Colorado's Early Childhood Mental Health Consultation Program
Theory of Change

All children healthy, valued and thriving and ready for school when entering kindergarten

Improved mental health (MH) and social-emotional (SE) wellbeing of children (e.g., social skills, self-regulation, adaptive behaviors)

Fewer behavioral concerns/incidents among children

Improved interactions and relationships among children and between children and early childhood education (ECE) professionals

Reduced/Eliminated suspension and expulsion in early care and learning settings

Increased workforce retention

Reduced stress, burnout, and turnover among ECE professionals

Improved ECE organizational climate

Increased knowledge, skills, and capacity among ECE teachers to support child's MH and SE development

More competent and efficacious teacher responses towards challenging child behavior (in the moment)

Increased understanding among parents about what's happening in the classroom

Increased capacity among ECE teachers to partner with parents on supporting child MH and SE development

Increased teacher-family conflict

Increase alignment on caregiving

Increased center-level policies and procedures that are child, parent, and teacher friendly

Improved classroom structures and practices that are child and parent friendly

Increased knowledge, skills, and capacity among ECE directors to support child's MH and SE development

Early Childhood Mental Health Consultation Practices

Changes in attitudes and beliefs among ECE teachers about their role in fostering children's MH and SE development

Changes in attitudes and beliefs among ECE directors about their role in fostering children's MH and SE development

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