

Summaries of Key Research on Infant and Early Childhood Mental Health Consultation (IECMHC)

Brennan, E. M., Bradley, J. R., Allen, M. D., & Perry, D. F. (2008). The evidence base for mental health consultation in early childhood settings: Research synthesis addressing staff and program outcomes. *Early Education and Development, 19*(6), 982–1022.

This is an overview of 26 studies that addressed the effectiveness of early childhood mental health consultation with respect to staff- and program-level outcomes. The results of these studies reflect the influence of mental health consultancy services on the global quality of early childhood settings and the abilities of staff in the promotion of children's social development and the management of problem behaviors.

Gilliam, W. S. (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten systems*. New Haven, CT: Yale University Child Study Center.

This brief summarizes the first study ever conducted on the rate of expulsion in pre-kindergarten programs. It includes data for the nation as a whole and for the 40 states that fund pre-K. The findings are based on data collected in the 2004 National Prekindergarten Study, the first large-sample, broad-based study to evaluate the implementation and classroom practices of state-funded pre-K systems across the 40 states that fund pre-K.

Greenberg, S., & Ash, J. (2012). *Children with challenging behaviors: 2012 follow-up survey of Boulder County early care and education providers*. Boulder, CO: Mental Health Partners.

In 2009, Kid Connects at Mental Health Partners sponsored a survey of Boulder County's early care and education providers in order to estimate the prevalence and describe the characteristics of young children in care with challenging behaviors and provider responses to those behaviors. The study was repeated in 2012 to identify any changes in the prevalence of and provider responses to challenging behaviors that had occurred in the three years since the first study.