**Common Indicators of Social-Emotional Well-being in Early Childhood**

**Worksheet**

The social and emotional well-being of young children is an important goal for many federal, state, and private initiatives, yet the field lacks consensus on how to assess a program’s progress in this area. The Substance Abuse and Mental Health Services Administration’s Project LAUNCH leadership partnered with Child Trends to identify a set of 130 Common Indicators of Social-Emotional Well-being in Early Childhood. Our vision is that other initiatives will consider adopting some of these indicators as well, with the ultimate goal of:

1. Facilitating a shared approach to measuring social-emotional well-being in early childhood;
2. Reducing burden on families, communities, and grantees by eliminating redundancies in reporting across initiatives; and
3. Providing a mechanism for assessing collective impact (i.e., the commitment of a group to solving a social problem through a shared agenda, measurement, mutually reinforcing activities, and continuous communication).

As we work to operationalize each indicator, we are asking for your input and assistance.

***Directions*:**

1. Please consider which of the common indicators are of particular importance to your early childhood initiative. Check all that apply.
2. Of the indicators you selected as particularly important for your early childhood initiative, select 2-5 indicators to operationalize by identifying a numerator, denominator, periodicity (time points the indicator is assessed) and suggested measures. See the example below.

\*\*An electronic version of this worksheet will also be made available via a survey platform as an alternative option to complete this activity.

**Example of how to operationalize a Common Indicator:**

|  |
| --- |
| Indicator #33: Percentage of children demonstrating improved social-emotional skills/functioning using a standardized measure (i.e., reliable and valid)\* |
| Numerator | Number of children in a Project LAUNCH supported program who are assessed and who show improvements in social-emotional skills/competencies from baseline to a specified follow-up time point using a standardized measure |
| Denominator | Number of children in a Project LAUNCH supported program who are assessed for social-emotional skills/competencies from baseline to a specified follow-up time point using a standardized measure |
| Periodicity | Baseline and follow-up (within 1 month of end of intervention |
| Measures | * Infant Toddler & Social Emotional Assessment (Carter & Briggs-Gowan, 2006)
* Devereux Early Childhood Assessment for Infants & Toddlers (Mackrain, LeBuffe, & Powell, 2007)
* Devereux Early Childhood Assessment Clinical Form (DECA-C; LeBuffe & Naglieri, 2003)
* Behavior Assessment System for Children, Third Edition (BASC-3; Reynolds & Kamphaus, 2015)
 |

# **Child Screening, Assessment, & Referrals**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of children who have been screened for social-emotional problems (using a research-informed tool)
 |
| [ ]  | 1. Percentage of all children with a developmental screen that indicates social-emotional difficulties who are referred for comprehensive assessment
 |
| [ ]  | 1. Percentage of children referred for a comprehensive assessment who receive the assessment
 |
| [ ]  | 1. Percentage of children with an assessment that identified a need for services related to social-emotional difficulties who received those services (e.g., IEP, home visits, 504 plan, Early Intervention-Part C)
 |
| [ ]  | 1. Percentage of programs using reliable and valid social-emotional screening and assessment tools
 |
| [ ]  | 1. Percentage of programs screening young children for social-emotional problems
 |
| [ ]  | 1. Percentage of EC programs and initiatives offering universal screening
 |
| [ ]  | 1. Percentage of parents or other primary caregivers who were asked if they have any concerns regarding their child's development, behavior, or learning
 |
| [ ]  | 1. Percentage of families who request screening and assessment of their children
 |

# **Adult Screening & Referrals**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of parents or primary caregivers who receive prenatal and/or early childhood screening for parental depression
 |
| [ ]  | 1. Percentage of parents or other primary caregivers who screen positive for parental depression (SPL Common Indicator #8)
 |
| [ ]  | 1. Percentage of parents or primary caregivers who screen positive for parental depression who are referred for mental health services
 |
| [ ]  | 1. Percentage of parents or primary caregivers who are referred for services for parental depression who receive mental health services
 |
| [ ]  | 1. Percentage of parents or other primary caregivers reporting reduced symptoms of depression
 |
| [ ]  | 1. Percentage of providers making referrals for families to services (e.g., related to parental stress, depression, trauma, substance abuse issues)
 |
| [ ]  | 1. Percentage of providers with strong knowledge of community resources and services for children and families (e.g., welfare, WIC, mental health, substance abuse treatment)
 |

# **Mental Health Consultation**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of children and families in programs that offer early childhood mental health consultation (ECMHC)
 |
| [ ]  | 1. Percentage of programs that use evidence-informed ECMHC
 |
| [ ]  | 1. Percentage of primary health care providers who refer children and families to behavioral health services
 |
| [ ]  | 1. Percentage of providers reporting stress and burnout
 |
| [ ]  | 1. Percentage of providers reporting decreased stress levels (SPL Common Indicator #5)
 |

# **Home Visiting**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of home visiting programs that offer enhanced home visiting
 |
| [ ]  | 1. Percentage of children and families eligible for participating in an enhanced home visiting program who enrolled (annually/over the grant period)
 |
| [ ]  | 1. Percentage of programs using evidence-informed home visiting models
 |
| [ ]  | 1. Percentage of planned home visits that were completed
 |
| [ ]  | 1. Proportion of enhanced home visiting slots relative to need
 |
| [ ]  | 1. Percentage of families reporting they are satisfied with enhanced home visiting services
 |
| [ ]  | 1. Percentage of mothers in home-visiting programs who have unintended pregnancies while enrolled in the program
 |

# **Child Development Concerns & Competencies**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of children exhibiting behavior problems
 |
| [ ]  | 1. Percentage of children with moderate to serious difficulty following directions
 |
| [ ]  | 1. Percentage of providers/programs using a validated assessment tool (vs. a screening tool) to assess children's social-emotional skills/competencies
 |
| [ ]  | 1. Percentage of providers/programs that implement evidence-informed curricula for social skills development
 |
| [ ]  | 1. Percentage of children demonstrating improved social-emotional skills/functioning (SPL Common Indicator #1)
 |
| [ ]  | 1. Percentage of children with positive social behaviors with their peers
 |
| [ ]  | 1. Percentage of children demonstrating school readiness skills at kindergarten entry (e.g., literacy skills, cognitive skills, social-emotional skills, as measured with an assessment vs. screen)
 |
| [ ]  | 1. Percentage of children in elementary schools demonstrating age-appropriate skills in kindergarten through 3rd grade (e.g., literacy skills, cognitive skills, social-emotional skills, as measured with an assessment vs. screen)
 |
| [ ]  | 1. Percentage of children with undetected developmental delays or chronic health problems at kindergarten entrance
 |

# **Trauma-Informed Approaches**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of children with two or more adverse childhood experiences (ACES)
 |
| [ ]  | 1. Percentage of providers trained in trauma-informed care
 |
| [ ]  | 1. Percentage of children who receive screening for trauma
 |
| [ ]  | 1. Percentage of children who screen positive for trauma
 |
| [ ]  | 1. Percentage of children who screen positive for trauma and are referred for trauma services
 |
| [ ]  | 1. Of children who are referred for evidence-based/evidence-informed trauma treatment, percentage who receive services for trauma
 |
| [ ]  | 1. Percentage of parents or primary caregivers who receive screening for trauma
 |
| [ ]  | 1. Percentage of parents or primary caregivers who screen positive for trauma
 |
| [ ]  | 1. Percentage of parents or primary caregivers who screen positive for trauma and are referred for trauma services
 |
| [ ]  | 1. Of parents or primary caregivers who are referred, percentage who receive services for trauma
 |

# **Child Injury, Abuse, and Neglect**

|  |  |
| --- | --- |
| [ ]  | 1. Child visits per child population to the emergency room or hospitalizations for preventable injury
 |
| [ ]  | 1. Percentage of families with substantiated reports of child abuse and neglect
 |
| [ ]  | 1. Percentage of providers with substantiated reports of child abuse and neglect
 |
| [ ]  | 1. Percentage of providers who receive training on mandated reporting of child abuse and neglect
 |
| [ ]  | 1. Percentage of programs with policies prohibiting the use of corporal punishment, restraint, or seclusion
 |
| [ ]  | 1. Rate of child maltreatment reports
 |
| [ ]  | 1. Percentage of children in stable out-of-home placements (no more than one out-of-home placement; or, two out-of-home placements if the second placement achieves permanency, i.e., adoption, guardianship, reunification)
 |

# **Provider Competencies**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of providers who report an improved ability to manage children’s difficult behaviors
 |
| [ ]  | 1. Percentage of providers demonstrating improvements in provider-child interactions
 |
| [ ]  | 1. Percentage of providers demonstrating or reporting improvements in provider-family interactions/family engagement
 |

# **Disciplinary Approaches**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of children suspended/ expelled from programs serving children birth to age eight (SPL Common Indicator #2)
 |
| [ ]  | 1. Percentage of children expelled from programs serving children birth to age eight
 |
| [ ]  | 1. Percentage of child care programs with supportive discipline or expulsion prevention policies
 |
| [ ]  | 1. Percentage of parents or other primary caregivers who use positive discipline techniques
 |
| [ ]  | 1. Percentage of parents or other primary caregivers who use harsh discipline techniques (self-report and observational measures)
 |

Continued on next page.

# **Parent Competencies**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of parents or other primary caregivers engaged in children's learning at school (e.g., participation in school activities, contribution to school activities, sharing of cultural traditions, meetings with teachers)
 |
| [ ]  | 1. Percentage of parents or other primary caregivers who report improved ability to manage children’s difficult behaviors (using an observational or adult-report assessment)
 |
| [ ]  | 1. Percentage of parents or other primary caregivers demonstrating or reporting improvements in parenting (e.g., responsiveness, nurturing, and positive discipline) (SPL Common Indicator #3)
 |
| [ ]  | 1. Percentage of parents or other primary caregivers demonstrating or reporting confidence in their parenting practices (using an observational or self-report assessment)
 |
| [ ]  | 1. Percentage of parents or other primary caregivers demonstrating positive parenting behaviors (e.g., positive discipline, support for learning, encouragement)
 |
| [ ]  | 1. Percentage of children read to daily by parents or primary caregivers
 |
| [ ]  | 1. Percentage of children who are sung to or told stories to every day by parents or primary caregivers
 |

# **Family Strengths**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of families that eat at least one meal together each day (or at least X times/week)
 |
| [ ]  | 1. Percentage of families exhibiting positive parent-child interactions
 |
| [ ]  | 1. Percentage of children demonstrating secure attachments with parents or other primary caregivers (using an observational assessment)
 |
| [ ]  | 1. Percentage of parents or other primary caregivers reporting reduced stress (SPL Common Indicator #4)
 |
| [ ]  | 1. Percentage of parents or other primary caregivers reporting increased life satisfaction (during a specified timeframe)
 |
| [ ]  | 1. Percentage of parents or other primary caregivers reporting improved social support (SPL Common Indicator #9)
 |
| [ ]  | 1. Presence of one or more family protective factors
 |

# **Workforce Qualifications**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of providers that have been credentialed to teach or care for young children (e.g., Child Development Associate [CDA])
 |
| [ ]  | 1. Percentage of providers with a bachelor’s degree and/or specialized training in early childhood development
 |
| [ ]  | 1. Percentage of early childhood education providers with state certification in early childhood development
 |

# **Training/Professional Development**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of providers in a program/community/state/tribe that have received training on how to administer developmental screenings or assessments
 |
| [ ]  | 1. Percentage of providers in the community/state/tribe that have received an evidence-informed training in the social-emotional needs of young children (during the past year? ever?)
 |
| [ ]  | 1. Percentage of programs offering trainings to providers on the social-emotional needs of young children at times that are most convenient for them (e.g., during regular work hours)
 |
| [ ]  | 1. Percentage of trainings a community, state, or tribe offers providers on the social-emotional needs of young children
 |
| [ ]  | 1. Percentage of programs offering trainings to parents or primary caregivers on the social-emotional needs of young children at times that are most convenient for them (e.g., outside of regular work hours)
 |

# **Program Quality**

|  |  |
| --- | --- |
| [ ]  | 1. Of all slots in child care homes, percentage of children served by accredited child care homes
 |
| [ ]  | 1. Of all slots in child care centers percentage of children served by accredited child care centers
 |
| [ ]  | 1. Percentage of programs that have been accredited (e.g., NAEYC, NAFCC)
 |
| [ ]  | 1. Percentage of staff in participating programs that have received IECMH Endorsement, in a state with an endorsement system
 |
| [ ]  | 1. Percentage of children attending early care and education centers with high quality ratings
 |
| [ ]  | 1. Percentage of providers remaining employed with the program (i.e., decreased turnover)
 |

# **Accessing Community Resources**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of providers who link families having difficulty getting their basic needs met to community resources for obtaining concrete supports
 |
| [ ]  | 1. Percentage of eligible families who receive child care subsidies
 |
| [ ]  | 1. Percentage of parents or other primary caregivers who report receiving adequate help to address their children's social-emotional needs
 |
| [ ]  | 1. Ratio of behavioral health providers to population, for services that are co-located or embedded within the target community
 |
| [ ]  | 1. Percentage of families who are referred for services who are waitlisted for more than 1 month before accessing services
 |
| [ ]  | 1. Increase in Medicaid reimbursement rates for evidence-informed practices promoting the social-emotional well-being of young children and their families
 |

# **Approaches to Addressing Disparities**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of providers and/or programs that routinely provide communications (e.g., parent-teacher conferences, assessment results, newsletters, other information) in the family’s preferred language, including obtaining translation services as needed
 |
| [ ]  | 1. Percentage of providers that have received training on cultural sensitivity and responsiveness
 |
| [ ]  | 1. Percentage of service providers trained on CLAS standards
 |
| [ ]  | 1. Percentage of providers who receive training in cultural influences on early childhood social and emotional development.
 |
| [ ]  | 1. Percentage of programs incorporating families' cultural beliefs, traditions, and practices into program activities
 |

# **Prenatal & Pediatric Care**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of young mothers (less than 21 years at first birth) who have an additional pregnancy or birth while enrolled in a program
 |
| [ ]  | 1. Percentage of pregnant mothers who received a postpartum visit with a healthcare provider within eight weeks of delivery
 |
| [ ]  | 1. Percentage of pregnant mothers who receive standard prenatal care during pregnancy
 |
| [ ]  | 1. Percent of children who received the last recommended visit based on the American Academy of Pediatrics (AAP) schedule
 |

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# **Policies & Finance**

|  |  |
| --- | --- |
| [ ]  | 1. State/tribal policies to support early childhood workforce development
 |
| [ ]  | 1. System policies requiring coordination of screening and assessment across early childhood education and elementary school systems
 |
| [ ]  | 1. Program policies in place requiring that programs use evidence-informed practices to support the social-emotional needs of young children
 |
| [ ]  | 1. State or tribe has developed early learning standards for the social-emotional development of young children
 |
| [ ]  | 1. Policies adapted to address the cultural beliefs, values, and practices of young children and their families
 |
| [ ]  | 1. Percentage of programs with written policies to support early childhood workforce development related to social and emotional development and well-being (SPL Common Indicator #6)
 |
| [ ]  | 1. State/tribal financing system supporting the coordination of services to address the social-emotional needs of young children and their families
 |
| [ ]  | 1. State/tribal policy and/or finance mechanism requiring social-emotional screening in early childhood education programs throughout the state, across a tribal community, or across both state and tribal communities
 |
| [ ]  | 1. Policies requiring use of data to inform improvement of services to promote the social-emotional well-being of young children and their families
 |

# **Service and Data Systems**

|  |  |
| --- | --- |
| [ ]  | 1. Percentage of programs or community/state/tribal initiatives that have a formal process in place to identify barriers that prevent children and families from receiving the services they need
 |
| [ ]  | 1. Percent of programs or community/state/tribal initiatives that collaborate to address identified barriers that prevent children and families from receiving the services they need
 |
| [ ]  | 1. Percentage of work group, advisory group, council members who are consumers or family members
 |
| [ ]  | 1. Percentage of programs designed to promote the social-emotional well-being of young children and their families that have up-to-date and accurate data systems
 |
| [ ]  | 1. Percentage of programs with the ability to link data with other programs aimed at promoting the social-emotional well-being of young children and their families
 |
| [ ]  | 1. Integrated data systems across early childhood service systems (within a state or tribal community or between a tribal community and a state system)
 |

#

# **Collaboration & Coordination**

|  |  |
| --- | --- |
| [ ]  | 1. Evidence of collaborative policies, initiatives, or funding streams to support early childhood workforce development trainings
 |
| [ ]  | 1. Percentage of stakeholders who express a high level of satisfaction with the level of coordination among programs or initiatives that address the social-emotional needs of young children
 |
| [ ]  | 1. Percent of aggregate budgets earmarked to support collaboration activities among community EC stakeholders
 |
| [ ]  | 1. Formal agreements or policies in place specifying coordination within and among tribal and state systems serving young children and their families
 |
| [ ]  | 1. Formal agreements or policies in place specifying statewide or tribal coordination (or between states and tribal communities) of workforce development initiatives
 |
| [ ]  | 1. Percentage of early childhood programs or initiatives that have adopted common indicators of child and family outcomes that can be used for collective impact analysis
 |
| [ ]  | 1. Percentage of children with identified social- emotional challenges transitioning from one program or service to another (e.g., EHS to HS, child care to kindergarten) with providers who coordinate their services (a.k.a. "smooth handoff")
 |
| [ ]  | 1. Percentage of parents or other primary caregivers who are satisfied with the coordination of their children’s services across behavioral health and primary care
 |
| [ ]  | 1. Percentage of programs with written policies to improve access for underserved racial and ethnic populations to services that promote social and emotional well-being for children and their families (SPL Common Indicator #7)
 |
| [ ]  | 1. Percentage of parents who experienced homelessness who are no longer homeless
 |

# **Operationalized Indicators for Your Initiative**

|  |  |
| --- | --- |
| Name of Initiative: |  |
| Person(s) completing worksheet: |  |

See page 1 of this worksheet for instructions.

**Example of how to operationalize a Common Indicator:**

|  |
| --- |
| Indicator #33: Percentage of children demonstrating improved social-emotional skills/functioning using a standardized measure (i.e., reliable and valid)\* |
| Numerator | Number of children in a Project LAUNCH supported program who are assessed and who show improvements in social-emotional skills/competencies from baseline to a specified follow-up time point using a standardized measure |
| Denominator | Number of children in a Project LAUNCH supported program who are assessed for social-emotional skills/competencies from baseline to a specified follow-up time point using a standardized measure |
| Periodicity | Baseline and follow-up (within 1 month of end of intervention) |
| Measures | Infant Toddler & Social Emotional Assessment (Carter & Briggs-Gowan, 2006)Devereux Early Childhood Assessment for Infants & Toddlers (Mackrain, LeBuffe, & Powell, 2007) Devereux Early Childhood Assessment Clinical Form (DECA-C; LeBuffe & Naglieri, 2003) Behavior Assessment System for Children, Third Edition (BASC-3; Reynolds & Kamphaus, 2015) |

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| --- |
| Indicator #  |
| Numerator |  |
| Denominator |  |
| Periodicity |  |
| Measures |  |

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