 6 weeks

ONE SESSION PARENT INFORMATIONALS

- **Assessment:**
 - Evaluation & Satisfaction Survey
- **Services Provided**
 - 2-hour to 4-hour training
 - Handouts and worksheets provided
 - All materials for group brought onsite by CEED/HEY staff
 - Refreshments
 - Examples of topics
 - Digital media & your child
 - Helping your child manage stressful situations
 - Sleep Training
 - Talking about sex
 - Talking about drugs
 - Bullying
 - Understanding the IEP process and your role in your child's education
- **Length of Service**
 - 2- or 4-hour training

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PROFESSIONAL DEVELOPMENT TRAININGS

Types of professional development trainings

- One-Hour Trainings
- Half-Day Trainings
- Full Day Trainings

Fees include:

- Handouts and worksheets provided
- All materials for group brought onsite by CEED/HEY staff

ETL can provide professional development trainings to fulfill a variety of needs, such as:

- A humanistic approach to behavior guidance,
- How to create, refine, and implement effective behavior guidance policies
- Culturally sustaining pedagogy and practices,
- Using funds of knowledge to build relationships with parents,
- Brain development, toxic stress, and trauma
- Supporting dual language learners in the classroom
- Responding to abuse/trauma disclosures by children and parents: What to do, how to do it, and how to take care of yourself in the process