

Training on the Georgetown Model of Effective Early Childhood Mental Health Consultation Services

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Presentation Objectives

- Define “effective” early childhood mental health consultation (IECMHC)
- Describe core components of effective consultation programs
- Identify two types of IECMHC and the benefits of each
- Articulate outcomes associated with IECMHC
- Identify the qualifications, skills and characteristics of effective IECMH consultation.

Presentation Objectives

- Identify and discuss IECMHC consultation strategies to support staff and families abilities to promote social emotional development in young children.
- Explore issues related to cultural competence in ECMHC.
- Discuss the critical importance of positive relationships in supporting young children's mental health and social emotional development

Ground Rules/ Shared Agreements

- Take care of yourself
- Suspend certainty
- Turn off or mute cell
- Go out on a limb
- Maintain confidentiality
- Demonstrate respect

“I Already Know This”



Reflection

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

Definition of Early Childhood Mental Health

Mentally healthy infants and young children have the developing capacities to

- Experience, regulate, and express emotions in socially acceptable ways
- Form close and secure adult and peer relationships
- Explore the environment and learn
- All in the context of family, community, and culture

Adapted from:

http://main.zerotothree.org/site/PageServer?pagename=key_mental

Definition of Early Childhood Mental Health

Activity: Handout 1



Reflection

- What about **infant early childhood mental health consultation**?
- What do you think?
- What do parents think?
- What do stakeholders think? (e.g. community, boards, primary care, community agencies/referral sources, etc.)

Learning about ECMHC

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

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

Definition of 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)

Defining ECMHC (cont'd)

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



Defining I/ECMH Consultation (cont.)

- Culturally sensitive
- Family focused



Child- and Family- Centered Consultation

- Addresses the factors that contribute to an individual child and/or family's difficulties engaging in an early childhood setting or program
- Typically provided to staff and families about concerns related to an individual child.
- Impacts one child/family

Child and Family Centered Video

Programmatic Consultation for Staff and Programs

- Works in collaboration with program leadership to assess and address issues related to a program's structure, policies, procedures, professional development, philosophy and mission as they relate to supporting young children's social emotional development
- Focused on the whole program

Programmatic Consultation Video

What ECMHC “Isn’t”



- Formal diagnostic evaluations
- Therapeutic play groups
- Individual therapy
- Family therapy
- Staff therapy
- Family support groups

SCENE 1...TAKE 1...



1. Read the Scene on
The front of the card.
2. Discuss your Take on
the scene and decide:
 - What type of consultation is indicated?
 - What might be the role of the
Mental Health Consultant?

The Perfect Mental Health Consultant

The Effective Consultant: Qualifications & Characteristics

- Education/Knowledge
 - Masters degree in a related field, e.g., social work, psychology
 - Core content knowledge
- Respectful
- Trustworthy
- Open-minded/non-judgmental
- Reflective
- Approachable
- Good listener
- Compassionate
- Team player
- Flexible
- Patient

Consultant Knowledge

- Child development
- Typical and atypical behavior including:
 - Attachment
 - Separation
- Medical and genetics information
- Cultural understanding
- Treatment alternatives
- Family systems
- Early childhood systems
- Adult learning principles

Skills and Experience

- Ability to work in group settings-
- Observation, listening, interviewing and assessment
- Sensitive to community attitudes and strengths
- Cultural competence
- Respect for diverse perspectives
- Ability to communicate
- Familiar with interventions and treatments



Specialized Experience

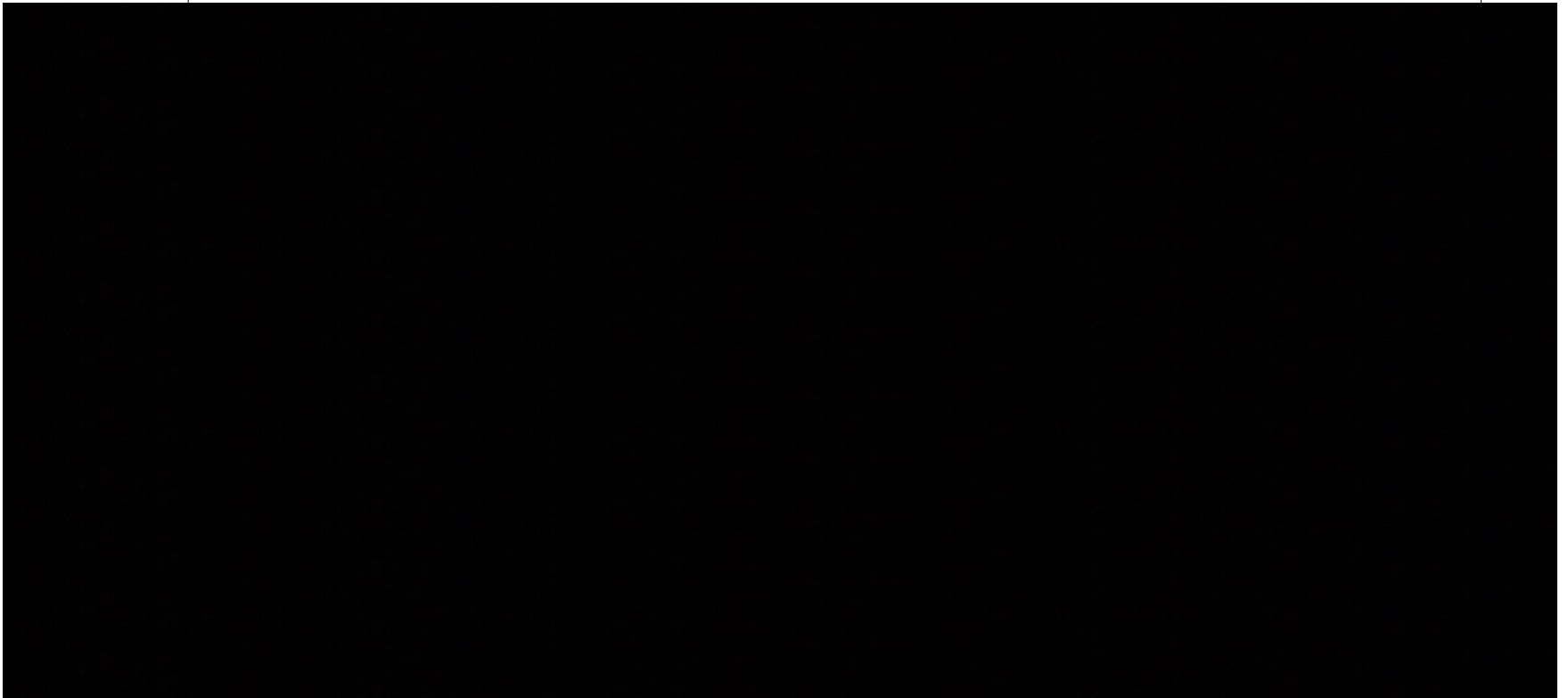
- Separation and loss
- Substance abuse
- Maternal depression
- Abuse and neglect
- Teen motherhood
- Working with fathers
- Early childhood mental health including:
 - Aggressive behavior
- Medical concerns including:
 - Prematurity and low birth weight
 - Failure to thrive
- Developmental delays including:
 - Speech and language
 - Learning
 - Developmental disabilities

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

The Relationship:

How we are is more important than what we are



Competencies

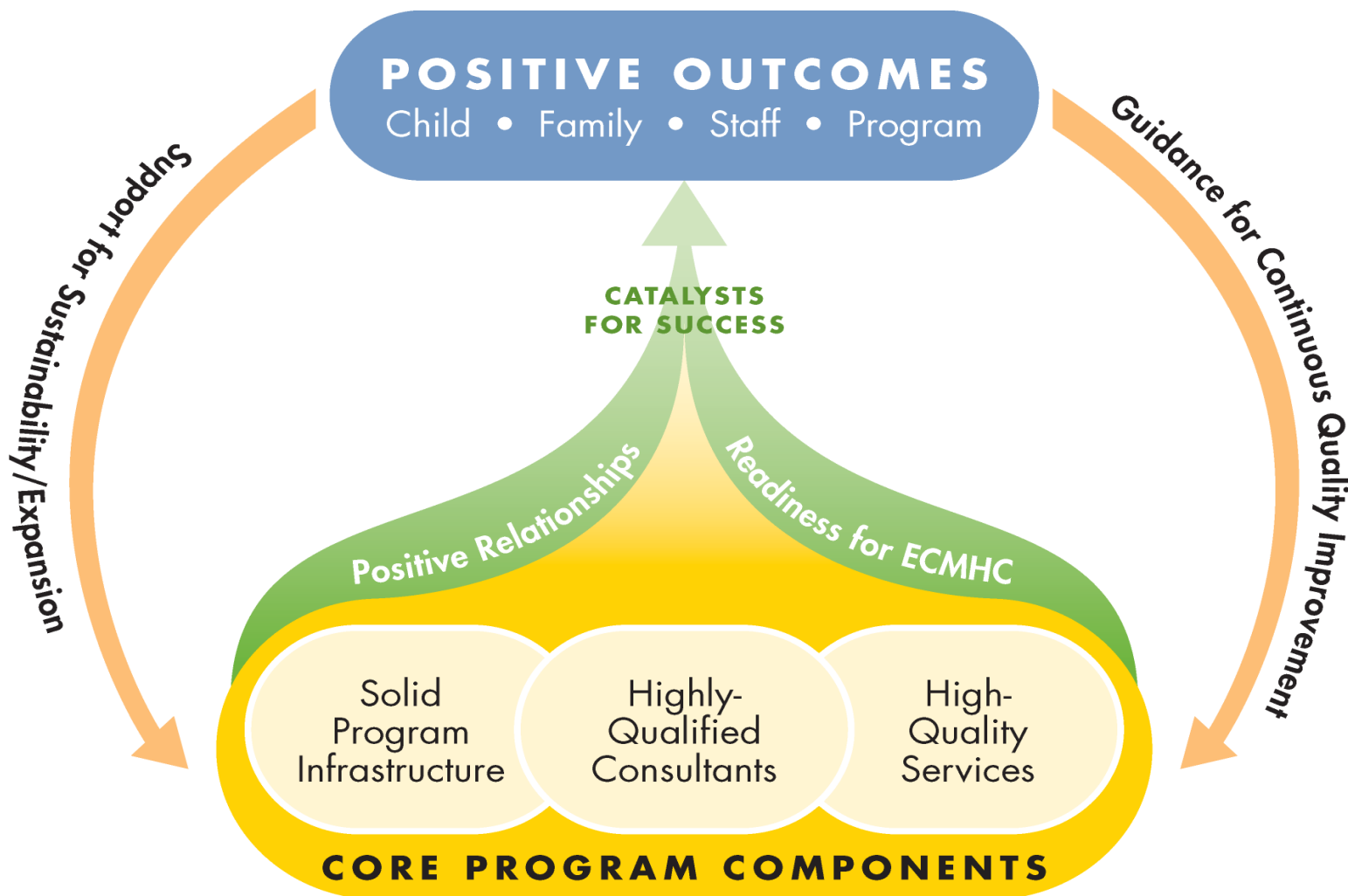
- Thoughts
- Questions
- Concerns
- Feedback

Roles and Responsibilities

- Support staff in addressing individual challenges that effect work
- Provide crisis stabilization
- Work with families on resolving behavioral challenges
- Refer when indicated

Quiz on Roles and Responsibilities

Georgetown Model of Effective EMCHC



Solid Program Infrastructure

- Strong leadership
- Clear model design
- Clear organizational structure
- Hiring and training program staff
- Supervision and support
- Strategic partnerships
- Community outreach and engagement
- Clear communication
- Financing

Delivering High-Quality Services

- Provide an array of services/activities
 - Information gathering
 - Individualized service plan development
 - Plan implementation support
 - Provider/family education
 - Provider/family emotional support
 - Linkages to services beyond consultation
 - Staff training and support

Tips on High-Quality Service Delivery

- Strong service initiation process
- Collaboration
- Family involvement
- Cultural and linguistic competence
- Individualization of services/strategies
- Consistency across home & classroom

Tips on High-Quality Service Delivery (cont'd)

- Utilization of hands-on, practical materials
- Consistency in consultants
- Availability of consultants
- Integration of consultant into program routines and operations
- Facilitation of ECE program requirements and goals

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

Mental Health Consultation is Effective When

- consultants engage in both family and child consultation and program level consultation
- program level consultation may be getting more “bang for the buck”
- integrated into day-to-day
- “part of the team”

Mental Health Consultation is Effective When

■ Strengths based	■ Individualized and comprehensive
■ Relationship based	■ Family focused
■ Preventative	■ Inclusive
■ Culturally sensitive	■ Integrated
■ Promote staff wellness	■ Promote strong community partnerships

Mental Health Consultation is Effective When

The consultant has:

- experience with young children and families with low-incomes
- a long term commitment to the program
- an approach consistent with program's philosophy and best practices

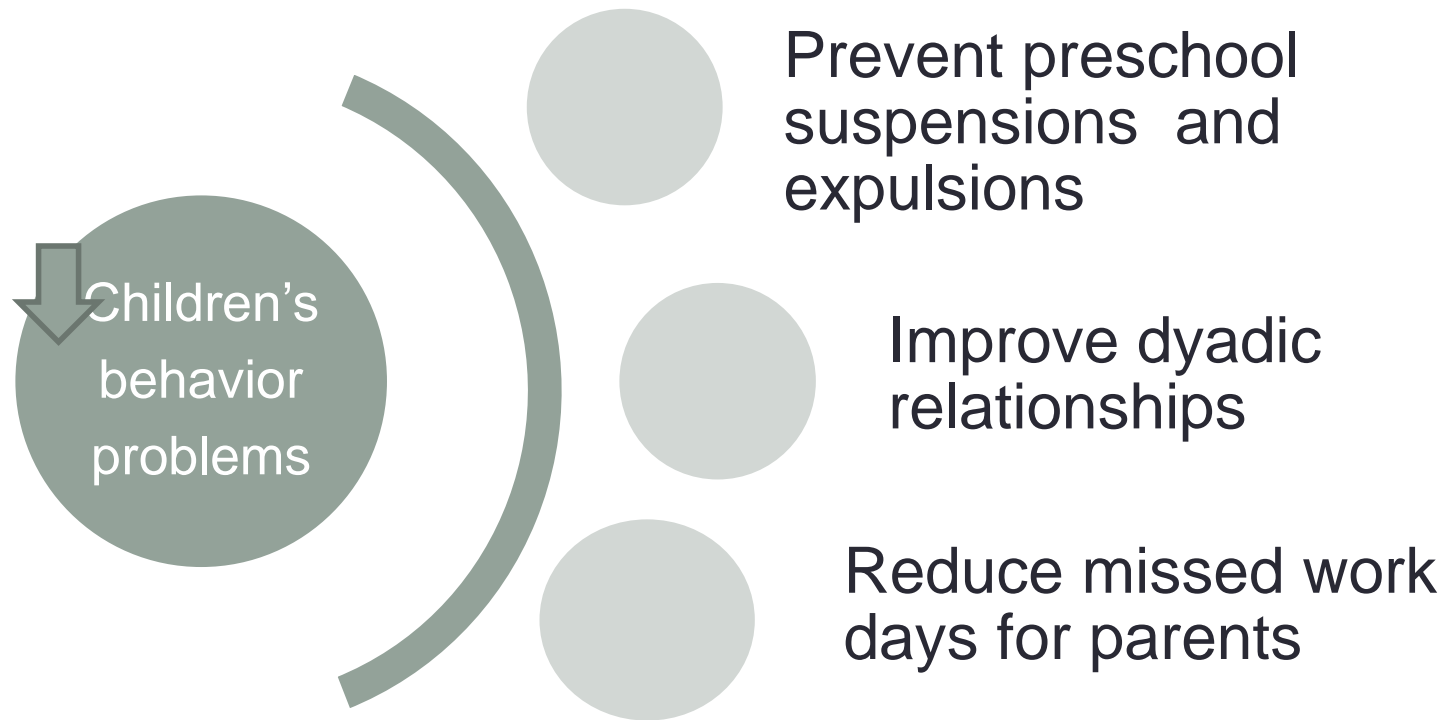
Successful MH Consultation

- is **not** based on the frequency of services provided or on the amount of money spent on the mental health consultation.

Unimportant Characteristics

- (as perceived by staff)
 - budget spent on mental health
 - size of program
 - race/ethnicity of families served
 - credentials
 - years of education

Child- and Family-Level Outcomes



Hepburn, Kathy S.; Perry, Deborah F.; Shivers, Eva M.; Gilliam, Walter S.
“Early Childhood Mental Health Consultation As an Evidence Based Practice.”
Zero to Three 33 (2013): 10–19.

Provider-Level Outcomes

Gain Skills

- ECE: Teaching feelings , managing behavior
- HV: Engaging families

Improve Fidelity

- ECE: Teacher–child interactions
- HV: Dosage

Improve Outcomes

- ECE: CLASS scores
- HV: Retention

Hepburn, Kathy S.; Perry, Deborah F.; Shivers, Eva M.; Gilliam, Walter S.
“Early Childhood Mental Health Consultation As an Evidence Based Practice.”
Zero to Three 33 (2013): 10–19.

Program-Level Outcomes

MHC

- Increased supportive policies
- Increased reflective supervision

Staff

- Reduced staff stress and burnout
- Reduced staff turnover

Child

- Improved attachment and resilience
- Improved school readiness

Hepburn, Kathy S.; Perry, Deborah F.; Shivers, Eva M.; Gilliam, Walter S. "Early Childhood Mental Health Consultation As an Evidence Based Practice." *Zero to Three* 33 (2013): 10–19.

System-Level Outcomes



Hepburn, Kathy S.; Perry, Deborah F.; Shivers, Eva M.; Gilliam, Walter S. "Early Childhood Mental Health Consultation As an Evidence Based Practice." *Zero to Three* 33 (2013): 10–19.

Philosophy



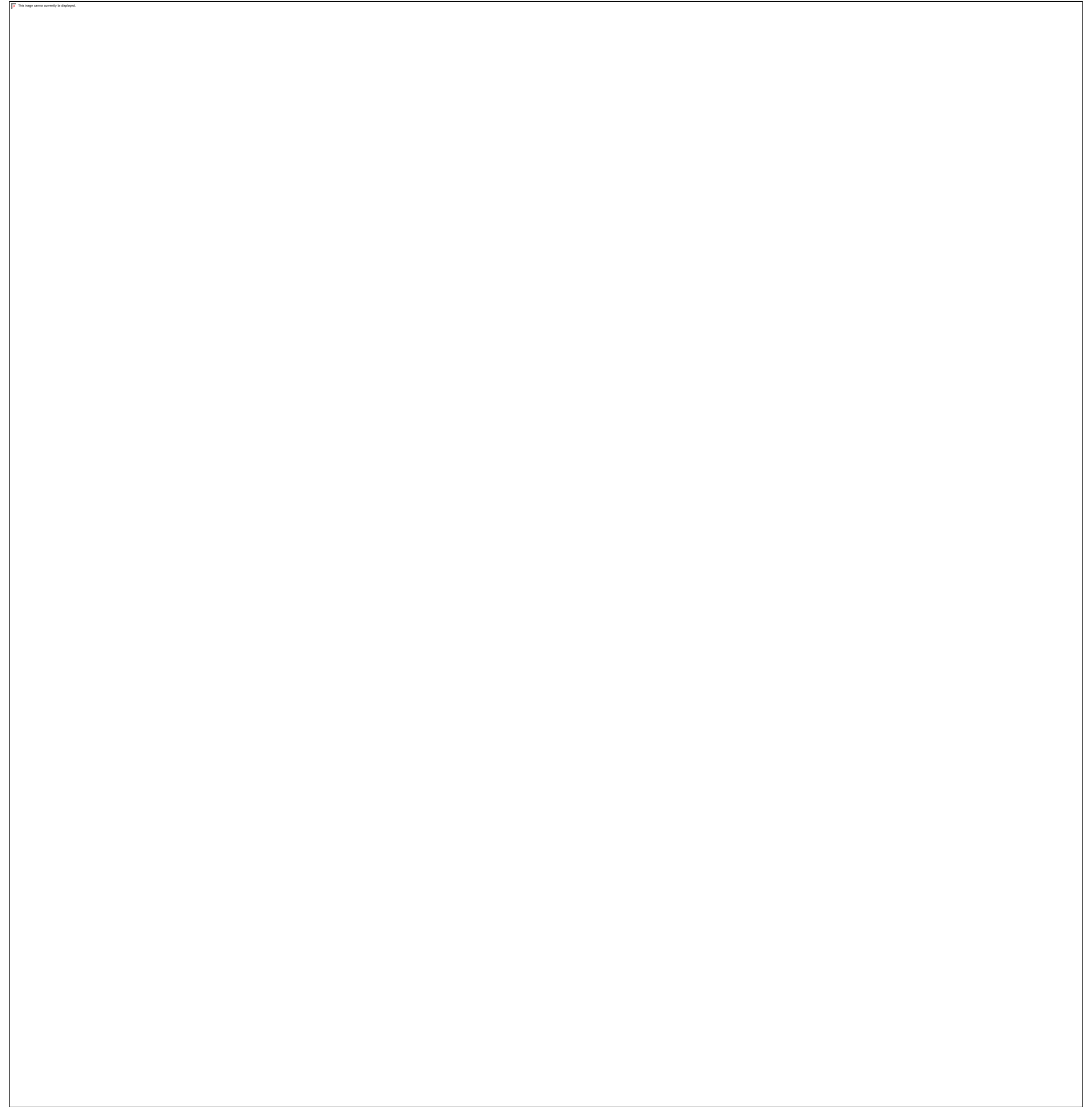
- Individuals select two cards
- Chose your best one
- As a group reach consensus on your philosophy

Create a Want-Ad



- Use your philosophy to create a want –ad for the perfect consultant
 - Knowledge, experience, skills, duties to perform, attributes

Tim Practice: Consulting



Thoughts about Tim?

- What do you see/ observe?
- What do you feel?
- What do you think?
- What do you do?

Consultant Training

- Orientation to the model – including approach and associated policies/processes
- Key early childhood topics – including child development and I/ECMH
- Key consultation topics
- Working within ECE settings
- Cultural and linguistic competency

Consultant Supervision

- Supervision
 - Clinical and administrative supervision
 - Regular and ongoing
 - Reflective in nature

Reflective supervision provides support and knowledge to guide decision-making, offers empathy to help supervisees explore their reaction to the work, and helps supervisees manage the stress and intensity of the work.

Distinguishing between Supervision and Therapy

- Purpose
- Outcome
- Agenda
- Basic Process

Adapted from Practical Issues in Clinical
Supervision,
<http://ipcethics.com/texts/course2.pdf>

Quality of the Supervisory Relationship

single most important factor in effective supervision

“Do unto others as you would have others do unto others” – Jeree Paul

Effective Supervision

- Mutually agreed upon goals, responsibilities, time frames
- Established method for resolving communication and other problems

Effective Supervisors

- Offer empathy, support, instruction, knowledge,
- Demonstrate interest in supervision, good tracking of supervisees,
- Are interpretative, respectful, focused, practical and flexible

Consultant Support

- One-on-one and with peers (i.e., group)
- Formal and informal

“[Reflective supervision and peer support] – these were the two components that made me want to stay and that make the program successful.”

~ Mental health consultant
from *What Works?* study

Outcomes of Supervision

- Little empirical evidence
- Positive effect on clients
- Lack of supervision can be harmful
- Quality of supervision impacts client outcomes

Reflective Supervision Video

Branden: **Practice Consulting**

A thin, vertical red line is positioned to the right of the text, extending from the top of the text area down towards the bottom of the slide.

Thoughts about Branden?

- What do you see/ observe?
- What do you feel?
- What do you think?
- What do you do

Key Partners for Effective Consultation

- ECE program administrators/
Consultation “champions”
 - Strong influence on “readiness” for ECMHC
- Evaluators

How do others introduce you?

Are teachers your champions?

- Insert MI mh consultant video

As a Mental Health Consultant

- How can you support the teacher in her work with this parent?
- What questions might you ask the teacher about her conversation with the parent?
- How might you help her reflect on her conversation?
- How do you keep in mind the consultative stance?

Define Culture?

Culture

- Culture is a shared system of meaning, which includes values, beliefs, and assumptions expressed in daily interactions of individuals within a group through a definite pattern of language, behavior, customs, attitudes, and practices.

Christensen, Emde, and Fleming (2004) and Emde (2006)

Reflecting on Consultant Cultural and Linguistic Competence

- Explore the meaning and degree of importance of key constructs for each family (e.g. discipline, mental health, behavioral expectations, comfort talking about personal concerns)
- Reflect on one's own culture and the role it plays in shaping perception and understanding

Activity on Culture

- When you were sick?

Tip of the Iceberg



Video Consultation and Culture



A Day in the Life of an Early Childhood Mental Health Consultant

*A Series of Real-life Vignettes
Illustrating the Early Childhood Mental Health
Consultation Process*

By MARY MACKRAIN



CENTER FOR
Early Childhood
Mental Health
Consultation
A University of Wisconsin-Madison Program
DECEMBER 2011

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Homework: Assess Your MH Consultation

How do you Know if it is Working?

- Adopt a Process: Consider
 - Survey staff
 - Survey families
 - Survey your consultant
 - Survey community members

Quick Survey Tools

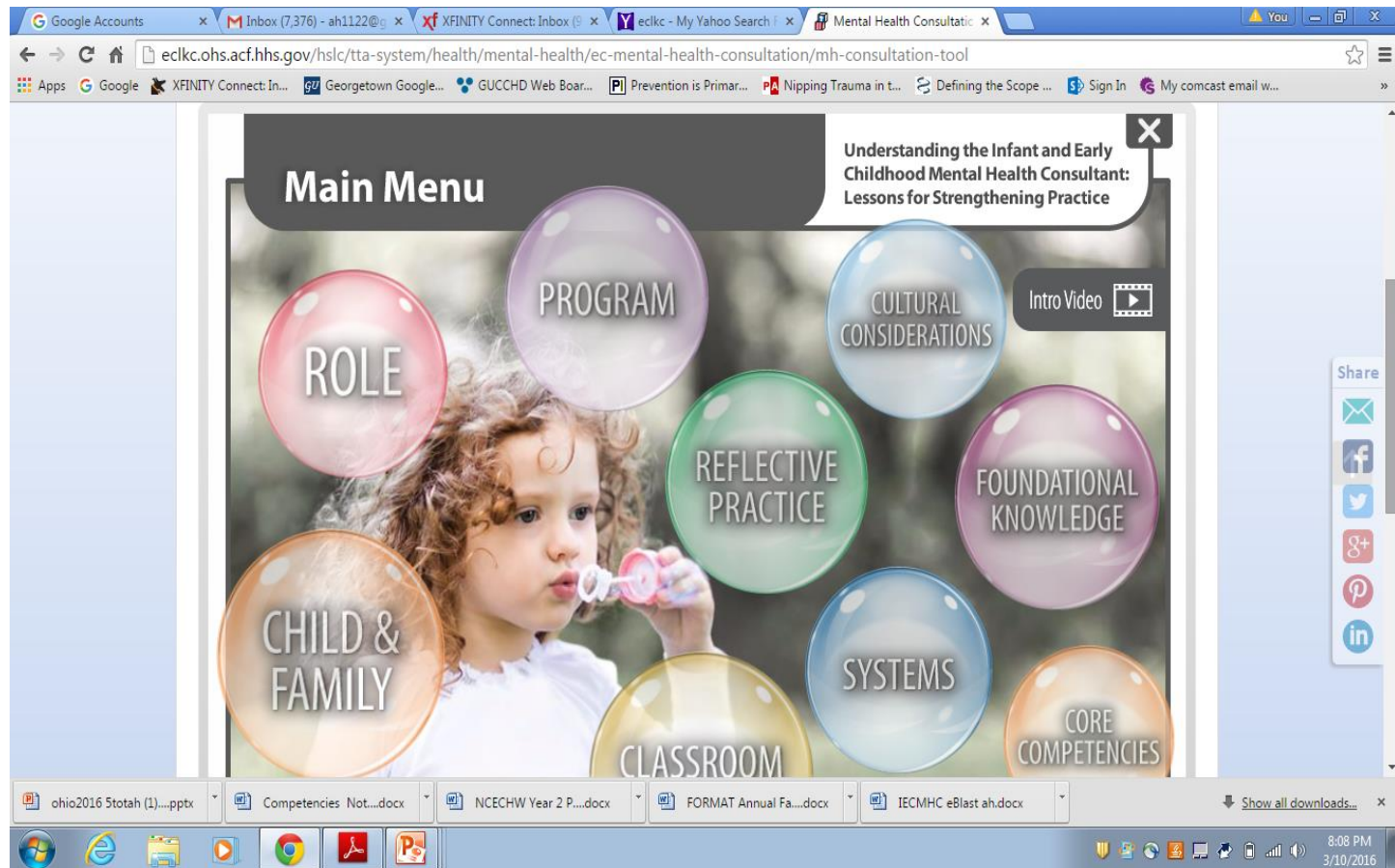
- *How is the Mental Health Consultation in the Program? Survey for Families*
- *How is the Mental Health Consultation in the Program? Survey for Staff*
- *Assessing Your Program's Early Childhood Mental Health Consultation: How do you know if your mental health services are effective?*

Is it Working? How is it Working?

- Is it Effective?
- Is it Sufficient?
- How do you know?
- What are the outcomes?

Resources

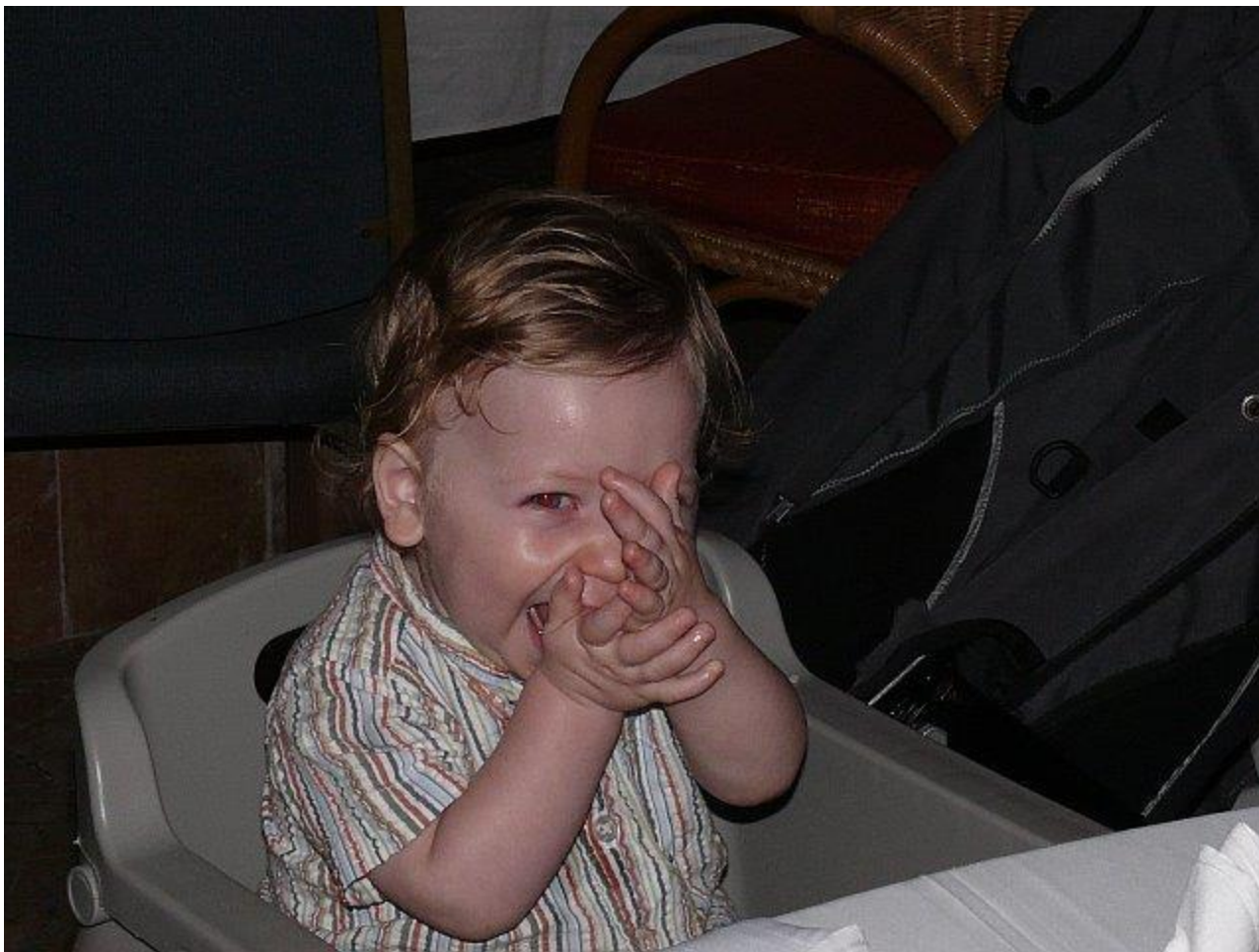
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/ec-mental-health-consultation/mh-consultation-tool>



Resources

- Center for Effective Mental Health Consultation
<http://www.ecmhc.org/>
- *What Works?* Study
<http://gucchd.georgetown.edu/78358.htm>
- *Mental Health Consultation in Child Care* (K. Johnston & C. Brinamen)
- Family Connections
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center/mental-health/adult-mental-health/FamilyConnection.html>
- *Mental Health Consultation in Early Childhood* (Donahue, Falk, & Provet)
- Special Issue: Current Issues and Practices in Early Childhood Mental Health Consultation, *Infant Mental Health Journal*
May/June 2012
Volume 33, Issue 3
- Early Childhood Mental Health Consultation, *Zero to Three*, May 2013, Vol 33 (5)

Reflections/ Thoughts



Next Steps

- How will you integrate IECMHC in your work?
- Interested in continuing to receive support
 - Monthly Webinar – reflective peer support; reflective supervision; identify implementing “consultative stance”

Contact:

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Guided Questions

- 1.) How will you help ECE programs to differentiate between mental health consultation and other types of supports/services?
- 2.) How will you help ECE programs to understand the need for multiple types of consultation i.e. programmatic, child/family, classroom, (and systems work)?
- 3.) Video 3.5 highlights relationships between consultants, staff, and parents. As a consultant how do you emphasize the central focus of relationships?