

# Infant and Early Childhood Mental Health Consultation Equity Chats

**Session 1:** *The Revised IECMHC  
Competencies: Examining the Role of  
the Consultant in Advancing Equity in  
IECMHC*

October 30, 2020  
2:00pm – 3:00pm ET



1

1

## Facilitators: COE IECMHC



**Neal Horen**

Program Director  
Center of Excellence for Infant and Early  
Childhood Mental Health Consultation  
Georgetown University's Center for Child &  
Human Development



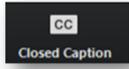
**Krystle Canare**

Program Specialist  
Center of Excellence for Infant and Early  
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Georgetown University's Center for Child &  
Human Development

2

2

# Webinar Housekeeping



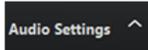
**Closed captioning** is available during today's webinar. Please click the Closed Caption icon and select subtitles for a separate page of live captioning.

## Interactive Features:

- Zoom Polling
- Mentimeter Polling

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

Today we will use a separate polling website, **Mentimeter.com**. More information on how to access the site will be discussed later in the presentation.



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.



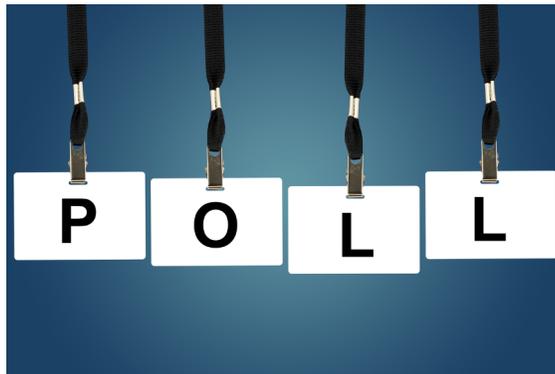
Use the **Q&A feature** to ask questions to the presenters. You may also chime in and answer questions that have been shared with the group!



**A recording of the webinar will be posted on [iecmhc.org](http://iecmhc.org) and e-mailed to all registrants next week. Thank you!**

3

# Let's take two quick polls!



4

4

## What is your role?

- A. Mental Health Consultation (Consultant, Program Director, Supervisor, or Systems Leader)
- B. Early Childhood Education (Teacher, Practitioner, Program Director, or Systems Leader)
- C. Trainer or Coach
- D. Higher Education
- E. Federal, State, Local Government Employee
- F. Child and Family Advocate
- G. Funder
- H. Researcher/Evaluator
- I. Other

5

## Did you participate in all or part of the 4-Part Equity in IECMHC Webinar Series?



EQUITY IN INFANT AND EARLY CHILDHOOD MENTAL HEALTH CONSULTATION WEBINAR SERIES

Webinar 1 — How Did We Get Here? An Overview of the Root Causes of Disparities in Child Outcomes, and the Role of Child Serving Systems



A. Yes

B. No

6

## Facilitators: CEP



**Lisa Gordon**  
CEP Partner  
The Education Center  
Bank Street College of Education



**Dawn A. Yazzie**  
CEP Partner  
Southwest Human Development and  
CoE for IECMHC

7

7

## Children's Equity Project

- A multi-university initiative, housed at Arizona State University and led in partnership with experts at 15 universities and organizations across the country.
- We work at the intersection of research-policy-practice
- Our mission is to close opportunity gaps and ensure that all children, regardless of race, ethnicity, income, home language, and/or ability, reach their full potential.

8

8

## Equity Chat Series



EQUITY IN INFANT AND EARLY CHILDHOOD MENTAL HEALTH CONSULTATION WEBINAR SERIES

Webinar 1 – How Did We Get Here? An Overview of the Root Causes of Disparities in Child Outcomes, and the Role of Child Serving Systems



*The Equity Chat Series are designed to provide a forum to further dialogue on equity topics in order to support more equitable systems and strengthen culturally responsive IECMHC practices to reduce disparities and improve child outcomes.*

9

9

## Holding a Reflective Space



- Maintain a reflective and learning stance.
- Learn and speak your truth and how your truth affects your work in IECMHC.
- Expect and accept non-closure.

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10

## Today's Session Goals

- Examine the role of the consultant in supporting equity in IECMHC.
- Understand the revised IECMHC Competencies that center equity in consultation.
- Share and discuss ways to begin to support more equitable systems and strengthen culturally responsive IECMHC practices to reduce disparities and improve child outcomes.

11

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## Framing Our Dialogue



12

12

## Our Current Context



**COVID-19**  
Coronavirus



**#ICAN'T BREATHE**

**SAY  
THEIR  
NAMES**

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## Structural and Systemic Racism

**THE  
GROUNDWATER  
APPROACH:**

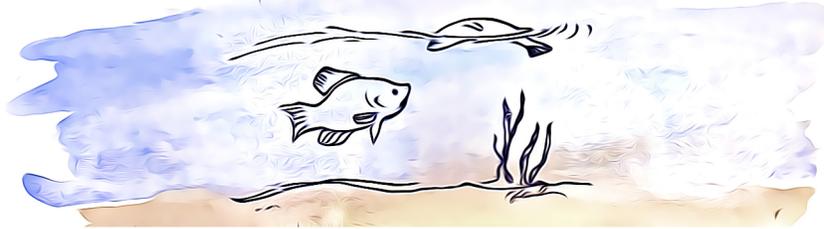
building a practical understanding  
of structural racism

Source: Racial Equity Institute (REI), 2018

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14

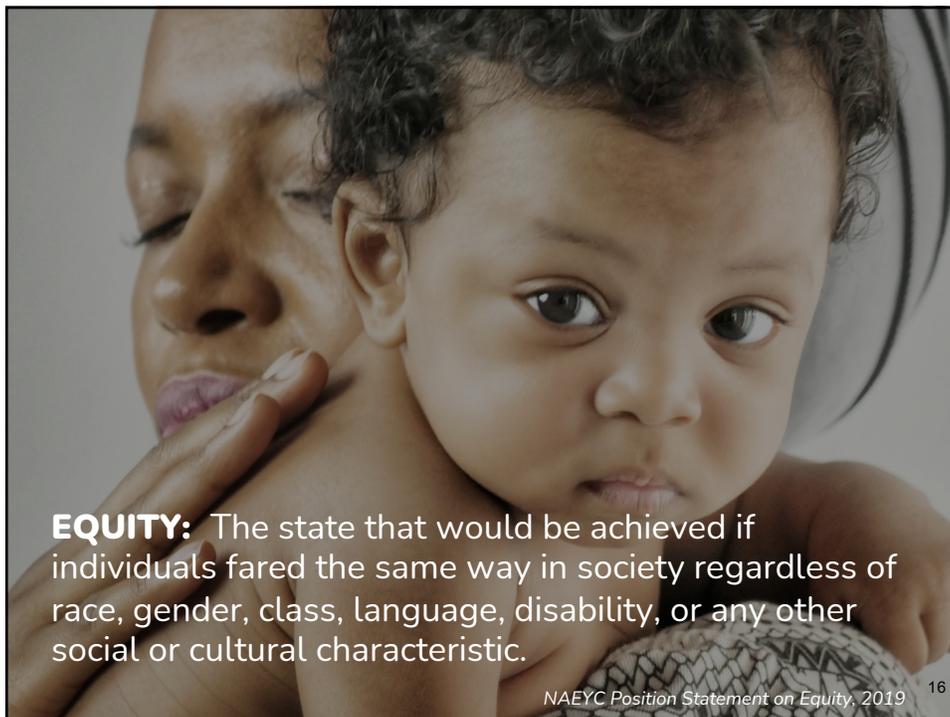
## Fish in the Lake



Source: Racial Equity Institute; Artwork by Jojo Karlin (jojokarlin.com)

15

15



**EQUITY:** The state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic.

NAEYC Position Statement on Equity, 2019 16

16

## Equitable Learning Systems

Equitable learning systems provide equitable **access** to resources and opportunities, equitable **experiences** to children and families, and result in **outcomes** that are not associated with children's demographic characteristics. They actively and continuously identify and intentionally eliminate manifestations of systemic racism and other forms of oppression.

*The Children's Equity Project, 2020*

17

17



“How children’s possibilities emerge and can be realized depends in significant measure on the contributions of those who directly care for them...”

Johnston and Brinamen, 2006

18

18

# Equity in IECMHC



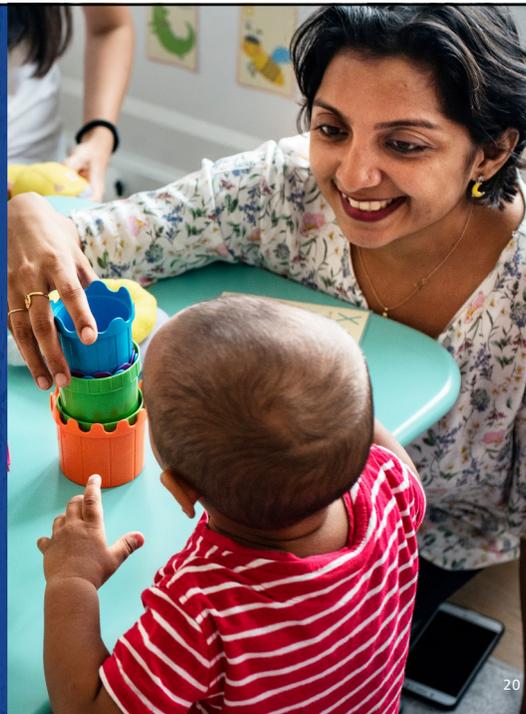
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19

## Equity in Mental Health Consultation

“Understanding of the relationships that are being engendered by all the people in the child-care setting - including the consultant - is central to ultimate understanding of the experiences of children, parents, and caregivers”.

- Johnston and Brinamen, 2006



20

20

## IECMHC As A Promising Disrupter of Bias

- 'Leaning in' with teachers
- Holding their gaze – 'I see you' (parallel process)
- Curiosity about the meaning of children's behavior
- Self-awareness
- Presence in the here and now
- Perspective-taking
- Emotion-regulation
- Empathy which supports compassionate action

Shivers, Farago, Gal-Szabo, under review <sup>21</sup>

21



Reviewed using an Equity Rubric to help ensure that they equip consultants with the knowledge and competencies to address systemic racism and inequitable opportunity

22

22

# 1. ROLE OF THE IECMH CONSULTANT

Understands and can convey how IECMHC is a mental health specialization and service that is distinct from other activities in which mental health professionals may engage. Demonstrates an ability to strengthen families' and program or other setting staff's capacity to support the social, emotional, and relational health of infants, young children, and families in a range of programs or other settings. Partners with families and early childhood providers in working to prevent mental health problems from developing or worsening and/or in responding effectively to existing mental health concerns. Partners with staff, program or other setting, and systems leaders to build more equitable systems for infants and young children by addressing explicit and implicit bias, increasing positive relationships between early childhood providers and infants and young children with different abilities and from different racial/ethnic and language backgrounds, monitoring and using disaggregated data to reduce disparities, and developing and implementing policies that support positive and equitable experiences for all young children.

23

23

## IECMHC is A Systemic Approach

# 7. PROGRAMMATIC CONSULTATION

Maintains a systemic approach and aims for program-wide impact through a focus on multiple issues that affect the overall quality and equity of an early childhood setting. Works to enhance programmatic functioning by assisting program administrators and/or staff in considering their program's overall social and emotional climate; solving issues that affect more than one infant or young child, staff member, and/or family; analyzing and using disaggregated data to track program-wide disparities in both opportunity and disciplinary practices; and developing and implementing policies that create more equitable experiences for infants or young children and families.

24

24

## 8. SYSTEMS-WIDE ORIENTATION

Works within and across systems, integrating mental health concepts and supports into environments where infants and young children spend time in ways that respect their cultures. Maintains awareness of inequities within the systems in which IECMHC occurs, and considers these contexts when seeking to understand factors that promote or hinder the process of change. For a more in-depth discussion of systems, please see the Systems section of the website.

25

25

## Group Chat!



26

26



Go to: [www.menti.com](http://www.menti.com) and use code:  
**58 78 93 8**

<https://www.menti.com/yy3s9c3vts>



27

## Wrap up!



**What is one thing that you will take with you from today's chat?**

28

## Resources and Upcoming Events



<https://www.iecmhc.org/>

- New Professional Development Resources Foundational Knowledge for the IECMH Consultant
- Equity in IECMHC
- **Announcements of future Equity Chats!**



### **The Children's Equity Project**

<https://thesanfordschool.asu.edu/cep>

- *Start with Equity: From the Early Years to the Early Grades* report

29

29

## Don't Forget!



### **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.

**Please complete the survey that will pop-up at the end of this webinar.  
Thank you!**

30

30

THANK YOU!  
CONNECT WITH US!

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[IECMHC@Georgetown.edu](mailto:IECMHC@Georgetown.edu)  
[@IECMHC](#)

31