

**Maine Policy Template for Early Childhood Mental Health Consultation
Designed to Promote Young Children’s Social-Emotional Development**

This template presents questions about Early Childhood Mental Health Consultation (ECMHC) in Maine aimed at promoting young children’s social-emotional development and reducing challenging behaviors. It was developed by the Maine Children Growth Council, key Maine agency and program stakeholders, and national organizations: the Ounce of Prevention Fund, National Center on Children in Poverty, and ZERO TO THREE. **Please use it to gather and document information about existing supports for young children’s social-emotional growth in current ECMH consultation services in Maine. One or more groups of stakeholders with knowledge about ECMH consultation services in Maine should provide information; each group can use their own template or add information to a single template.**

Maine Policy Template for Early Childhood Mental Health Consultation
Contact Info:
Name(s):
Organization(s):
Auspice and Funding
<p>What organizations/agencies provide early childhood mental health consultation? Please explain whether the organizational auspice that administers these services is different from the organization(s) that delivers them.</p> <p>Briefly give an overview of the services that are provided.</p> <p>What sources of funding support ECMH consultation?</p>
Consultation Services/Model
<p>What are the types of activities consultants engage in and what are their goals (e.g., improved classroom supports for all children, reduced challenging behavior for targeted children, etc.)?</p> <p>Do consultants meet with parents, and if so, what assistance do they provide?</p>
<p>How does the organization(s) administering and/or delivering consultation ensure that evidence based practices are used?</p> <p>Are any evidence-based resources incorporated into the model? If so, please explain what these are and how they are part of the model.</p>
<p>What amounts and frequency of consultation do programs/providers typically receive by consultation services type (child-focused, classroom-focused, and program-focused)?</p> <p>Are there policies that limit the amount of consultation delivered to programs/providers?</p>

<p>Do requests currently exceed capacity?</p> <p>Please describe the coordination, if any, between professional development, including on-site coaching and TA, in Maine (focused on social-emotional growth and reduction of challenging behavior) and ECMH consultation.</p>
<p>Program Reach</p>
<p>What types of programs/providers have access to consultation?</p> <p>Are certain types of programs/providers targeted?</p> <p>Which types of programs/providers use consultation services most often? Which use services least often (among those that are eligible), and why?</p>
<p>How do programs/providers learn about and access the services offered?</p>
<p>Training and Ongoing Supports</p>
<p>What qualifications are consultants required to have?</p> <p>Please describe any pre-service as well as ongoing training consultants receive from the organization administering or delivering consultation.</p> <p>What type of supervision do consultants receive (e.g., frequency, group or individual)?</p>
<p>Data Systems, Program Evaluation and Outcomes</p>
<p>Please describe any data that are being collected to document the delivery of different consultation services and outcomes.</p> <p>How are the data used for ongoing quality improvement of consultation services?</p> <p>Please describe any evaluation (past or current) of consultation services in Maine, and the outcomes.</p>
<p>Assessment of Current Consultation</p>
<p>What are the strengths of the current ECMH Consultation services in Maine?</p> <p>What are some ways in which ECMH Consultation in Maine could be strengthened? (Consider scope and all facets of the model, supports for consultants, etc.)</p>
<p>Additional Information</p>

Please describe any additional information such as partnerships involving ECMH consultation or special initiatives that are demonstrating best practices, and how these are being funded.

Other comments on ECMH consultation in Maine and recommendations should be included here.

Please attach statutes, regulations, standards, and/or any formal guidance pertaining to this topic area.

**Maine Policy Template for Professional Development
Designed to Promote Young Children’s Social-Emotional Development**

This template presents questions about professional development in Maine aimed at promoting young children’s social-emotional development. It was developed by the Maine Children Growth Council, key Maine agency and program stakeholders, and national organizations: the Ounce of Prevention Fund, National Center on Children in Poverty, and ZERO TO THREE. **Please use it to gather and document information about existing supports for young children’s social-emotional growth in the current professional development system in Maine. One or more groups of stakeholders with knowledge about professional development in Maine should provide information; each group can use their own template or add information to a single template.**

Maine Policy Template for Professional Development
Contact Information
Name(s):
Organization(s):
Group Training focused on practices that promote young children’s social-emotional development
Describe the types of group training sessions that are offered each year that help teachers and providers learn about practices that promote young children’s social-emotional growth and reduce challenging/concerning behaviors (e.g., range of topics, on-line or in-person).
What organization(s)/agencies offer these sessions?
<p>Please describe the following features of sessions:</p> <ul style="list-style-type: none"> ▪ How many hours is each session? ▪ Are sessions typically offered individually or as a sequence of sessions on a topic or related topics? (If latter, please give an example) ▪ Is group training formally linked to on-site coaching/technical assistance? If so, how does this linkage work (e.g., who receives the on-site coaching and how is the content linked to the group training?) ▪ How do designers of the group training ensure the inclusion of research-based best practices (e.g., are any existing research-to-practice training resources used?). How is the quality of coaching and TA supported through supervision and training of TA specialists? ▪ How are sessions evaluated?
<p>Please address the following questions about participation in group training:</p> <ul style="list-style-type: none"> ▪ What are the requirements for teachers/providers or program education directors to take these sessions? ▪ Are there incentives for participation (e.g., college credit, certifications) ▪ What is the typical amount of group training that teachers/providers participate in each year in the area of social-emotional supports for young children?

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<ul style="list-style-type: none">How is group training linked to on-site coaching and TA? Is the linkage formally built into the training experience? Please explain any formal or naturally occurring linkage.
Do teachers/providers and program directors/education directors currently have access to group training to an equal degree in different parts of the state? If not, please explain regional differences.
What are the current strengths of group training to promote young children’s social-emotional growth in Maine? What are features that could be strengthened?
Coaching and Technical Assistance
Please describe on-site coaching and technical assistance (TA) that is offered each year that helps teachers and providers use practices that promote young children’s social-emotional growth and reduce challenging/concerning behaviors.
What organizations/agencies deliver this on-site coaching and TA?
What amounts of on-site coaching and TA do programs/providers typically receive? Do requests for TA/coaching related to children’s social-emotional development and challenging behaviors exceed capacity to deliver TA/coaching?
Are there requirements for teachers/providers to participate in on-site coaching/TA? If yes, please explain. Are there incentives for participation (e.g., certifications) If yes, please explain.
How do supervisors of coaches/TA providers ensure that evidence-based practices are the focus of coaching/TA? What training related to coaching/TA concerned with practices that promote children’s social-emotional growth and reduction of challenging behavior is provided to TA specialists?
Do teachers/providers currently have access to coaching/TA to an equal degree in different parts of the state? If not, please explain regional differences.
What are the current strengths of coaching/TA? What are features that could be strengthened?
Additional Professional Development Formats
Describe any other professional development formats such as on-line training, video conferencing, or learning communities that are used within the state’s professional development system. Please include information about who participates in these, their

Maine Landscape: Professional Development

content focus, structure (e.g., sequence of trainings on a topic, link to on-site coaching) and number of sessions.

What are the current strengths of each professional development format described here?

What are features that could be strengthened?

Funding for Professional Development

What is the source (are the sources) of funding for each type of professional development described in this template?

Pre-Service Professional Development/Early Childhood Teacher Preparation

Describe the strengths and gaps in current pre-service training of early childhood teachers related to practices that promote young children’s social-emotional growth (including classroom practices and family engagement related to S-E development); Consider both coursework and practicum experiences.

Are their exceptionally strong pre-service programs or components in the state in this area?

Additional information

Please describe any additional information such as partnerships involving professional development or special initiatives that are demonstrating best practices, and how these are being funded.

Other comments about the system of professional development and recommendations and related policies should also be included here.

Please attach statutes, regulations, standards, and/or any formal guidance pertaining to this topic area.

Maine Policy Template for Parent Engagement

This template presents questions about policies related to parent engagement in Maine’s early care and education programs. It was developed by the Maine Children Growth Council, key Maine agency and program stakeholders, and national organizations: the Ounce of Prevention Fund and the National Center on Children in Poverty. **Please use it to gather and document information about existing supports for young children’s social-emotional growth in the parent engagement policies of Main’s early care and education (ECE) programs. One or more groups of stakeholders with knowledge about ECE parent engagement policies in Maine should provide information; each group can use their own template or add information to a single template.**

Maine Policy Template for Social Emotional Screening
Contact Info:
Name(s):
Organization(s):
Program Requirements
<p>What are early care and education program <u>requirements</u> related to parent engagement and family support (e.g., requirements or policies regarding parent-teacher conferences, parent education sessions, classroom visits)?</p> <ul style="list-style-type: none"> ▪ Please describe requirements <u>for each type of program</u> (e.g., child care center and home-based, preschool, preschool-child care partnership) ▪ Explain any requirements that refer to parent engagement focused on <u>the child’s social-emotional growth</u> or <u>the parent-child relationship</u>. <p>Beyond formal requirements, what parent engagement activities and family supports are programs/providers expected to offer, based on guidance given to programs by sponsoring agencies. Please describe these for each type of program.</p> <p>What are the strengths of the requirements and guidance related to parent engagement and family support in early care and education programs? Are program resources (e.g., staffing, staff knowledge and skills) adequate to meet the requirements and follow guidance?</p>
Professional Development and other Supports Related to Parent Engagement
<p>In higher education programs for teachers of children age birth to 8 years, what coursework and practicums are required or are available to prepare teachers to effectively offer family support and promote parent engagement (PE), especially PE that promotes social-emotional growth and a positive parent child relationship.</p> <ul style="list-style-type: none"> ▪ What are the strengths in pre-service professional development related to parent engagement and family support, especially related to the child’s social-emotional growth? ▪ What features could be strengthened?

<p>Please describe group training and technical assistance (TA) that is offered each year to help teachers and providers offer family support and parent engagement activities.</p> <ul style="list-style-type: none">▪ What organizations/agencies deliver this T/TA?▪ What are the strengths of this training and technical assistance? Please describe any efforts to ensure that the T/TA focuses on evidence-based family engagement practices.▪ What features could be strengthened?
<p style="text-align: center;">Additional Policy Supports</p>
<p>How do Maine’s QRIS standards promote parent engagement focused on children’s social-emotional growth and support for families?</p> <p>What other policies or programs in Maine help early care and education programs support parent engagement focused on children’s social-emotional growth and support for families?</p>
<p style="text-align: center;">Additional information</p>
<p>Please describe any additional information such as special initiatives that are demonstrating best practices, and how these are being funded. Other comments on the early care and education system’s support of families and parent engagement to promote children’s social-emotional growth, and recommendations, should also be included here.</p> <p>Please attach statutes, regulations, standards, and/or any formal guidance parent engagement in the different early care and education settings.</p>

Maine Policy Template for Social-Emotional & Behavioral Health Promotion & Prevention and Involuntary & Voluntary Dismissal of Children from Birth through Grade Two in Early Care and Education Programs

This template presents questions about policies, procedures, and practices that address **social-emotional and behavioral health promotion and prevention**, as well as **involuntary dismissal (expulsion), suspension, and voluntary dismissal** of young children from birth through grade two served in Maine's early care and education programs. It was developed by the Maine Children Growth Council, key Maine agency and program stakeholders, and two national organizations, the Ounce of Prevention Fund and the National Center on Children in Poverty.

Please use it to gather and document information guided by the definition of terms below. Stakeholders with knowledge about policies and practices that address involuntary dismissal/expulsion, suspension, and voluntary dismissal of young children from birth through grade two served in Maine's early care and education programs (e.g. Early/Head Start; child care centers & family child care homes; public preschool; kindergarten through grade two; special education; home visitation) should provide information. Each group can use their own template or add information to a single template.

Please also attach statutes, regulations, standards, and/or any formal guidance, etc. pertaining to this topic area, e.g. regulations in DOE Chapter 125 (K-12); DOE Chapter 101 (Special Education); DHHS Section 28 (Mental Health).

Social-emotional and behavioral health promotion and prevention services and supports develop the capacities of young children to experience, regulate and express emotions; form close and secure interpersonal relationships; and explore and master the environment and learn - all in the context of family, community, and cultural expectations for young children. They focus on encouraging social-emotional wellness and good mental health and on preventing social-emotional and behavioral challenges. Early childhood programs such as Early Head Start, Head Start, Public Preschool, Early Childhood Special Education and child care in both centers and homes play an important role in the promotion of young children's healthy social emotional development. In addition, home visiting programs and health-related programs such as Women, Infants, & Children and well-child visits can emphasize the importance of 1) supporting the parent/caregiver-child relationship; 2) understanding typical child development and each child's unique temperament; 3) learning positive behavior support strategies; and 4) working to reduce family stress in order to help promote the healthy social emotional development and learning of young children.

In regard to involuntary dismissal/expulsion, suspension, and voluntary dismissal, the Maine Children's Growth Council is using the following definition of terms:

- *Involuntary dismissal or expulsion:* This is when a program expels a child and tells the parent/caregiver that the child can no longer attend that program. There is no transition plan.
- *Suspension:* This is when a program temporarily excludes a child from participating in his or her early care and education program.
- *Voluntary dismissal with no transition plan:* This is when a program and a parent/caregiver agree that the child should be removed from the program, or the parent decides to remove the child because of concerns about the program's ability to address the child's needs, but neither the program nor the parents know where the child will next be cared for.
- *Voluntary dismissal with a transition plan:* This is when a program and a parent/caregiver agree that the child should be removed from the program, or the parent decides to remove the child because

of concerns about the program’s ability to address the child’s needs, AND the program and the parents/caregivers make a transition plan for the child.

Maine Policy Template for Social-Emotional & Behavioral Health Promotion and Involuntary and Voluntary Dismissal
Contact Info:
Name(s):
Organization(s):
Auspice and Guidance:
Social-Emotional & Behavioral Health Promotion & Prevention Policies & Practices
<p>Which early childhood programs have formally established guidance to address developmentally appropriate social-emotional and behavioral health promotion and prevention practices?</p> <p>Are social-emotional and behavioral health promotion and prevention practices addressed in statutes; regulations; program, licensing, and/or quality rating and improvement system standards; provider agreements; program guidance, etc.? If yes, please briefly describe the contents and attach copies.</p> <p>How are social-emotional and behavioral health promotion and prevention practices communicated to early care and education providers, schools, and other providers? How are they communicated to families? Community partners?</p> <p>Are service providers held accountable for complying with formally established guidance in delivering developmentally appropriate social-emotional and behavioral health promotion and prevention practices? If yes, how?</p>
Auspice and Guidance:
Involuntary Dismissal (expulsion), Suspension, and Voluntary Dismissal Policies and Procedures
<p>Which early childhood programs have established formal guidance on involuntary dismissal/expulsion, suspension, and voluntary dismissal related to children with challenging behaviors?</p> <p>In situations where it is determined by the family, teacher, program, and other service providers that another ECE setting is more appropriate for the well-being of a child with serious and persistent challenging behaviors, does the guidance address procedures for developing and executing adequate transition plans?</p> <p>Are expectations related to eliminating racial/national origin/ethnic, sex, or disability bias and discrimination in early care and education settings addressed? If so, how?</p> <p>Are involuntary dismissal/expulsion, suspension, and voluntary dismissal procedures addressed in statutes; regulations; program, licensing, and/or quality rating and improvement system standards; formal program guidance, etc.? If yes, please briefly describe the contents and attach copies.</p>

How are involuntary dismissal/expulsion, suspension, and voluntary dismissal procedures communicated to early care and education providers, schools, and other providers? How are they communicated to families? Community partners?

Are service providers held accountable for complying with guidance on involuntary dismissal/expulsion, suspension, and voluntary dismissal procedures when presented with children with challenging behaviors? If yes, how?

Data Systems, Goal Setting, Planning, and Evaluation

Please describe any data that are being collected to document social-emotional and behavioral health promotion practices.

Please describe any data that are being collected to document the prevalence of involuntary dismissal (expulsion), suspension, and voluntary dismissal of young children from birth through grade two served in Maine's early care and education programs.

Please describe how data are coordinated across early childhood programs and/or aligned with K-12 data systems.

How are the data used to inform efforts to set goals and monitor progress in preventing, severely limiting, and ultimately eliminating involuntary dismissal (expulsion), suspension, and voluntary dismissal practices in early childhood settings?

How is data used to plan for supports to programs, teachers and caregivers to promote children's healthy social-emotional and behavioral health, strengthen family-program relationships, and manage children with challenging behavior?

Additional Information

Please describe any additional information such as or special initiatives that are demonstrating best practices, and how these are being funded.

Other comments on early childhood program social-emotional and behavioral health promotion practices and discipline and intervention procedures in Maine and recommendations should be included here.

Please also attach statutes, regulations, standards, and/or any formal guidance, etc. pertaining to this topic area, e.g. regulations in DOE Chapter 125 (K-12); DOE Chapter 101 (Special Education); DHHS Section 28 (Mental Health).

Maine Policy Template for Social-Emotional Screening of Young Children in Early Care and Education Settings

This template presents questions about social-emotional screening in Maine’s early care and education programs. It was developed by the Maine Children Growth Council, key Maine agency and program stakeholders, and national organizations: the Ounce of Prevention Fund and National Center on Children in Poverty. **Please use it to gather and document information about existing policies and supports related to screening young children in child care and preschool settings. One or more groups of stakeholders with knowledge about policies and practices related to social-emotional screening in Maine’s early care and education settings should provide information; each group can use their own template or add information to a single template.**

Maine Policy Template for Social Emotional Screening
Contact Info:
Name(s):
Organization(s):
Screening and Response Requirements
<p>What are the child screening requirements of the different early care and education programs (e.g., child care center and home-based child care, Head Start, preschool, preschool-child care partnership)? Please include the following information <u>for each type of program</u>:</p> <ul style="list-style-type: none"> ▪ What type of screening instruments are required or allowed? Does the program require the use of <u>a screener specifically designed to identify risk for social-emotional problems</u>? Please provide names of screening instruments. ▪ Who completes <u>social-emotional (S-E) screens</u>? If S-E screens are not used, who completes screens that include S-E content? How are teachers and parents involved in completing screens? ▪ What are the requirements about when and how often screening should occur? ▪ What guidance is given to programs or providers about how they should respond when there is a positive screen indicating a possible delay or problem in the social-emotional domain? How are they expected to use screening results? ▪ What are the strengths of these requirements and guidance for both screening and the use of screening results (especially for S-E screens)? How could these be strengthened?
Professional Development Related to Screening
<p>In higher education programs for teachers of children age birth to 8 years, is there coursework and practicums that prepare teachers to conduct social-emotional screening and follow-up with appropriate responses to screening results? If so, please describe.</p> <ul style="list-style-type: none"> ▪ What are the strengths in pre-service professional development related to child social-emotional screening? ▪ What features could be strengthened?

<p>Please describe any group training and technical assistance (TA) that are offered each year to help teachers and providers conduct social-emotional screening of children and use the results of screening including responding to positive screens. What organizations/agencies deliver this T/TA?</p> <ul style="list-style-type: none">▪ What are the strengths of this training and technical assistance?▪ What features could be strengthened?
<p style="text-align: center;">Additional Policy and Funding Supports for Screening and Response</p>
<p>Please describe any other policies in Maine that support screening in early care and education programs and home-based child care (e.g., Child Find screening conducted in partnership with child care settings), and funding for this screening.</p>
<p style="text-align: center;">Data Reporting and Use</p>
<ul style="list-style-type: none">▪ What specific information about child screening, results, and program response to screening (e.g., referral for Part C or B evaluation) must programs provide to sponsoring agency? Please describe data reporting requirements for each type of early care and education program.▪ How does the sponsoring agency use this data?▪ How can data reporting related to S-E screening and response be improved? How could state agencies use screening-related data to strengthen S-E supports and outcomes for children?
<p style="text-align: center;">Additional information</p>
<p>Please describe any additional information such as special initiatives that are demonstrating best practices, and how these are being funded.</p> <p>Other comments on social-emotional screening and response policies in early care and education settings should also be included here.</p> <p>Please attach statutes, regulations, standards, and/or any documents that provide early care and education program guidance or show policies related to social-emotional screening and response in the different early care and education settings.</p>

Maine Policy Template for Early Childhood Special Education (Early Intervention Part C and Preschool Special Education Part B) related to social emotional development and learning

This template presents questions about early childhood special education for children from birth to age five/eight in Maine aimed at promoting young children’s social-emotional development and reducing challenging behaviors. It was developed by the Maine Children Growth Council, key Maine agency and program stakeholders, and two national organizations: the Ounce of Prevention Fund and National Center on Children in Poverty. **Please use it to gather and document information about early childhood special education (Early Intervention/Part C and 619/Part B) related to social emotional development and learning in Maine. One or more groups of stakeholders with knowledge about early childhood special education services should provide information; each group can use their own template or add information to a single template.**

Please also attach statutes, regulations, standards, and/or any formal guidance, etc. pertaining to this topic area, e.g. regulations in Chapter 125 (K-12); Chapter 33 (Special Education); Section 28 (Mental Health); and Section 65 (Behavioral Health).

Maine Policy Template for Early Childhood Special Education
Contact Info:
Name(s):
Organization(s):
Auspice and Funding
What organizations/agencies provide <u>Early Intervention/Part C services</u> to children from birth to age 3? Please explain whether the organizational auspice that administers these services is different from the organization(s) that delivers them.
Briefly give an overview of the Part C services and supports that promote the social-emotional growth of infants and toddlers with delays/disabilities and reduce challenging behaviors.
What funding sources support Early Intervention Part C services?
What organizations/agencies provide <u>Preschool Special Education Services (Part B/619)</u> to children from ages 3-5? Please explain whether the organizational auspice that administers these services is different from the organization(s) that delivers them.
Briefly give an overview of the Part B services and supports that promote the social-emotional growth of preschoolers with delays/disabilities and reduce challenging behaviors.
What funding sources support Preschool Special Education Services (Part B/619) services?

Outreach and Screening
<p>Infants and Toddlers:</p> <p>How are infants and toddlers developmentally evaluated to determine the existence of a delay or disability? Who conducts these evaluations?</p> <p>How are infants and toddlers with identified development delays or disabilities determined eligible for early intervention/Part C services?</p> <p>What is the role of early care and education (ECE) programs in developmental screening? In developmental evaluation? For eligible children, in the development & implementation of IFSPs? For terminology definitions, see: https://www.mainequalitycounts.org/image_upload/Terminology%20Schema.pdf</p> <p>What formal guidance and/or training and technical assistance is provided to ECE programs to help staff and caregivers identify and refer children for early intervention evaluation? To participate in developing and/or delivering IFSP services?</p> <p>What efforts are underway to identify infants from birth to age one in need of early intervention services earlier (e.g. intensified outreach to physicians)?</p>
<p>Children Ages 3-5:</p> <p>How are children ages 3-5 evaluated to identify the potential for development delay or disability? Who conducts these evaluations?</p> <p>How are preschoolers with identified development delays or disabilities determined eligible for 619/Part B services?</p> <p>What is the role of ECE programs in developmental screening? In educational assessment? For eligible preschoolers, in the development & implementation of IEPs?</p> <p>What formal guidance and/or training and technical assistance is provided to ECE programs to help staff and caregivers identify and refer children for 619/Part B services? To participate in the development & implementation of IEPs?</p>
<p><u>Data on Screening, Referral, and Program Reach</u></p> <p>For the most recent year that 12 months of data is available (e.g. 2014), please report by age cohort (birth to one; one to two, etc.) and as percent of total children:</p> <ul style="list-style-type: none">▪ The number of children who are screened▪ The number of children referred for evaluation for special education services▪ The number of children who are found eligible for services▪ The number who are found ineligible for services

- The number of children who receive special education services

What data are collected on special education services specifically delivered to reduce challenging behaviors of children with delays/disabilities served in ECE programs?

Eligibility

Infants and Toddlers:

What are the eligibility criteria for Early Intervention Part C services, particularly for infants and toddlers with identified Social-Emotional Development (SED) delays/disabilities?

How is it determined whether infants and toddlers are eligible for early intervention services to address delays/problems in the social or emotional domain?

- Are there professionals with early childhood mental health expertise on the multidisciplinary evaluation team? Please explain.
- What methods -- including standardized assessments, observation, parent and or teacher interviews -- are used to assess delays in the social or emotional domain?

Please describe what happens when infants and toddlers with SED delays/disabilities and/or challenging behaviors with are found ineligible for Part C services?

Children Ages 3-5:

What are the eligibility criteria for 619/Part B services, particularly for preschoolers with SED delays/disabilities?

Please describe what happens when young children SED delays/disabilities and/or challenging behaviors with are found ineligible for special education services.

Services

What approaches are being implemented to promote healthy social emotional development through early intervention/Part C services and activities? through 619/Part B services and activities?

How are early childhood mental health approaches integrated in early intervention/Part C? 619/Part B?

How are the needs of children who have experienced trauma and/or toxic stress addressed?

How does(do) the organization(s) administering and those delivering special education services ensure that evidence-based practices are used? Is there a quality assurance system to ensure services are achieving intended results?

Please describe the coordination between early childhood special education (focused on social-emotional growth and reduction of challenging behavior) and:

- Maine Families Home Visit Services
- Head Start (Center-based and Home Based) Services
- Targeted Case Management
- Behavioral Health services
- Child Welfare services

Data Systems, Program Evaluation and Outcomes

Please describe any data that are being collected to document the delivery of early intervention/Part C services and outcomes related to infants and toddlers with SED delays/disabilities.

How are these data used for ongoing quality improvement of early intervention/Part C services focused on meeting the needs of infants and toddlers with SED delays/disabilities?

Please describe any data that are being collected to document the delivery of 619/Part B services and outcomes related to preschoolers with SED delays/disabilities.

How are these data used for ongoing quality improvement of 619/Part B services focused on meeting the needs of preschoolers with SED delays/disabilities?

Please describe any evaluation (past or current) of EC special education services in Maine, and the outcomes, particularly as they relate to meeting the needs of infants, toddlers, and preschoolers with SED delays/disabilities.

Assessment of Current Early Childhood Special Education

What are the **strengths** of current early intervention/Part C services in Maine in addressing the social-emotional development needs of infants and toddlers with SED delays/disabilities, particularly those with challenging behaviors?

What are some ways in which in early intervention/Part C services in Maine **could be strengthened** to better meet the needs of infants and toddlers with SED delays/disabilities, particularly those with challenging behaviors? Please include transportation issues.

What are the **strengths** of current Preschool Special Education Services (Part B/619) in Maine in addressing the social-emotional development needs of preschoolers with SED delays/disabilities, particularly those with challenging behaviors?

What are some ways in which in Part B/619 services in Maine **could be strengthened** to better meet the needs of preschoolers with SED delays/disabilities, particularly those with challenging behaviors? Please include transportation issues.

Additional Information

Please describe any additional information or special initiatives that are demonstrating best practices in meeting the needs of young children with delays/disabilities, particularly in the area of SED and managing challenging behavior and how these are being funded.

Other comments on Part C/early intervention and 619/Part B in Maine and recommendations should be included here.

Please also attach statutes, regulations, standards, and/or any formal guidance, etc. pertaining to this topic area, e.g. regulations in Chapter 125 (K-12); Chapter 33 (Special Education); Section 28 (Mental Health); and Section 65 (Behavioral Health).