VIRGINIA DSS SOCIAL EMOTIONAL MOA LOGIC MODEL

Mission: To build a consistent family-centered professional development framework of evidence-based practices for infant & toddler caregivers, teachers and directors in order to strengthen the social and emotional development of children birth to age 3 in child care centers, family child care homes & unregulated care (family, friend and neighbor) thus, improving the quality of child care.

Target Audience: Children, birth to age 3, and their families, infant & toddler caregivers, teachers and directors including Early Head Start.

Context/Problem
- Social and emotional development is the foundation for early learning;
- Data indicates an increasing number of children with social and emotional challenges;
- VA ranks 10th in the nation for the number of children expelled from preschool settings;
- Brain research supports early childhood prevention and intervening early;
- There is a need for building capacity for a competent early childhood workforce;
- Challenging behaviors interfere with the child/parent/professional partnership.

Values & Principles
- Child and family-centered;
- Relationship-based;
- Evidence-based;
- Strength-based;
- Community-based;
- Accessible;
- Inclusive;
- Culturally sensitive;
- Builds on existing early childhood and professional development providers and resources.

Planning Partners
- Early Childhood Mental Health Virginia (0-8) Committee
- Partnership for People with Disabilities
- Virginia Association for Infant Mental Health (VAIMH)
- Virginia Commonwealth University (VCU)
- Virginia Department of Social Services (VDSS)
- VDSS Social Emotional Pilot Sites
- Virginia Early Childhood Foundation (VECF)/Smart Beginnings

Implementation Partners
- In addition to the Planning Phase Partners listed above:
  - Virginia Department of Health (VDH)

Priority Areas/Objectives
1. To increase caregiver, teacher & director competence & confidence in supporting social & emotional development of infants & toddlers (0 to 3);
2. To create a cadre of trainers and coaches skilled in the CSEFEL Model, ASQ-3 & PBS;
3. To infuse the VAIMH Competencies for Level I & II into PD efforts;
4. To grow the number of caregivers, teachers & directors endorsed in VA in Infant Mental Health;
5. To increase use of CSEFEL, & PBS practices & ASQ-3 screening to promote positive child outcomes;
6. To develop professional development opportunities & follow-up coaching on CSEFEL & ASQ-3 for infant & toddler caregivers, teachers & directors;
7. To develop a link between VAIMH Endorsement & Licensing requirements;
8. To develop a variety of methods to provide information about implementation phase activities.

Strategies/Activities
- Expand ECMH VA Advisory Board with members directly linked to this project;
- Identify existing CSEFEL & ASQ-3 Trainers & identify caregivers & teachers currently using ASQ-3;
- Ensure Training & Coaching is Provided:
  - CSEFEL Pyramid Model
  - ASQ-3
  - Positive Behavioral Support (PBS)
  - Leadership (CSEFEL)
  - Provider Learning Communities & Director Forums
- Build/Support a Cadre of Competent CSEFEL, PBS & ASQ-3 Trainers & Coaches:
  - Hold Train the Trainer Events
  - Hold Coaching Training & provide F/U Support
- Develop a plan for appropriate and effective incentives that encourage participation in PD opportunities & program-wide implementation;
- Define and Develop a Sustainability Plan:
  - Determine how VAIMH Endorsement can be applied toward childcare licensing hours & how VAIMH Competencies are integrated into VA PD efforts;
- Revise ECMH VA (0-8) Action Plan to reflect project & coordination with other early childhood TA/Mentoring/PD efforts (VCPD, VSQL, VECF, etc.)
- During the Planning Phase, develop an Evaluation process to assess progress.

Outputs
- Infant/Toddler CSEFEL Train the Trainer event in 3 areas of VA provided to 75 targeted professionals;
- CSEFEL Coaching Training event in 3 areas of VA with 1-2 hours monthly follow-up provided to 38 previously trained & targeted CSEFEL Trainers;
- Infant/Toddler CSEFEL Pyramid Model Training (Levels 1 & 2) in 5 PD Consortiums provided to 325-375 infant/toddler caregivers, teachers, directors;
- CSEFEL Provider Coaching following Training provided to 40-50 infant/toddler trainees;
- An Infant/Toddler ASQ-3 Train the Trainer event in 3 areas of VA provided to 60-75 trainers;
- ASQ-3 Coaching Training provided to 60-75 targeted ASQ Trainers;
- ASQ-3 Training in the Smart Beginnings Coalitions provided to 200-250 infant/toddler caregivers, teachers, directors;
- ASQ-3 Coaching following Training provided to 200-250 trainees;
- 10 infant/toddler providers, teachers &/or directors (2 in each of the 5 PD Consortiums) approved to complete level 1 or 2 of the IMH Endorsement starting December 2013;
- PBS Training Curriculum revised to reflect work with infants and toddlers;
- Development of ASQ-3 and ASQ-SE Screening Exploratory study for implementing ASQ-3 & ASQ-SE as part of DSS child care subsidy process;
- 30 Provider Learning Communities & 10 Director Forums in 5 PD regions.
## Acronyms

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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASQ</td>
<td>Ages and Stages Questionnaire</td>
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<tr>
<td>ASQ-SE</td>
<td>Ages and Stages Questionnaire-Social Emotional</td>
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<td>CSEFEL</td>
<td>Center on the Social and Emotional Foundations for Early Learning</td>
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<td>ECMH</td>
<td>Early Childhood Mental Health</td>
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<td>F/U</td>
<td>Follow-Up</td>
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<td>IMH</td>
<td>Infant Mental Health</td>
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<td>ITSN</td>
<td>Infant &amp; Toddler Specialist Network</td>
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<td>PD</td>
<td>Professional Development</td>
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<td>Positive Behavioral Support</td>
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<td>Partnership for People with Disabilities</td>
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<td>SE</td>
<td>Social and Emotional</td>
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<td>TA</td>
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<td>Training and Technical Assistance Center (Virginia Department of Education)</td>
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<td>VA</td>
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<td>VAIMH</td>
<td>Virginia Association for Infant Mental Health</td>
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<td>VCPD</td>
<td>Virginia Cross-Sector Professional Development Leadership Team</td>
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<td>VDSS</td>
<td>Virginia Department of Social Services</td>
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<td>VSQI</td>
<td>Virginia Star Quality Initiative</td>
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