

Spring 3-3-2026

## Early Childhood ECHO (EC ECHO) Start-up & Operations Manual

Lisa Long

*Mississippi State University, [lisa.long@ssrc.msstate.edu](mailto:lisa.long@ssrc.msstate.edu)*

I. Michelle Gaither

*Mississippi State University, [michelle.gaither@ssrc.msstate.edu](mailto:michelle.gaither@ssrc.msstate.edu)*

Ruby Brenner

*Mississippi State University, [ruby.brenner@ssrc.msstate.edu](mailto:ruby.brenner@ssrc.msstate.edu)*

Bradley Long

*Mississippi State University, [bradley.long@ssrc.msstate.edu](mailto:bradley.long@ssrc.msstate.edu)*

Emily McClelland

*Mississippi State University, [emily.mcclelland@ssrc.msstate.edu](mailto:emily.mcclelland@ssrc.msstate.edu)*

*See next page for additional authors*

Follow this and additional works at: [https://scholarsjunction.msstate.edu/works\\_publications](https://scholarsjunction.msstate.edu/works_publications)



Part of the [Adult and Continuing Education Commons](#), [Child Psychology Commons](#), [Early Childhood Education Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Family and Consumer Sciences Commons](#), [Social Work Commons](#), [Special Education and Teaching Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

### Recommended Citation

Social Science Research Center (SSRC). (2026). Early Childhood ECHO (EC ECHO) start-up & operations manual. Mississippi State University, Mississippi State, MS.

This Report is brought to you for free and open access by the Research, Data, and Creative Works at Scholars Junction. It has been accepted for inclusion in Publications by an authorized administrator of Scholars Junction. For more information, please contact [sct@library.msstate.edu](mailto:sct@library.msstate.edu).

---

# Early Childhood ECHO (EC ECHO) Start-up & Operations Manual

## Authors

Lisa Long, I. Michelle Gaither, Ruby Brenner, Bradley Long, Emily McClelland, Malcolm Huell, Lauren Elliott, and Katerina Sergi

# EARLY CHILDHOOD ECHO (EC ECHO) START-UP & OPERATIONS MANUAL

*A practical guide to launching case-based telementoring and professional development using the Project ECHO® model.*

*Prepared for early childhood programs and agencies. Adapted from Mississippi's EC ECHO implementation (2023–2025) and aligned with Project ECHO® guidance.*

The Health Resources and Services Administration (HRSA), Department of Health and Human Services (HHS) provided financial support for this EC ECHO project. The award provided 100% of total costs and totaled \$800,000. The contents are those of the authors.

They may not reflect the policies of HRSA, HHS, or the U.S. Government.

# Table of Contents

Geographic Spread .....	3
Purpose & Audience .....	4
Why ECHO for Early Childhood? The Mississippi Story .....	5
What is Project ECHO®? Core Principles.....	5
Partnership & Agreements .....	6
Governance & Roles.....	7
Program Design.....	8
Operational Plan .....	9
Evaluation Framework & Metrics .....	10
Budget & Sustainability.....	11
Twelve-Week Launch Plan (Example).....	12
Putting It All Together.....	12
Appendices: Templates, Forms, & References.....	13
Acknowledgements.....	20

# GEOGRAPHIC SPREAD



**EC ECHO**  
*Empowering  
 Mississippi  
 Families and  
 Early  
 Childhood  
 Professionals*

**Early Childhood ECHO Participant Locations**



## PURPOSE & AUDIENCE

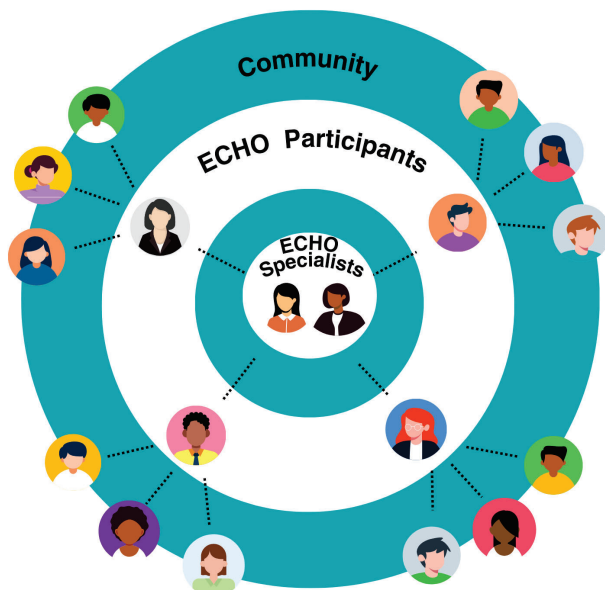
This manual provides a step-by-step playbook for early childhood organizations to replicate case-based telementoring and virtual professional development (PD) sessions using the Project ECHO® model. The manual will be useful for early childhood organizations, administrators, and agencies supporting child care professionals working directly with children, as well as those supporting children’s families and care givers (Head Start, center and home-based child care providers, PreK teachers and coaches, early intervention (EI) providers, child protection services social workers, public health professionals, home-visiting providers and coaches, early childhood coaches, families with young children, and others working in this arena). It reflects field-tested practices from Mississippi’s Early Childhood ECHO (EC ECHO) program and includes templates that programs can adapt to their own context.

# WHY ECHO FOR EARLY CHILDHOOD? THE MISSISSIPPI STORY

Mississippi’s largely rural geography and dispersed early childhood workforce make access to high-quality professional development challenging. EC ECHO connected isolated providers with a specialist hub through recurring, case-based virtual sessions that emphasized a safe and comfortable space to share anonymous child cases and receive guidance from peers and early childhood experts applicable to participants’ local contexts. A key driver of EC ECHO’s success was our intentional focus on *tailoring* every aspect of the program to the needs, realities, and priorities of our participants and participating agencies. This commitment to adapt (and not prescribe) helped the reach and appeal of the model to partners across the state. Over two years, the program evolved into offering both general and specialized ECHO series with strong participant retention and a broad rural reach.

## WHAT IS PROJECT ECHO®? CORE PRINCIPLES

Figure 1. ECHO Example adapted by SSRC



**ECHO Specialists**  
 Speech Language Pathologists  
 Educational Audiologists  
 Early Interventionists  
 Inclusionists  
 Resource and Referral Training Specialists  
 Special Education Parent Navigators  
 Psychologists  
 Family Therapists  
 Early Education Experts

**ECHO Participants**  
 Childcare Center Managers  
 Disability Service Coordinators  
 Early Education Coaches  
 Preschool Teachers  
 Preschool Assistant Teachers  
**Community**  
 Children  
 Parents and Caregivers  
 Colleagues

Project ECHO® is a hub-and-spoke telementoring model that connects a specialist (“hub”) with community-based practitioners (“spokes”) through recurring, virtual interactive sessions. Sessions feature short didactics, anonymized child case presentations, and recommendations from peer participants and an interdisciplinary panel of subject-matter experts (Figure 1).

The ethos is “All Teach, All Learn” where specialists and participants learn together as knowledge is tested and adapted locally according to the following principles:

- ❖ Use technology to leverage scarce expertise across wide geographies.
- ❖ Share evidence-based best practices to reduce disparities.
- ❖ Apply case-based learning to master complexity in real contexts.
- ❖ Monitor outcomes and continuously improve through feedback.

# PARTNERSHIP & AGREEMENTS



## Steps to Successful Partnership

To officially replicate the ECHO model, organizations must enter into a no-fee partnership with the ECHO Institute® (University of New Mexico) or work through a regional Superhub. Typical steps:

01	<b>Learn</b> Attend an Introduction to ECHO session for foundational knowledge.
02	<b>Agree</b> Execute partnership documents at the institutional level to formalize the collaboration effectively and ensure mutual understanding.
03	<b>Train</b> Send your implementation team to Partner Launch Training for two days of immersive learning and preparation for success.
04	<b>Design</b> Build your curriculum, schedule, and hub processes; then open enrollment for participants.
05	<b>Launch Your Program</b> Begin your journey of learning and collaboration through effective partnership and innovative and adaptable approaches.

Note: Graphic created by SSRC using Canva. Steps credited to ECHO® and how to become a partner: <https://iecho.org/become-a-partner/>

# GOVERNANCE & ROLES (HUB TEAM, SPECIALISTS, FACILITATORS)

Successful hubs are interdisciplinary. Define team members' responsibilities clearly and document them in role descriptions and agreements (Table 1).

Table 1. *EC ECHO Roles and Responsibilities (note that some roles can be combined)*

<b>Role</b>	<b>Primary Responsibilities</b>	<b>FTE / Time</b>
<b>ECHO Lead/Program Director/PI</b>	Program vision; relationships; quality oversight; budget stewardship	0.1–0.3 FTE
<b>Program Manager/Coordinator</b>	Scheduling; iECHO setup; communications; CEU paperwork; data collection	0.1–2.0 FTE
<b>Lead Facilitator/Moderator</b>	Session flow; ensuring a comfortable and safe virtual session space; “all teach, all learn;” case presentation on behalf of submitter	0.3–0.5 FTE
<b>Support Facilitator/Session Coordinator</b>	Zoom launches; recordings; tech troubleshooting; access accommodations; note taking for each session	0.3–0.5 FTE
<b>Program Logistics Specialist</b>	MOUs with agencies; specialist contracts; specialist fees; participant incentives	0.05–1.0 FTE
<b>Specialist Panel / Subject Matter Experts</b>	Interdisciplinary recommendations; mini didactics; resources; follow-ups	Per session
<b>Communications Specialist</b>	Newsletters; marketing and advertising strategies; infographics and social media posts	0.05–1.0 FTE
<b>Evaluation Lead</b>	Survey design; analytics; reporting; improvement cycles	0.1–0.3 FTE

# PROGRAM DESIGN

Design the ECHO session length around the needs and time availability of distinct professional roles (e.g., early childhood classroom teachers and assistants, social workers, Early Intervention providers, family service coordinators). Offer foundational and thematic series (6–8 sessions) with a consistent agenda for a typical 60-minute session as follows (Figure 2). Additionally, a Cohort Planning guide can provide the framework for launching each Cohort. It can be broken down into Pre-Cohort Tasks, tasks that occur during the cohort in-session period, and Post-Cohort Tasks. Each cohort segment can be divided into tasks, and HUB team members can be assigned to each task.

Figure 2. ECHO Session Structure



Figure 3. Case Presentation Flow

## Case Presentation Flow

A step-by-step guide

This document presents a concise flow for a case, outlining the sequence of steps and the roles involved in case presentation, clarification, recommendation, and summarization. This structured approach aims to facilitate effective discussions and decision-making.

<input type="checkbox"/>	<p><b>1. Case is Presented to the Group</b></p> <p>The initial child case or problem is presented by the Facilitator or the Case Submitter to the group, setting the stage for discussion.</p> <ul style="list-style-type: none"> <li>• Case details</li> <li>• Context</li> <li>• Relevant information</li> </ul>
<input type="checkbox"/>	<p><b>2. Facilitator Summarizes the Case</b></p> <p>The facilitator concisely summarizes the presented case and confirms with the case submitter to ensure summary was presented correctly.</p> <ul style="list-style-type: none"> <li>• Summary of key points</li> <li>• Confirmation of understanding</li> <li>• Summary of key questions Submitter has for the group</li> </ul>
<input type="checkbox"/>	<p><b>3. Clarifying Questions (Participants &amp; Specialist Team)</b></p> <p>Participants and the specialist team ask clarifying questions to ensure a complete understanding of the case.</p> <ul style="list-style-type: none"> <li>• Targeted questions</li> <li>• Focus on key details</li> <li>• Addressing ambiguities</li> </ul>
<input type="checkbox"/>	<p><b>4. Recommendations (Participants &amp; Specialist Team)</b></p> <p>Participants and the specialist team provide recommendations based on their expertise and understanding of the case.</p> <ul style="list-style-type: none"> <li>• Proposed solutions</li> <li>• Actionable steps</li> <li>• Consideration of implications</li> </ul>
<input type="checkbox"/>	<p><b>5. Facilitator Summarizes Recommendations</b></p> <p>The facilitator summarizes the key recommendations provided by the participants and the specialist team.</p> <ul style="list-style-type: none"> <li>• Consolidated overview</li> <li>• Identified action items</li> <li>• Next steps</li> </ul>

Note: Graphic created by SSRC using Canva.

The EC ECHO facilitator may briefly present each submitted case to alleviate any anxiety on behalf of the participant submitter and protect confidentiality. Each case follows a specific flow that consists of a scenario or story about the referenced, anonymous child, previous support strategies used, strengths of the child, and key questions (Figure 3).

# OPERATIONAL PLAN

## CONFIDENTIALITY & ETHICS (HIPAA/FERPA)

- Educational institutions: submit IRB protocol as applicable.
- Non-educational entities: Adopt a written confidentiality policy; de-identify all cases before sessions.
- Use the HIPAA Safe Harbor list of 18 identifiers to guide de-identification.<sup>1</sup> Align with FERPA where education records are involved.
- Avoid recording open case discussions unless your policy permits and participants are notified; store recordings securely.
- Begin each session with a verbal confidentiality reminder; maintain a secure repository for case forms and notes.

## TECHNOLOGY SETUP & ACCESS SUPPORTS (IECHO + SCHEDULING APP + ZOOM)

- Use iECHO to schedule sessions, send automated reminders, track attendance, and issue participation certificates.
- Create your iECHO program; add sessions and participant roster; enable email reminders (30/60 min pre-session).
- Organize and manage specialists' sessions and topics via a scheduling app.
  - The scheduling app allows the creation of a dedicated calendar for all program sessions.
  - After sessions are entered, the app generates individualized schedules for each specialist.
  - Specialists can log in to view their full cohort schedule, including upcoming sessions, assigned roles, and presentation topics.
  - The app tracks detailed data on each specialist's presentations, including focus areas and audience type.
  - Reporting tools allow queries on specialist participation, topics by participant group, partner agency involvement, and audience demographics.
- Deliver sessions via Zoom with low-bandwidth settings and provide access supports for rural participants.
  - Zoom settings: waiting room as needed; test audio/video; enable live captions if available; share links to dial-in options.
  - Access supports: offer pre-session tech checks; allow group viewing from shared devices; provide phone audio fallback.
  - Encourage chat-based participation; capture names in chat as a backup attendance log.
- Upload didactic slides, resource links, case notes and suggested child support strategies, and create certificates via iECHO.

## RECRUITMENT, CEUS, AND AGENCY ENGAGEMENT

- Recruit through agency liaisons, existing networks, and interest surveys. Maintain role-specific lists.
- Offer CEUs or contact hours to sustain engagement.
- Partner with an accredited CEU-granting office (e.g., university continuing education) to approve sessions (agenda, instructor bios, objectives, evaluation plan).
- Use attendance reports from iECHO to issue certificates; keep records per provider requirements.
- Publish a calendar and topics; tailor marketing to each agency's culture.

<sup>1</sup> U.S. Department of Health and Human Services. 2025. *Guidance Regarding Methods for De-identification of Protected Health Information in Accordance with the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule*. <https://www.hhs.gov/hipaa/for-professionals/special-topics/de-identification/index.html>

# EVALUATION FRAMEWORK & METRICS

Measure immediate learning, competency, applicability, and longer-term practice change. Combine quantitative surveys with qualitative interviews; triangulate findings to guide improvement (Table 2).

Table 2. *Evaluation Metrics*

<b>Dimension</b>	<b>Examples</b>	<b>Data Source</b>	<b>Cadence</b>
<b>Learning &amp; Competence</b>	Pre/post knowledge (Likert scales); competencies	Surveys	Each session
<b>Engagement &amp; Reach</b>	Attendance; rural participation; role mix; retention	iECHO reports	Monthly/Quarterly
<b>Practice Change</b>	Strategy adoption; classroom/ family communication changes / classroom observations	Quarterly interviews/focus groups; pre-post tests	Quarterly / Annually
<b>Satisfaction &amp; Equity</b>	Perceived relevance; session comfort levels; “all teach, all learn” participation	Post-session survey items	Each session
<b>Cost &amp; Sustainability</b>	Cost per participant vs. in-person PD; funding diversification	Budget analysis	Annually



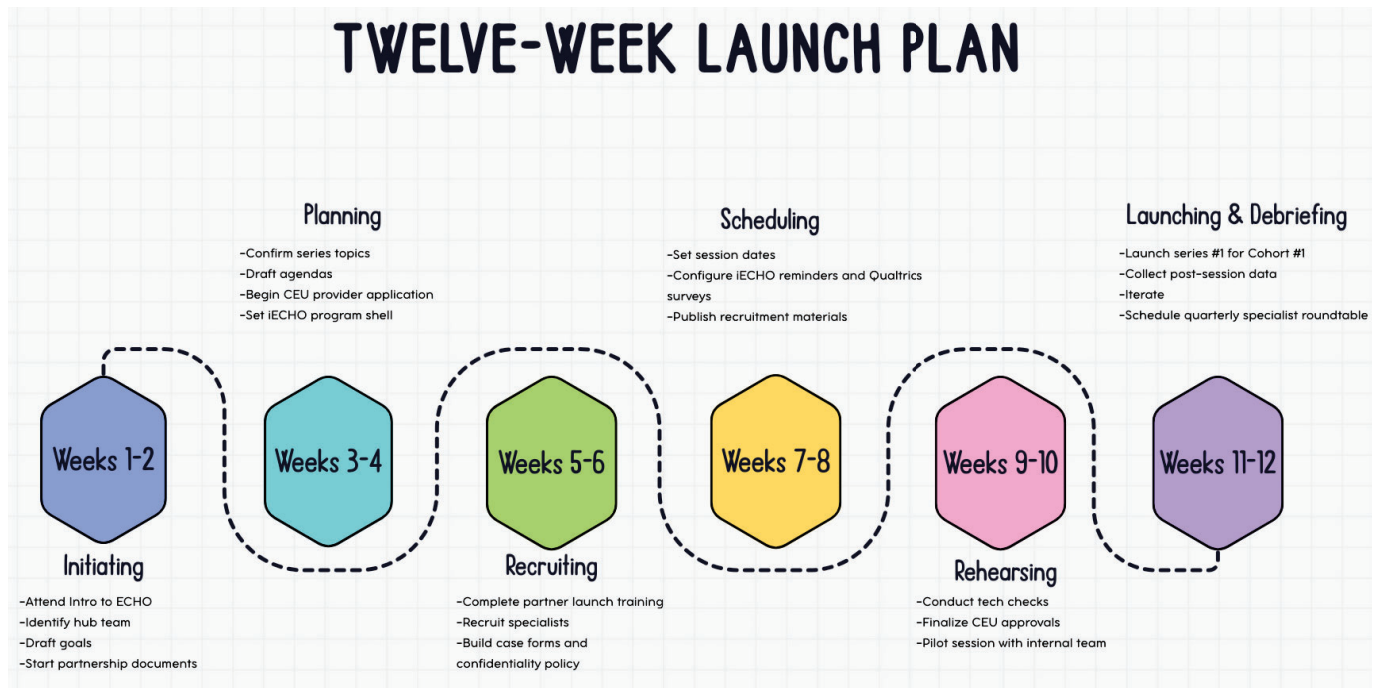
## BUDGET & SUSTAINABILITY

Sample budget elements: staff time, specialist honoraria, evaluation, marketing, CEU fees. Virtual telementoring is typically more cost-effective than in-person PD where travel and venue costs are included (Table 3).

Table 3. *Sustainability Plan*

Category	Line Items	Notes
<b>Personnel</b>	Lead, Coordinator, Facilitator, Evaluation, Other Roles	Consider shared roles across agencies
<b>Specialists</b>	Honoraria per session; resource development	Draft MOUs/Agreements with expectations
<b>Technology</b>	Zoom iECHO (free partner access); storage	Leverage institutional licenses
<b>CEUs</b>	Provider application; per-certificate fees	Plan timelines (15–30 days prior)
<b>Evaluation</b>	Survey tools; transcription; analysis	Program surveys with iECHO or Qualtrics
<b>Marketing/ Recruitment</b>	Flyers; emails; outreach meetings	Agency-specific messaging

# TWELVE-WEEK LAUNCH PLAN (EXAMPLE)



Note: Graphic created by SSRC using Canva.

## PUTTING IT ALL TOGETHER

This manual pairs a practical start-up playbook with narrative and visuals so agency leaders, specialists, and practitioners can see both the “how” and the “why.” Interested parties may use the program design, 12-week launch plan, templates, and the evaluation framework to move from interest to implementation, adapting to and sustaining early childhood communities across your state system.

# APPENDICES: TEMPLATES, FORMS, & REFERENCES

## A. Recruitment Flyer



# Welcome to Early Childhood ECHO

We are thrilled to introduce you to EC ECHO! Get ready for engaging sessions where you'll learn, share, and connect with other professionals or families.

### How It Works

- Each series of eight one-hour long sessions meets weekly via Zoom.
- Experts present professional development mini-presentations.
- Topics are determined by the partnering agency.
- Participants can share a lived-experience, anonymous case study.
- ECHO group discusses each case and offers immediate feedback and support.
- Participants have access to expert childhood specialists, and the opportunity to interact with and learn from their peers.
- Contact hours and CEUs will be available.

### Typical ECHO Session

- Introductions and check-in
- Professional development mini-presentation
- Case presentation
- Questions, feedback and guidance on case
- Session wrap-up

### Example Topics Include:

- Having difficult conversations with parents
- Factors that influence child behavior
- Strategies to foster positive behavior in childcare settings
- Self-regulation in the early years
- Social-emotional development
- Discussing developmental milestones
- Navigating the Early Intervention system



For more information on EC ECHO, visit our website at <https://earlychildecho.com/>.



## B. Proposed Contents of Case Submission Form

# Project ECHO® Case Submission Form

**CONFIDENTIAL: Please DO NOT include any child or adult names.**

### DATA CONSENT

Directions: Please share information on a concern regarding a child that you are experiencing as a professional for feedback and guidance. Please do NOT include any child or adult names (including coworkers or other identifiers).  
• I understand and agree to the following: Project ECHO® collects registration, participation, and responses for some teleECHO® programs. Your individual data will be kept confidential. This data may be used for research purposes only.

Agree  
 Disagree

#### 1. GETTING STARTED

Organization   
Presenter Name   
Date   
New/Follow-up  Yes  Follow-up  
Urgency check  No  No  
County

#### 2. YOUR CONNECTION

Relationship   
Duration

#### 3. CASE DETAILS & CONCERNS

? Key Questions   
🔍 Past Efforts   
📄 Background Factors

#### 4. ABOUT THE CHILD

👤 Age   
♀ Gender   
🏠 Living Situation   
★ Strengths

#### 5. BEHAVIORAL PICTURE

Checklist with triggers   
⚙️ Settings   
🕒 Timing

#### 6. SOCIAL & SLEEP

👥 Interactions   
🌙 Sleep issues

#### 7. MEDICAL & EDUCATIONAL

💊 Meds   
🎒 School info

#### 8. DEVELOPMENTAL CONSIDERATIONS

👤 Areas of concern   
📁 Services like IEP/IFSP

#### 9. ANYTHING ELSE?

**SUBMIT**

Thank you. An ECHO Team member will be in touch for scheduling.

Note: Graphic created with Google Gemini, Nano Banana

## C. Recruitment Email Template



# You're Invited to Project ECHO!

Welcome to an opportunity to meet virtually (on Zoom) with other early childhood professionals and/or families with children ages 0-8. Project ECHO uses an “all teach, all learn” approach, which means participants receive and give feedback, share perspectives, and learn from each other. The purpose of this Project ECHO is to support families with young children, and the early childhood professionals providing services to those families.

## The sessions include:

- short presentations on early childhood development and behavior
- a case study from a family or professional, where a real-life problem is explored
- resources and feedback on your questions and concerns.

## 8 sessions available for interactive learning and collaboration

Connect with early childhood specialists:

- social workers
- pediatricians
- early education experts
- child psychologists
- medical professionals
- social workers
- early interventionists

Share:

- your own expertise and guidance

### READY TO SIGN UP?

PLEASE CLICK ON THIS LINK [INTEREST SURVEY](#) AND COMPLETE A SHORT SURVEY TO TELL US ABOUT THE TOPICS YOU WOULD LIKE TO KNOW MORE ABOUT, AND THE MOST CONVENIENT DAY OF THE WEEK AND TIME FOR THE ZOOM SESSIONS TO BE HELD.

Note: Graphic created by SSRC using Canva.

## D. Scheduling App for Specialists (a sample of screenshots)

**Dashboard**

Weekly Calendar  
Oct 20 - 26, 2025

Specialists for Oct 19 - Oct 25

- Rachel: 1
- Cigi: 2
- Lauren: 2
- Kenya: 3
- Julie: 1
- Angel: 1
- Laura: 1
- Sheila: 1
- Genevieve: 1
- Courtney: 2
- Leslie: 1
- Kerri: 2
- Madison: 1
- Kate: 1
- Louwanda: 1

Week of Oct 19 - Oct 25

- Incorporating Fine and Gross Motor Activities Into Children's Daily Activities - 10/20/2025, 10:00 PM
- Incorporating Fine and Gross Motor Activities Into Children's Daily Activities - 10/22/2025, 10:00 PM
- Mental Health (Self-Care) for Providers - 10/21/2025, 5:30:00 PM
- Mental Health and self-care for early childhood professionals - 10/20/2025, 10:00:00 AM
- Overview of Disabilities - 10/22/2025, 11:30:00 AM
- Strategies for Child Behavior Management - 10/22/2025, 3:00:00 PM
- Classroom Environment - 10/20/2025, 12:30:00 PM
- How does trauma impact early educators? What practices can be employed to support any early educators' well-being? - 10/21/2025, 7:00:00 PM
- Families and Incorporation - 10/21/2025, 11:00:00 AM

**Categories**

Category	Focus	Description	Actions
Social Emotional Development (Education)	Education	What is SED, SED strategies, SED and Literacy Audience: teachers, teaching assistants, coaches, child care directors, building managers	Edit Delete
Support For Professionals (Education)	Education	Supportive strategies for professionals in their workplaces - ex. Mental health, self-care Audience: teachers, teaching assistants, coaches, child care directors, building managers	Edit Delete
Support For Professionals (Social Services)	Social Services	Supportive strategies for professionals in their workplaces - ex. Mental health, self-care Audience: Social workers, early intervention	Edit Delete
Communication (Family Focus)	Family Focus	Communication strategies, difficult conversations, and building relationships Audience: Families	Edit Delete
Communication (Education)	Education	Communication in an educational setting: difficult conversations, building relationships Audience: teachers, teaching assistants, coaches, child care directors, building managers	Edit Delete
Communication (Social Services)	Social Services	Communication in a social services setting: difficult conversations, building relationships Audience: Social workers, early intervention	Edit Delete
Social Emotional Development (Family Focus)	Family Focus	What is SED, SED strategies, SED and Literacy Audience: Families	Edit Delete
Behavior (Education)	Education	Functions of behavior, strategies, impact of trauma Audience: teachers, teaching assistants, coaches, child care directors, building managers	Edit Delete
Behavior (Family Focus)	Family Focus	Functions of behavior, strategies, impact of trauma Audience: Families	Edit Delete

### Schedule for Angel

Total Sessions: 8

Date & Time	Session Title	Topic	Participant Group	Role	Notes
9/15/2025 at 12:30 PM	Defining Infant-Early Childhood Mental Health	Infant-Early Childhood Mental Health: What is Social Emotional Development?	Pyramid Model Centers	Presenting	Defining Infant-Early Childhood Mental Health: What is social-emotional development?
9/16/2025 at 07:00 PM	Defining Infant-Early Childhood Mental Health: What is social-emotional development?		Pyramid Model Centers	Presenting	identify what is social emotional development
9/22/2025 at 10:00 AM	Coaching: Best Practices and Tools		Nurturing Homes-Coaches	Supporting 1	Objective: The coaches will recognize the most effective tools and strategies, as well as best practices, for coaching in-home providers.
9/30/2025 at 05:30 PM	Challenging Behaviors (Part 1)		NHI - Nurturing Homes In Home Providers	Supporting 1	The participants will identify the function of behavior, utilize best practices for preventing/redirection behavior
10/7/2025 at 07:00 PM	How does the environment (classroom, routines, interactions) trigger a child's stress and challenging behaviors? What practices can be utilized to create a high-quality supportive environment? (Tier 1 practices)	Creating a Supportive Environment and How That Impacts Challenging Behavior in the Classroom	Pyramid Model Centers	Supporting 1	How does the environment (classroom, routines, interactions) trigger a child's stress and challenging behaviors? What practices can be utilized to create a high-quality supportive environment? (Tier 1 practices)
10/20/2025 at 12:30 PM	Classroom Environment	Creating a Supportive Environment and How That Impacts Challenging Behavior in the Classroom	Pyramid Model Centers	Supporting 1	Topic: How does the environment (classroom, routines, interactions) trigger a child's stress and challenging behaviors? What practices can be utilized to create a high-quality supportive environment? (Tier 1 practices)
10/28/2025 at 07:00 PM	How can early childhood educators support complex families and partner with them to promote social emotional development and address concerns	Family Engagement and Support	Pyramid Model Centers	Supporting 1	How can early childhood educators support complex families and partner with them to promote social emotional development and address concerns? (Resource and referrals for families)
11/4/2025 at 07:00 PM	What targeted social-emotional supports help children who have experienced trauma learn how to identify emotions and self-regulate?	Targeted Social-Emotional Supports: Exploring Tier 2 Pyramid Model Strategies for Children Who Need More Support	Pyramid Model Centers	Supporting 2	What targeted social-emotional supports help children who have experienced trauma learn how to identify emotions and self-regulate? (Tier 2 practices)



**F. Confidentiality Script** (to read at session start)

*I understand and agree to the following:*

*Project ECHO® collects registration, participation, and responses for some teleECHO® programs. Your individual data will be kept confidential. These data may be used for research purposes only.*

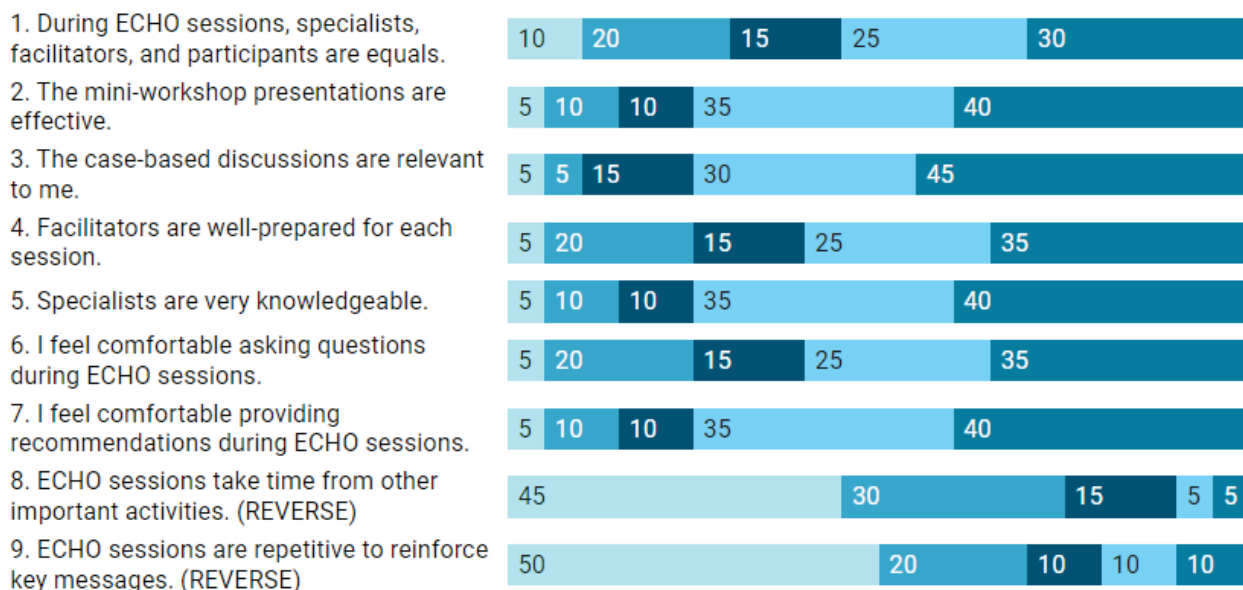
**G. Tech Checklist** (Hub)

- Welcome! Please put your name (first and last), profession, and location in the chat.
- Cameras on, Mics off unless speaking
- Press \*6 to Mute and Unmute if you are joining by Phone
- IT issues? Message [name and email] via email or in the chat.
- Avoid using identifying info
- Be respectful of those speaking
- Keep an open mind and open ears
- We encourage participation
- Don't be afraid to ask questions, that is why we are here!

**H. Sample Post-Session Survey Items** (Please rate the following statements. Use a 1-5 scale where 1 means "strongly disagree" and 5 means "strongly agree" to select the answer that best describes your opinion)

## Post-Session Survey Items

Strongly Disagree (1)
  ... (2)
  ... (3)
  ... (4)
  Strongly Agree (5)



Note: Fictitious percentages

May add a statement for overall satisfaction:

Overall, I am satisfied with the ECHO session (On a scale from 1 to 10, how likely are you to recommend Project ECHO to colleagues, families, clients, and/or friends).

## I. Useful Links

- Project ECHO® – About the Model: <https://projectecho.unm.edu/model/>
- Becoming an ECHO® partner: <https://iecho.org/become-a-partner/>
- iECHO platform help & FAQs: <https://help.iecho.org/>
- HIPAA de-identification: <https://www.hhs.gov/hipaa/for-professionals/special-topics/de-identification/>
- FERPA overview (CDC): <https://www.cdc.gov/phlp/php/resources/index.html>
- SSRC's Early Childhood (EC) ECHO: <https://earlychildecho.com/resources/>

# ACKNOWLEDGEMENTS

This work was made possible with funding from the Health Resources and Services Administration (HRSA).

The following EC ECHO team members co-authored this manual:

Lisa Long, Project Director (PI)

Michelle Gaither, Research Associate III (Facilitator)

Ruby Brenner, Research Associate I (Facilitator)

Bradley Long, Project Manager (Contracts Coordinator)

Emily McClelland, Senior Research Associate (Evaluator)

Malcom Huell, Research Associate II (Research & Web Support)

Lauren Elliott, Pediatric Nurse Practitioner (Consultant)

Katerina Sergi, Assistant Research Professor (Co-PI)

Suggested citation:

Social Science Research Center (**SSRC**). (2026). *Early Childhood ECHO (EC ECHO) start-up & operations manual*. Mississippi State University, Mississippi State, MS.

Website:

<https://earlychildecho.com>

YouTube Channel:

[https://www.youtube.com/@Early\\_Childhood\\_ECHO/featured](https://www.youtube.com/@Early_Childhood_ECHO/featured)

