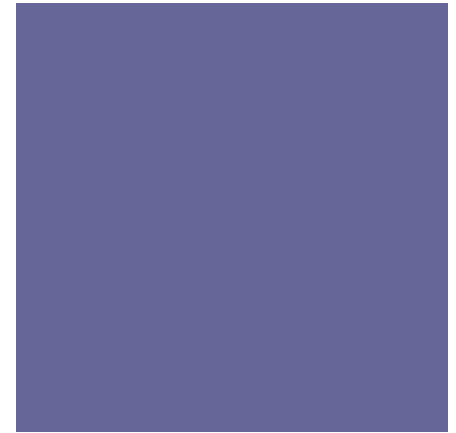




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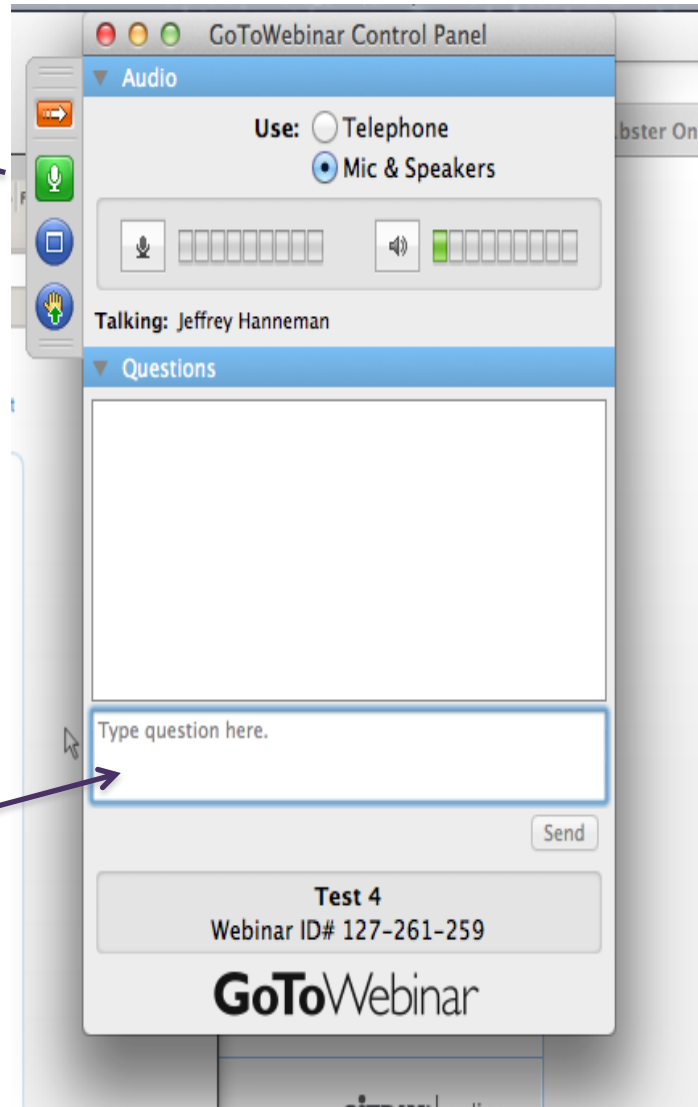
Infant and Early Childhood Mental Health

Partner ★ Plan ★ Act

an Illinois Action for Children Community Systems Development Initiative

All participants will be muted.

Type your question here, then hit “send”



Technical issues?
Type your issue in the chat box or send an email to Mercedes Gonzalez
mercedes.gonzalez@actforchildren.org

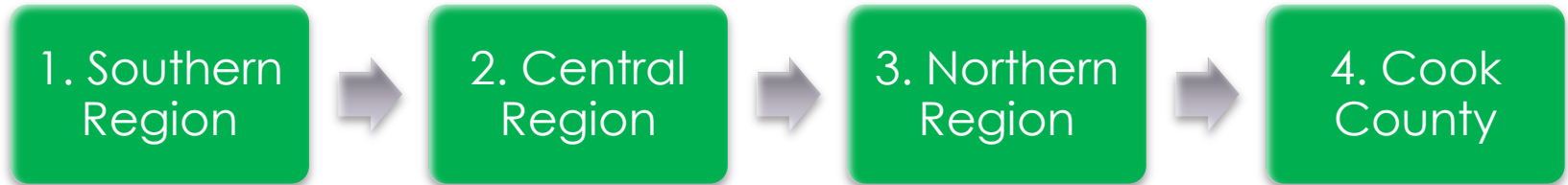


Who are you?



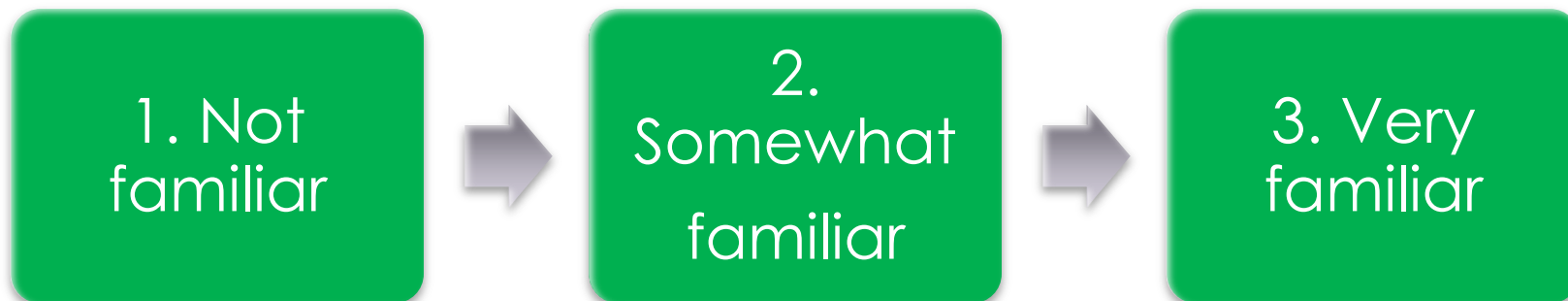
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Where are you from?



+

What is your familiarity with the topic of 'infant and early childhood mental health'?





Allison Lowe-Fotos, MSW, LCSW
Policy Manager, Illinois Policy Team
The Ounce of Prevention Fund





Webinar Objectives



- Provide an **overview** of Infant/Early Childhood Mental Health (I/ECMH)
- Provide **examples** of best practices
- Share **resources** with more in-depth information



Participants will be able to:



- Be able to define I/ECMH
- Learn statistics around I/ECMH
- Learn some signs and contributing factors (individual, family, and community)
- Learn about specific topics within I/ECMH, such as trauma and early childhood expulsion
- Learn ways to address I/ECMH within programs
- Learn about professional development supports for staff
- Learn about statewide initiatives focusing on I/ECMH and current legislation



What is I/ECMH?



- “The developing capacity of the child from birth to age five 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.”
- Social and emotional skills provide a foundation for success
- Strengths-based perspective: *health*, not *illness*



Mental Health and Young Children



- One in five children birth to 18 has a diagnosable mental disorder
- Onset of major mental illness may occur as early as 6 years old
- Children can be depressed as young as age 3



Mental Health and Young Children



- Can include changes in feeding, toileting, and sleeping habits
- Externalizing behavior problems, like biting, tantrums, and aggression
- Internalizing behavior problems, like withdrawals and fearfulness
- Regressions



Trauma and Toxic Stress



- Trauma and extreme stress in childhood can lead to changes in brain structure and function
- Toxic Stress: sustained and ongoing stress that is overwhelming
- Historical trauma/intergenerational trauma: passed down by generations
- Children suffering from trauma can be less engaged and less ready to learn than their peers
- Can diminish concentration, memory, and organizational and language abilities
- Can also lead children to be more at risk for delinquency due to a learned distrust and disregard for adults, rules, and laws



Parental Depression and I/ECMH



- One in every seven women have significant depressive symptoms post-partum
- Maternal depression has been linked to higher levels of both internalizing and externalizing problem behaviors among children in early childhood
- Studies suggest anywhere from four to 25% of fathers experience paternal post-partum depression
- 71% of IL early care and education providers indicated that family mental health concerns were the most difficult for their program to address



Contributing Factors to I/ECMH Issues



- Household disorganization (frequent moves, family violence, etc.)
- 57% of children and youth with mental health issues come from households living at or below the federal poverty level
- Lower social cohesion among neighbors and higher crime rates contribute to higher rates of psychotic symptoms among urban children



Access to I/ECMH Services



- 75-80% of children and youth in need of mental health services do not receive them
- Black and Hispanic children and young adults are less likely to receive mental health and substance abuse care, as well as treatment for ADHD
- Psychiatric and behavioral problems among minority youth often result in school punishment or incarceration, but rarely mental health care
- Stigma and mistrust
- Shortage of I/ECMH professionals



Early Childhood Expulsion



- Expulsion of children in ECE settings is occurring at alarmingly high rates:
 - A nationwide study indicated that Illinois preschoolers were expelled at a rate three times that of their older peers
 - A Chicago study indicated that over 40% of child care programs asked a child to leave because of social-emotional and behavioral problems.



Early Childhood Expulsion: Disparities



- In particular for certain racial and gender groups:
 - **High rates for boys:** While boys made up 54% of preschool enrollment, they represented 78% of preschoolers receiving one or more out-of-school suspensions.
 - **High rates for minority children:** While Hispanic and African American boys combined represent 46% of all boys in preschool, these children represent 2/3 of preschool boys suspended. More recent data show an increase for black girls, who represent 54% of female preschool children receiving one or more out-of-school suspensions, but only 20% of female preschool enrollment overall.



Early Childhood Expulsion: Damaging and Developmentally Inappropriate



- Early learning is important and time out of the classroom is detrimental to child outcomes
- There are higher rates in preschool
- Expulsion in preschool predicts it in later grades.
- There is NO research or data that supports the effectiveness of expulsion and suspension.
- Equity is the most important argument for removing expulsion and suspension practices from programs



Addressing I/ECMH



- Mental health promotion is important for all children & families
- Need for multi-pronged, multi-level approach
- Need to address disparities
- Misguided practices exacerbate inequality
- Programs, staff, and families need to be equipped with the best tools and support
- Strong program standards lead to good outcomes



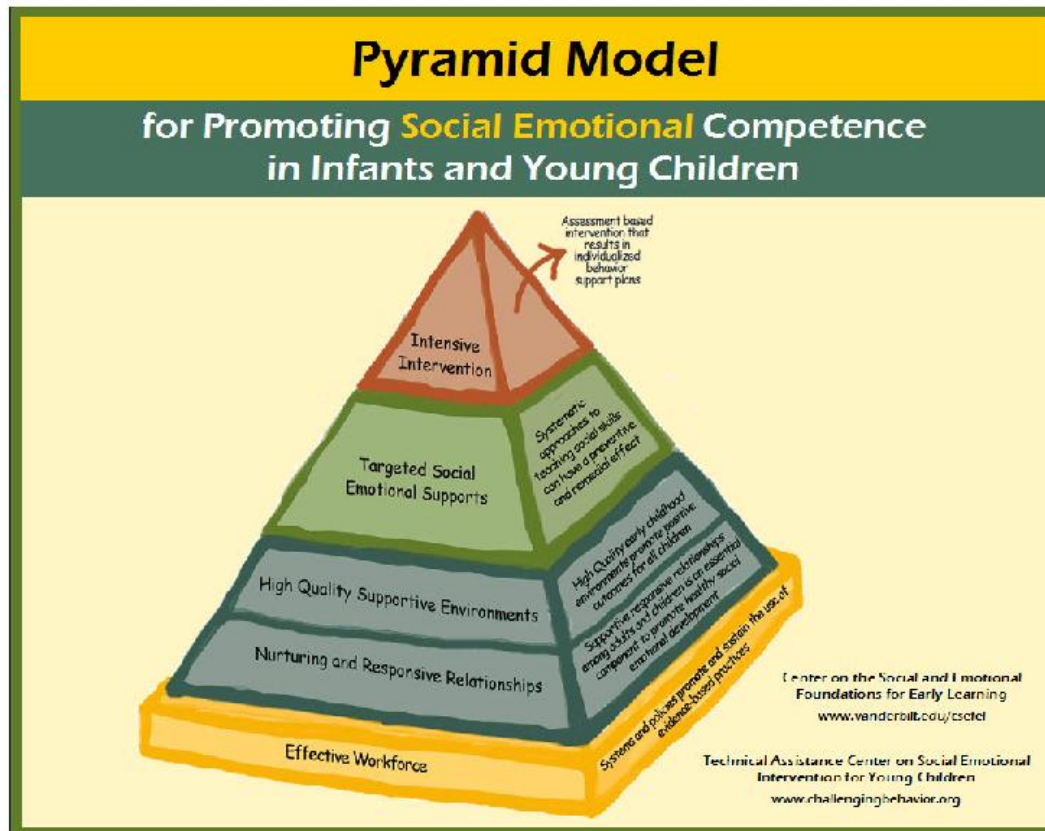
Ways to Address Mental Health in Programs



- Comprehensive services provided to children and their families, including MH
- Champion I/ECMH values from the top down and at all levels
- Focus on social-emotional learning
- Implement a tiered system of supports
- Training, professional development, and supports for staff
- Support developmental screening for all children
- Parental screening and services
- Infant/Early Childhood Mental Health Consultation



Pyramid Model





Professional Development and Supports for Staff



- Training topics: promoting SE development, addressing challenging behaviors, understanding trauma, cultural humility/competence, reflective practice, knowledge of preschool expulsion, recognizing and addressing implicit bias, family engagement, how to make referrals and evaluate for services
- Training is needed for in-direct and supervisory staff as well as direct service staff
- Training should be both pre-service and on-going



Professional Development and Supports for Staff



- Coaching and consultation
- Supportive practices for staff (adequate break time, stress management, adequate pay)
- IMH certificate program at Erikson
- IMH Master's level credential at ILAIMH
- Reflective learning and practice groups (ICMHP, ILAIMH, Ounce of Prevention)



Developmental Screening



- Preventative approach: universal screening of all children
- Can serve as an important family engagement tool
- Training and professional development needed for staff:
 - How to conduct screenings or where to refer families for screenings
 - Understand the requirements funding streams, licensing, as well as the legal responsibilities under IDEA Parts B & C (EI and Special Ed)
 - How to have difficult conversations
 - Knowledge of community resources
 - ExceleRate requirements & resources around screening



Developmental Screening



- Providers can be a part of the process from beginning to end:
 - If you cannot do screenings within your program, know where to refer in the community (CFC, LEA, or pediatrician).
 - Follow-up on referrals
 - Can assist families to request evaluations and can provide details to service providers
 - Can participate in IFSP and IEP evaluations if the family consents
 - If children qualify for services, Early Intervention can provide them within the setting
 - Can help facilitate communication between the therapists and families.



Infant/Early Childhood Mental Health Consultation



I/ECMHC is about building the capacity of the caregivers in a child's life. It is a multi-level, promotional, preventive, and early intervention approach that teams multi-disciplinary infant/early childhood mental health professionals with people who work with young children and their families in order to promote children's social emotional development, health, and well-being.



Impact of I/ECMHC



- Access to I/ECMHC can:
 - Reduce preschool expulsions
 - Improve parent-child relationships
 - Facilitate the development of positive social skills
 - Reduce staff turnover
 - Address secondary trauma
 - Reduce high levels of stress



Qualifications and Competencies of an I/ECMHC

- A minimum of Master's Degree, Licensure optional, in Child Development (specifically early childhood), Social Work, Counseling, Psychology, Family and Marriage Therapy, Psychiatry, or Nursing
- A minimum of 5 years' experience in areas related to infant and early childhood development and mental health
- A demonstrated ability to engage in reflective practice and maintain a consultative stance
- A knowledge of Infant/Early Childhood Development, Mental Health, and Early Care and Education
- Ability to build relationships and collaboratively engage with families, providers, programs, and systems
- Ability to work effectively through diverse cultures and communities
- Ability to effectively and sensitively gather information
- Ability to collaboratively develop a plan and shared measures of success
- A knowledge of community systems and resources and ability to develop partnerships
- Commitment to ethical behavior and reflective practice



What does an I/ECMHC do?



- Use reflective case consultation to support staff in addressing the significant needs of children and families
- Provide training to parents and staff
- Support the program in implementing screening
- Conduct general classroom or home visit observation
- Work closely with staff to identify children with high needs
- Provide support to parents in navigating referrals
- Provide individual consultation to children or parents
- Assist with parental depression screenings and family engagement
- Assist staff with knowledge of community resources
- Co-facilitate groups
- Assist in response to crises



Statewide Initiatives

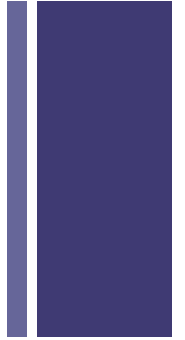


- Mental Health Consultation Initiative
- ILAIMH bachelor's level credential
- Pyramid Model Statewide Initiative



Legislation

- HB2663/PA 100-105
- SB565/PA 99-0927
- Trauma Informed Care for Children and Families Act





Resources



- The Center on the Social & Emotional Foundations for Early Learning (CSEFEL)
<http://csefel.vanderbilt.edu/>
- The Pyramid Model Consortium
<http://www.pyramidmodel.org/>
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)
<http://www.casel.org/>
- Zero to Three
<http://www.zerotothree.org>
- National Association for the Education of Young Children
www.naeyc.org



Resources

- IL State Board of Education

<https://www.isbe.net/Pages/Topics.aspx>

- Town Square

<http://townsquareil.org>





Resources



- Child Care Resource and Referral Agency
<https://www.inccra.org/about/sdasearch>
- ISBE
<https://www.isbe.net/Documents/Early%20Childhood%20Mental%20Health%20Consultants%20Contacts.pdf>
- SAMHSA, The Center of Excellence for Infant and Early Childhood Mental Health Consultation
<http://www.samhsa.gov/iecmhc>
- HeadStart ACF Early Childhood Learning and Knowledge Center, Mental Health Consultation Tool
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/ec-mental-health-consultation/mh-consultation-tool>



Resources



- Birth to Five, Watch Me Thrive

<https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive>

- Child Find Project

<http://www.childfind-idea-il.us/>

- ExceleRate Illinois, Child Screening guide and tools

<http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=50>



Resources



- Early Childhood Center of Professional Development
<http://www.eclearningil.org/>
- Illinois STARnet
www.starnet.org
- Early Choices:
www.eclre.org
- The Ounce of Prevention, professional development:
<http://www.theounce.org/what-we-do/professional-development>
- The Erikson Institute:
<http://www.erikson.edu/>



Resources



- Illinois Association for Infant Mental Health
www.ilaimh.org
- Illinois Children's Mental Health Partnership
www.icmhp.org
- Illinois Childhood Trauma Coalition
<http://www.illinoischildhoodtrauma.org/>



Resources

- Transforming School Discipline Collaborative
<http://www.transformschooldiscipline.org/>
- American Civil Liberties Union
<http://www.endzerotolerance.org>
- SRI International (for program leaders)
<http://preventexpulsion.org>
- Teaching Tolerance
<http://www.teachingtolerance.org>
- Crossroads Antiracism Organizing and Training
<http://crossroadsantiracism.org>





**For more information, please
contact:**

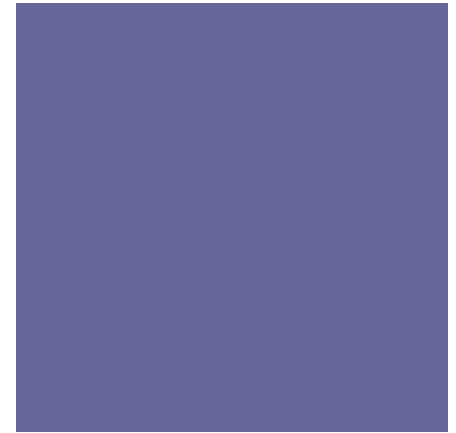


**Allison Lowe-Fotos, MSW, LCSW
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Questions?



Upcoming Events



- Register today to attend Illinois Action for Children's

We Are Stronger Than What We Know: Children's Emotional Well-being and Mental Health Symposium, Saturday, October 7, 2017, 8:30 am – 4pm, Malcolm X College, Chicago, IL

- Discuss and explore issues that can affect children's emotional well-being
- Learn strategies for making a positive impact on children's emotional health
- Network and learn from childhood mental health experts and thought leaders
- Bonus: Eligible for Gateways credits
- Giveaways
- Bilingual workshops available

Free registration: www.actforchildren.org/events



Closing

On a scale of 1 to 5, how valuable was your participation in today's webinar?





Thank you!