

Early Childhood Consultation Partnership - Connecticut

Education lays the foundation for our country's future. It is important to do it "right" from the beginning.

Quality early care and education experiences support each child's academic and personal development. This sets the stage for academic success, which is essential to our nation's social welfare and economic growth. Early exposure to adverse life experiences such as poverty and abuse are proven to have negative impacts upon the child's cognitive and social emotional development. Severe behavior problems often stem from such experiences. This, coupled with a lack of adequate resources and supports available to families and care givers, often results in a child's expulsion from their early care setting, placing them at further risk (Gilliam, 2005).

Young children are expelled from early care and education settings at alarming rates (Gilliam 2005). It is critical to effectively address the social emotional needs of infants, toddlers and preschoolers by offering opportunities to mitigate the effects of adverse experiences and by providing the necessary supports to maintain them in their early care and education setting. Children are most likely to remain in these settings and experience success when early childhood mental health consultation is made available (Gilliam 2008).



Connecticut's **Early Childhood Consultation Partnership®** (ECCP) is a nationally recognized, evidence-based infant early childhood mental health consultation program designed to meet the social emotional needs of **infants, toddlers, and preschoolers**. Mental health consultation is an intervention that builds the capacity of families, providers and systems to prevent and treat social and emotional issues in young children. ECCP's statewide capacity and high quality practices position ECCP to be a solid response to the system level changes necessary to children's success.

ECCP® is Effective

- ECCP is an **Evidenced-Based, Best Practice** program that is solidly backed by **three rigorous Random Control Trial (RCT)** evaluations (Preschool (1) 2007& (2) 2010 & a Pilot Infant Toddler 2010) conducted by W. Gilliam, PhD, Yale Univ.
- ECCP is a **national model** identified as 1 of 6 top effective early childhood mental health consultation programs in the country. "A Study of Effective Early Childhood Mental Health Consultation Programs"- Georgetown Univ. 2009.
- ECCP has been highlighted as a **promising practice** by Zero To Three, Center For Law and Social Policy, National Center for Children in Poverty, Georgetown University Center for Child and Human Development, Office of Head Start, National Association for Directors of Special Education and internationally by Preschool Education (Beijing).
- ECCP actively partners with statewide **collaborations** such as, CT Infant Mental Health Association, Birth to Three, CT Department of Children and Families, CT Department of Education, (Early) Head Start, and School Readiness.
- ECCP is a very **cost-effective** service that makes maximal use of funds in the service of children, families, and early childhood professionals.
- 99% of children at risk of suspension or expulsion were not suspended or expelled at the one-month follow up of their classroom teacher receiving ECCP consultation services.

ECCP's Response

We know what works to effectively meet the social, emotional and developmental needs of very young children. Research shows that certain elements are essential to meeting the individual and unique needs of infants, toddlers, and preschoolers, thereby promoting the positive outcomes that help them succeed in school and life. These elements include:

- A systems approach with services that vary in intensity, based upon the unique needs of each child, classroom, center or community;
- An emphasis on quality throughout the practice;
- Strengths based services that build caregiver capacity; and
- Strong partnerships because relationships matter.

ECCP utilizes these elements to provide early childhood mental health consultation through prevention, and early intervention services that achieve the best results.

Child Family Consultation

Provided in the home and classroom
Standardized screening and observation,
Parent -teacher partnerships
Child centered action planning and strategy support
Care coordination and referrals

Programatic Consultation

Classroom and center based mental health consultation
Standardized assessment
Action planning and weekly technical assistance
Trainings

Statewide Capacity Building

Early childhood workforce development
State and community partnerships
Policy support

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