

# Understanding Effective Infant Early Childhood Mental Health Consultation (IECMHC)

June 18, 2019



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BETWEEN

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# TTAC

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 >](#)

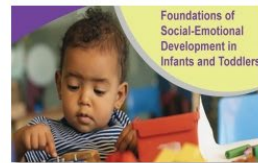


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### NYC DOHMH Bureau of Early Intervention E-Learning Modules



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

## 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

# 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

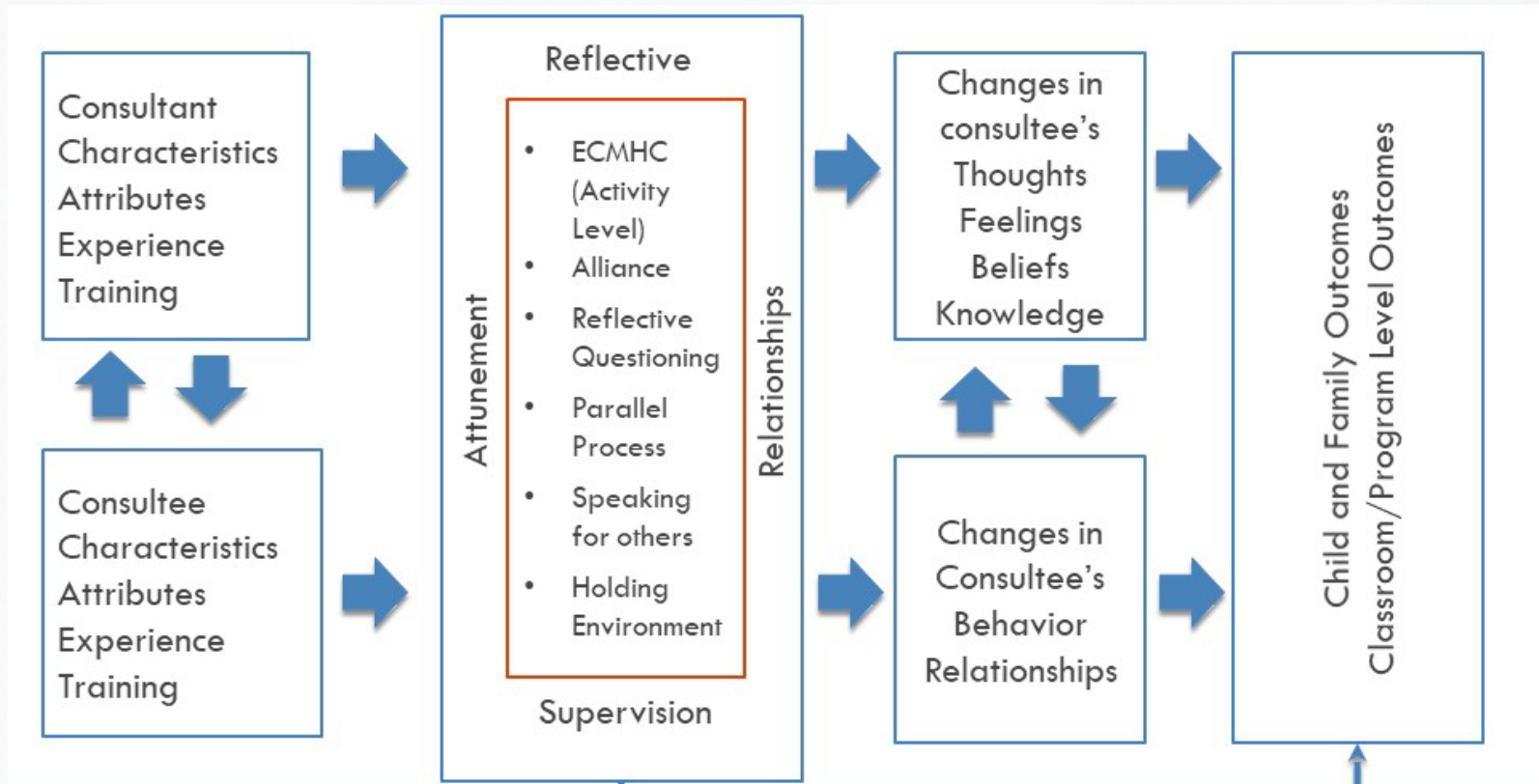
IECHMC is an approach that is backed by evidence for:

- 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 Provenance).

“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](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](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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# 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](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

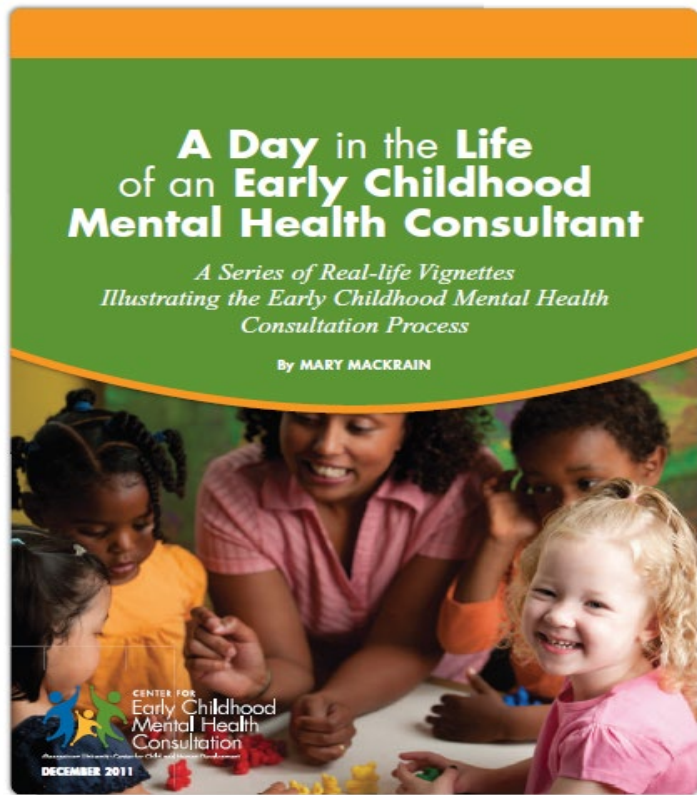


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# Resources

**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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