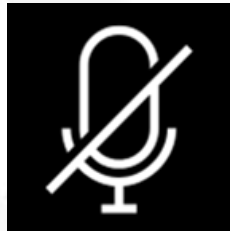


# Welcome to the Early Childhood Therapeutic Partnership Learning Collaborative

***We will begin the session shortly.***

*Please keep your microphones on **mute** for now to avoid background noise.  
You are muted if there is a line across your microphone icon.*



# Building Stronger Systems Together

A Learning Collaborative for Leaders  
in Early Childhood Education and Pediatric Mental Health

Session 5: Infusing Reflection throughout  
the Partnership Model

*September 9th, 2025*

# Technology: Your Zoom window



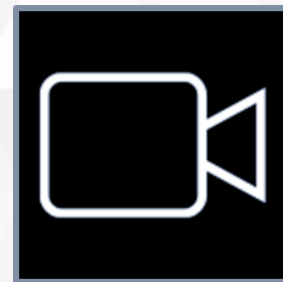
## Sound

*Stay on mute while others are speaking or presenting to avoid background noise*



## Chat

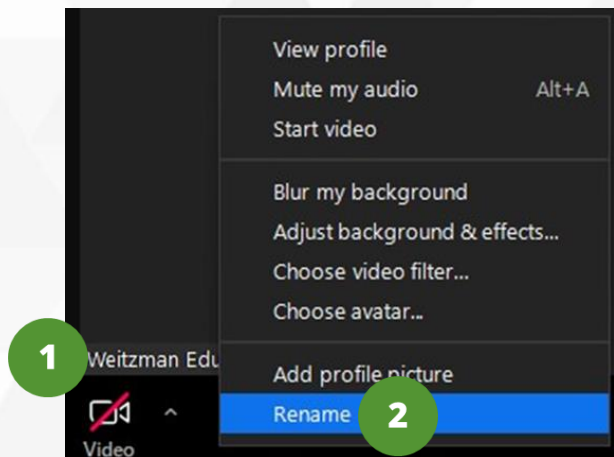
*Use the chat function to share comments, questions, relevant resources, and engage with faculty and your fellow learners*



## Camera

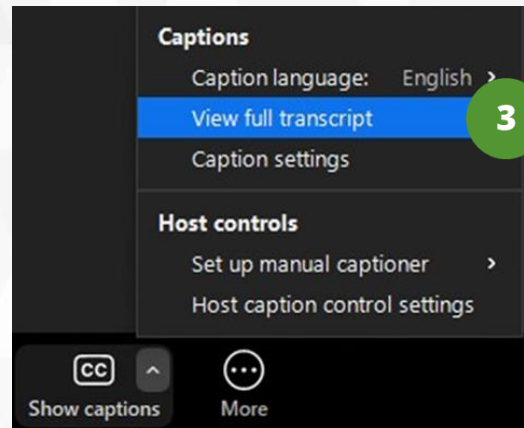
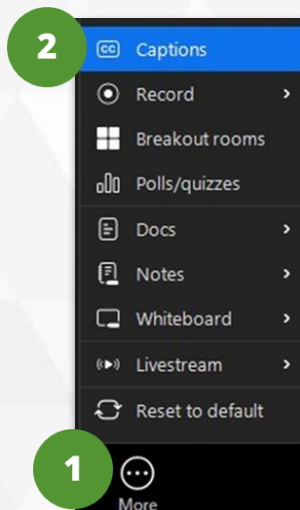
*If possible, share your camera with us*

# Technology: Your Zoom window, continued



## Change your name

1. Right click your name in the lower left hand corner of your Zoom window.
2. Select "Rename".



## Closed Captioning and Live Transcript

1. If "Show Captions" does not appear in the bottom toolbar, select "More".
2. Select "Captions".
3. Select the carrot and then select "View full transcript".

# Continuing Education Credits

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In support of improving patient care, Moses/Weitzman Health System is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

This series is intended for Early childhood education leaders, Pediatric behavioral health providers (psychologists, Master's level clinicians, and counselors), and Pediatric medical team members (MDs, DOs, NPs, PAs, RNs).

Please complete the survey and claim your post-session certificate on the WeP after today's session.

You will be able to claim a comprehensive certificate on the WeP at the end of the series, **September 23, 2025**.



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# Accessing session recordings and materials

## Program Information

The Early Childhood Therapeutic Partnership (ECTP) Learning Collaborative is a joint initiative between the Weitzman Institute and the Child Guidance Center of Southern Connecticut. This program consists of six one-hour videoconference sessions designed to engage participants in collaborative learning and coaching. The sessions focus on quality improvement, change management, and the implementation of effective early childhood education and mental health partnership models. The ultimate goal is to enhance mental health care outcomes for young children by supporting mental health providers, early childhood educators, and other professionals working in this space.

This activity meets the 2nd and 4th Tuesday of every month from 11am-12pm ET.

## Acknowledgement of Support

This project is supported by the Substance Abuse and Mental Health Services Administration under the Infant and Early Childhood Mental Health (IECMH) grant to improve outcomes for children, from birth to 12 years of age, by developing, maintaining, or enhancing infant and early childhood mental health promotion, intervention, and treatment services. The content is the responsibility of the Weitzman Institute and Child Guidance Center of Southern Connecticut and does not necessarily represent the official views of the Substance Abuse and Mental Health Services Administration.

## Target Audience

This activity is appropriate for the following audiences:

- Early childhood education leaders
- Pediatric behavioral health providers (psychologists, Master's level clinicians, and counselors)
- Pediatric medical team members (MDs, DOs, NPs, PAs, RNs)

## Learning Objectives

By the end of the Early Childhood Therapeutic Partnership Learning Collaborative, participants will:

1. Participants will develop an outline and meaningful next steps to develop a collaborative IECMH partnership in their local community with a peer organization
2. Create strategic goals and aims of the IECMH partnership
3. Brainstorm local peer partners who have established IECMH presence, shared interests, and alignment
4. Identify sustainable funding sources to support the development and implementation of an IECMH partnership
5. Model IECMH partnership impact across different levels of the community (children, families, staff, leadership/organization)
6. Practice and refine integration of a reflective consultation model throughout IECMH partnership
7. Draft partnership evaluation plan to align with IECMH partnership goals

## Presentation Slides

The slide deck will be available at the bottom of this page within 1 day of the live session.

## Session Recording

Link to the session recording will be available here within 1 week of the live session.

1. Return to the **Overview tab** of the live activity, *Early Childhood Therapeutic Partnership Learning Collaborative (July 15, 2025)*
2. Scroll down to the **Presentation Slides and Session Recording** headers

You will then be able to click on **Session Recording and Presentation Slides** listed below the headers to access the resources.

**This Early Childhood Therapeutic Partnership  
Learning Collaborative session has been made  
available by:**

**Substance Abuse and Mental Health Services  
Administration under the Infant and Early Childhood  
Mental Health (IECMH) Grant**

# Disclosures

- With respect to the following presentation, there has been no relevant (direct or indirect) financial relationship between the faculty listed above or other activity planners and any ineligible company in the past 24 months which would be considered a relevant financial relationship.
- The views expressed in this presentation are those of the faculty and may not reflect official policy of Moses Weitzman Health System.
- We are obligated to disclose any products which are off-label, unlabeled, experimental, and/or under investigation (not FDA approved) and any limitations on the information that are presented, such as data that are preliminary or that represent ongoing research, interim analyses, and/or unsupported opinion.

# All Are Welcome



# Chat Waterfall

Type your response to the question in the chat, but **don't hit send** until we say so.

**Question:** What is your favorite fall treat?



# Session Agenda

**Session Objective:** Practice and refine integration of a reflective consultation model throughout IECMH partnership

- Subject Matter Expert Panel
- Break Out Rooms
- Brief Discussion
- Quality Improvement Activity
- Action Items

# Subject Matter Expert Panel Participants

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Jaime Baumann, LCSW  
Child Guidance Center of Southern  
Connecticut (MH)

CGC Clinical and Community Partnerships  
Manager, Early Childhood Mental Health  
Consultation Coordinator



Sarah Duncan, LMFT, ATR  
Child Guidance Center of Southern  
Connecticut (MH)

Preschool-based Early Childhood Clinician  
and Mental Health Consultant

# **What central tenets of reflective practice does the CGC team use to ground the CGC/CLC partnership?**

**What are some initial reactions CLC staff (teachers, administrators, leaders) had to the reflective stance our team holds within the model? How did you navigate this as a consultant?**

# **What impact has reflective consultation had on CLC teachers and their relationships with the children in their classroom?**

# How does reflective consultation benefit education supervisors and leaders at CLC?

# Questions?

**Feel free to unmute or put your  
questions in the chat!**



# Break Out Room

## Reflection Questions

1. How do you or might you integrate **reflective practice** into your IECMH partnership to support children, families, teachers, leaders, and the larger organization?

# Post-Break Out Group Reflections

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What are you taking away from the conversation that was held in your breakout group?

# Quality Improvement Consultant

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Lisa Leary, MS  
Lisa Leary Consulting  
Quality Improvement Advisor

# Measurement - Recap

Sessions 3 & 4 (and postwork)

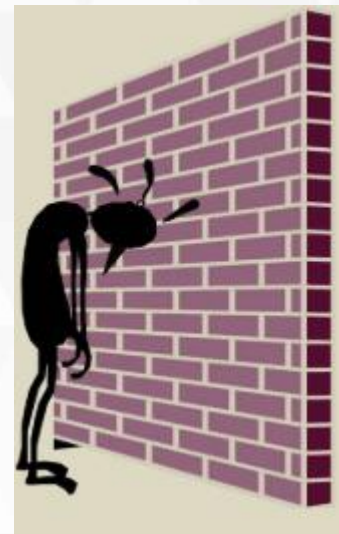
- Balanced measures
- Defining measures

Creating a data management plan

- Who, how, when, what, etc.
- Template

# Data Collection Plan

- What data will be collected
- How data is defined
- When will data collection begin and end
- Where will the data be stored
- Who will collect the data
- Who will “own” the data



Lisa's school of hard  
knocks

# Data Collection Plan

Data Collection Worksheet				
Project:		Date:		Owner:
	Metric 1 (example)	Metric 2	Metric 3	Metric 4
What are you measuring				
Measure defined				
Who will collect				
How collected				
Time period				
Sample size				
Exclusion criteria				
Where will data be stored				
Notes:				

# Data Collection Activity

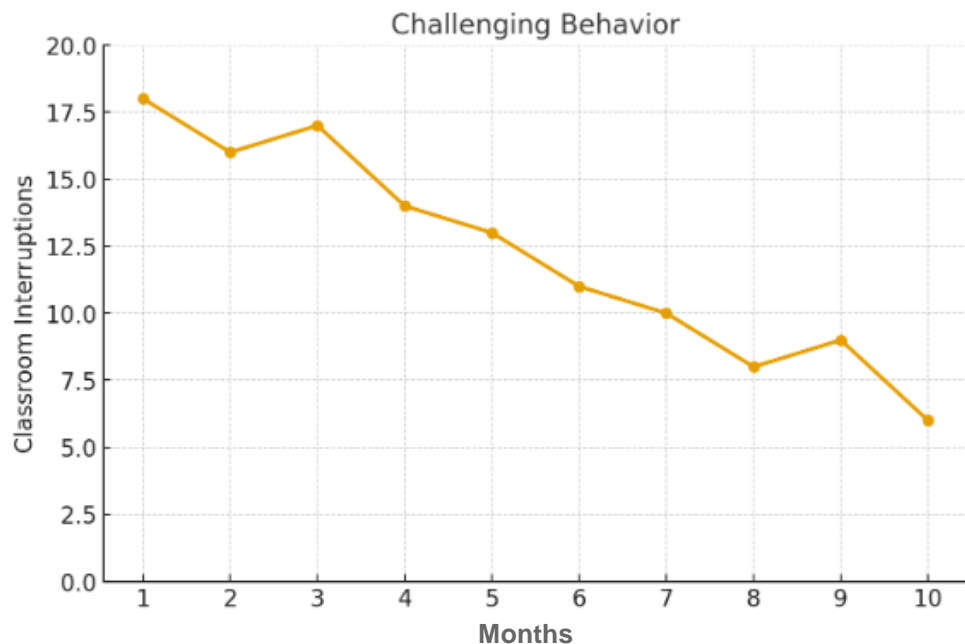


# Measuring Impacts & Outcomes

## Considerations

- If you are looking to show improvement over time you will need to collect baseline data.
  - Pre/post data
  - Ex: Measuring confidence before and after partnership
  - Ex: Comparing rates of challenging behavior before and after training
- How much data to collect for ?

# Data Over Time: Example



# Post-Work

## Worksheet

### 1. Complete the Data Collection Worksheet

Data Collection Worksheet				
Project:	Date:	Owner:		
	Metric 1 (example)	Metric 2	Metric 3	Metric 4
What are you measuring				
Measure defined				
Who will collect				
How collected				
Time period				
Sample size				
Exclusion criteria				
Where will data be stored				
Notes:				

# Building Stronger Systems Together

Thank you for attending today!

Please complete the survey on the Weitzman Education Platform

## Reminders:

- Optional office hours are available on September 16th at 11am EDT
- Learning Collaborative #6 will be held on September 23rd at 11am EDT