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**HEALTHY CHILD**

**The HealthyCHILD and HealthyINFANT teams** provide on-site tiered promotion-prevention-intervention strategies for educators and caregivers to promote social-emotional learning and competence in children from birth to age 8.

**Our tiered model of SEL** is implemented on-site in classrooms and schools by our mobile interdisciplinary team of developmental healthcare consultants with the aim of building the capacity of adults to create supportive environments, responsive relationships, promote social emotional competence and effectively prevent and respond to challenging behavior.



## **HealthyCHILD and HealthyINFANT Developmental Healthcare Consultants** have expertise in:

- infant and early childhood mental health consultation
- tiered social emotional learning and supports
- professional learning/coaching
- teaming
- collaborative consultation and problem solving

HealthyCHILD and HealthyINFANT staff have professional degrees and certifications in psychology, social work, and/or special education.



***“The HealthyCHILD program has helped to address individual needs of children & teachers as well as overall classroom environments.”***

*- Early Childhood Director*

## HealthyCHILD and HealthyINFANT activities and strategies that promote social emotional competence with educators, caregivers and students include:



**A trusting relationship** between educators, caregivers, and the consultants



**Natural, in vivo, support:** education, consultation, demonstration, and modeling



**Weekly mentoring on-site** supplemented by virtual mentoring and resources.



**Problem solving** with interdisciplinary and collaborative strategies



## Benefits of HealthyCHILD & HealthyINFANT

**Educator's use of promotion and prevention strategies improved significantly.**

- Educators showed skill acquisition in evidence-based strategies.
- Educators gained skills in practices promoting social-emotional competence with particular impacts on strategies to build positive relationships and create supportive environments.
- Effectiveness was marked by prominent gains in the use of prevention, promotion, and intervention strategies.



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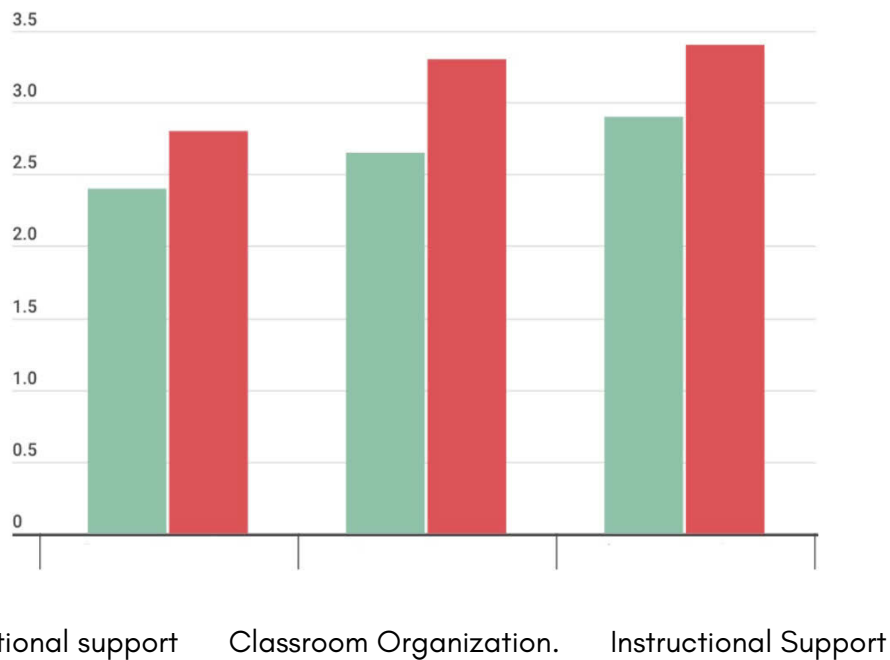


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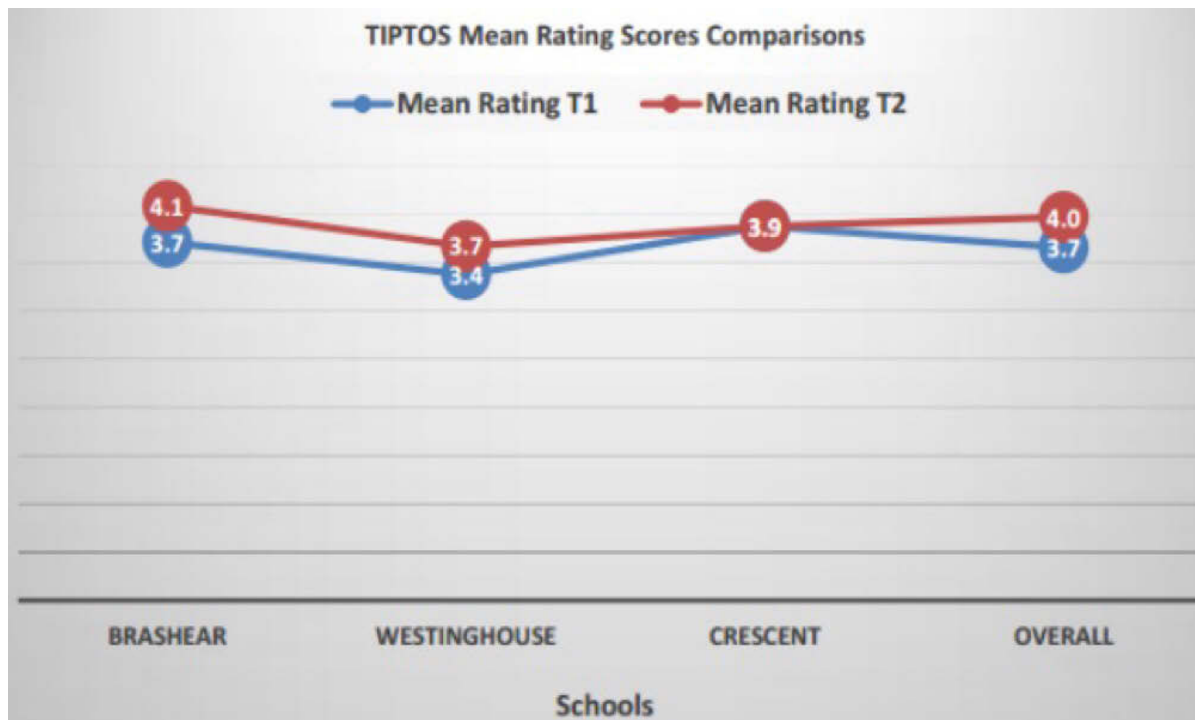
## Observation of Change in Educator Practice on the CLASS



This graph displays the significant change in educators' practices, in emotional support, classroom organization, and instructional support, as measured by independent observations using the **Classroom Assessment and Scoring System (CLASS)**.

These teachers have moved from low quality interaction range (1-3) to a medium quality interaction range (3-5).

## Observation of Change in Educator Practice on the TPITOS

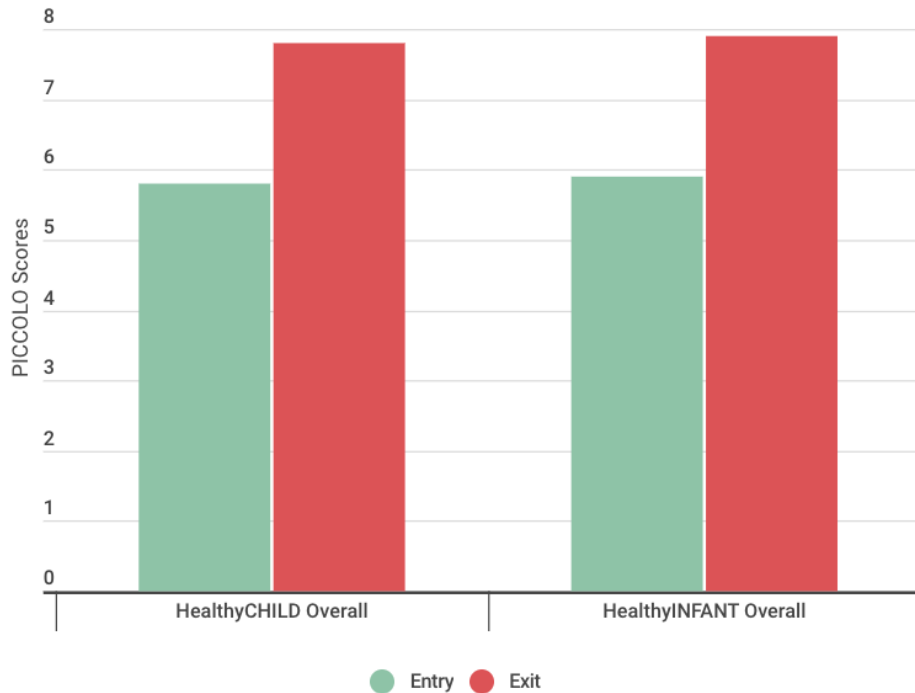


This graph has two years of data to show the significant change in the environmental climate of EHS, childcare, and responsive interactions on the **TPITOS** for HealthyINFANTS

***“Families are always treated as the primary teacher of their child. Recommendations for practice or for outside help are made respectfully and often close relationships are formed between HealthyCHILD consultants & the families of our program.”***

*- Early Childhood Coach*

## Progress of Parent on the PICCOLO



**Two years of data show significant change as measured by independent observations using the Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO).**

**Caregivers had significantly higher positive parenting practices.**

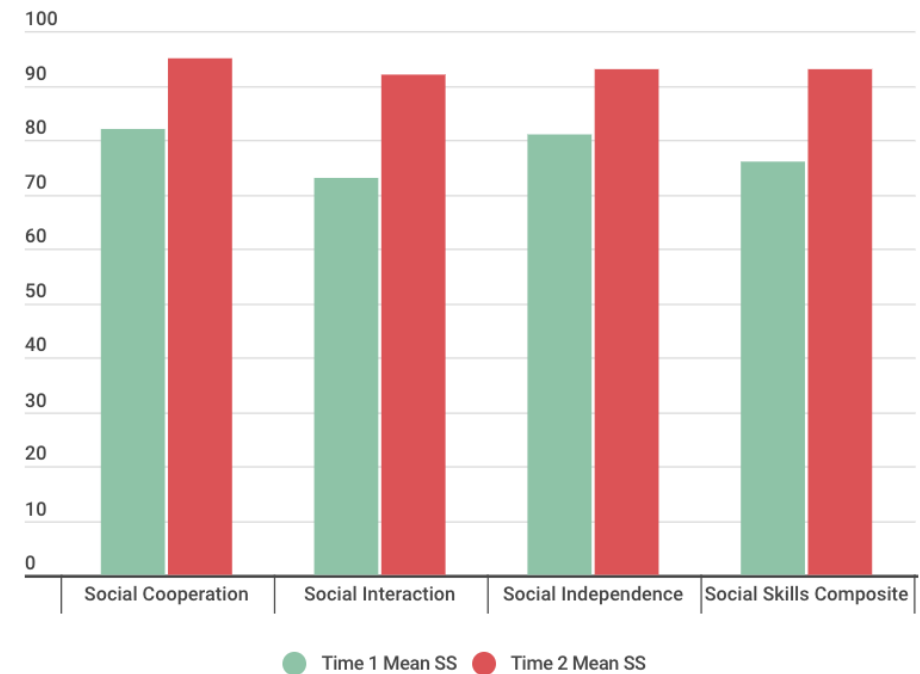
- Parents gained significant skills in parent-child interaction with particular impacts on responsiveness and teaching.
- Mentoring fostered parents' responsive caregiving; effectiveness was marked by prominent gains in responsiveness.
- Parents receiving mentoring demonstrated the use of evidence-based parenting practices.



## Children's social and self-control skills greatly improved.

- HealthyCHILD provided Tier 1 universal supports that included social-emotional screenings, professional development via on-site mentoring and consultation, class-wide social emotional lessons, provision of newsletters, and dissemination of research and evidence-based practices.
- HealthyCHILD provided Tier 2 supports for over 200 non-referred children via observation, consultation, behavior studies, strong start lessons, small group parent meetings, and roundtables.
- HealthyCHILD provided Tier 3 individual consultation and support for approximately 100 referred children.

## Children's Progress on Social Skills Composite



**Measurable improvements were observed in all categories of social skills with the greatest improvement in Social Interaction.**

**For more information on how to partner with HealthyCHILD  
contact:**

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