



AppleTree



Supporting Student, Family & Teacher Well-Being

AppleTree Early Childhood Mental Health Consultation

WORKING TOGETHER



OUR GOAL

To build teacher and school capacity to understand, prevent, and respond to the behavioral health needs of students through the implementation of an evidence-based model of Early Childhood Mental Health Consultation (ECMHC).

HOW IT WORKS

Two Early Childhood Mental Health Consultants each serve four AppleTree campuses, providing the following types of services one day a week for each school:



SCHOOL-WIDE SUPPORTS

- Ongoing professional development for staff to increase knowledge regarding
- Adverse Childhood Experiences (ACEs) and trauma-sensitive school practices
- Principal consultation regarding school climate initiatives



CLASSROOM TEACHER CONSULTATIONS

- Weekly consultation meetings with teachers regarding Tier 1 classroom practices and social-emotional learning
- Small group discussion-based meetings regarding trauma-sensitive classroom practices
- Self-care and wellbeing workshops



INDIVIDUAL STUDENT CONSULTATIONS

- Weekly consultation meetings with teachers regarding interventions and supports for students with social-emotional challenges

With a menu of service options, school leadership works with the consultant to design a support plan that fits the needs of the school. This model complements and enhances the social-emotional and behavioral direct service provision provided by AppleTree's licensed social workers and counselors.

OUR RESULTS

CLASSROOM LEVEL DATA

SY 16-17 | SY 17-18 | SY 18-19

CLASSROOM CLIMATE



- Classrooms that participated in consultation showed improvements from the beginning to the end of the school year in aspects of classroom mental health climate and social-emotional teaching practices.
- Classrooms that participated in a longer dose of consultation (20 or more weeks) demonstrated the most consistent improvements across the school year.
- Specific areas of improvement included teachers effectively teaching problem solving skills & emotion regulation skills, effective reinforcement of positive behaviors, classroom interactions, smooth activity transitions, and staff cooperation.

STUDENT BEHAVIOR & ACHIEVEMENT



- Teachers reported that students had more positive behavior in the classroom, such as following classroom rules, cooperation, and celebrating their own and other's successes.
- School staff observed fewer disruptive behaviors from children in the classroom, including fewer attention problems and fewer difficulties calming down when frustrated, angry, or sad.
- Students showed greater early academic skills on direct assessments, including early math skills and language & literacy skills.

TEACHER SATISFACTION



- On average, teachers were highly satisfied with ECMHC services.
- Teachers who participated in consultation reported improved emotional climate in their classroom.

Classrooms in each school were observed by the consultant with the Preschool Mental Health Climate Scale (PMHCS; Gilliam, 2008) and the Preschool Observation of Social-emotional Teaching (POST; Mathis & Hartz, 2018). Teachers completed the Positive Behavior Rating Scale (PBRs; AppleTree Institute) for all students in their classroom. Students were observed by school staff using the Social Emotional Screener (SES; Carlson, Brown & Carlis, 2013). Teachers completed the Teacher Satisfaction Questionnaire after participating in consultation.

APPLETREE EARLY CHILDHOOD MENTAL HEALTH CONSULTATION

OUR RESULTS

CLASSROOM LEVEL DATA

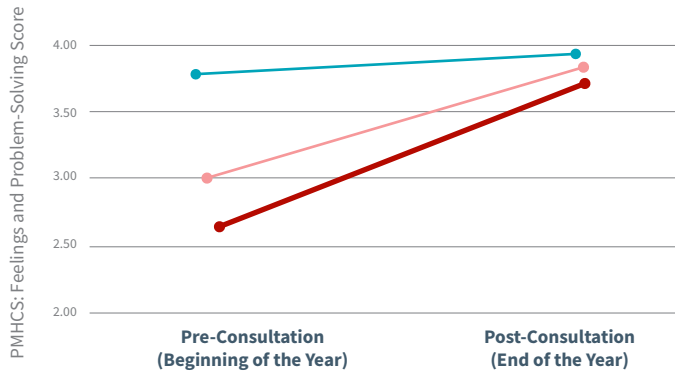
SY 17-18 | SY 18-19

CONSULTATION DOSAGE

- No Consultation
- 10 Weeks of Consultation or Less
- 20+ weeks of Consultation

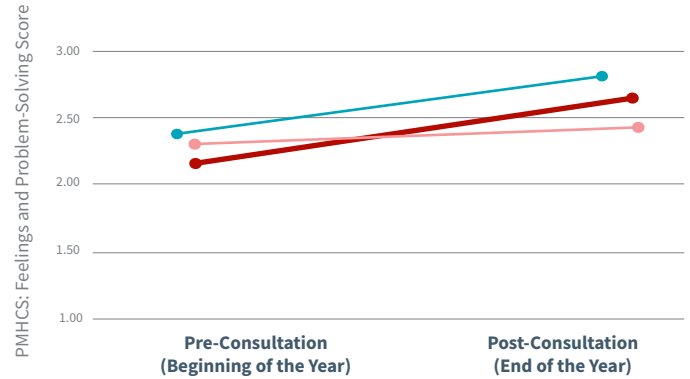
2017-2018

PMHCS: Feelings and Problem-Solving



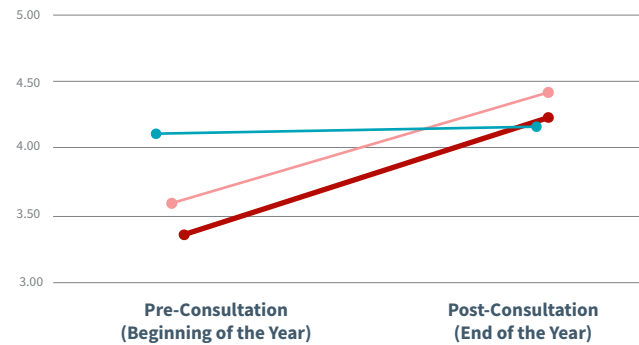
2018-2019

PMHCS: Feelings and Problem-Solving



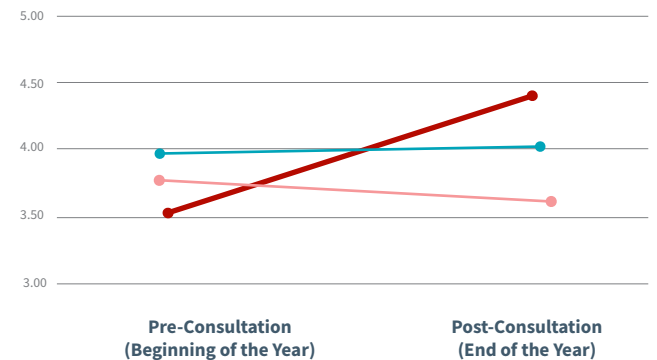
2017-2018

PMHCS: Staff Cooperation



2018-2019

PMHCS: Staff Cooperation



Overall, our findings over two school years suggest that ECMHC can facilitate improvements in classroom mental health climate and social-emotional teaching practices in early childhood classrooms.



Teachers reported a more positive emotional climate in their classroom after participating in ECMHC.

OUR RESULTS

CLASSROOM LEVEL DATA

SY 19-20 | SY 20-21

947

STUDENTS
SERVED

143

PARTICIPATING
SCHOOL STAFF

8

CAMPUSES

ECMHC DURING COVID-19



Early Childhood Mental Health Consultation continued when physical school doors closed in March 2020 and has increasingly adapted to the virtual learning space. Consultants have provided high quality mental health supports for teachers and families through the following, ongoing virtual means:

- Consultation on creating positive virtual classroom spaces
- Leading staff discussions and initiatives on managing stress and self-care
- The creation of a video series, [Connected Families](#), on positive parenting techniques for home
- Classroom climate observations of virtual classroom environments
- School leader consultation on wellness and self-care initiatives
- Leading professional development for school staff on trauma-informed practices
- Support and consultation for preparing safe and supportive hybrid practices
- Developed social-emotional learning lessons for teachers to deliver to students on topics related to COVID19, such as:
 - how to show affection when you cannot touch
 - how to tell what other people are feeling when they are wearing masks