The Kindergarten Pilot Project:
A Cross-Sectoral Collaboration Between CCMHC and the OCDSB

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Agenda

- Background
- Project Overview
- Outcomes and Successes
- Lessons Learned
- Next Steps
- Discussion
 Provincial-wide systemic issue (full-day kindergarten), not unique to Ottawa.

- Sparked conversation with Ottawa community partners.

- Different forums foster community collaboration (Cross-sectoral, Coordinated Access, Network).

- Collaboration with partners throughout all stages of implementation; conception, proposal for funding, selection of school, program evaluation.
Project Overview

- Cross-sectoral collaboration (Children’s Mental Health & Education).
- **The main priority** is to reduce the challenges that are faced within the full-day kindergarten program by:
  - Building staff capacity
  - Building parent capacity
  - Providing classroom based interventions for all children and teaching staff within the classroom setting
  - Providing individual sessions to particular children and families who are struggling
- Project uses evidence based approaches and strategies (Attachment Theory and Collaborative Problem Solving).
Specific Goals And Objectives

- Increased pro-social interactions amongst the kindergarten children.
- Successful integration into the full-time kindergarten program.
- Increased capacity in the educators responsible for the children involved in the pilot project.
  - improved understanding of both Attachment Theory and Collaborative Problem Solving.
  - reduction of stress experienced by educators.
- To develop best practice guidelines outlining how to deliver the services so others across the province could replicate the program provided.
## Activities

1) **Parent Capacity Building**
   - Parent information session to orient parents to CPS, attachment, and early mental health
   - An 8-week parent group that included training in attachment-based methods and CPS.
   - Engaging with families (as needed)

2) **Educator Capacity Building**
   - 1-hour Orientation Session to CPS, attachment and early mental health (at start of pilot project)
   - 2 ½ day CPS Tier 1 training
   - Half hour weekly consultation and guidance for classroom staff in CPS and attachment

3) **Student Capacity Building**
   - Classroom-wide interventions
   - Individual intervention- Kindergarten students who require more intensive support were identified using the school boards tiered system and referred for individualized treatment by CCMHC
Evidence Based Approaches and Strategies

• Collaborative Problem Solving

• Attachment
Parent Capacity Building

- Parent information session
- 8 week parent group
- Support for parents of identified Tier 2 students
1 hour orientation session to CPS, attachment, early mental health

2 ½ day CPS Tier 1 training

Half hour weekly consultation and guidance for classroom staff in CPS and attachment
Student Capacity Building

- Classroom-wide interventions

- Individual intervention for students who require more intensive support
Outcomes and Successes
Outcomes and Successes

Total number served:

- Group (Classroom) Based = 55 children
- Individual Direct Intervention = 7 Individuals
- Educators = 6 Individuals

Goals Achieved:

1) Kinder students engaged in more pro-social interactions.
2) Reduction in challenging behaviour.
3) Decreased educator stress.
4) Philosophy and practice shift in staff and parents involved in the project.
Outcomes and Successes

Risk Factors

- Overall stress: Pre 67%, Post 23%
- Emotional stress: Pre 67%, Post 23%
- Behavioural difficulties: Pre 33%, Post 33%
- Hyperactivity & concentration disorders: Pre 33%, Post 33%
- Getting along with other children: Pre 67%, Post 0%
- Impact of difficulties on child's life: Pre 33%, Post 33%

Diagnostic Prediction

- Any disorder: Pre 100%, Post 33%
- Emotional disorder (anxiety, depression, etc.): Pre 67%, Post 33%
- Behavioural disorder: Pre 33%, Post 33%
- Hyperactivity or concentration disorder: Pre 67%, Post 33%

Help for Children. Hope for Families.
Outcomes and Successes
Lessons Learned
Lessons Learned

• The importance of getting everyone on the same page
  • The importance of relationships
• The importance of individualizing and differentiating expectations for students
Lessons Learned

• The importance of engaging relevant stakeholders early in the process
  • CPS Tier 1 training
  • The importance of coaching and modeling
Lessons Learned

- The importance of using physical touch for connection and regulation
- The critical role of the ECE and working collaboratively as a team
  - Selecting the classroom team for your pilot
Next Steps
Next Steps

We are in the process of:

• Scaling up (Application to other funding sources).
• Developing best practice guidelines.
• Sharing the information at upcoming conferences and forums (CMHO).
Discussion