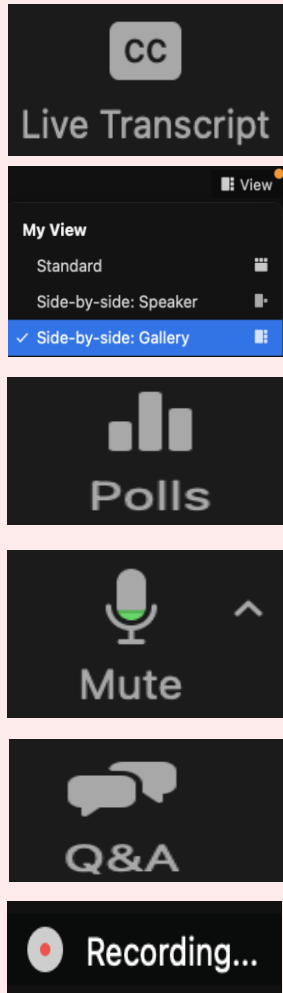


Webinar Housekeeping

The webinar will begin shortly



Closed captioning is available during today's webinar. Click the **Closed Caption** icon and select subtitles for a separate page of live captioning.

American Sign Language (ASL) is also available during today's webinar. To view ASL interpretation, go to the upper right-hand corner of your Zoom screen, click the View button, and select **Side-by-Side: Gallery view**.

If you are joining by web browser or call-in by phone, some **interactive features (e.g., polling)** may not be **accessible**. Please use the Zoom hosting platform or mobile application in order to participate in these activities.

If you are having audio issues with your computer internet connection, we advise that you call-in using a telephone. Use the **Audio Settings** feature which can be found by **clicking the up arrow** next to the **microphone** to identify the call-in number for your local area.

Use the **Q&A** feature to ask questions to the presenters. You may also chime in and answer questions that have been shared with the group!

A **recording** of the webinar will be e-mailed to all registrants soon.

Thank you!



Infant & Early Childhood Mental Health
Technical Assistance Center

Celebrating Highlights in Infant and Early Childhood Mental Health:

**Integrating IECMH Practices into Early
Childhood Service Delivery Systems**



GEORGETOWN UNIVERSITY
**Center for Child and
Human Development**

SAMHSA
Substance Abuse and Mental Health
Services Administration



ZERO TO THREE
Early connections last a lifetime

Welcome



Acknowledgment of Grant Support: This publication was made possible by Grant Number 1H79SM082070-01 from SAMHSA.

Disclaimer: Funding for this conference was made possible (in part) by SAMHSA. The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Land Acknowledgement

As an institution dedicated to our Jesuit values, Georgetown University recognizes that the land we currently occupy was and still is the homeland of the Nacotchtank and their descendants, the Piscataway Conoy people. We acknowledge that these peoples and many others were forcefully removed and that this University's occupation is fundamentally tied to colonial development. We acknowledge that the consequences of this removal continue to affect these Indigenous communities. We offer our gratitude for the land and her people as we learn, teach, work, and commune.

This University celebrates the resilience, strength, and enduring presence of Indigenous people demonstrated around the world. We are committed to supporting the Indigenous members of our community as we educate ourselves on Indigenous histories, cultures, and issues. This is a reflection of our commitment to the values of *People for Others* as we form our *Community in Diversity*.

– Native American Student Council (NASC)



Our Reach

IECMH TA Center Team



Jennifer Drake-Croft
Eastern Band of the Cherokee
Tennessee



Callie Silver
Ute, Eastern Shoshone
Utah



Negar Zahiri
Manahoac, Piscataway
Virginia



Renee Antoine
Chitimacha, Coushatta, Choctaw
Louisiana



Michael Rovaris
Kickapoo, Caddo, Cherokee, Tonawanda
Texas



Alison Peak
Eastern Band of the Cherokee
Tennessee



Dawn Yazzie
Dineh, Apache, Hopi
Arizona



Rosemarie Allen
Cheyenne
Colorado



Shannon Crossbear
Lake Superior Ojibwe
Minnesota

IECMH TA Center Team



Lindsay Usry
Piscataway, Nacotchtank
Maryland



Julie Cohen
O'dham, Hohokam
Arizona



Meghan Schmelzer
Sauk, Peoria, Mississauga, Anishinabewaki
Michigan



Therese Ahlers
Ho Chunk
Wisconsin



Paola Andujar
Piscataway, Nacotchtank
Maryland



Cathy Bodkin
Monacan
Virginia



Debbie Cheatham
Eastern Band of the Cherokee
Georgia

Let's Take a Poll:

What is your Primary Professional Role?





SETTING THE STAGE

Infant and Early Childhood Mental Health

The foundation of all future development

Everyone who touches the life of a child can promote social and emotional well-being

Social and emotional development, or **infant and early childhood mental health**, is the developing capacity of a child from birth to 5 years old to...



Form close and secure **adult and peer relationships...**



Experience, manage and express a **full range of emotions...**



Explore the environment and learn...

...all in the context of family, community, and culture.



Copyright © 2019 ZERO TO THREE. All rights reserved.

Early connections



last a lifetime.

Infant and Early Childhood Mental Health

THE FOUNDATION OF ALL FUTURE DEVELOPMENT

Infant and Early Childhood Mental Health



PROMOTION



PREVENTION

**DEVELOPMENTALLY
APPROPRIATE
ASSESSMENT AND
DIAGNOSIS**



TREATMENT

Increasing intensity and specialization of services and supports

Presenters



DAWN YAZZIE
SOUTHWEST HUMAN
DEVELOPMENT
GEORGETOWN
UNIVERSITY
DINEH, APACHE, HOPI
ARIZONA



SARA PARNASS
EL CENTRO DE
AMISTAD
TONGVA
CALIFORNIA



SUNNY CHO
EL CENTRO DE
AMISTAD
TONGVA
CALIFORNIA



JENNY LOPEZ
EL CENTRO DE
AMISTAD
TONGVA
CALIFORNIA



KAREN PARKER
ILLINOIS ACTION
FOR CHILDREN
KIIKAAPOI
ILLINOIS



**CASSANDRA
BOYD**
CHILDREN'S
RESEARCH
TRIANGLE
KIIKAAPOI
ILLINOIS



SOUTHWEST HUMAN DEVELOPMENT GEORGETOWN UNIVERSITY

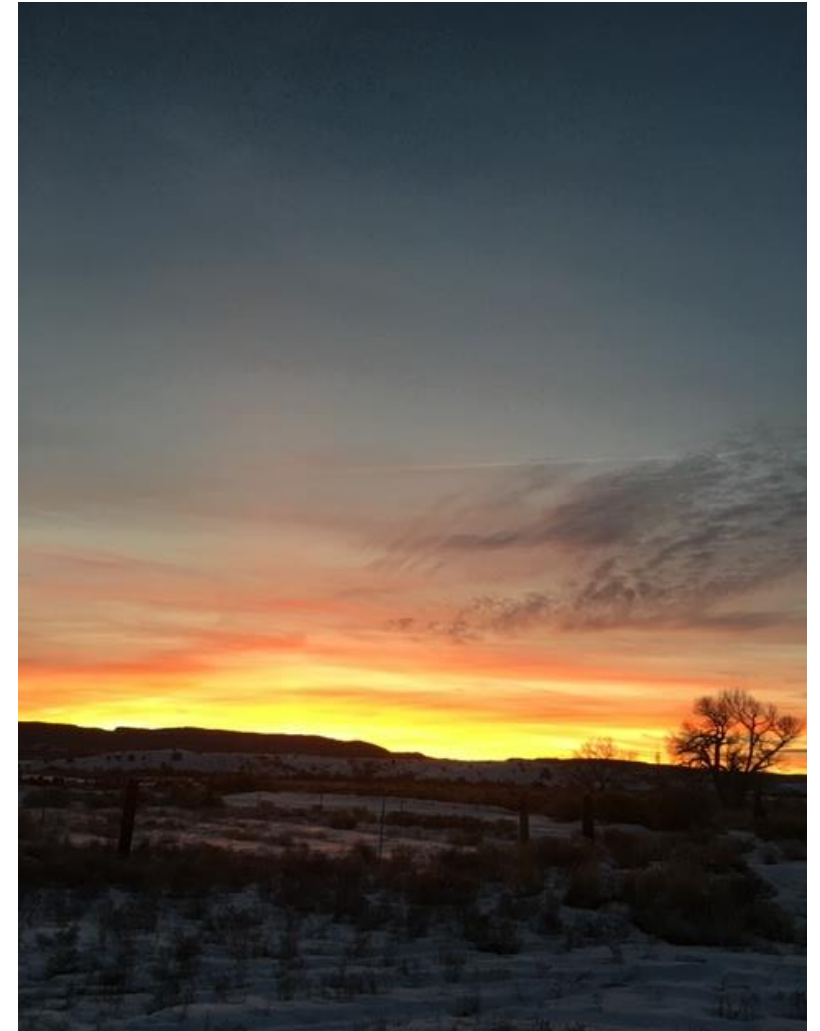
ARIZONA

Indigenous Knowledge : Founders of Early Childhood Mental Health and Infant and Early Childhood Mental Health Consultation

Dawn A. Yazzie, MA, NCC

Framing our Discussion

- Cultural differences and commonalities among Tribal Communities whether living in urban areas, on ancestral lands, or on reservations.



Holding Space for Resilience

- Always **pair historical trauma with historical resilience**. Shared history of trauma, AND resilience.



Photo: D. Yazzie

What is Infant-Toddler Mental Health?

(also known as
social-emotional
development, early
childhood mental
health)

- Infant-early childhood mental health, sometimes referred to as social and emotional health, is 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**. Strategies to improve I-ECMH fall along a *promotion, prevention and treatment continuum*.

- *ZerotoThree*

- **Relationships** – clan membership, birth, connected to nature/ universe
- **Emotions** – modeling: parents, grandparents, extended family
- **Environment/Growth**- home, animals, plants, trees, rocks, mountains, streams, rivers, lakes, clouds, wind, fire, geography, etc.
- **Family, community, and culture**- creation stories, ceremonies, songs, acknowledging seasons, stars/constellations, teachings, etc.

- D. Yazzie, 2021

Ancestral and Current Protective Factors

For thousands of years before European contact, Indigenous peoples had their own systems of care throughout the lifespan that integrated spirituality and all of nature in the universe. Many still have this way of being.

Doctors

Psychologists

Bone specialists

Midwives

Pharmacists

Forms of governing
and justice

Systems of
community/family
support (PARENTING)

Stories/Kinship

Astrologists

Consultative Stance in IECMHC

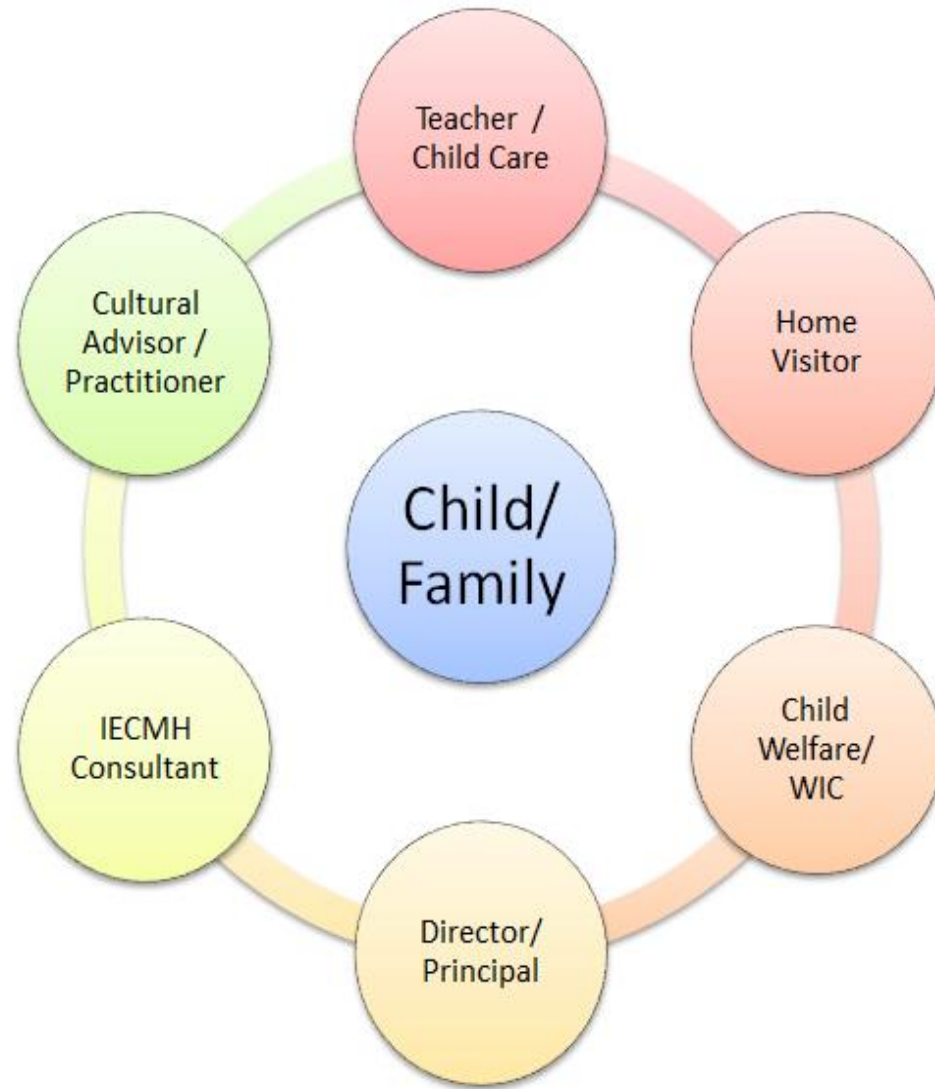
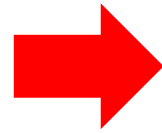
10 Stances :

1. Mutuality of Endeavor
2. Avoiding position of sole expert
3. Wondering instead of knowing
4. Understanding another's subjective experience
5. Considering all levels of influence
6. All voices, especially child's voice
7. The centrality of relationships
8. Parallel process as an organizing principle
9. Patience
10. Holding hope

Similar Traditional Navajo Stance/Beliefs :

1. Ahilth kaa' iijee'
2. Adaa aholyah, doo adaadzoodlii da
3. Doo adaadzoodlii da, Saad adaa aholyah
4. Yik'itdiitih doo hajooba'
5. T'aa althtsoh hazho'oh baa akoniidzin
6. All voices, especially child's voice
7. K'eh hwiindzinigii, k'eh bee go
8. Parallel process as an organizing principle
9. Patience
10. Hozho Nahasdlii'

Everyone
brings
knowledge
and learns
from one
another



Relationships
Relationships
Relationships

Hundreds of years of challenges can be countered through healthy parent-child **relationships**.

IECMHC, evidence-based way to strengthening relationships, building and healing attachment through parallel process, consultative stance, way of being, etc.

<https://www.youtube.com/watch?v=OqurstPL6kl>



EL CENTRO DE AMISTAD CALIFORNIA

Reflective Practice Support In Consultation

Sara Parnass, LMFT (She/Her)

Sunny Cho, LMFT (She/Her)

Jenny Lopez, LCSW (She/Her/ella)



Who We Are

El Centro de Amistad, Inc. (ECDA) has provided comprehensive and culturally competent services for “at risk” youth, adults and their families.

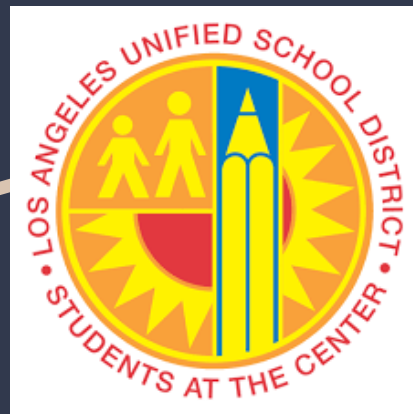
Services Include: individual, dyadic, family and group therapy, case management, medication support and employment placement.



Who We Serve

- Catchment area of the San Fernando Valley, north of Los Angeles
- Services provided at 29 Elementary school sites, field based services, 6 Early Education Centers
- 78% of clients are Latino
- 100% are low-income

Partnerships



Expressed Needs

- Increase levels of access to mental health consultants
- Increased support to families during COVID
- Increased quality of care needed
- Increased levels of support to staff

Original Goals

1. Increase capacity to reflect on work and the prior experiences they bring to work.
2. Increase ability to respond in benevolent and developmentally appropriate ways.
3. Increase understanding of vicarious trauma.
4. Increase understanding and use of self-care techniques.
5. Increase awareness and use of mindfulness techniques.
6. Increase understanding of trauma triggers.
7. Decrease reported stress.

Formatting

Number of participants ranged from 6-12 with the following positions in their own groups:

- Home Visitors
- Program Teachers
- Family Advocates
- Instructional Coaches
- Program Assistants

Participants met via zoom weekly for 60 minutes, for a total of 3 months.

Results

1230 families were impacted

- 96% of participants felt that the group was useful and applicable to their work
- 75% increase in understanding vicarious trauma
- 21% increase in the ability to respond to effectively to children in distress



“I personally loved how we were not judged, it was free to express and give opinions. I learned different ways to self care and learn that self care is not being selfish. To be kind to your mind, relax & breath.”

Needs Shifting



Same Goals, New Formatting

- Continued groups via zoom
- Bi-monthly instead of weekly
- 15-20 sessions depending on the needs and capacity of the program

Format for each group:

- Mindfulness practice
- Brief Didactic Component
- Reflective Breakout Rooms
- Containment Exercise



Road Map

Phase I: Relationship to Self

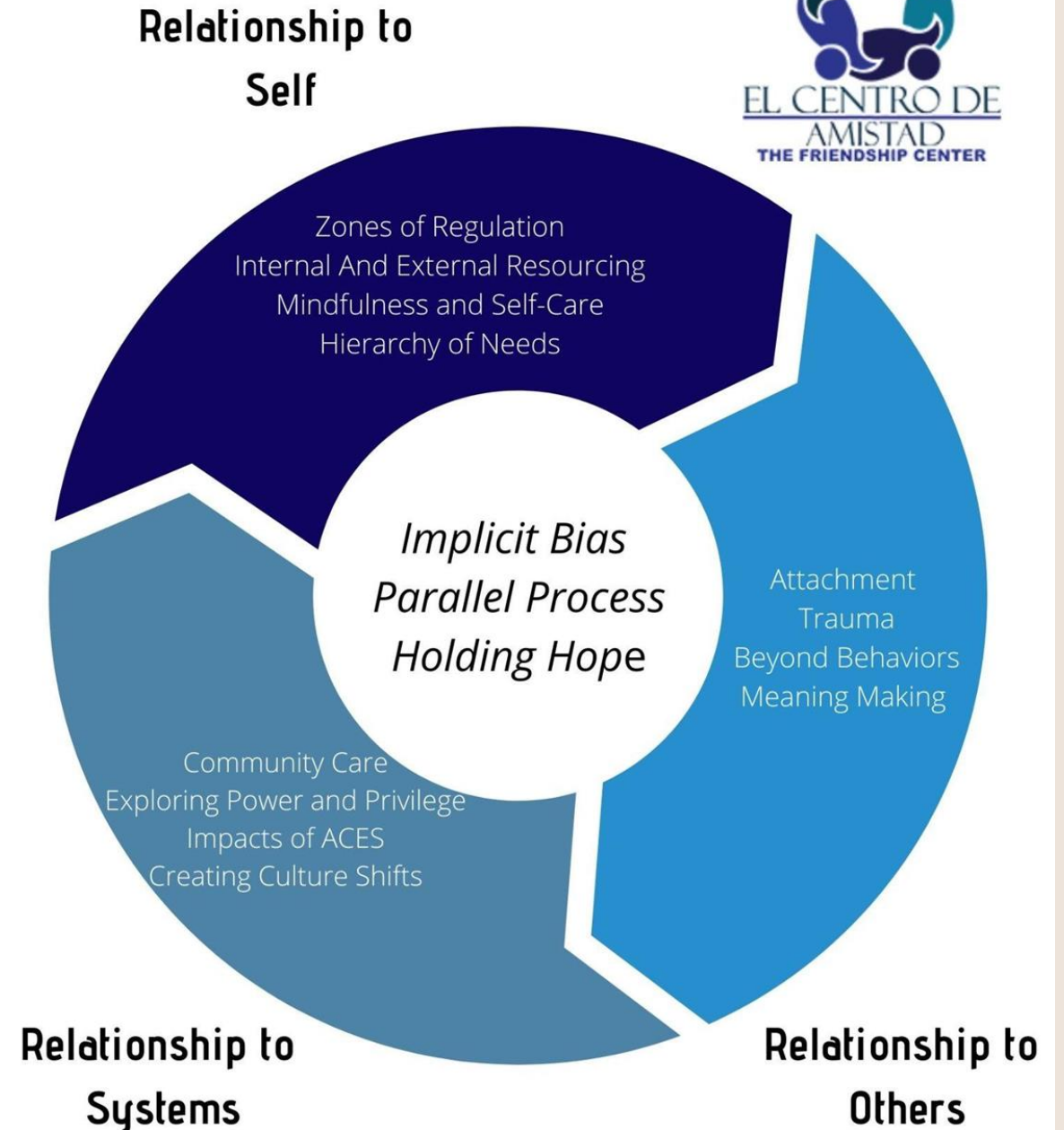
- Zones of Regulation
- Internal and External Resourcing
- Mindfulness and Self-Care
- Hierarchy of Needs

Phase II: Relationship to Others

- Attachment
- Trauma
- Beyond Behaviors
- Meaning Making

Phase III: Relationship to Systems

- Community Care
- Exploring Power and Privilege
- Impacts of ACES
- Creating Culture Shifts



Preliminary Results

- 100% of participants felt that the group was useful and applicable to their work
- 80% felt more supported and understood in their work
- 100% increase in the ability to understand the meaning of children's behaviors.
- 66% of participants who reported feelings increased levels of stress reported decreased feeling of being overwhelmed.



Next steps...

Curriculum shifts

- Ongoing reflective journaling
- Case Study to connect the modules
- Measuring child outcomes
- Sustainability

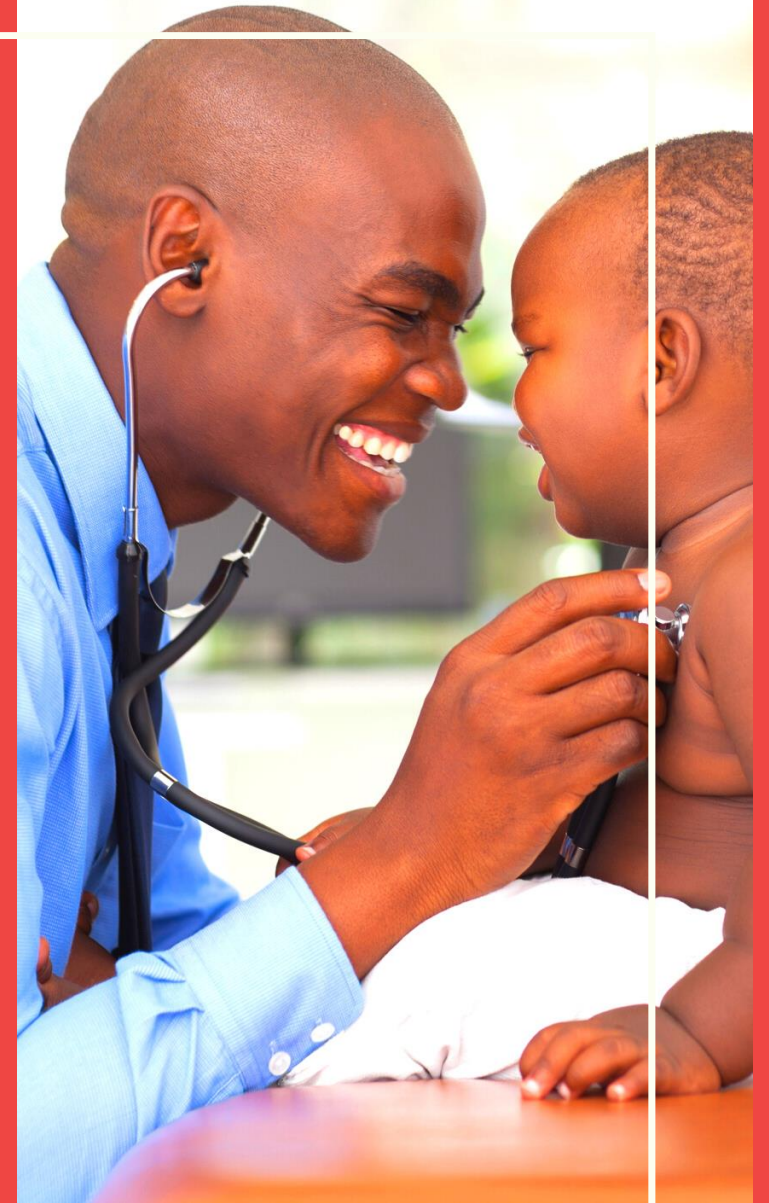
Proposed Participant Shifts

- Principals
- Supervisory Staff
- Parents

Thank you!

ILLINOIS ACTION FOR CHILDREN CHILDREN'S RESEARCH TRIANGLE

ILLINOIS



Early Childhood Mental Health Consultation



illinois
action for
children

Building Strong Families
& Powerful Communities™

helping children soar



**PROJECT
LAUNCH**



-
- The Early Childhood Mental Health Consultation is designed to build capacity with stakeholders related to social-emotional development and learning, through a strengths-based relationship approach.

Through These Relationships

- The Mental Health Consultant in partnership with Directors, Administrators, Teachers, and Parents can move forward in accomplishing a variety of goals.

Building Relationships

- Providing support related to creating highly functional social-emotional learning environments in the classroom
- Discover the meaning behind children's behaviors
- Provide technical assistance and support related to other SEL programming (i.e., Pyramid Model)
- Provide professional development
- Support teaching teams to use a more reflective approach to understand children

Expected Outcomes of an Early Childhood Mental Health Consultation Engagement

- Knowledge of child development is elevated for teachers, directors, and administrators

- Decreased use of suspensions and expulsion
- Improved communication between programs and families

- A stronger SEL knowledge base within adults, including a decrease in adult desire to “control” or perceive certain behaviors as “always” negative

- Reduce Stress, burnout, and turnover for teachers/administrators
- Improve the quality of relationships between parents and children, teachers and children, teachers and parents, and within teaching teams.

Early Childhood Mental Health Consultation Approach

The 360 Consultation Framework

- IAFCs ECMH program utilizes the 360 Consultation Framework for Early Childhood Mental Health. The Framework is a relationship, strength-based approach consultation that operationalizes the flow of the engagement into distinctive guided phases. These phases are rooted in the relationship between the provider and consultant.

Framework Phases



- Orientation

Assessment
Informal
Observations,
Planning



- Transitional

Frequent visits
Plan
implementation
On-going support
Professional
Development



- Monitoring

Follow-ups
Monitoring for
Progress
Responsiveness
to consultation



- Maintenance

Provider
demonstrates
greater capacity
building
Fewer
consultations
are needed

One Family's Story

Providing Early Childhood Mental Health service during a global pandemic has come with some challenges. There are several told and untold stories that reflect the positive impact early childhood mental health consultation has had on families and children we serve. Here is one story I would like to share with you.

- A teacher shared with me during consultation her concerns regarding a child's sudden change in behavior. After an information gathering session with both director and classroom teacher, it was important to include the family to discover if there were any missing pieces that could assist us during this point of discovery. The COVID safety protocols prevented the Mental Health Consultant from having direct contact with the parents, so the classroom teacher provided the bridge of connection. With each stakeholder demonstrating a unique, relationship strength-based approach the MHC was able to provide internal and external resources, develop a comprehensive at home and classroom plan, and provide follow-up consultation for the teacher and family that would best benefit the child.

Program Evaluation

helping children soar



**PROJECT
LAUNCH**

Overview of Services Provided

Karen Parker's services were added to CRT's SAMSHA Project LAUNCH Illinois Southland in February 2020.

Since then her consultation services have been applied to

- 5 child care centers and preschools
 - 15 classrooms
- 17 Directors/Teachers/ Administrative staff members
- 186 children impacted by consultation services

helping children soar



**PROJECT
LAUNCH**

Evaluation Approach

We evaluated the infant and early childhood mental health consultation program utilizing quantitative and qualitative methods

- Early Childhood Mental Health Consultation Staff-Provider Survey
 - 32 item tool
- Consultee interviews

helping children soar



**PROJECT
LAUNCH**

Survey Results

Results of the survey were broken down into three subscales

- Activities
- Relationships
- Impact

Results of Early Childhood Mental Health Consultation Staff/Provider Survey Analysis (N = 18)

Subscale	<i>M</i>₁	<i>SD</i>₁	<i>M</i>₂	<i>SD</i>₂	<i>t</i>	<i>df</i>	<i>p</i>
Activities	32.5	15.2	37.3	18.1	-0.48	14	0.64
Relationships	16.3	5.1	27.2	11.0	-1.90	15	0.07
Impact	8.0	3.6	11.4	5.0	-1.34	16	0.20

helping children soar



**PROJECT
LAUNCH**

Interview Results

We interviewed two preschool teachers who participated in consultation with Karen Parker.

Common themes between the two teachers included:

- Consultation services to provide additional services to young children who demonstrated signs of additional needs
- Consultant acted as a support system for families to educate parents on diagnostic terms related to their child
- Consultant was available to conduct family outreach activities

helping children soar



**PROJECT
LAUNCH**

Limitations

Identified limitations to program evaluation included:

- Challenges to data collection
- What is the best way to evaluate consultation?
- Staff turnover within childcare centers
- Impacts of COVID-19 on services

helping children soar



**PROJECT
LAUNCH**

Moving Forward

In looking ahead to future evaluation of the Infant and Early Childhood Mental Health Consultation Services, we will:

- Work with our Consultant Karen to continue to encourage consultees to complete the Staff-Provider Survey
- Maintain transparency with consultees about information being collected
 - Management of data
 - How the data will be utilized
- Offer incentives to encourage participants to engage in more in-depth evaluation activities

helping children soar



**PROJECT
LAUNCH**

Thank You!



illinois
action for
children

Building Strong Families
& Powerful Communities™

helping children soar



**PROJECT
LAUNCH**



Q & A Session



FINAL WEBINAR

Foundation for All Future Development: Celebrating Highlights in Infant and Early Childhood Mental Health

3-Part Webinar Series
Brought to You by the
Infant and Early
Childhood Mental
Health Technical
Assistance Center



December 2, 2021:
**Preparing the
Workforce to Better
Support the Little Ones**



February 3, 2022:
**Integrating IECMH into
Early Childhood Delivery
Systems**



March 3, 2022:
**Strategies
Supporting Service
Delivery**

DON'T FORGET!

EVALUATION SURVEY



How to use a QR Code:

- Open your camera on your SmartPhone or Tablet.
- Point your camera at the code as if you were going to take a picture (but don't snap a picture).
- Once your camera is able to focus on the image, it will prompt the associated content on the top of the phone which you can then tap.

THANK YOU!



Infant & Early Childhood Mental Health
Technical Assistance Center



ARIZONA

Dawn Yazzie

Dawn A. Yazzie, MA, NCC, works for Southwest Human Development as an Early Childhood Mental Health Consultant on the Navajo Nation. She also does national technical assistance work with the Center of Excellence for Infant and Early Childhood Mental Health Consultation (CoE for IECMHC), and with the IECMH TA Center, both housed within Georgetown University. Dawn partners with the Children's Equity Project to support national advocacy for Indigenous children's access to high quality early childhood services. She also has experience in providing national trainings on Infant Toddler Mental Health and IECMH Consultation within the context of Tribal communities and honoring culturally congruent practices.

CALIFORNIA

Sara Parnass

Sara Parnass is a Licensed Marriage and Family Therapist and is endorsed as an Infant Family and Early Childhood Mental Health Specialist. She is the Program Director of the IECMH Grant at El Centro de Amistad. She has spent the last 12 years providing home and clinic based mental health treatment services, mental health consultation, and training in the area of Infant and Early Childhood Mental Health. She is rostered in Child Parent Psychotherapy, is a Parent Child Interaction Therapy and Ages and Stages Questionnaire Trainer, and is trained in the Incredible Years, and Family's Moving Forward programs. She also is a clinical supervisor and is trained in Reflective Practice, providing group and individual supervision to staff in multiple programs. Outside of the SAMHSA grant, Sara provides dyadic home-based services to children 0-5 and their families in her private practice.

CALIFORNIA

Sunny Cho

Sunny Cho, LMFT, is an Infant and Early Childhood Mental Health Consultant currently serving with El Centro de Amistad and Kidango Inc. throughout Southern California. For the past decade, Sunny has worked mostly with children and families in the foster care system, providing multidisciplinary assessments and treatments throughout their transitions. As a mother of 3 young children, Sunny has responded eagerly to the vision and the mission of the Infant and Early Childhood Mental Health field. Her passion to provide a healing-centered, culturally-rooted care that goes beyond trauma-informed care to the Birth to Five population has multiplied over the years. She enjoys engaging the community through education and awareness, and collaborating with community leaders and service providers to encourage holistic care.

Sunny was born and raised in South Korea, forming a multicultural identity as an Asian American immigrant. Sunny holds a Master's degree in Marriage and Family Therapy from Fuller Theological Seminary.

CALIFORNIA

Jenny Lopez

Jenny López, of Oaxacan and Mixtec indigenous heritage, is a Licensed and bilingual Clinical Social Worker, and endorsed as an Early Childhood Mental Health Specialist. For 12 years, Jenny has served the Birth to Five child population and their families, with the mission of encouraging healthier child-caregiver relationships that embody understanding, compassion, and joy. Jenny is currently a perinatal and postpartum mental health therapist at the Child & Family Development Center, for the Providence St. John's Health Center. She is also an Early Childhood Mental Health Consultant for El Centro de Amistad and Kidango Inc. In this role, she supports families, early education teachers, and all those who touch the lives of children throughout California, by cultivating reflective spaces that explore how resiliency factors, family history, and culture, impact the socio-emotional development of young children. Additionally, Jenny's own access to high-quality reflective supervision mirrors her heart-led approach to mentoring Master of Social Work graduate students as a current Field Instructor.

ILLINOIS

Karen Parker

Karen Parker is a graduate of DePaul University with a master's degree in Early Childhood Education. She holds a Bachelor of Arts degree in journalism from Columbia College. Karen has served on the Board of Advisory at Northwestern University for the Promise Project and PCORI studies. She served as co-presenter with Northwestern University's Mothers and Babies Team at the Parents as Teachers Pre-Conference in 2019. Karen also worked as a member of the Early Intervention Medical Diagnostic Team as a Developmental Therapist Evaluator with the University of Chicago.

ILLINOIS

Cassandra Boyd

As the program evaluator for Project Launch, Cassandra is responsible for tracking and scoring data, data entry and data analysis. She also helps to support CRT through report writing for various grants. Cassandra received her Bachelor's in Social Work from Trinity Christian College and her Master's in Social Work from the University of Michigan.”