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Bridging Connections: Early Childhood and School-Aged Children

INSTITUTE & HEALTH POLICY FORUM

#BuildingResilience #KPIHP
Bridging Connections between Early Childhood and School-Aged Children

- Similarities across Early Childhood and K-12 in Addressing Childhood Trauma
- Benefits of Collaboration and Coordination
- Maryland Exemplar- Judy Centers
Best Practices in Addressing Childhood Trauma

- Prevention
- Universal Trauma-Informed Approaches
- Targeted Intervention
- Engagement with families
- Engagement with schools
- Multi-sector coordinated/collaborative care

- Evidence-based programs and practices
- Implementation supports
- Cultural responsiveness and equity
- Data-driven decision making
- Focus on social, emotional, behavioral and academic outcomes
## Trauma-Responsive Schools

<table>
<thead>
<tr>
<th>Whole school safety planning</th>
<th>Prevention/early intervention trauma programming</th>
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<td>Whole school prevention planning</td>
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<td>Whole school trauma programming</td>
<td>Staff self-care</td>
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<td>Classroom strategies</td>
<td>Family and community engagement</td>
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</table>
Benefits of collaboration and coordination between early childhood and K-12
Continuity of Services and Supports
Maximization of financial and non-financial resources

Work Smarter, Not Harder.
Challenges to achieving collaboration

- Different funding sources
- Different policies and standards
Maryland Exemplar- Judy Centers

Judith P. Hoyer Early Care and Education Enhancement Program

https://earlychildhood.marylandpublicschools.org/families/judy-centers

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Five required foundational programs:

- Infants & Toddlers
- Pre-Kindergarten
- Before & After Care
- Preschool Special Education
- Kindergarten
• Healthy Families
• Health Services
• HIPPY
• MD Libraries
• Family Literacy
• Parent Involvement
• Institutes of Higher Ed
• Head Start
• Family Support Center
• R&RC’s for C&F
Judith P. Hoyer Initiative

Four components:

• Judy Center Grants
• Enhancement Grants
  ✓ Local school systems
  ✓ Private providers
• Accreditation project
• Maryland Model for School Readiness (MMSR)
Judy Centers can be school-based, where all the services are located in one building.
Judy Centers can also be school-linked.
Core Components

There are 11 core components that integrate services at a Judy Center.
Core Component 1

Full-day, Full-year Services

• 7 to 12 hours per day

• Services during winter/spring break, staff development days, summer vacation
Core Component 2

Provision for Breakfast & Lunch

• All children have access
• Meals meet federal guidelines
Core Component 3

Service Coordination

• Provide expertise in development of integrated strategies

• One key contact, if involved in more than one program
Integration of Early Education Services

- Curriculum and assessment for all programs are aligned
- Program accreditation is aligned and coordinated
- Coordinate calendars
Core Component 5

Family Support Services programs and activities are coordinated to:

• Avoid duplication of services
• Monitor effectiveness of programs
Core Component 6

Early Identification and Intervention

• All children receive age-appropriate, developmental screenings
• Interventions are provided
• Children 0 to 3 have access to all programs
Core Component 7

Preschool Special Education

• Children 3 through 5 are fully included in all programs and services
Core Component 8

Health Related Services

• Health care insurance, MCHIP

• Primary care/health care services
Core Component 9

Staff Development

• Is aligned with MMSR

• All staff of all programs have training
Core Component 10

Family Involvement

Families:

• Continue their education
• Involved in planning and implementing child’s program
• Participate in training initiatives
Accreditation/Validation

• All programs for children are accredited by a state or national agency

• MSDE, NAEYC, NECPA, NAFCC
Key Personnel

• Center Coordinator/Program Director
• Service Coordinator
The heart and soul of a
Judy Center is COLLABORATION!
Steal Shamelessly, Share Seamlessly

- Financial and non-financial resources
- Best practices and infrastructure
- Continuity of care
- Leveraging policies and practices
Mental Health Technology Transfer Center (MHTTC) Network

- Established in 2018 with funding from the Substance Abuse and Mental Health Services Administration (SAMHSA)
- 10 Regional Centers
- National Hispanic & Latino Center
- National American Indian and Alaska Native Center
- Network Coordinating Office

Visit the MHTTC website at https://mhttcnetwork.org/
The SHAPE System

What is SHAPE?

A free, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

Learn More
The SHAPE System

School Health Assessment and Performance Evaluation System

Trauma Responsive Schools

What is the TRS-IA?

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health.

The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts:

| Whole school safety planning | Prevention/early intervention trauma programming |
| Whole school prevention planning | Targeted trauma-informed programming |
| Whole school trauma programming | Staff self-care |
| Classroom strategies | Family and community engagement |