

Understanding Effective Infant Early Childhood Mental Health Consultation (IECMHC)

June 18, 2019



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The New York City Training and Technical Assistance Center (TTAC), funded through ThriveNYC, in partnership with the NYC Department of Health and Mental Hygiene (DOHMH).

TTAC is a partnership between the New York Center for Child Development (NYCCD) and the McSilver Institute on Poverty, Policy and Research

TTAC is tasked with building capacity and competencies of mental health professionals and early childhood professionals in family serving systems to identify and address the social-emotional needs of young children and their families across NYC.

<http://www.TTACny.org>



Visit our Website

TTACNY.org
ttac.info@nyu.edu

NYC Early Childhood Mental Health **TTAC** Training and Technical Assistance Center

TTAC is funded by the New York City Department of Health and Mental Hygiene through [ThriveNYC](#).

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Events

Wednesday, June 13, 2018

Sensory Integration and Self-Regulation: Sensory Contributions to Young Children's Social-Emotional Development

Monday, November 26, 2018

Foundations of Social-Emotional Development in Infants and Toddlers E-Learning Modules

[view more >](#)



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NYC DOHMH Bureau of Early Intervention E-Learning Modules



Foundations of Social-Emotional Development in Infants and Toddlers
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The Early Childhood Mental Health Network



Get to know the Early Childhood Therapeutic Centers (ECTCs)
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Objectives:

- Participants will be able to:
- Identify characteristics and core components of effective ECMH consultation
- Describe outcomes associated with IECMHC
- Describe the phases of consultation and strategies that can be used in each phase of IECMHC
- Share up to date IECMHC resources

“I Already Know This”



Reflecting about IECMHC

- What do you think of when you think of early childhood mental health consultation?
- What do parents think?
- What do teachers, directors and other stakeholders think? (e.g. community, boards, primary care, community agencies/referral sources, etc.)

Reflecting about IECMHC

- How do parents and family members learn about consultation availability?
- How do staff learn about the consultant's role and services?
- How does ECMHC work within the other child and family serving community agencies?

Why IECMHC?

- In the first few years of life, 700 to 1,000 new neurological connections form every second.
- Children's brains grow by processing everything and everyone around them. That's why environment and relationships matter so much to their development.



Definition of Infant Early Childhood Mental Health Consultation:

“A problem-solving and capacity–building intervention implemented within a collaborative relationship between a professional consultant with mental health expertise and one or more individuals with other areas of expertise - primarily child care, child development, and families – or individuals with child care responsibilities.”

(Cohen & Kaufmann, 2000)

A Quote about IECMHC

“Thank you for helping us identify as early as possible those children who may need extra help before they enter kindergarten...The increase in drugs, the rise in autism, single parent families, overworked parents trying to keep their “heads above water” financially, grandparents and even great grandparents raising children and much more are all things we have experienced here at our preschool. We certainly see the affects in “our children” and **we need help in giving them what they need to succeed in life.** You have been a true answer to prayers as we work to provide a safe, caring place for families in Fairborn to send their children.”

Mary Gale, Director, Fairborn Preschool and Daycare





Infant and Early Childhood Mental Health Consultation

- IECMCH is an evidence-based approach that pairs mental health professionals with people who work with young children and their families.

Defining IECMHC (cont'd)

- Promotes social emotional development
- Addresses children's challenging behavior
- Primarily indirect services
- Impacts child, family, staff, and outcomes



Defining IECMH Consultation (cont.)

- Culturally sensitive
- Family focused



What IECMHC Is and Is Not

What IECMHC is

- Indirect service that benefits young children
- Promotion-based
- Prevention-based
- Provided by a master's prepared mental health professional
- Builds the capacity of families and professionals
- Supports and sustains healthy social and emotional development of young children
- Delivered in a variety of child-serving systems (ECE, HV, etc.)
- Delivered in a natural or community setting

What IECMHC is not

- Direct service and/or therapy
- Focused solely on families
- Always provided in a center-based setting
- Group therapy
- Psychological treatment for staff, families, or children
- Training and Technical Assistance (TTA)

Video- A Day in the Life of an I/ECMHC

<https://www.youtube.com/watch?v=N8GTe0NUE-w>

Mental Health Consultants Support Providers and Families

There are three types of mental health consultation services:

Child/Family

- Help adults understand and address the child's needs by developing an individualized plan with the parents, providers, and home visitors

Classroom/Group

- Work with child care providers, teachers, and home visitors to improve care offered to all children by helping to identify and address attitudes, beliefs, practices, and conditions that may be undermining quality relationships between adults and children

Programmatic

- Support administrators, directors, home visitors, and other program leaders in making changes in their care practices and/or policies to the benefit of all children and adults in their setting

New strategies and approaches are not necessarily child- and family-focused, but may include changes to policy and practice

Child and Family Centered Video

<https://eclkc.ohs.acf.hhs.gov/mental-health/learning-module/mental-health-consultation-tool>

(click continue -> child and family -> common understanding -> click the video icon)

Poll:

I spend the majority of my time as a consultant in:

Child/Family

- Help adults understand and address the child's needs by developing an individualized plan with the parents, providers, and home visitors

Classroom/Group

- Work with child care providers, teachers, and home visitors to improve care offered to all children by helping to identify and address attitudes, beliefs, practices, and conditions that may be undermining quality relationships between adults and children

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- Support administrators, directors, home visitors, and other program leaders in making changes in their care practices and/or policies to the benefit of all children and adults in their setting

What is the Evidence Base for IECMHC

- Two peer-reviewed research syntheses
- What Works
- Special Issue of the Infant Mental Health Journal
- Special Issue of Zero To Three
- SAMHSA Convening

What Outcomes are you Hoping for from your IECMHC?



Type in the Chat BOX.

What are the Impacts of IECMHC on Child- and Family-Level Outcomes

Reduce
Children's
Behavior
Problems



Prevent Preschool
Suspensions/
Expulsions



Improve Dyadic
Relationships



Reduce Missed
Work Days for
Parents

Impact of IECMHC on ECE Program-Level Outcomes

Director

- Supportive policies
- Reflective supervision

Staff

- Reduced stress and burnout
- Reduced turnover

Classroom

- Improved classroom climate
- Higher-quality interactions

Impact of IECMHC on System-Level Outcomes



Benefits of IECMHC

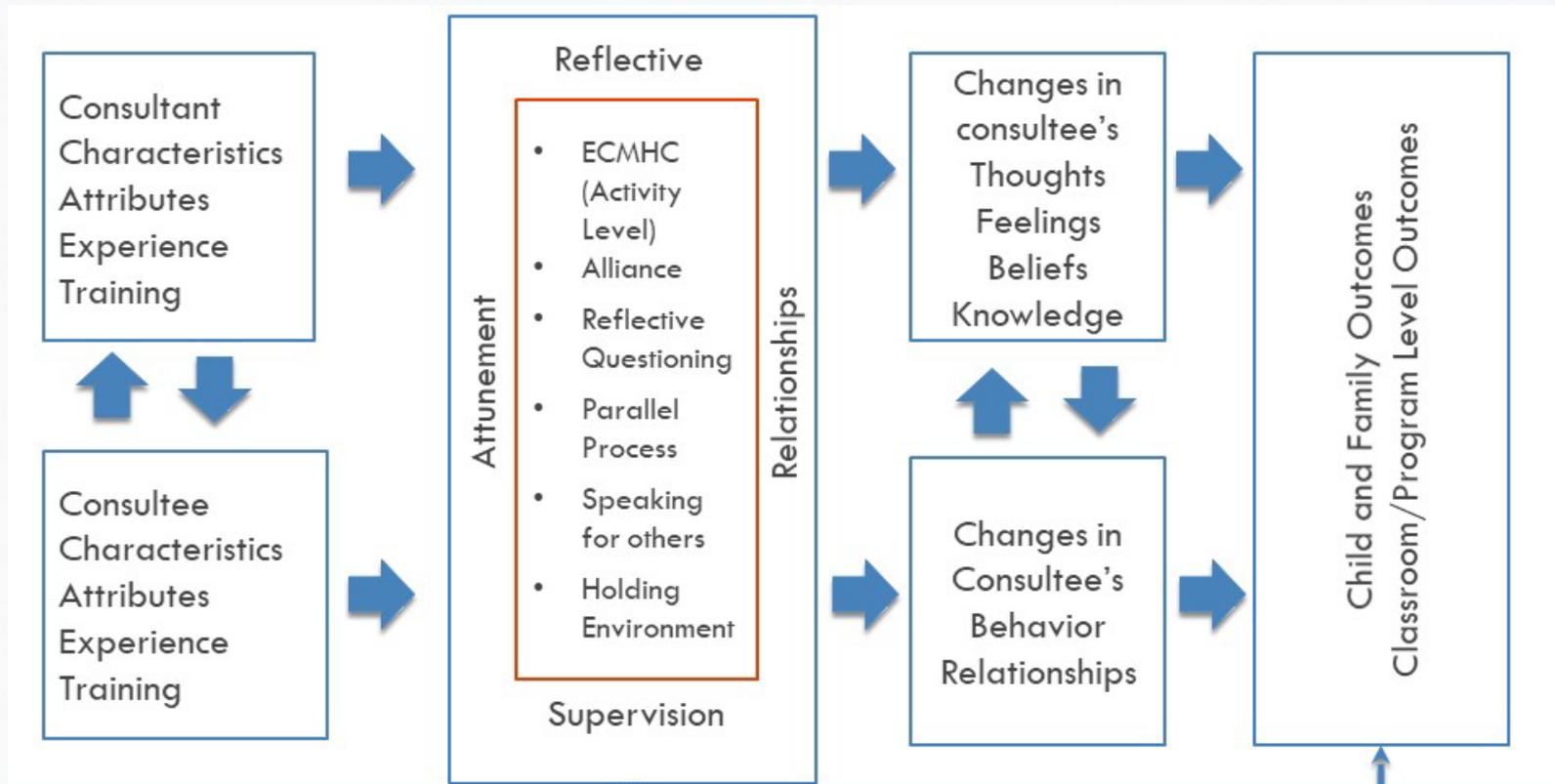
IECHMC is an approach that is backed by evidence for:

- Improving children's social skills
- Reducing challenging behaviors
- Preventing preschool suspension and expulsion
- Improving child-adult relationships
- Reducing provider stress, burnout, and turnover



Theory of Change

RAINE Group Theory of Change for IECMHC in Child Care (2017)



Wisdom from the Field

“Don’t just do something. Stand there and pay attention. Your child is trying to tell you something.” (Sally Provence).

“How you are is more important than what you do” (Jeree Pawl).



Elements of the Consultative Stance

- Mutuality of endeavor
- Avoid position of expert
- Wondering not knowing
- Understanding another subjective experience
- Consider influence
- Hearing and representing all voices
- Centrality of relationships
- Parallel process
- Patience

Johnston & Brinamen, 2006

Getting Off to a Good Start: High Quality Service

- Clarify roles and expectations up front
 - Written agreements
 - Widespread communication
- Integrate into ECE program
 - Attend activities/events
 - ECE program-level accommodations

Phases of Consultation

- Initiation
- Exploration
- Plan Development
- Plan Implementation
- Revisit Plans and Goals



Initiation

- Establish Expectations
- Align Philosophy



Initiation

- Introduction and exchange contact information
- Explains the role to the administrator and expresses enthusiasm to work together
- Explores the Director's hopes and concerns – vision for how consultation might help



Initiation with the Director

- Explore and discuss:
 - Duration, frequency
 - Responsibilities
 - Foci of consultation
 - Time commitment
 - Communication/ working styles
 - Access to data
 - Readiness for consultation – overall climate, morale, parent engagement, supervision and support, philosophy re: mental health, challenging behavior, discipline
 - Collaboration with other staff (i.e. other consultants, family support, etc.
 - Policies, procedures, (discipline, staff support)

Initiation with the Teacher/s

- Discuss and Explore:
 - What does the teacher know about consultation? What have they been told?
 - Hopes and concerns
 - Orientation to genuine exploration together
 - Boundaries of communication

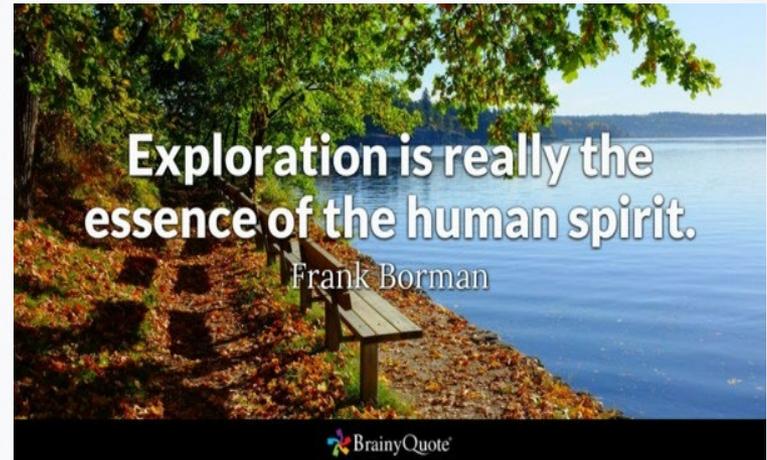
Building the Relationship from the Beginning

- Relationship building takes time
- How do you build it?



Exploration with Director

- Identify immediate concerns,
- Prioritize concerns
- Identify potential goals
 - Programmatic
 - Classroom
 - Child/family specific



Exploration with Teacher

- Explore priorities
- Explore teachers reactions, feelings,
- Describe issue/concern and history of addressing concern
- Collaborative definition of the problem
- Check in re: conversation
- Explore strategies

Exploring with the Relationship in Mind



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Tools in the Exploration Phase

Strengths and Difficulties
Questionnaire (adapted by
GUCCHD)



Brief Teaching Pyramid
Observation Tool (B-TPOT)



Perry, D. (2013) DC Healthy Futures Year 3 Report

<https://dbh.dc.gov/publication/healthy-futures-year-3-report>
https://www.ecmhc.org/documents/CECMHC_Observation_Tool_Kit.pdf

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Artman, K. et al. (undated) Observation Tool Kit for Mental
Health Consultants

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https://www.ecmhc.org/documents/CECMHC_Observation_Tool_Kit.pdf

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Plan Development

- Review Assessment and Observation Data
- Collaborative Plan Formulation



Using Tools in Plan Development

SDQ

% children with concerns

of children with definite difficulties

B-TPOT

Areas of strength

Areas of concern

Plan Implementation

- Support Implementation of Strategies
- Evaluate Strategies



How to Measure Progress?

**TYPE IN THE CHAT BOX
YOUR IDEAS AND
STRATEGIES FOR
MEASURING PROGRESS
IN IECMHC**



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Early Childhood Health and Wellness



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Transition Planning and Maintenance

- Transition Plan
- Support for Sustainability
- Follow-up



Resources

The Center of Excellence for Infant and Early Childhood Mental Health Consultation (IECMHC)

<https://www.samhsa.gov/iecmhc>

The Georgetown Model of Early Childhood Mental Health Consultation for School- Based Settings

https://www.ecmhc.org/documents/FCC_SB%20ECMHC%20Manual.pdf

MY Peers Mental Health Consultation Community

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

Resources: On-Line Lessons The Mental Health Consultation Tool

<https://eclkc.ohs.acf.hhs.gov/mental-health/learning-module/mental-health-consultation-tool>

[//eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/ec-mental-health-consultation/mh-consultation-tool](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/ec-mental-health-consultation/mh-consultation-tool)

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Main Menu

Understanding the Infant and Early Childhood Mental Health Consultant: Lessons for Strengthening Practice [X]

Intro Video [Play]

- ROLE
- PROGRAM
- CULTURAL CONSIDERATIONS
- REFLECTIVE PRACTICE
- FOUNDATIONAL KNOWLEDGE
- CHILD & FAMILY
- CLASSROOM & HOME
- SYSTEMS
- CORE COMPETENCIES

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Resources

Center for Early Childhood <https://www.ecmhc.org/>
Mental Health Consultation

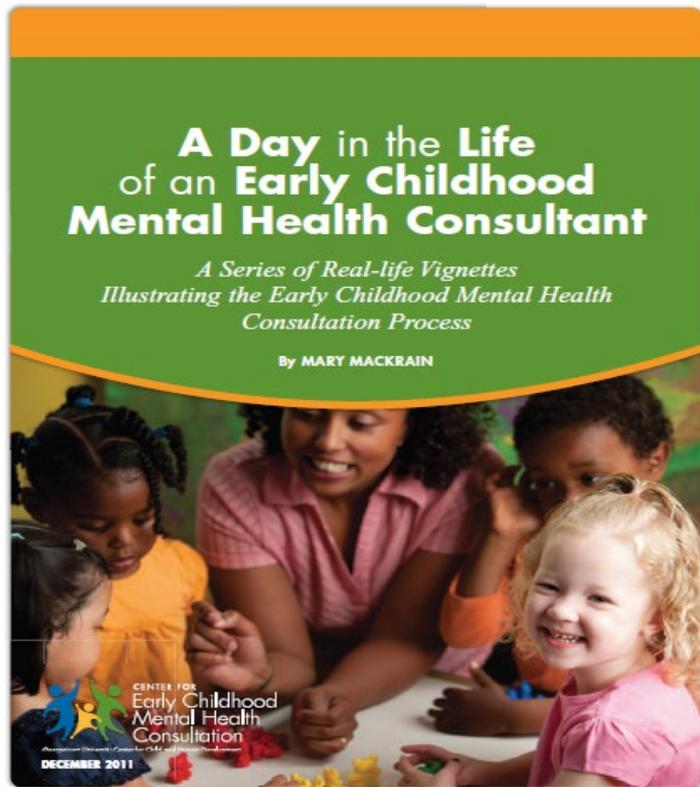


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Resources

Mental Health Consultation in Child Care: Transforming Relationships With Directors, Staff, And Families [Kadija Johnston](#), [Charles Brinamen](#)

Mental Health Consultation in Early Childhood [Paul J., Ph.D. Donahue](#), [Beth Falk](#), [Anne Gersony Provet](#)

When Young Children Need Help: Understanding and Addressing Emotional, Behavioral, and Developmental Challenges 2015
[Deborah Hirschland](#)

Unsmiling Faces: How Preschools Can Heal
[Lesley Koplow](#), [Vivian Gussin Paley](#)

Summary and Wrap Up

- Q and A
- Reflections

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