



Crib to Kindergarten Outcomes

July 2015 through June 2016

HIGHLIGHTS

- ❖ Over multiple years the ECMH program has produced gratifying results in helping to achieve positive mental health outcomes for both children and their parents. This year, as in the past, the program has been successful in reducing concerning childhood behaviors, and increasing child-parent bonding, and parental skill and confidence enhancement. It is encouraging that each year's results are always positive suggesting that the ECMH program is a substantial force for change in these families.
- ❖ The results demonstrated that approximately 74% of the children had made positive progress in parent-child relationships in their most recent annual evaluation, and 76% made gains by the time of their discharge from the program.
- ❖ A survey designed to assess progress in parenting skills and confidence in being a parent indicated that parents made progress in each of the areas measured. Disruptive behavior decreased by 55% overall. Parental skills and confidence increased by an average of 46%.
- ❖ The largest increases took place in the parents reducing the level of disruptions their child's behavior causes, parent's ability to respond effectively when their child is upset, parent's ability to help their child learn to behave the way they would like and the ability to identify what their child needs.

INTRODUCTION

The Crib to Kindergarten Program provides mental health services to children ages birth to five-years-old, with the youngest children a priority. These services support young children's emotional health through a continuum of comprehensive, individualized, culturally competent services that focus on promotion, prevention and intervention.

The majority of services are provided by a conglomerate of mental health specialists from Canon City School District, Solvista and Starpoint. Two Early Childhood Mental Health Specialists (ECMH Specialists) who are graduates of the Irving B. Harris Fellowship program in Child Development and Infant Mental Health were involved with the program this year.

The current analysis of the Crib to Kindergarten program will focus on the results of pre-post testing with 62 children during the July 2015 through June, 2016 time-frame. Twenty-six of the 62 children qualified for special education support and had been classified with a Serious Emotional Disorder (SED). Some of the children have been enrolled in Crib to Kindergarten services for as long as 63 months. Others have been supported through this program for as little as 2-months. Forty-six of the children were still actively enrolled in the Crib to Kindergarten program at the end of June 2016, whereas 39 children were discharged from the program at some point between July, 2015 and June 30, 2016.

EVALUATION RESULTS

Two instruments were utilized to gather data on a variety of mental health outcomes including child development of mental health skills, child reduction of concerning behavior, child-parent bonding, and parental skill and confidence enhancement:

- The Parent Infant Relationship Global Assessment Scale (PIRGAS) measures whether or not a child's relationship with his/her parent improved through the ECMH service period
- The Survey of Parenting Practices (see attachment 1) measures a parent's self-report of changes in their parenting skills and confidence level before and after Crib to Kindergarten intervention.

Whereas the mental health assessments provide supportive data for possible change related to ECMH intervention, a direct cause and effect relationship cannot be presumed. Still, the encouraging data from this year's (and previous year's) results suggests that positive outcomes have occurred while children and their parents participated in these programs.

ANALYSIS OF THE RESULTS

The Parent-Infant Relationship Global Assessment Scale (PIRGAS)

The **PIRGAS** assesses three components of an infant-parent relationship:

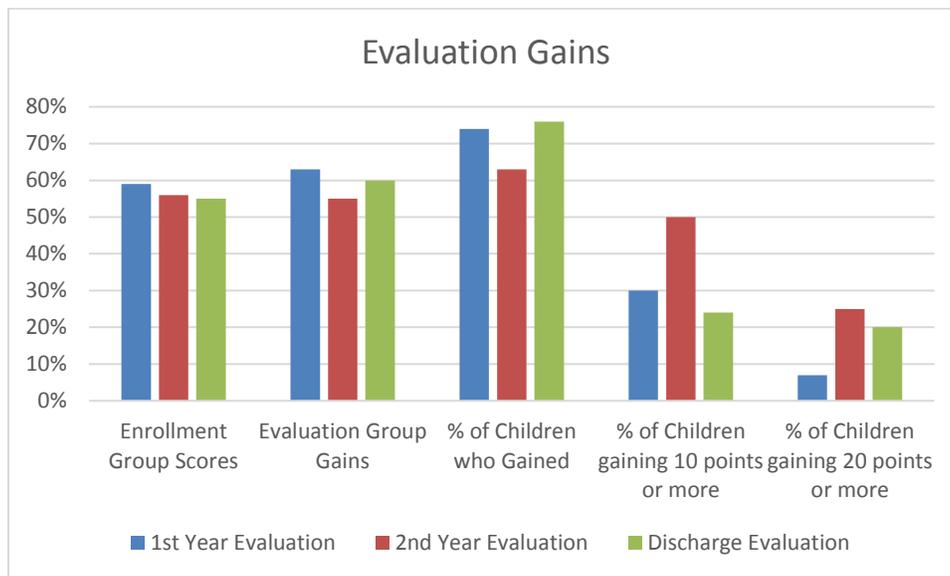
- behavioral quality of interaction
- affective tone
- psychological involvement

A continuously distributed scale of infant-parent relationship functioning is used in scoring, ranging from 90 (well adapted) to 10 (dangerously impaired). The higher the score the better. Descriptive scores are as follows:

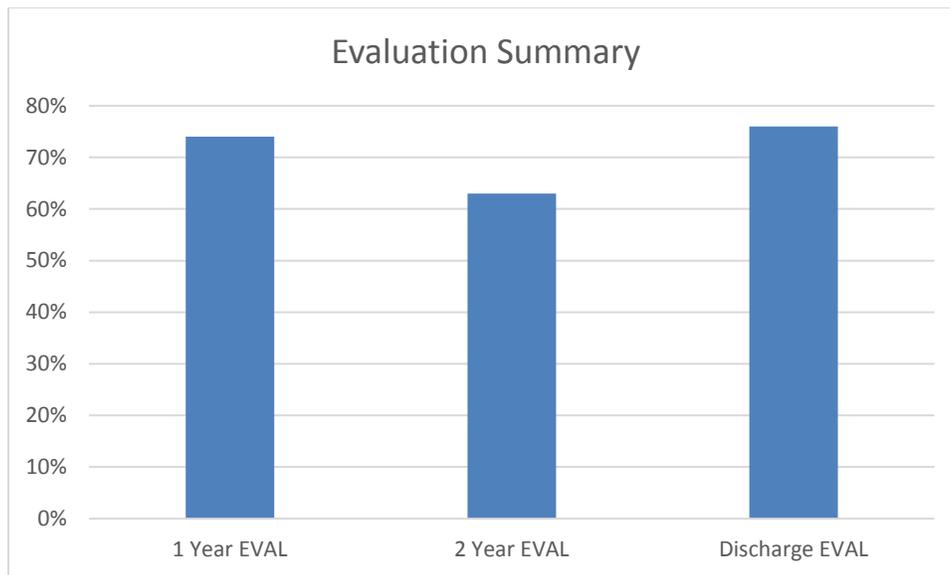
- 90 = Well Adapted
- 80 = Adapted
- 70 = Perturbed
- 60 = Significantly Perturbed
- 50 = Distressed
- 40 = Disturbed

- 30 = Disordered
- 20 = Severely Disordered
- 10 = Dangerously Impaired

The current evaluation presents information on the PIRGAS results of 62 children who had both a pre-test and a post-test or Discharge test results. Twenty of these children have been in the Crib to Kindergarten program for 12-months or less. The other 42 children have been in the program for 12+ to 63 months. The results of the combined groups demonstrated that approximately 74% of the children had made positive progress in parent-child relationships in their most recent annual evaluation, and 76% made gains by the time of their discharge from the program. 30% percent of the children made enough progress (10 or more points on the scale) to move from a lower to a higher descriptive category (e.g., from Perturbed to Adapted) during their 1st year evaluation and 50% and made this 10-point gain by the time of their 2nd year evaluation. Twenty-five percent of the children made enough progress to move two or more categories (20 or more points on the scale) in a positive direction by their second evaluation. Graph 1 presents the percentage scores received by the children upon their enrollment, their 1st year evaluation, their 2nd year evaluation and their discharge evaluation. Not all children received a second year or discharge evaluation, and are still receiving services as part of the Crib to Kindergarten program, so enrollment figures are different for each group.



Graph 1 below presents a comparison between children who received one year, two year or discharge evaluation. All three groups made gains between their initial intake scores and their subsequent annual post-tests, with those children receiving either one or two year evaluations receiving slightly lower scores than the children receiving a discharge evaluation. By the time all groups were discharged from services, their overall gains were slightly higher, suggesting that the increased therapeutic intervention appeared beneficial for those children requiring more than a year of services.



Graph 1 Comparison of PIRGAS Average Result Gains of Children Receiving Evaluations at 1 year, 2 years and Discharge

The Survey of Parenting Practices

Eighteen parents completed a survey designed to assess progress in parenting skills and confidence in being a parent. The vast majority of parents surveyed made progress in each of the areas measured. Disruptive behavior decreased by 55% overall. Parental skills and confidence increased by an average of 46%. See **Table 1** for complete results below.

Average Scores from Survey results	1. The level of disruptions my child's behavior is causing. *		2. My knowledge of how my child is growing and developing.		3. My ability to identify what my child needs.		4. My ability to respond effectively when my child is upset.		5. My ability to keep my child safe and healthy.		6. My ability to help my child learn to behave the way I would like.		7. My confidence in myself as a parent.		8. My confidence in setting limits for my child.	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
Average Point Gains	4.7	2.6	3.6	5	3.5	5.2	3.0	4.9	4.6	5.4	3.0	4.9	3.5	4.8	3.2	4.4
+/- Difference	-2.1*		1.6		2.1		1.9		0.9		1.9		1.3		1.2	
% Gain	55% *		44%		60%		63%		20%		63%		37%		38%	

Table 1 Average Scores from the Crib to Kindergarten Parent Questionnaire.

(*Lower Difference score denotes progress in column #1)

The results of the survey indicated that the parents displayed a range of improvement from 20% to 63%. The largest increases took place in the parents understanding of how to respond to an upset child and the parent's ability to help

their child learn to behave the way they would like. High scores were attained in the parent's ability to keep their child safe and healthy and understanding the needs of their child. The highest score overall was attained in the parent's feelings that they could keep their children safe and healthy. This was also the highest score in the pre-assessment, suggesting that parents already felt they were doing a good job in keeping their children safe and healthy.

CONCLUSIONS

Over multiple years the ECMH program has produced gratifying results in helping to achieve positive mental health outcomes for both children and their parents. This year, as in the past, the program has been successful in reducing concerning childhood behaviors, and increasing child-parent bonding, and parental skill and confidence enhancement. As previously stated, the data does not allow for a direct cause and effect conclusion as many environmental and personal factors outside the realm of the therapeutic interventions also impact a parent and child's development. What is encouraging is the fact that each year's results are always positive suggesting that the ECMH program is a substantial force for change in these families.

Attachment 1

Crib to Kindergarten Parent Questionnaire

**To use for all families but at a minimum when the
pre PSI is not appropriate**

Please ask the primary caregiver to complete the attached retrospective post-then-pre questionnaire annually (late May/Early June) and/or upon exit. All information is confidential and no identifying data is used in the summarized report for program outcomes and service improvement.

First, think back to the time **before** you began receiving services from Crib to Kindergarten. Then circle the number in the middle column titled "Before Crib to Kindergarten" that best describes your answer to each question listed in the first column.

Next, think about **right now**. Circle the number in last column to the right titled "After participating in Crib to Kindergarten" that describes your answer to the question listed in the first column.

Please circle only one number and do not mark "in between" two numbers, as these cannot be used in survey results. As you can see, we hope that you circle a higher number after participating in Crib to Kindergarten, but that may not be the case for a variety of reasons. Please be honest and let us know your true feeling.

Subject	Before participating in Crib to Kindergarten						After participating in Crib to Kindergarten					
	Low			High			Low			High		
1. The level of disruption my child's behavior is causing.	1	2	3	4	5	6	1	2	3	4	5	6
2. My knowledge of how my child is growing and developing.	1	2	3	4	5	6	1	2	3	4	5	6
3. My ability to identify what my child needs.	1	2	3	4	5	6	1	2	3	4	5	6
4. My ability to respond effectively when my child is upset.	1	2	3	4	5	6	1	2	3	4	5	6
5. My ability to keep my child safe and healthy.	1	2	3	4	5	6	1	2	3	4	5	6
6. My ability to help my child learn to behave the way I would like.	1	2	3	4	5	6	1	2	3	4	5	6
7. My confidence in myself as a parent.	1	2	3	4	5	6	1	2	3	4	5	6
8. My confidence in setting limits for my child.	1	2	3	4	5	6	1	2	3	4	5	6

Comments?