



All Hands on Deck: Partnering with Infant and Early Childhood Mental Health Consultants to Implement the Pyramid Model

September 11, 2018

Lise Fox, PhD, National Center for Pyramid Model Innovations

Neal Horen, PhD, National Center of Excellence on
Infant Early Childhood Mental Health Consultation

Amy Hunter, LICSW, Georgetown University

National Center for
**Pyramid Model
INNOVATIONS**

ChallengingBehavior.org

A photograph of two young children, a white toddler on the left and a Black toddler on the right, sitting at a table and holding hands. The white toddler is wearing a grey vest over a yellow shirt, and the Black toddler is wearing a blue and white striped shirt. They are both looking towards each other. The background is a blurred indoor setting with blue chairs.

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.

Infant and Early Childhood Mental Health Consultation

Infant and Early Childhood Mental Health Consultants help caregivers support healthy growth and development in young children.

It's not about "fixing" children or providing therapy.

Mental health consultants:

- Promote strong relationships and a supportive environment for caregivers, such as home visitors and child care professionals, along with families and tribal communities
- Partner with parents and caregivers to understand what babies and young children are telling us with their behaviors, and to co-create solutions
- Equip caregivers with the tools and insights to nurture social and emotional development and healthy behaviors in infants and young children
- Help our children feel safe, supported, and valued where they are

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)

Pyramid Model

Tertiary Intervention *Few*

Intensive Intervention

Secondary Prevention

A Framework of Evidence-Based Practices

Targeted Social Emotional Supports

Universal Promotion *All*

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

Critical Elements of Program-Wide Implementation

Guided by the Leadership Team



Mental Health Consultants Support Providers

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

Impact of IECMHC on Child-Level Outcomes²



IECMHC Competencies

Equity and Cultural Sensitivity

Center of Excellence for Infant and Early Childhood Mental Health Consultation Competencies

1 / 21

3. Equity and Cultural Sensitivity

Describes and demonstrates how culture (beliefs, values, attitudes, biases, and experiences), equity, and environment shape relationships and behaviors, and how they influence settings and communities in important and meaningful ways. For more information, please see the Equity section of the toolbox.

Category	Core Skills
3A. Demonstrates an Awareness of Diversity, Cultural Variation, and Normative Differences in Family Structure	<p>3A.1. Understands how culture (beliefs, values, linguistic expression, styles of communication, behavioral norms, and attitudes) shapes relationships, family structures, behaviors, and development.</p> <p>3A.2. Can define and demonstrate cultural sensitivity (including an understanding of issues related to linguistic diversity), and is able to describe its relevance to IECMHC. Appreciates culture as a source of resilience.</p> <p>3A.3. Demonstrates an appreciation of the unique values and beliefs of each family and each family's structure, and can work effectively with children and families from a range of cultural backgrounds.</p>
	<p>3A.4. Demonstrates the skills to identify and address implicit bias in practice. Identifies and can effectively discuss program, local, state, or other system policies that disproportionately disadvantage one group of children or families (including expulsion and suspension policies and language access).</p> <p>3A.5. Can identify specific strategies to address inequities in practice and in systems. Can support others to recognize and address inequities.</p> <p>3A.6. Demonstrates the ability to explore and negotiate cultural differences, to value and adapt to the diverse cultural contexts of programs and communities served, and to work effectively with individuals, groups, organizations, and systems that vary in cultures, perspectives, and priorities.</p>

This product was prepared under Contract number HHS28320220024/HHS28342003T for the U.S. Department of Health and Human Services, Substance Abuse and Health Services Administration, by the Center of Excellence for Infant and Early Childhood Mental Health Consultation.

Infant and Early Childhood Mental Health Consultation

The Physical and Mental Health of Head Start Staff: The Pennsylvania Head Start Staff Wellness Survey, 2012

Original Research

Volume 10-October 31, 2013

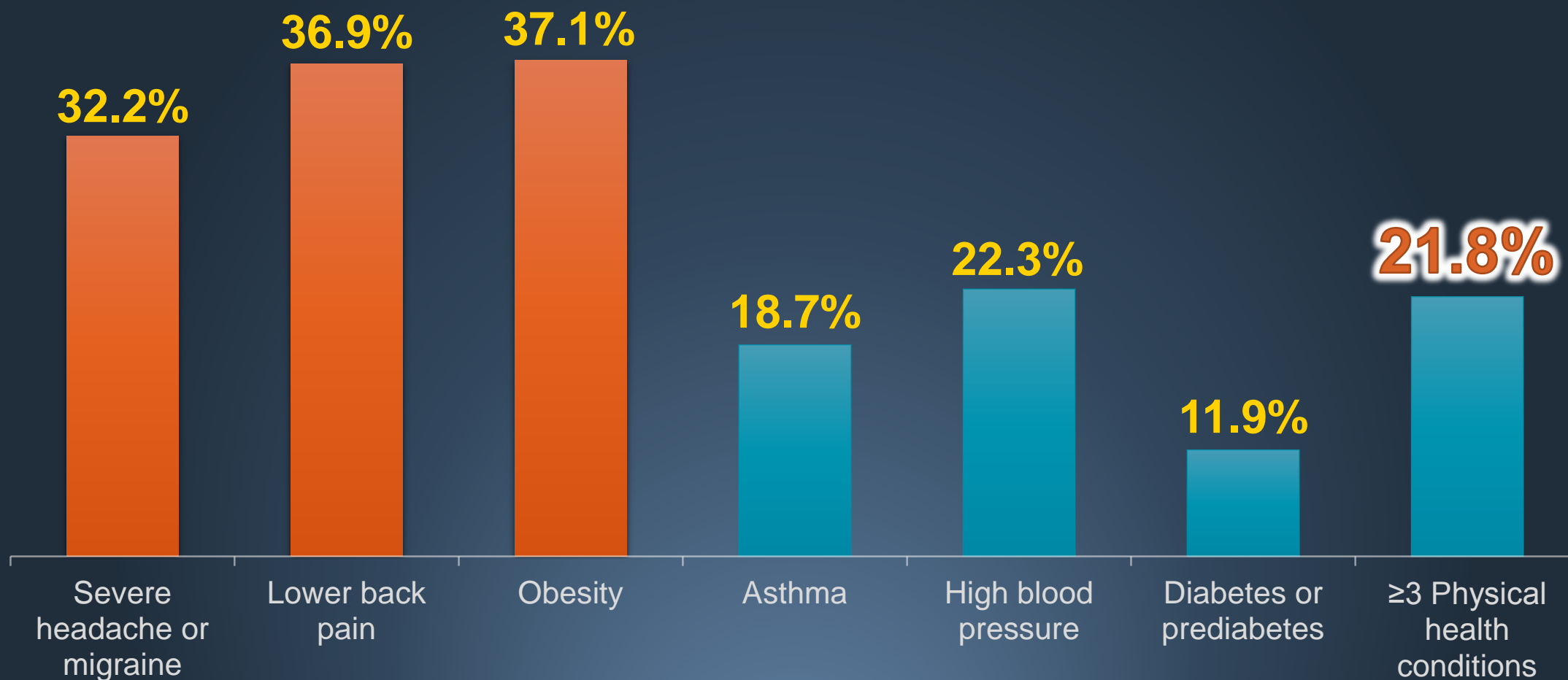
Robert C. Whitaker, MD, MPH; Brandon D. Becker, MPH;
Allison N. Herman, Med, MPH; Rachel A. Gooze, PhD, MPH

Suggested citation for this article:

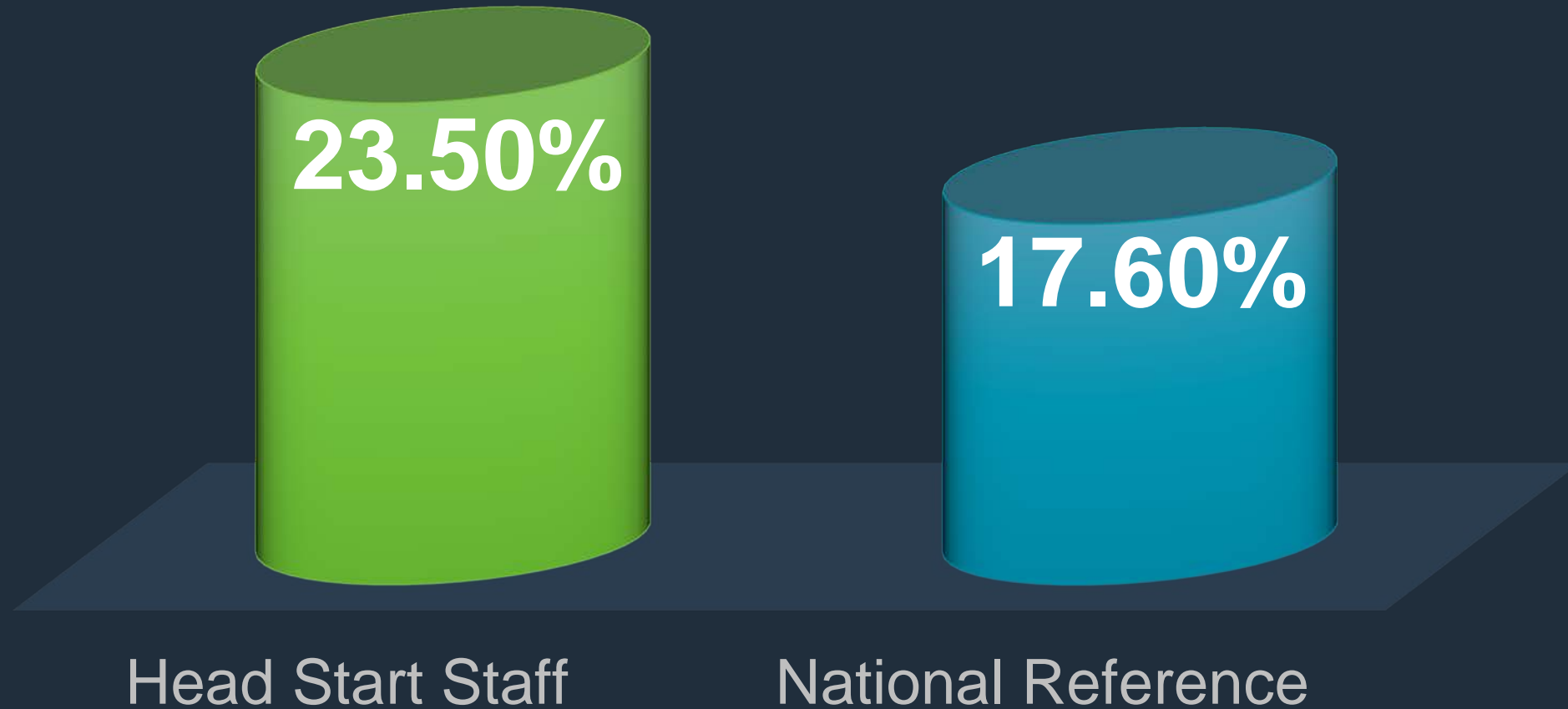
Whitaker RC, Becker BD, Herman AN, Gooze RA. The Physical and Mental Health of Head Start Staff: The Pennsylvania Head Start Staff Wellness Survey, 2012. *Prev Chronic Dis* 2013;10:130171. DOI:<http://dx.doi.org/10.5888/pcd10.130171>

PEER REVIEWED

Prevalence of Health Indicators Among Pennsylvania Head Start Staff Survey Participants (N = 2,122) in 2012 **PHYSICAL HEALTH**



MENTAL HEALTH Depression Diagnosed by Health Professional



Teachers Need to Be Well to Teach Well

Wellness



SLOW
DOWN
BE *and*
PRESENT



The Pyramid Model, IECMHC and Trauma Informed Care

“Old” Way Approaches to Addressing Challenging Behavior	Pyramid Model	Trauma Informed Pyramid Model
Focus on behavior reduction	Focus on understanding function/meaning of behavior and teaching new skills	Focus on understanding the function/meaning of the behavior, teaching new skills and healing
Quick fix	Focus on long term academic and social emotional outcomes	Focus on long term academic, social emotional outcomes and on mental health outcomes
General intervention for all behavior problems	Intervention matched to the purpose of behavior	Intervention matched to the purpose of behavior and adults recognize that today’s challenging behavior may be rooted in skills that have previously kept them emotionally and/or physically safe in unhealthy and unsafe situations.



IECMH Consultants can Support Family Engagement

IECMH consultants can:

- Explore a center's family engagement practices (how does the program welcome, engage and build relationships all families)
- Help a director or staff member plan for a conversation with a family
- Meet with staff and a parent
- Assist ECE staff with referring families to community services i.e. mental health treatment, substance use treatment, child welfare, interpersonal violence services

All Hands on Deck are Needed

- Multiple lenses are beneficial
- Often children's behaviors and life circumstances are complicated needing all expertise and perspectives
- Sometimes even coaches get stuck
- The field needs more support than is available – the field needs both IECMHC and the Pyramid Model



The Center of Excellence for Infant and Early Childhood Mental Health Consultation

SAMHSA's Center of Excellence helps states, tribal nations, and communities ensure the success of the next generation through increasing access to Infant and Early Childhood Mental Health Consultation.

- The brand new Toolbox, a first-of-its-kind resource for the field of IECMHC is available to all and can be used by those who are just learning about IECMHC as well as those steeped in the practice and wanting to expand it. Visit the Toolbox at:
<https://www.samhsa.gov/iecmhc/toolbox>
- For more information about the Center of Excellence or the Toolbox, contact us at iecmhc@edc.org



About the Center of Excellence

The [Center of Excellence](#) helps states, tribes, and communities use IECMHC as a tool to promote mental health and school readiness.

Learn more about our:

- » [Goals and Activities](#)
- » [Expert Work Group](#)
- » [Federal Partners](#)
- » [Management](#)

Contact Us



Lise Fox, PhD
lisefox@usf.edu



Neal Horen, PhD
horenn@Georgetown.edu



Amy Hunter, LICSW
ahunter@Georgetown.edu



Pretty please!

Take the
email survey.



ChallengingBehavior.org

Upcoming Webinars,
Recorded Webinars,
Resource Library,
and more...



Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Jennifer Tschantz.

