

Great Start Collaborative-Oakland

Social & Emotional Health Subcommittee

Meeting Notes

May 6, 2009
 1:00 – 3:00 p.m.
 Easter Seals

Attendees: Denise Arbaugh (ESS), Bonnie Daligga (Healthy Start), Jennifer O’Connor (Oakland Schools), Susan Bartley (LO Head Start), Margo Clarfelt (YA), Kris Kasperski (OFS), Amy Heincelman (OCCMHA), Pamela Barckholtz (GSC-O)

Recap from Last Meeting: Reviewed notes of last meeting with input from members who were in attendance. Make up meeting was attempted on 4/15/09, but only 1 person attended. At that meeting we reviewed the handouts of the SCAO Conference, Invisible Injuries, held on 4/1-2/09. In the future, if meetings cannot be attended by GSC-O staff, the chairperson will facilitate the meeting and someone will be asked to keep notes.

SOCIAL & EMOTIONAL HEALTH					
Infants, young children and their families are socially and emotionally healthy.					
OBJECTIVE/ACTION STEP	RESOURCE NEEDS	ROLES/ RESPONSIBILITIES	TARGET DATES	PROGRESS MEASURES	
Goal SE1: <i>All children with challenging behaviors have access to quality early care and education.</i>					
Lead # 1 Strategy SE1.A: Collect data regarding challenging behaviors in early care and education programs (home- and center-based) including disenrollment rates, usage of resources, disparities in expulsion, need for resources and training needs for the development of a child care expulsion intervention plan.					
Lead# 1.1 SE1.A.1 -Analyze surveys collected from child care providers for themes and resources used related to challenging behaviors in the child care setting (possible child care expulsion).	Researchers	Social & Emotional Health Subcommittee Oakland University Early Childhood Research class led by Julie Ricks-Doneen	12/31/08	Survey data will be coded and tallied. Analysis of survey data will be summarized and ready for presentation to Strategic Leadership 12-4-08 Will be reviewing the work that OU students did for us at the January meeting 1-7-09 Began review of survey data collated by OU students. Committee requested that Pam continue to collate and summarize data and bring back	

				<p>to next meeting.</p> <p>2-4-08 Reviewed raw data from discipline policies reviewed by OU students. Agreed to change categories to match those used by CCEP. Pam will make changes, chart results and bring to next meeting.</p> <p>5-6-09 Reviewed Challenging Behaviors survey data. See charts attached at end of notes. We learned from this that we need to target aggressive behaviors in our trainings and felt that more training on conflict resolution in the classroom would be helpful. Also, in future surveys/focus groups we need to better know the meaning of the behaviors that are cited. We collected data without being able to understand that data in context so its usefulness by itself is limited. However, it is one piece of our 3 pronged effort that we have completed.</p>
<p>Lead# 1.3 SE1.A.2 -Conduct focus groups of early care and education professionals throughout the county to identify the resources used related to child care expulsion and identify the gaps in services.</p>	<p>Funding Time Host sites</p>	<p>Social & Emotional Health Subcommittee Early Care & Education Subcommittee GSC-O Staff Training entities</p>	<p>3/31/09</p>	<p>Conduct at least 2 focus groups. 12-4-08 Will develop questions after reviewing the analysis as referenced in SE1.A.1 5-6-09 Will plan for these at next meeting.</p>
<p>Lead# 1.2 SE1.A.3 -Study a sample of discipline policies from</p>	<p>Access to information</p>	<p>Social & Emotional Health Subcommittee</p>	<p>4/30/09</p>	<p>A sample of discipline policies from child care settings will be</p>

<p>various child care settings to identify commonalities and differences and identify discipline policy issues that could contribute to disenrollment rates for challenging behaviors.</p>	<p>Time</p>	<p>Early Care & Education Subcommittee GSC-O Staff</p>	<p>collected; a workgroup will be organized to set up coding strategies for analysis of discipline policies by Julie Ricks-Doneen's Oakland University class on behavior; discipline policies will be analyzed; findings will be summarized.</p> <p>10-1-08 CSSOC is completing the 51 telephone calls. Reviewed child care provider list and attendees committed to help pick up policies when the calls are completed. At our next meeting we will need to consider coding of these discipline policies for analysis.</p> <p>12-4-08 Only 4 policies collected. Extensively discussed the wish to continue to try to collect these. Some concern expressed about having no budget to plan a project. Pam will see what information can be found about any specific budgets for committees. Much debate about our direction but decided on 3 pronged approach as follows:</p> <ol style="list-style-type: none"> 1) Ask the OU Research class if they will call/visit and try to collect the policies, especially from family homes and then analyze them. If they agree, we will pull another random sample. 2) Each committee member is going to try to collect policies
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				<p>from centers near their daily happenings and we will see how many we can get. Will review these in January meeting</p> <p>3) Sue Allen could hold a training for providers on writing discipline policies, asking them to bring their current policies.</p> <p>1-7-09 Reviewed research plan presented by Lisa Sturges in consultation with Julie Rick- Doneen. Concern expressed that this strayed from the plans made last month. Question whether OU's goals meet our goals. Question regarding meeting ¾ class deadline. Decided to table this research proposal and continue to collect discipline polices as we can, expanding our sample of convenience. Discussed experiences collecting policies this month. Expressed concern about "cold calls" and lack of benefit without relationship. Susan will ask liaison (Bridget) to collect from at least one family home and one other. All members will continue this effort. It was decided to request Susan Allen to develop 2 trainings for providers—one for family providers and one for Center based providers.</p> <p>2-4-08 Reviewed research plan. Decided to allow OU class to review policies collected in early March and to</p>
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				<p>report back their recommendations to us. Discussed the pros and cons of continuing with this research plan and decided to proceed, understanding that we have no real deadline and we want to just continue to collect data until we think we can make a case for further funding. Will ask Julie Ricks Doneen to attend April meeting to discuss qualitative data collection.</p> <p>5-6-09 Reviewed discipline policy analysis that was completed by OU. Agreed that policies need to be more proactive. Explored possibility of writing a sample discipline policy. The committee is not interested in doing this as they feel they will have a product that again does not meet the needs of all. They would rather have a training series or maybe develop an online training series that provides guidelines for writing a discipline policy.</p>
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Lead # 3 Strategy SE1.B: Understand the scope of sensory integration needs in Oakland County and the resources available to address these needs.					
<p>Lead #3.1 SE1.B.1 - Consult with sensory integrations experts (i.e. school district occupational therapists, facilities that provide services) to understand the scope of sensory integration needs of children, teachers, centers and the resources available to address these</p>	<p>Access to information Time</p>	<p>Social & Emotional Health Subcommittee GSC-O Staff</p>	<p>4/30/09</p>	<p>Sensory integration experts are consulted with (i.e. focus groups, presentation at a subcommittee meeting).</p>	

needs.					
Lead # 3.2 SE1.B.2 -Research the feasibility of sensory integration services for all children in Oakland County when the service is needed.	Access to information Time	Social & Emotional Health Subcommittee GSC-O Staff	9/30/09	Consult with Abilities Center and others regarding universal service possibilities Understand third party payment issues related to this service	
Strategy SE1.C: Monitor implementation of additional CCEP services to assure services are meeting the needs of Oakland County.					
Supportive SE1.C.1 -Develop system with Project Challenge to continually determine needs assessment for CCEP services	Access to information Time	Project Challenge Social & Emotional Health Subcommittee GSC-O Staff	4/30/09	Work with Project Challenge Evaluation Team develop procedures for waiting lists, needs assessment, etc.	
Supportive SE1.C.2 -Monitor implementation of System of Care block grant funding for CCEP services	Access to information Time	Social & Emotional Health Subcommittee GSC-O Staff	9/30/09	Ongoing communication with Project Challenge and OCCMHA regarding implementation issues 10-1-08 Reviewed CCEP re-write at request of MDCH. 12-4-08 CCEP program details continue to be worked out. MDCH has accepted our revisions. 1-7-09 Talks continue with a focus on Medicaid billing requirements and related issues that will need to be incorporated into services. 2-4-08 Decision has been made to contract directly with Oakland Schools. Possible start up in April 09. 5-6-09 Meeting scheduled on June 11 to discuss hiring and contract issues. Start up will be 10/1/09.	
Goal SE2: <i>There is One Call for All for families to access services that will enhance the social emotional development of their children 0-5.</i>					
Strategy SE2.A: Develop <i>One Call for All</i> for families with children 0-5 in need of social emotional support.					
Supportive SE2.A.1 -Assist with	Time	OCCMHA	9/30/09	Ongoing documented	

implementation of OCCMHA central access for mental health services for children 0-5 by serving as consultants to OCCMHA to provide feedback regarding the implementation plan or to make recommendations during 2008.	Funding	Social & Emotional Health Subcommittee GSC-O Staff Other Potential Partners		communication with OCCMHA regarding progress with central access for children 0-5.
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Goal SE3: *Pregnant women have access to adequate prenatal and post partum services for maternal depression.*

Lead Strategy SE3.A: Gain an understanding of current practices, gaps in services, potential partnerships and legislative initiatives to support and promote prenatal and post partum depression services.

Lead 2.1 SE3.A.1 -Meet with the local Postpartum Support International (PSI) Coordinators to better understand their vision of PPD network of services.	Access to information Time	Postpartum Support International Social & Emotional Health Subcommittee GSC-O Staff Other Potential Partners	12/31/08	Hold at least one meeting with Nancy Roberts, local coordinator. 5-6-09 Pam will continue to try to connect with Beaumont Group. Kris Kasperski went to a meeting there last month and there is another scheduled next Tues, May 12, 1 PM. Kris will get info to Pam.
Lead 2.2 SE3.A.2 -Develop a compilation of best practice models, current hospital/physician screening and support protocol, and higher education projects related to post partum depression, working with the Beaumont Task Force for PPD and maternal depression issues.	Access to information Time	Social & Emotional Health Subcommittee GSC-O Staff Other Potential Partners	9/30/09	Completion of a report on best practice models, current hospital/physician screening and support protocol, and higher education projects related to post partum depression.
Lead 2.3 SE3.A.3 -Research information about legislative initiatives to support and promote prenatal and post partum depression services.	Access to information Time	Social & Emotional Health Subcommittee GSC-O Staff Other Potential Partners	9/30/09	Monitor information about legislative initiatives to support and promote prenatal and post partum depression services to collaborative members.

Strategy SE3.B: Develop public awareness and outreach messages to reduce the stigma of maternal depression.

Supportive SE3.B.1 -Partner with the OCCMHA anti-stigma	Access to information	OCCMHA Social & Emotional Health	10/31/08	Designate a Great Start-Oakland representative to work
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campaign.	Time	Subcommittee GSC-O Staff Other Potential Partners	with OCCMHA on this campaign.
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Children's Institute

Reviewed events with Lady Caroline Cox. REACH Institute has been launched. Great model of intervention in the countries she visited but it was difficult to translate her work to our local communities. However, we will watch for opportunities with the REACH Institute to develop best practices.

Professional Development on EC Mental Health Issues Planning

Discussed possibilities with Kate Rosenblum, Maria Muzik and Julie Ribaud. Perhaps plan a 2 day conference with one day a Saturday to be more inclusive of child care providers, etc. Need to pay close attention to diversity. Also discussed a presentation by Deborah Johnson on the protective shield. Discussed some possibilities with Dr. Bruce Perry, but would need partners at the table to assist with costs. Pam will continue to develop this training and will utilize the committee as advisors.

Conference reviews

Briefly reviewed SCAO conference, Invisible Injuries. DVD of all handouts was provided. Also reviewed MI-AIMH conference and potential speakers for us (Dr. Perry, Patricia Van Horn, many other workshop leaders).

Budget Cuts

No firm information to date on cuts due to executive orders.

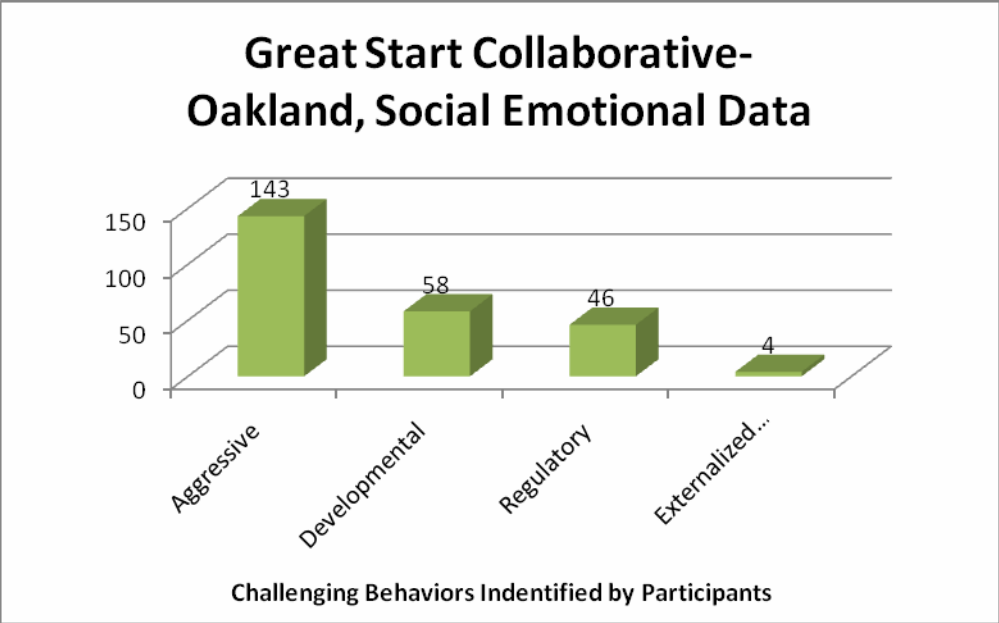
New member

Dr. Coleen Noble will be joining the committee in June.

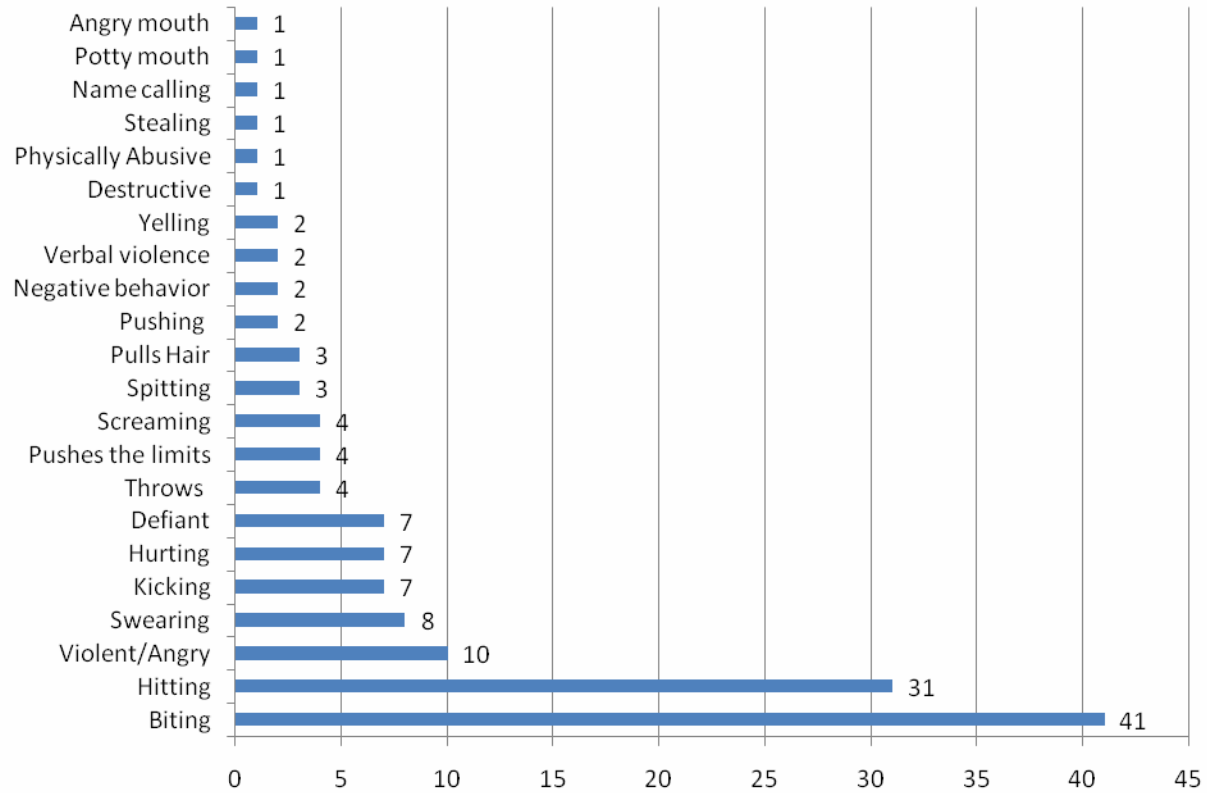
Ruby Payne Training is scheduled Friday, May 29, 2009. Free workshop with SW CEU's. Space is limited so members are encouraged to sign up soon.

Next Meeting: June 3, 2009, 1-3 PM, Easter Seals, Pontiac.

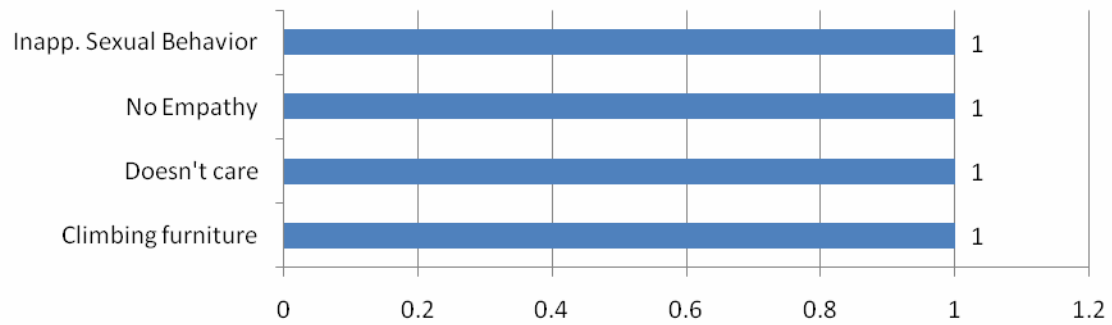
Challenging Behaviors



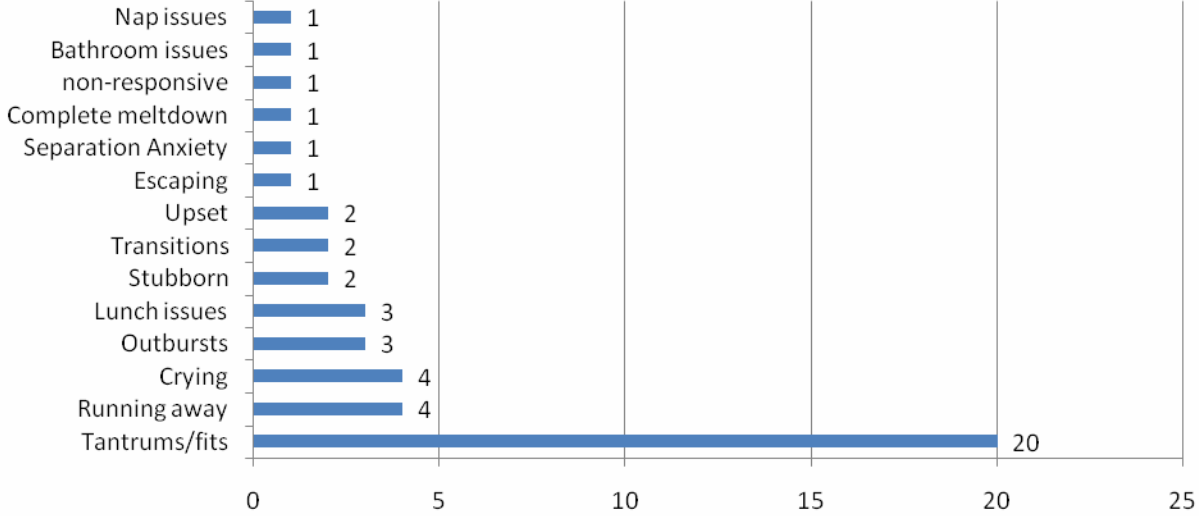
GSC-O, Social Emotional Data, Challenging Behaviors, Aggressive

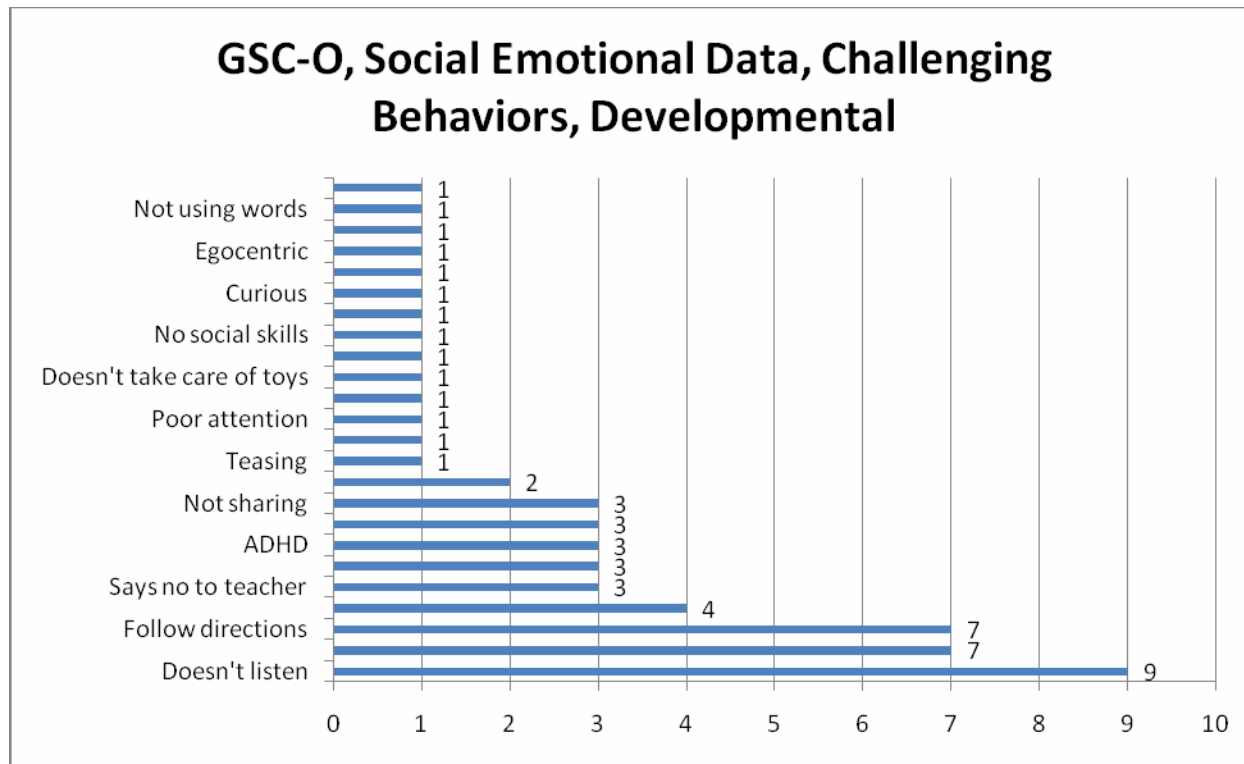


GSC-O, Social Emotional Data, Challenging Behaviors, Externalized Behavior-NOS



GSC-O, Social Emotional Data, Challenging Behaviors, Regulatory





EC 550 Child Guidance Issues and Strategies- Oakland University

I. In-class review and discussion of Discipline Policies – 3/4/09

Students looked at NAEYC Accreditation Standards related to Discipline/Guidance/Adult-Child Interactions

1A 05 1B 09, 10 1C 05 1D 02, 03 1E 01, 02, 03, 04 1F 01, 02 2 B (all)
 2D 06 3A 05 3B (all) 3F 03 6 A 02, 03

The gist of the NAEYC standards philosophy is:

- Respect
- Nurture
- Understand behavior from child's perspective
- Promotion of pro-social behavior
- Emphasis on self-regulation

Mi Licensing Rules– sections pertaining to discipline- R 400.5107 and R 400.5114 was similar, but with less detail and guidance for practitioner

Some comments/thoughts about the policies:

- Students felt there was a great deal of ambiguity and vague, non-specific wording in many policies. For example, a policy might say something about “chronic”, “excessive”, “persistent” or “inappropriate” behaviors. What is the definition or criteria for determining this? Or a policy might state that “if a child continues to.....” but not say for how long, or how frequently, etc.
- There was a feeling that most policies tried to reflect the idea that discipline issues would be dealt with in a “positive” manner consistent with NAEYC/Licensing statements- that the center staff would be willing to work with the children and the families to help the child adjust to the program, develop self-regulation, to maintain the child’s self-esteem, etc. Policies didn’t typically state how long this adjustment period would last. HOWEVER, in the end, most policies did state that the center reserved the right to determine if a child could continue to be enrolled, based on their evaluation of a child’s behavior. Coupled with the ambiguity about what determined this decision EXACTLY, students felt that statements about positive discipline felt a little “politically correct” and/or misleading given that *in the end* if a child’s behaviors were determined to be too disruptive they could be asked to leave either temporarily or permanently.
- Major issues that were mentioned in policies that could lead to suspension/expulsion had to do with PHYSICAL aggression- biting, “violent” behavior, hurting self or others, destroying property, etc. Again, it was rarely stated in measureable terms what the criteria was for number of instances/ severity of instances, etc. Discipline policies tended to get more specific around the issue of BITING, sometimes having a specific section of the document devoted to rules/procedures about biting.
- Most policies state that the center staff will *work with the family to resolve issues*, and some state that they will provide information, and possibly seek outside resources and referrals as needed.
- Students were asked if they were reading these documents as a parent if they would have a clear idea of procedures – The policies varied in terms of clarity when viewed from a parent perspective. Some were clearer than others – seen also notes on the documents.

II. On-Line Discussion Board Responses

In addition to the in-class discussion of discipline policies, students participated in an on-line discussion board. The question posed, and responses from the 10 students, are below:

For Discussion Board A, please give 2 suggestions to Early Childhood Center Directors for how they might improve how their discipline policies are written. Keep it brief and - You DO NOT have to respond to two classmates this time (but of course you may if you wish!)

1. One suggestion that I would have for Early childhood centers to improve their discipline policies are to have examples of what will and what will not be allowed in the center as far as behavior. It is also a good idea to have in writing the steps that will follow when that child breaks the rules. The second suggestion that I have is to have in writing what the staff will do to encourage the child's positive behavior. Some of the centers took examples right from NAYSE of what staff will do to encourage the child's self control and self direction. I think that this is

important as a parent to know that the center will help keep my child safe when I am not able to, but also help re-inforce positive self regulating tools that will help my child down the road. Just on a side note I would also have a place for the parents to sign off on the policies. As we looked through many of the policies, we observed many of them did have this area. However I also know that we were not looking at the entire hand book/ policies manuals or other places where the parents may have sign off on the discipline policy.

2. After reading two discipline policies, I tried to make a picture of how American classroom look like and how teachers discipline children. but I couldn't get a clear picture of them because the language, used to describe how teachers discipline at school, is too vague. I, an early children educator, even hard to imagine, then parents are harder to get it, I think. Thus, simple and clear explanation is needed or examples could be useful. One more thing, I strongly think that if parents will never read it, the discipline policies are useless. Of course, I suppose that having a discipline policy guide booklet is really good, but I think a majority parents would skim though it instead of reading it carefully because they are busy. Thus, teachers not only distribute the discipline policies in enrollment, but also for each month or each semester in a different ways. For example, in a montly letter teachers could talk about how they discipline children using anedoctal record. By reading this note, parents could use the discipline method at home. There is no doubt that to have a same discipline style is good for both adults and children.
3. after discussing discipline policies in class i strongly urge for these few things in discipline policies. 1, i think we must keep very simple and easy to understand language in our discipline policies, so that there is no confusion of interpretation what it really means. Also keep it updated with staff and parents, quarterly or six monthly, so it is clear to them what is expected of them. 2, Parents suggestions should be also given importance while making and renewing the policies. Also whatever is in policy must be practiced.
4. After reading some of the discipline policies in class there are few suggestions that come to mind for improving the way they are written. A major suggestion is to be as specific as possible. Allowing too much room for someone's own interpretation may cause problems. Also engaging and holding the parent responsible for the behavior and consequences of their child. Centers should strongly encourage the parents to not only sign the policies but to read and fully understand them before hand.
5. After reviewing the policies in class last week, I think that one important item that directors should remember when writing their policies is to be specific. Many that we reviewed were vague and did not give what was expected for parents and teachers for their understandings. The other thing that I would recommend would be that directors have reasonable expectations. Discipline policies should be reasonable for a child's developmental age and should be reasonable for parents and teachers involved.
6. After reviewing many of the EC Center discipline policies, the most important improvements that comes to mind are to not be vague in the writing of their policies. When you are clear and concise, including examples of possible scenerios and using language and jargon that is easy for all to follow, then you help avoid possible loop-holes in your policy in the future.

7. I think one of the main things that need to be improved is the explanation or examples of exact behaviors that will be disciplined or seen as "unacceptable". They need to list exact behaviors instead of making the policies so broad. Another suggestion would be to lay out exact numbers of occurrences that lead to expulsion. But there should also be a process to the expulsion including interventions. There need to be more of an exact and concrete process leading to expulsion, not just "three occurrences" or "four unacceptable behaviors". There needs to be more of a "if this behavior.. then this intervention... then this discipline ... then a certain (acceptable) number of occurrences" that lead to expulsion. Each behavior would need to have been addressed with an intervention that did not work, etc.
8. After reviewing the policies, I think that directors should be specific when writing their policies and should have examples of behavior that would explain the policy. I also think that the policy should be age appropriate.
9. After reviewing the various discipline policies, I think that being clear and concise about the expectations is the most important way that they can be improved. Families should have a good understanding of what is expected and how the behaviors are enforced and they should be expected to sign off on them.
10. Two suggestions I have for Childhood Center Directors regarding discipline policies include writing it in a language that we can all understand and avoid generalities such as "additional instances could result in removal from the program."