

# Connecting the Dots In Cleveland County, NC

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# Acknowledgements

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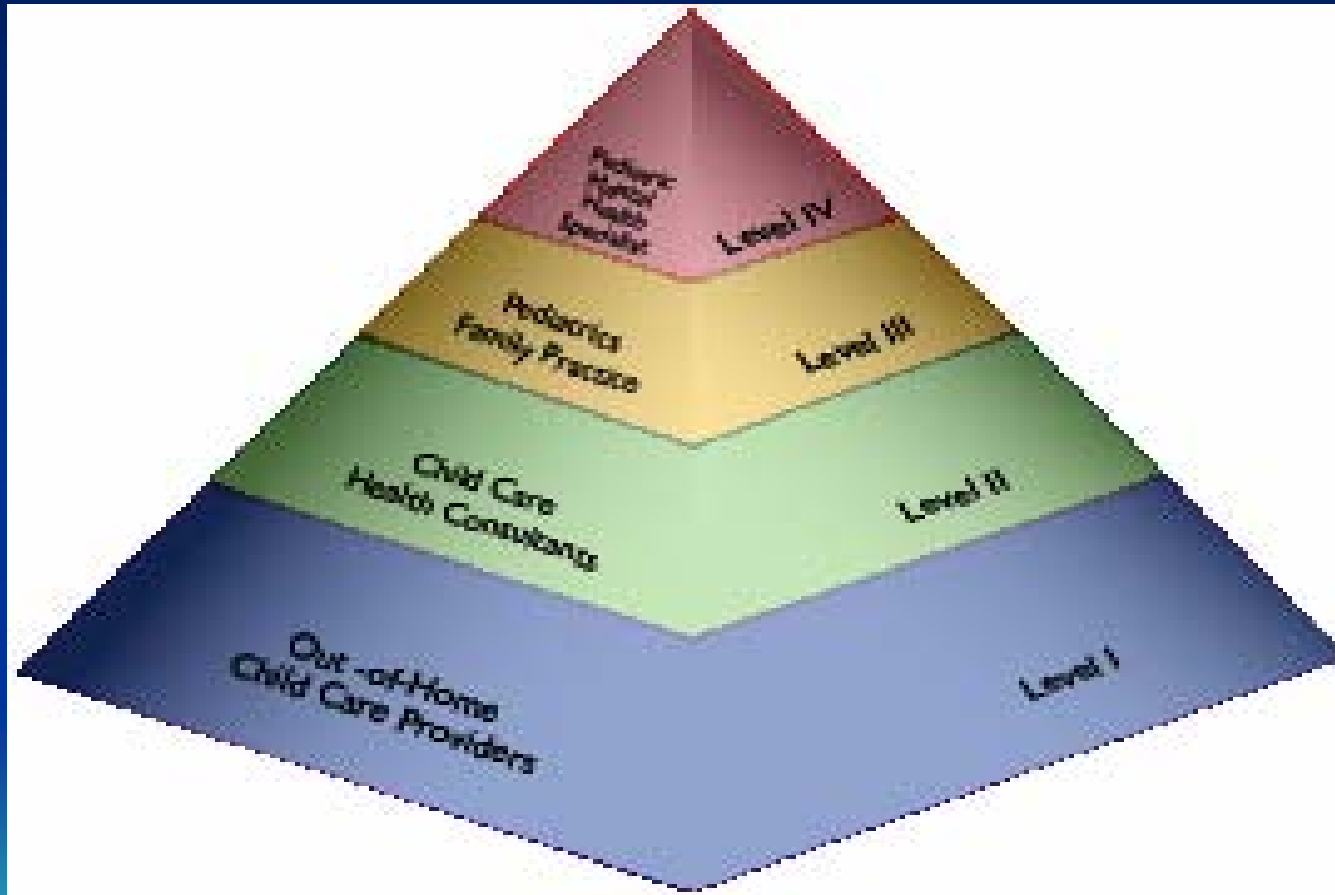
# Acknowledgements

- Oscar Barbarin, UNC-CH School of Social Work, for use of the ABLE<sup>©</sup>, a parent-teacher report measure for early identification of adjustment problems in preschool children, [www.abletest.com/](http://www.abletest.com/)
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# Project Goals

- Support healthy social and emotional development in preschool children
- Prevent expulsions from out-of-home child care due to challenging behaviors

# Pyramid Model



# Level I – Child Care Providers

- Offer training – “Promoting the Social-emotional Competence of Young Children”, Center for the Social and Emotional Foundations of Early Learning, UICUC
- Offer assistance in structuring the classroom environment to reduce challenging behaviors – three event sampling encounters
- Offer assistance in ignoring undesirable behaviors and rewarding desirable behaviors – example: “Solution Box”

# Level II – Child Care Health Consultant

- Assist child care providers in assessing classroom behavior using the ABLE<sup>©</sup> Levels I and II assessments

ABLE<sup>©</sup> – attention, behavior, language, emotion

# Level III – Primary Care Providers

- Based upon ABLE<sup>©</sup> results, referrals made to primary care providers for additional assessment and counseling
- Training for providers in diagnosing and treating high frequency, low impact cases of challenging behaviors



# Level IV – Mental Health Specialists

- Most challenging cases referred to local pediatric mental health specialists
- Child Care Health Consultant assisted in facilitating referrals and supporting families if necessary

# ABLE<sup>®</sup> I Screenings Completed

ABLE <sup>®</sup> I done by	N
parent and teacher	
Child care center Children	284
Head Start children	278
Total children	562

# ABLE<sup>®</sup> II Screenings Completed

ABLE <sup>®</sup> II done by teacher, parent, or both	N	Percent of ABLE <sup>®</sup> I
Child care center children	70	24.6
Head Start children	72	25.9
Total children	142	25.3

# Referrals Needed

Children qualified for referral by ABLE <sup>®</sup> II	Behavior	Percent of ABLE <sup>®</sup> II	Speech/ Language	Percent of ABLE <sup>®</sup> II
Child care center children	32	45.7	15	21.1
Head Start children	27	37.5	18	25.0
Total children	59	41.5	33	23.1

# Child Care Center Referrals

Status	Behavior	% of needed	Speech/ Language	% of needed
Referred to and seen by appropriate professional	8	25.0	11	73.3
Speech/language referral only for behavioral child	5	15.6	NA	0
Outcome unknown	7	21.9	1	6.7
Parent refused or child left center	12	37.5	3	20
<b>Total</b>	<b>32</b>	<b>100</b>	<b>15</b>	<b>100</b>

# Head Start Referrals

Status	Behavior	% of needed	Speech/ language	% of needed
Referred, receiving services or testing underway at report	16	59.3	11	61.1
Referred, no services recommended	3	11.1	4	22.2
Speech/language-qualified but referred to MH	NA	0	1	5.6
Parent refused or child left Head Start	8	29.6	2	11.1
<b>Total</b>	<b>27</b>	<b>100</b>	<b>18</b>	<b>100</b>

# Year One Conclusions

- Teachers had better training – more confident about trying new ideas, thinking “outside the box”, developed momentum to try new things and keep on trying!

# Year One Conclusions

- Routines and structure for children in classrooms reinforced
- Tools developed to reinforce decision-making skills for children, such as “solution boxes”



# Year One Conclusions

- Greatest frustration in working with families – positive in receiving more support, negative in continuing denial of problems
- Teachers became more aware of family issues – reinforced need for positive relationships