

## 3<sup>rd</sup> Annual Midwest Policy Conference: Herr Research Center for Children & Public Policy

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### Michigan attendees:

Cheryl Hall Educational Consultant Infant/Toddler & Family Services Michigan Department of Education	Mary Mackrain State Program and Training Director, CCEP Mental Health Services to Children & Families Michigan Department of Community Health
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Jack Kresnak  
President & CEO  
Voices for Michigan's Children  
Lansing, Michigan

## *Building Early Childhood Mental Health Systems: Financing, Workforce Development and Service Delivery*

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- Introduction and welcome –
    - Samuel J. Meisels, President, Erikson Institute
    - Eboni C. Howard, Director, Herr Research Center
  - Why Building ECMH Systems is Important
    - Congressman Danny K. Davis
  - ECMH overview: National landscape on systems building & funding
    - Jennifer May  
Therese Ahlers was unable to attend
  - Recent research and practice at Erikson Institute & Herr Research Center
    - ECMH policies in the Great Lakes region (Eboni C. Howard)
    - Issues in training & workforce development (Jon Korfmacher)
    - Consultation model (Samantha Wulfsohn)
  - Small workgroup sessions on special topics
    - Funding
    - Workforce development
    - Service delivery
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## Jennifer May, National Academy for State Health Policy, *Funding Infant and Early Childhood Mental Health Services*

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- Typical (national) challenges:
    - Insufficient focus on early identification → unbundled financing for screening & diagnosis
    - Failure to intervene for early risk → how to finance services for children without diagnosis
    - Approaches not family centered or age appropriate → no coverage for parent-child services or age appropriate interventions
    - Children fall through gaps across systems → eligibility definitions and overlap for dually eligible children
    - Limited provider capacity → adequacy of provider reimbursement and training dollars
    - Program fragmentation → interagency turf battles, gaps in financing
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## Opportunities to consider:

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- Improve social and emotional screening & diagnostic evaluation
  - Conduct outreach and monitoring for high-risk
  - Improve access to services
  - Develop clear, functional eligibility definitions
  - Enhance professional training & capacity
  - Overcome fiscal, administrative & policy barriers
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## Samantha Wulfsohn, Ph.D – Erikson Institute, *Infant & Early Childhood Mental Health Consultation Program*

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- Project began in 2008 and serves state funded Pre-K and Illinois State Board of Education-funded prevention initiatives
  - Mission: to develop and sustain statewide network of qualified 0-5 ECMH consultants
  - Consultation process – programmatic only
    - Focus groups
    - Administrative endorsement
    - I-Care process
      - Mindful "hanging out" and listening
      - Administrators voices
      - Staff voices
      - Family voices
      - Community voices
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## Jon Korfmacher, Ph.D, Erikson Institute *Early Childhood Mental Health: Training and Workforce Development*

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- Who, typically, are ECMH specialists?
    - Social workers, psychologists, school psychologists, counselors, psychiatrists, & nurse practitioners
  - Greatest need for providers?
    - Generally in intervention though these folks have such little training & they are typically the ones who train prevention & promotion
  - What should ECMH specialists do?
    - Direct service – assessment/diagnosis, individual & family therapy
    - Consultation
    - Training & professional development
    - Possibly research, advocacy & administration
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### Continued

- Training ECMH specialists
  - VERY few specialist training programs exist in the Midwest
  - Training is likely cobbled together from professional development opportunities and/or on the job training
  - Focus of training is not always inclusive of birth to 5 (IMH certification focuses on 0-3)
- Surprising findings from research look at training in the Midwest for ECMH
  - More attention paid to developmental topics than mental health topics
  - Little note of outcomes based or evidence based practice
  - Issues related to older ages (preschool) receive less attention than earlier ages
- Questions to ask yourself about competencies
  - How do we know if the competencies work?
  - What is the value of these competency systems?
  - How do state level people decide on competencies they use?
  - How do competencies align with mental health standards and certifications?

### Concluding Thoughts:

- Pay attention to the whole range of 0-5
- Involve Higher Education Institutions
- Encourage opportunities for training of evidence-based practices
- Provide distance learning opportunities for rural and geographically isolated providers

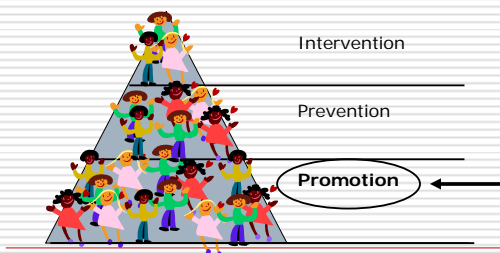
### “Funding” Small Group/Special Topic – Ebony C. Howard

- Unbundle Medicaid
- Early Childhood Block Grant
  - 0-3 set aside
  - Quality enhancement
  - Treatment money is hardest to find
  - ABCD → unbundle well child checks
  - Title V (Maternal & Child Health)
  - Part C? Does it address socio-emotional?

### Questions to ponder:

- Self-assessment
  - How are we (Michigan) using Part C?
    - ESPDT, who pays?
  - How does this interface with the Great Start Collaboratives?
  - Where else does this information need to be shared?
  - ECIC impact?

### Michigan’s Efforts to Support Early Childhood Mental Health



### Current Promotion Activities

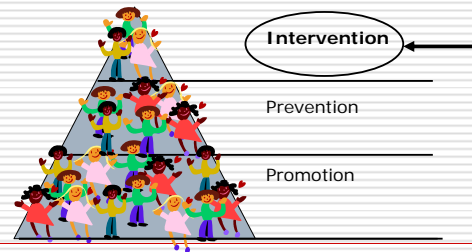
- ECIC Social-Emotional External Advisory Committee work
  - Social-Emotional Parent Guide
- MI Department of Community Health
  - State Partners Social and Emotional Training Committee
- Michigan Department of Education Infant and Toddler and Pre-K Learning Standards
  - Social-Emotional Content



## Current Prevention Activities

- Early On Pilot of social-emotional assessment
  - Outcomes and training
- Child Care Expulsion Prevention
  - 16 projects in 31 counties

## Michigan's Efforts to Support Early Childhood Mental Health



## Current Intervention Activities

- MDCH mental health services include....
  - Home-based Services for infants-toddlers, young children (0-3, 4-7) and their parents.
  - Infant Mental Health Services.
  - Parent Education.
  - Respite Services.
  - Other Services (i.e., case management services, parent to parent, wraparound, etc.).

## Currently....

- The Department is piloting the following tools for use in the CMHSP system to measure outcomes:
  - *DECA-Infant/Toddler (I/T) and DECA Preschooler.*
  - *Massie Campbell Attachment During Stress (ADS).*
  - *Parenting Interaction with Children: Checklist of Observations Linked to Outcomes (PICCOLO).*

## Currently....

- The Department has:
  - The revised criteria for serious emotional disturbance to include those children, ages 0-3 and 4-7, and their families.
  - Requires MIAIMH endorsement for staff working in early childhood services (Home-based Services for 0-3, Infant Mental Health Services).

## Questions and Answers

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