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Infant and Early Childhood Mental Health (IECMH) Policy Series Advocacy

May 6, 2021
Session 4 of 5

Introductions- IECMH Team



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Lindsay Usry
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Maryland



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Policy Center, Arizona



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Senior Policy Analyst
Michigan

Introductions- Advocacy Team



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Amanda Perez
Senior Advocacy Manager
Virginia



Jennifer Jennings-Shaffer
Senior Campaign Manager
Washington



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Introductions- State Partners



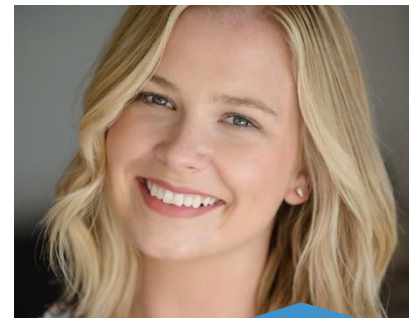
Danielle Feinberg
Parent
New Jersey



Patricia Canning
Project Manager, ACNJ
New Jersey



Gloria Smith Cisse
Clinician
Georgia



Callan Wells
Advocate, GEEARS
Georgia



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Let's Take a Poll :
Q1: What is your Primary
Professional Role?



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Let's Take a Poll :
Q2: Have you attended previous
sessions in this webinar series?

Today's Agenda: IECMH State Policies



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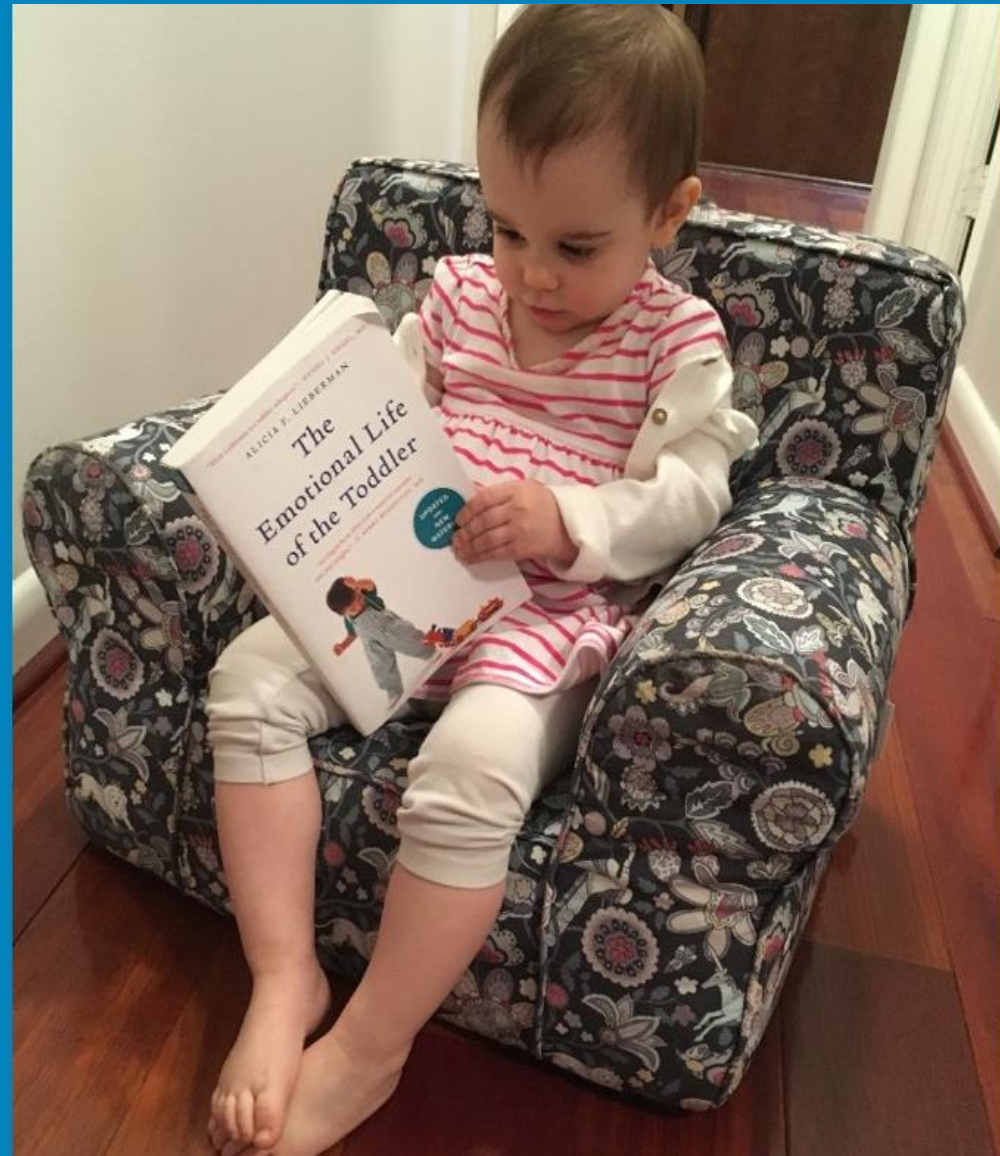
- Overview of IECMH
- Defining IECMH Advocacy and Policy
- Panel Discussion
- *Think Babies* Advocacy Efforts
- Resources
- Making a Plan for Your Advocacy
- Wrap Up



What is IECMH?



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The developing capacity of a child from birth to age five to:

- Experience, express and regulate **emotions**;
- Form close, secure interpersonal **relationships**; and
- **Explore** their environment and learn;

All in the context of family, community, and culture¹

Why is IECMH Important?



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Photo © Kiwi Street Studios

- It is the **foundation** for all future development
- ALL experiences make an **impact**
- Infants and young children **can** and **do** experience mental health problems

Continuum of IECMH Supports & Services



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Promotion



Prevention

Developmentally
Appropriate
Assessment and
Diagnosis



Treatment



Increasing intensity and specialization of services and supports



Defining Policy

- a course or principle of action adopted or proposed by a government, party, business, or individual. a statement of intent, implemented as a procedure or protocol.
- a written document that includes actionable steps or dedicated support to promote, solidify or institutionalize a practice or procedure for the intention of formalizing, enhancing and/or sustaining the effort.

“Little P”

- Programmatic/organizational
- MOUs
- Cost sharing agreements
- HR policies

“Big P”

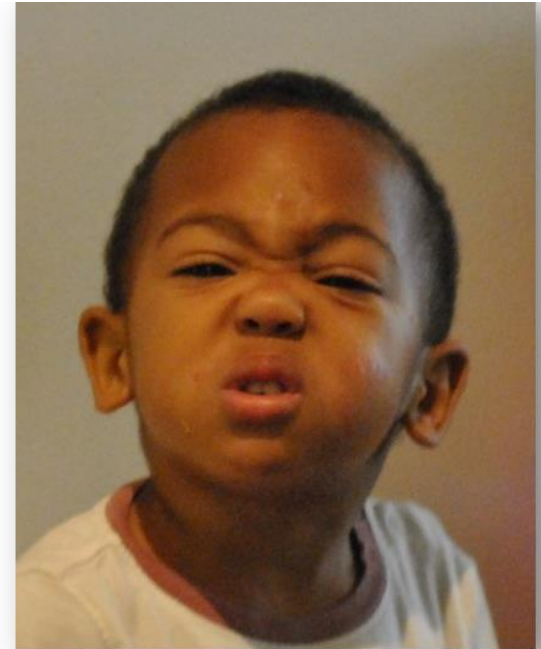
- City/County/State/Federal government
- Legislation
- Executive orders
- Medicaid state plans

What Is Advocacy?



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Speaking up!



IECMH Advocacy . . .



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National



State



Local



Clinical



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Grassroots vs. Grasstops





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Panel Discussion



What messages struck you?



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.

<https://www.zerotothree.org/resources/2674-how-to-talk-about-infant-and-early-childhood-mental-health>



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Make their potential our priority.



The Elements of Quality Care

A NURTURING ENVIRONMENT
To help children make connections that support their development, there should be a 1:4 caregiver to child ratio and no more than 8 children per group.

A COMPETENT WORKFORCE
Caregivers and teachers should have specialized knowledge and skill in early childhood development, with a focus on infants and toddlers.

A COMPENSATED WORKFORCE
Child care workers have hourly wages 23 percent lower than similar workers in other occupations and 1 in 7 live in families with income below the poverty line.

CONTINUITY OF CARE
One primary, but not exclusive, caregiver for at least 1 year, and optimally until age 3, is critical for an infant's emotional development.

Take Action

Tell Congress to #ThinkBabiesAndAct and support healthy emotional development right from the start!

[TWEET](#) [EMAIL](#)



TOOL

The Basics of Infant and Early Childhood Mental Health: A Briefing Paper

ADVOCACY TOOL

How to Write a Letter to the Editor and an Opinion Editorial

ADVOCACY TOOL

How to Plan a Site Visit for Your Policy Makers



www.zerotothree.org
www.thinkbabies.org

Making a Plan for Advocacy



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- Sign up at www.thinkbabies.org
- Email or tweet at my Members of Congress
- Share information about IECMH on social
- Contact my state elected officials





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Webinars To Come:

Session 5: Thursday June 3rd

Opportunity for Questions
and Reflective Dialogue

*space is limited to the
first 200 registrants





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Many THANKS!!!





Resources from Webinar 1

- [How to Talk About IECMH Infographic](#)
- [State of Babies Yearbook](#)
- [Diversity-Informed Tenets for Work with Infants, Children, and Families](#)
- [EPIC – Empowered Parents in Community](#)
- [GARE: The Local and Regional Government Alliance on Race and Equity](#)
- [The Racial Equity Institute](#)
- [We Are: Working to Extend Anti-Racist Education](#)
- [Exploring State Strategies for Financing Infant and Early Childhood Mental Health Assessment, Diagnosis, and Treatment](#)
- [Infant and Early Childhood Mental Health Policy Series](#)
- [Expanding Infant and Early Childhood Mental Health Supports and Services: A Planning Tool for States and Communities](#)
- [Planting Seeds in Fertile Ground: Actions Every Policymaker Should Take to Advance Infant and Early Childhood Mental Health](#)
- [Building Back Better: ZTT's Transition Plan](#)
- [Join Think Babies!](#)

Resources from Webinar 2 Awareness and Leadership



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- **Awareness**

- ZTT: [Strolling Thunder](#)
- NCCP: [Alabama - Help Me Grow PRiSM profile](#)
- NCCP: [North Carolina - Triple P PRiSM Profile](#)
- [VROOM: Free, easy-to-use learning tips for children 5 and under](#)

- **Leadership**

- NCCP: Arkansas: [Infant and Early Childhood Mental Health Standards Workgroup](#)
- NCCP: Minnesota: [Minnesota Interagency Developmental Screening Task Force](#)

Resources from Webinar 2 Workforce Development



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- ZTT: [IECMH Clinical Workforce Solution Pathways](#)
- ZTT: [Infant and Early Childhood Mental Health Competencies: A Briefing Paper](#)
- [ZTT: Infants, Toddlers, and Early Childhood Mental Health Competencies: A Comparison of Systems](#)
- ZTT [Professional Development: DC:0-5, The Growing Brain, Critical Competencies for Infant-Toddler Educators](#)
- NCCP: Massachusetts: [PIWI training for EI providers](#)
- NCCP: Oregon: [PCIT Training Center](#)
- NCCP: Wisconsin: [Pyramid Model](#)
- ***The Alliance for the Association of Infant Mental Health and Michigan Association of Infant Mental Health (AAIMH):*** AAIMH: [Infant Mental Health Journal](#)
- AAIMH: [Best Practice Guidelines for Reflective Supervision/Consultation](#)
- AAIMH: [RC/S via Distance Technology Guidelines](#)
- AAIMH: [IECMH Workforce Development as Part of a Solution to the Opioid and Substance Use Disorder Crisis](#)
- AAIMH: [Forming an Association for Infant Mental Health: A Getting Started “Idea Booklet”](#)
- AAIMH: [What Makes an Association for Infant Mental Health Strong?](#)
- AAIMH: [Endorsement is Good for Babies](#)
- AAIMH: [Endorsement Capacity Assessments](#)
- AAIMH: [General information on Endorsement](#)
- ***The National Center of Excellence for Infant & Early Childhood Mental Health Consultation (CoE)***
- CoE: [Foundational Knowledge for Mental Health Consultants](#)
- CoE: [Workforce Building Resources](#)
- CoE: [Equity in IECMHC webinar resources](#)
- [Illinois Association of IMH: IECMH Credential \(I/ECMH-C\) and Reflective Practice Groups](#)
- [Alabama’s Infant Mental Health Association: First 5 Alabama](#)
- [The Intersection of Leadership and Vulnerability: Making the Case for Reflective Supervision/Consultation for Policy and Systems Leaders](#)



Additional IECMH Resources from ZTT

- [Exploring State Strategies for Financing Infant and Early Childhood Mental Health Assessment, Diagnosis, and Treatment](#)
- [ZERO TO THREE Infant and Early Childhood Mental Health Policy Vignettes](#)
- [Nurturing Change: State Strategies for Improving Infant and Early Childhood Mental Health](#)
- [Planting Seeds in Fertile Ground: Steps Every Policymaker Should Take to Advance Infant and Early Childhood Mental Health](#)
- [DC:0–5™ Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood](#)
- [Parenting Resources](#)
- [ZTT's Federal Rulemaking Infographic](#)



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ZERO TO THREE's Advocacy Team

Georgia:

Callan Wells cwells@gears.org



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Callan Wells leads GEEARS' health policy work, with a specific focus on growing the infant and early childhood mental health (IECMH) System of Care in Georgia. Callan serves on the IECMH Association's exploratory board and the IECMH task force convened by the Department of Early Care and Learning (DECAL). Additionally, she co-leads the Interagency Directors Team's Prevention and Early Intervention Workgroup. In 2019, Callan worked with state leaders in the Georgia House of Representatives on the Infant-Toddler Social-Emotional Health Study Committee.

Prior to joining GEEARS, Callan worked for Georgia Legal Services Program. She received her B.A. in English Literature and Creative Writing from Agnes Scott College. She earned an M.S. in the Social Foundations of Education from the Educational Policy Studies Department and a graduate certificate in Public Health both from Georgia State University.

She lives in Grant Park with her husband Nick and their cat Claude.

[Georgia Early Education Alliance for Ready Students - GEEARS](#)

Georgia:

Gloria Smith Cisse

gcisse@thesoutherncenterforchoicetheory.com



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Gloria Smith Cissé is a professional counselor and social worker with a BSW and MS in Counseling from Fort Valley State University and a MSW from the University of Georgia. She is currently pursuing a DSW at Capella University. She is Choice Theory/Reality Therapy certified and a strong advocate of Choice Theory. In addition to teaching at FVSU and being one of the owners of the Southern Center for Choice Theory, LLC in Macon, Georgia, she facilitates the monthly Difficult Discussions in Diversity conversation for GIFCT.

Cissé earned her credentials during her 50s and 60s and is thankful for her family and for her path, as an African American who experienced trauma herself, to her life's work with children, adolescents, and adults traumatized by sexual and other forms of violence. Cissé has been engaged in advocacy work for the last 30 years and is currently advocating for no-cost mental health services in her local community and the implementation of IECMH endorsement in Georgia as a part of the statewide coalition.

[The Southern Center for Choice Theory](#)

New Jersey:

Danielle Feinberg, daniellejohnsonny@gmail.com



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Danielle Fienberg began her advocacy efforts after her now 6 year old was lead-poisoned as a toddler. She has spent the last several years focusing on clean water, infant mental health, and disability rights for young children especially in school and childcare settings. She resides in Elizabeth, NJ with her spouse, 6 year old son, and newly 4 year old daughter.



New Jersey:

Patricia Canning, pcanning@acnj.org



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Patricia Canning is a project manager for Advocates for Children of New Jersey's prenatal-three initiatives, focusing on partner engagement. She brings years of community development and leadership expertise from the corporate sector to her role of empowering parents and amplifying the voices of business leaders to advocate for the needs of New Jersey's infants and toddlers. Recently, Patricia was accepted into The BUILD Initiative's Equity Leaders Action Network (ELAN) fellowship program, designed to nurture leaders nationwide in their shared commitment of building an early childhood system where race and place no longer determine childhood outcomes and family well-being.

[Advocates for Children of New Jersey](#)



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Infant and Early Childhood Mental Health Policy Team