

CHILD CARE

State Capacity Building Center

Infant–Early Childhood Mental Health: An Interdisciplinary Approach

November 15, 2017

Hot Topics Webinar

Welcome

Thank you for the support you provide infants and toddlers in your state, territory, or tribe.



Presenters



Natasha Hartman
Infant/Toddler Specialist, Region IX
State Capacity Building Center

Julie Law

Infant/Toddler Specialist, Region VII
State Capacity Building Center



Overview

- ◆ Infant–early childhood mental health (I-ECMH)
- ◆ Child Care and Development Fund (CCDF) and quality initiatives supporting I-ECMH
- ◆ Strategic I-ECMH systems-building considerations
- ◆ State examples
- ◆ Questions and reflections
- ◆ Resources



CHILD CARE

State Capacity Building Center

Defining I-ECMH and Exploring Initiatives

Our Words

- ◆ What's one word that comes to mind when you think of infant–early childhood mental health?

Infant–Early Childhood Mental Health

If you set out to describe a baby, you will find you are describing a *baby and someone*. A baby cannot exist alone, but is essentially part of a relationship.

(Winnicott, 1964, p. 88)



Infant–Early Childhood Mental Health

The developing capacity of the child from birth to 5 years of age to form close and secure adult and peer relationships; experience, manage, and express a full range of emotions; and explore the environment and learn—all in the context of family, community, and culture.

(Zero to Three, 2016, para. 1)

What Does the Research Tell Us?

- ◆ Infants and toddlers can experience toxic stress, trauma, and adverse childhood experiences.
- ◆ Children in child care settings are more likely to be suspended or expelled than children in K–12 settings.
- ◆ Early relationships that are consistent and nurturing support all children.
- ◆ In addition to child care, there are many family services that support I-ECMH.
- ◆ There is a need for an interdisciplinary approach to I-ECMH.



(Gilliam, 2005; National Scientific Council on the Developing Child, 2005/2014; Zero to Three, 2012)

How Can CCDF Statewide Quality-Enhancement Activities Support I-ECMH?

- ◆ **Professional Development:** Offer a progression of professional development that allows an individual to move from introductory to advanced level training.
- ◆ **Entry-level credentials:** Establish credentials that include practice-based professional development focused on early childhood social-emotional and behavioral health.
- ◆ **Higher education:** Work with local institutions of higher education to ensure that teacher preparation includes a strong I-ECMH component.
- ◆ **Early childhood mental health consultation:** Leverage federal, state, and private funding to implement statewide I-ECMH child care consultation systems.
- ◆ **Endorsements for I-ECMH and family mental health specialists:** Invest in endorsements that recognize a set of knowledge, skills, and competencies in I-ECMH.

(U.S. Department of Health and Human Services & U.S. Department of Education, n.d.)

How Can CCDF Statewide Quality-Enhancement Activities Support I-ECMH?

- ◆ **Career pathways:** Build early childhood career pathways that incorporate I-ECMH competence at each step in the career ladder.
- ◆ **Models to support early intervention and healthy interactions:** States and territories may adopt specific frameworks that promote children's social-emotional and behavioral health.
- ◆ **Core knowledge and competencies:** Integrate I-ECMH within state and territory core knowledge and competency statements for the infant and toddler and early childhood workforce.
- ◆ **Regulatory professional learning requirements:** Include I-ECMH as a suggested content area within state or territory child care regulatory professional learning requirements.
- ◆ **Quality improvement incentives:** Offer quality-improvement incentives for programs that address I-ECMH child care consultation within the quality rating and improvement system or other quality improvement initiatives.

(Office of Child Care, 2016b; U.S. Department of Health and Human Services & U.S. Department of Education, n.d.)

Child Care Systems and I-ECMH

- ◆ The child care system is a critical partner in strengthening infant–early childhood mental health.
- ◆ Approved 2016–2018 CCDF Plans outline key ways that state and territory child care systems are embedding I-ECMH–related efforts to improve access to and quality of child care for infants and toddlers.

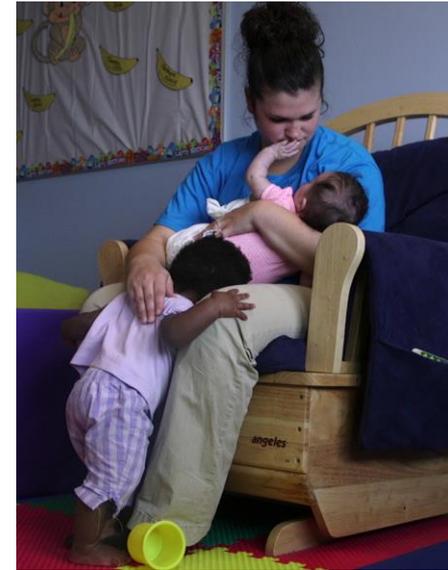
(Office of Child Care, 2016a)



I-ECMH in Early Learning Guidelines and Competencies

As of the 2016 CCDF State Plans:

- ◆ **49** states and territories have early learning guidelines that address social and emotional development.
- ◆ **49** states and territories have infant/toddler or early childhood core knowledge and competencies that include social and emotional and mental health indicators.
- ◆ **35** states and territories have developed or adopted I-ECMH specialized knowledge and competencies.



(Korfmacher, 2014; National Center on Early Childhood Quality Assurance, 2016; Office of Child Care, 2016a)

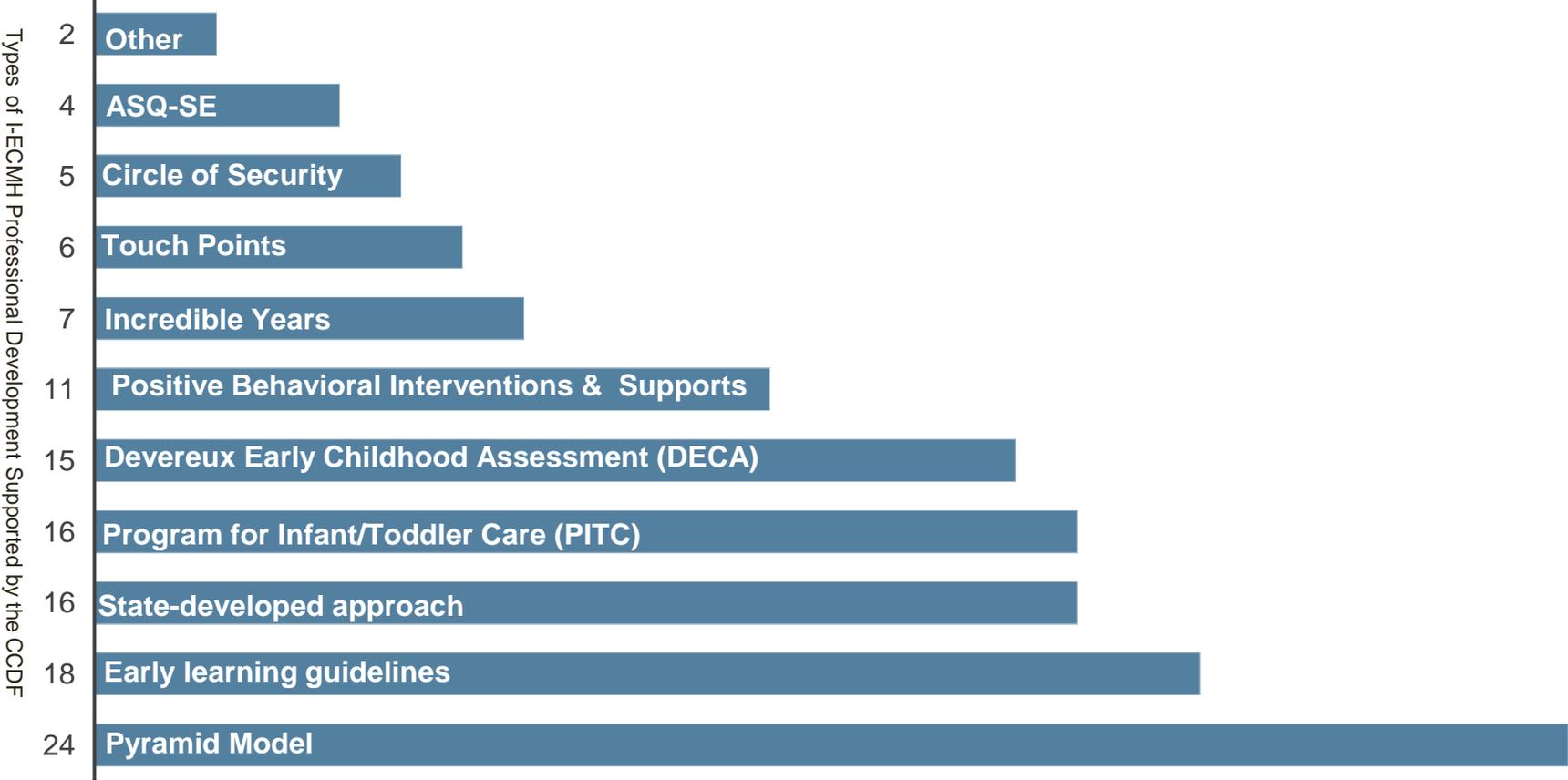
I-ECMH Credentials, Endorsements, and Certificates through Child Care Systems



Data reflects the 2016 CCDF State Plans

(Korfmacher, 2014; Office of Child Care, 2016a)

I-ECMH Professional Development Supported by Child Care Systems



Data reflects the 2016 CCDF State Plans

(Early Childhood Training and Technical System, n.d.; Office of Child Care, 2016a)

I-ECMH Consultation

- ◆ Over 50 percent of states and territories reported in their 2016–2018 CCDF Plans that they are engaged in I-ECMH consultation activities.



(Office of Child Care, 2016a)



CHILD CARE

State Capacity Building Center

Strategic I-ECMH Systems- Building Considerations

Infant–Early Childhood Mental Health System Essential Elements

Policy

Public Awareness

Evidence-Based Practice

Promotion

Prevention

Intervention

Workforce and Professional Development

Financing

I-ECMH: An Issue for *All* Disciplines, Sectors, and Systems

Child Care

Health Care
and Public
Health

Part C Early
Intervention

Child
Welfare

Education

Juvenile
Justice

Mental
Health

Head Start
and Early
Head Start

Part B
Special
Education

State Strategies for Improving I-ECMH

Promote the cross-cutting nature of I-ECMH

Encourage early identification and response

Increase access to I-ECMH services and financing

Build capacity and competence in I-ECMH practice

Promote public awareness of the impact of early experiences on success in school and life

(Zero to Three, 2013)

Existing I-ECMH Efforts

What I-ECMH initiatives is your state, territory, or tribe currently working toward?



Strategic I-ECMH System-Building Questions to Consider

Access

- What existing I-ECMH services and supports for expectant parents, infants, young children, and families are available?
- Are there waiting lists for I-ECMH services and supports?

Delivery

- Does your state, territory, or tribe have a plan for delivering I-ECMH services?
- To what extent is there a formal training program for I-ECMH providers?
- What is the plan for growing the number of professionals who have specialized knowledge and competencies in I-ECMH?

(Zero to Three, 2013)

Strategic I-ECMH System-Building Questions to Consider

System-Level Issues

- Do I-ECMH issues have traction in your state, territory, or tribe?
- Can you link I-ECMH to other early childhood issues that are high priorities on the policy agenda?
- Does your state, territory, or tribe have an infant mental health association? If so, what are its strategic priorities?
- Who are your I-ECMH champions?

Financing

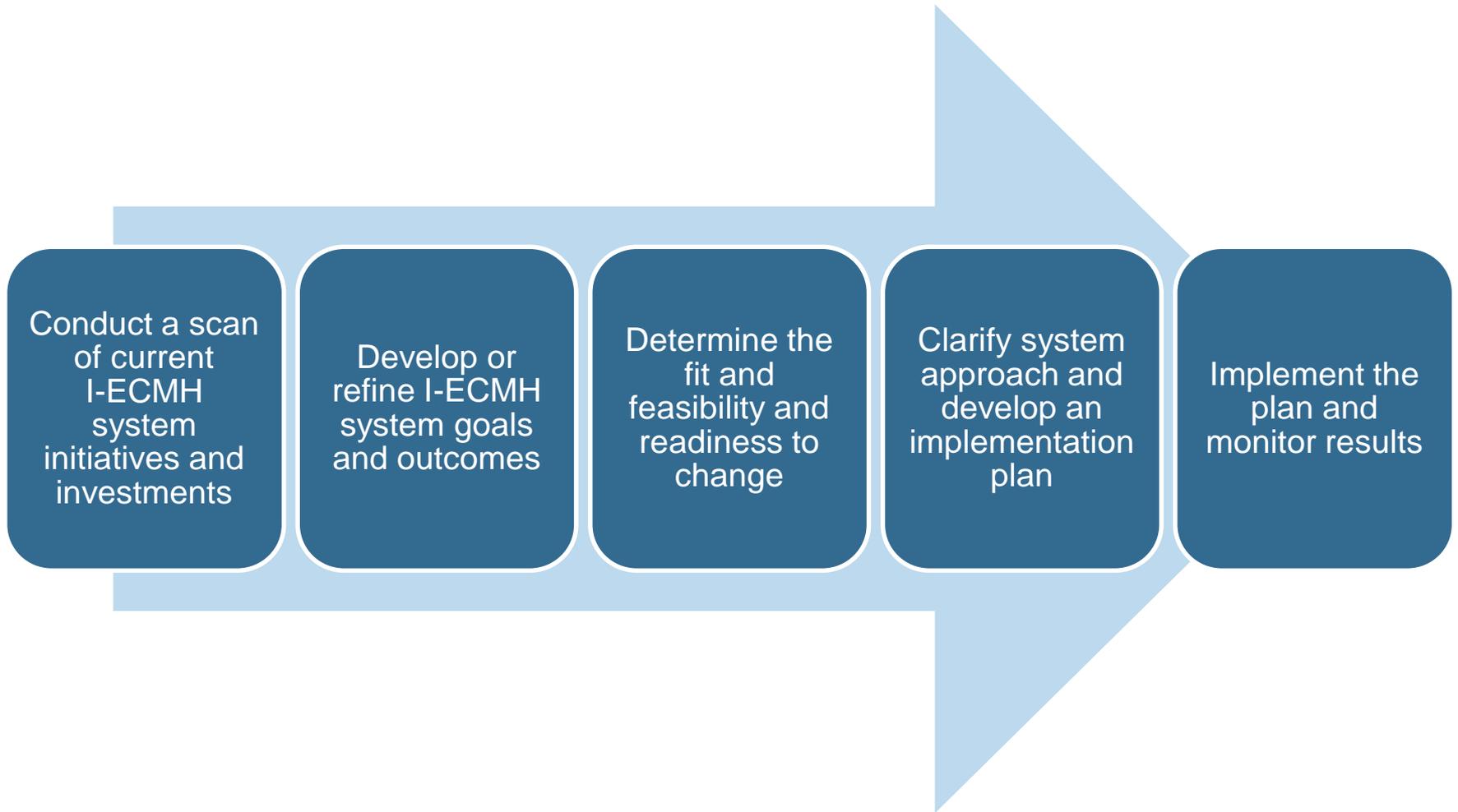
- How are I-ECMH services and supports funded?
- Can your state, territory, or tribe garner additional funding for I-ECMH services?

Incorporating I-ECMH into Practice and Policy

- Is the use of evidence-based I-ECMH approaches required by your state, territory, or tribe mental health and partner agencies?
- Does your state, territory, or tribe have an approved list or definition of evidence-based approaches for I-ECMH?

(Zero to Three, 2013)

Where Do We Begin?





CHILD CARE

State Capacity Building Center

State Examples

State Example

◆ Michigan

- Ashley McCormick, LMSW, IMH-E © (III),
Infant Mental Health Specialist and
Endorsement Coordinator, Michigan
Association for Infant Mental Health
asmccormick@mi-aimh.org

What Is the Michigan Association for Infant Mental Health (MI-AIMH) Endorsement®?

The Endorsement for Culturally Sensitive, Relationship-focused Practice Promoting Infant and Early Childhood Mental Health (IECMH-E®) is intended to **recognize experiences that lead to competency** in the infant, young child-family field. It does not replace licensure or certification, but instead is a credential meant as **evidence of specialized knowledge, skill & practice in this field.**

What Is the MI-AIMH Endorsement®?

Endorsement® verifies that an applicant has attained a level of **education** as specified, participated in specialized in-service **trainings**, worked to deliver high quality, culturally sensitive, relationship-focused services to infants, young children, parents, other caregivers and families with guidance from qualified **reflective mentors, supervisors & consultants**.

What Are the MI-AIMH Competency Guidelines®?

Create a shared framework across all sectors and disciplines of the infant, young child and family field across the **full spectrum** of service delivery:

promotion
prevention & early intervention
treatment & intervention
policy, research & practice

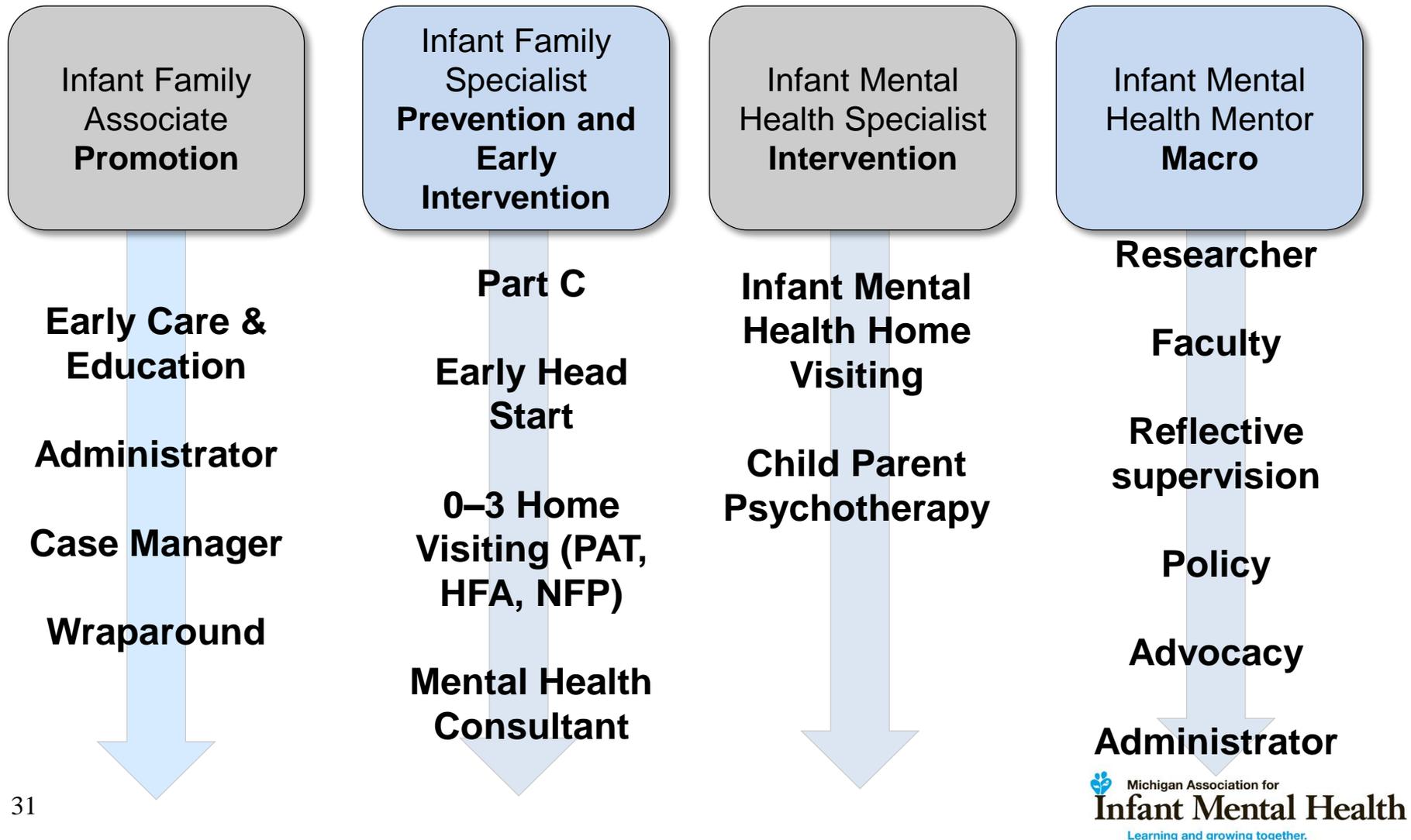
Promote systems growth and change

Build a comprehensive infant & early childhood workforce to support, intervene with and sustain mental health

The MI-AIMH Endorsement® IMH-E® and ECMH-E®

Infant Mental Health Endorsement IMH-E®	Coming soon! Early Childhood Mental Health Endorsement ECMH-E®
Infant Family Associate	Early Childhood Family Associate
Infant Family Specialist	Early Childhood Family Specialist
Infant Mental Health Specialist	Early Childhood Mental Health Specialist
Infant Mental Health Mentor • Clinical, Policy, Research, Faculty	Early Childhood Mental Health Mentor • Clinical, Policy, Research, Faculty

MA-AIMH Endorsement®: 4 Career Pathways



I-ECMH Systems Changes in Michigan

Systems and institutions have been impacted by adoption of the *Competency Guidelines*® and Endorsement®

Timeline of Systems Changes in MI

2000: MI-AIMH received a grant to hire an Executive Director and Administrative Assistant

2000: MI-AIMH received funding to complete the *Competency Guidelines®* and a systematic plan for workforce development

2002: *Endorsement for Culturally Sensitive Relationship-Focused Practice Promoting Infant Mental Health®* was completed!

Timeline of Systems Changes in MI

2007: Childcare
Expulsion programs
included
Endorsement® as a
requirement within
their hiring guidelines

2008: Detroit-Wayne
County included
Endorsement® as a
requirement within their
hiring guidelines for IMH
HV programs

2009: Medicaid
required all
providers of IMH
HV in the state
to earn
Endorsement®

Timeline of Systems Changes in MI

2014: Part C requires Endorsement® as Infant Family Associate for staff not otherwise credentialed or licensed

2014: Maternal Infant Health Providers, providers with degrees in psychology, social work or counseling must also be endorsed

2017: Child care licensing allows 4 hours of reflective supervision from an endorsed provider to count as 1 hour of required training

Timeline of Systems Changes in MI

2017: The University of Michigan received \$1 million in funding to evaluate IMH HV to become an EBP

2018: MI-AIMH opens Early Childhood Mental Health Endorsement® (ECMH-E®) to all 3–6 professionals

State Example

◆ Colorado

- Jordana Ash, LCSW, IMH-E © (IV-C), Early Childhood Mental Health Director, Colorado Office of Early Childhood

jordana.ash@state.co.us

A look at Colorado's approach

Systems-level

Position of leadership within state government

Financing/ Delivery/ Access



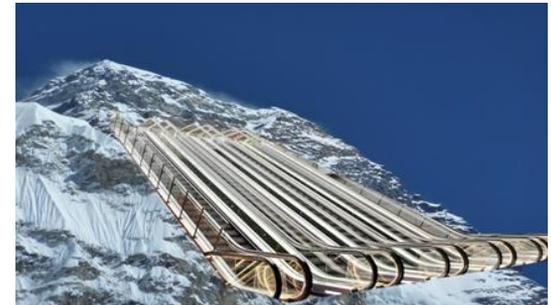
Creating an inclusive, statewide early childhood mental health strategic plan

Policy & Practice

Using child care rule-making to incorporate I-ECMH

Infant-Early Childhood Mental Health Consultation in Child Care

- More than a decade of state funded support for I-ECMH Consultation
- Capitalized on momentum of CCDF reauthorization & national child care suspension/expulsion policy papers; doubled the size of state-funded I-ECMH Consultation to 34 FTE in 2016
- Philanthropy as an escalator



On the horizon in 2018

- Continued strategic planning work, including exploring financing for I-ECMH consultation
- **Scaling CO's system of I-ECMH Consultation through theory of change, consistent use of new hire action plan, resources, and training**
 - Dedicated attention to bias and culturally sensitive practice through required training on the impact of bias for consultants, weaving throughout learning calls, and Reflective Supervision/Consultation.
 - Improvements to database system to better reflect and capture services
- Suspension and expulsion multi-method study

Questions and Reflections





CHILD CARE

State Capacity Building Center

Resources

I-ECMH System-Building Resources from Zero to Three

- ◆ *Making It Happen: Overcoming Barriers to Providing Infant-Early Childhood Mental Health*, <https://www.zerotothree.org/resources/511-making-it-happen-overcoming-barriers-to-providing-infant-early-childhood-mental-health>
- ◆ *Planting Seeds in Fertile Ground: Actions Every Policymaker Should Take to Advance Infant and Early Childhood Mental Health*, <https://www.manatt.com/getattachment/39a0eff7-1bc6-4763-8e35-459e9ae8ed40/attachment.aspx>
- ◆ *Nurturing Change: State Strategies for Improving Infant and Early Childhood Mental Health*, <https://www.zerotothree.org/resources/122-nurturing-change-state-strategies-for-improving-infant-and-early-childhood-mental-health>



I-ECMH System-Building Resources

- ◆ National Center of Excellence for Infant and Early Childhood Mental Health Consultation, <https://www.samhsa.gov/iecmhc>
- ◆ Early Childhood Systems Working Group, www.buildinitiative.org/OurWork/EarlyChildhoodSystemsWorkingGroup
- ◆ National Center on Early Childhood Health and Wellness, <https://eclkc.ohs.acf.hhs.gov/about-us/article/national-center-early-childhood-health-wellness-ncechw>

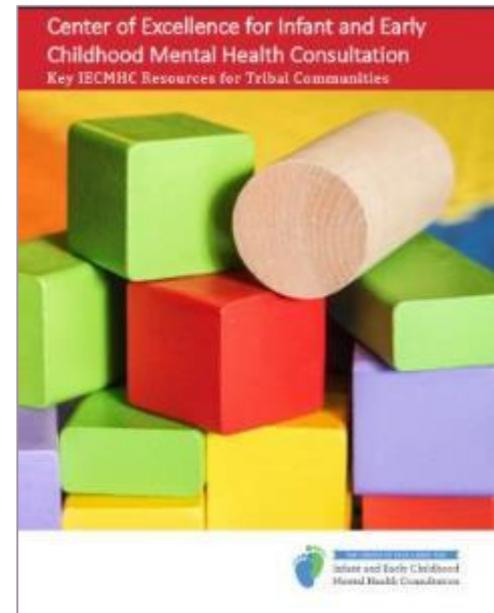


I-ECMH Competencies

- ◆ *IECMHC Competencies*, https://www.samhsa.gov/sites/default/files/programs_campaigns/IECMHC/infant-early-child-mental-health-consult-competencies.pdf
- ◆ *Infant, Toddler, and Early Childhood Mental Health Competencies: A Comparison of Systems*, <https://www.zerotothree.org/resources/121-infants-toddlers-and-early-childhood-mental-health-competencies-a-comparison-of-systems>

Resources for Tribal Communities from the Center of Excellence for Infant and Early Childhood Mental Health Consultation

- ◆ *Overview of IECMHC within Tribal Communities,*
https://www.samhsa.gov/sites/default/files/programs_campaigns/IECMHC/overview-iecmhc-within-tribal-communities.pdf
- ◆ *Key IECMHC Resources for Tribal Communities,*
<https://www.samhsa.gov/sites/default/files/key-iecmhc-resources-tribal-communities.pdf>



References

- Early Childhood Training and Technical System, Office of Child Care, Administration for Children and Families, U.S. Department for Health and Human Services. (n.d.). Data explorer and state profiles [Web page]. Retrieved August 14, 2014, from <https://childcareta.acf.hhs.gov/data#tab-ece-state-profiles>
- Gilliam, W. S. (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten programs*. FCD Policy Brief Series No. 3. New York, NY: Foundation for Child Development.
- Korfmacher, J. (2014). *Infant, toddler, and early childhood mental health competencies: A comparison of systems*. Washington, DC: Zero to Three.
- National Center on Early Childhood Quality Assurance. (2016). *Early learning standards and guidelines*. Washington, DC: Office of Child Care and Office of Head Start. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/state_elgs_web_final_2.pdf
- National Scientific Council on the Developing Child. (2005/2014). *Excessive stress disrupts the architecture of the developing brain*. Working paper 3. Retrieved from http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2005/05/Stress_Disrupts_Architecture_Developing_Brain-1.pdf
- Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2016a). Approved CCDF Plans (FY 2016-2018) [Web page]. Retrieved August 9, 2017, from <https://www.acf.hhs.gov/occ/resource/state-plans>

References

- Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2016b). *Infant–early childhood mental health (I–ECMH): Building an interdisciplinary systems approach*. Retrieved from http://www.occ-cmc.org/Infant-Toddler/pdfs/Quality-Track-D-4_HO_IT-Early-Childhood-Mental-Health-Final.pdf
- U.S. Department of Health and Human Services & U.S. Department of Education. (n.d.). *Policy statement on expulsion and suspension policies in early childhood settings*. Retrieved from https://www.acf.hhs.gov/sites/default/files/ece/expulsion_suspension_final.pdf
- Winnicott, D. W. (1964). *The child, the family and the outside world*. Cambridge, MA: Perseus Publishing.
- Zero to Three. (2012). *Making it happen: Overcoming barriers to providing infant-early childhood mental health*. Retrieved from <https://www.zerotothree.org/resources/511-making-it-happen-overcoming-barriers-to-providing-infant-early-childhood-mental-health>
- Zero to Three. (2013). *Nurturing change: State strategies for improving infant and early childhood mental health*. Retrieved from <https://www.zerotothree.org/resources/122-nurturing-change-state-strategies-for-improving-infant-and-early-childhood-mental-health>
- Zero to Three. (2016, February). Infant-early childhood mental health [Web page]. Retrieved August 14, 2017, from <https://www.zerotothree.org/resources/110-infant-early-childhood-mental-health>

**State Capacity Building Center,
A Service of the Office of Child Care**

9300 Lee Highway

Fairfax, VA 22031

Phone: 877-296-2401

Email: CapacityBuildingCenter@ecetta.info

Subscribe to Updates

http://www.occ-cmc.org/occannouncements_sign-up/



ADMINISTRATION FOR
CHILDREN & FAMILIES