

# Infant and Early Childhood Mental Health Consultation Equity Chats

Unpacking the Revised IECMHC Competencies:  
Competency 7 Programmatic Consultation

February 10, 2022  
12:00pm – 1:30 pm ET



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## 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)

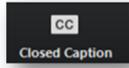
View your the lands you settle on here and drop it in the chat!: <https://native-land.ca/>

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# Webinar Housekeeping



This meeting is being recorded.



**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:

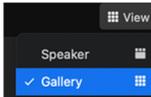
- Zoom Polling
- Padlet



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.

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.

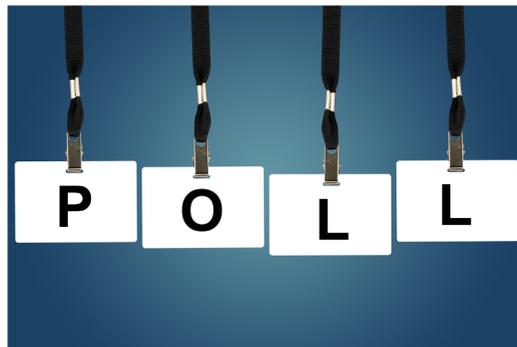
Use the **Chat feature** to ask questions to the presenters. You may also chime in and answer questions that have been shared with the group!



Please use 'Gallery' View if you would like to see as many participant videos and/or reactions as possible.

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# A few quick polls!



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## 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. Early Intervention (Specialist, Coordinator, Program Director or Systems Leader)
- D. Trainer or Coach
- E. Higher Education
- F. Federal, State, Local Government Employee
- G. Child and Family Advocate
- H. Health Professional
- I. Researcher/Evaluator
- J. Other

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## Facilitators



**Lisa Gordon**  
The Children's Equity Project (CEP)  
Arizona State University &  
CoE IECMHC TA Advisor



**Sherry Heller**  
CoE Partner  
Associate Professor, Tulane University

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## Equity Chat Series



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

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## 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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## Today's Session Goals

- Examine the role of the consultant in supporting equity in IECMHC.
- Introduce the revised IECMHC Competency 7.
- Share and discuss ways to begin to support **more equitable systems** and **strengthen culturally responsive IECMHC practices** to reduce disparities and improve child outcomes.

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## Agenda

- Framing our dialogue around a shared understanding on issues of equity.
- Exploring “the why?” behind the revision of the IECHMC competences and introducing Competences 7.
- Small group breakouts on advancing equity in our work with practitioners, children, and families.
- Sharing resources to support the work of equity in IECMHC

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# Framing Our Dialogue



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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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## Equitable Learning Environments...

... 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



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## Why were the competencies revised?

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



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# IECMHC Competencies Elevate Equity

Recognize that....

- Principles of equity and antiracism should be integrated not an add on.
- IECMHC is well positioned to disrupt racism, bias, and other forms of marginalization in the settings in which we consult.
- Research shows that IECMHC can reduce racial and gender disparities, by supporting the adults and systems that make decisions about children (Shivers, Farago, & Gal-Szabo 2021).



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## Competency 7

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



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## 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.

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## Four Areas of Competency 7

- 7A.** Understands and attends to program cultural context, design, and infrastructure
- 7B.** Supports and facilitates program-wide approaches to supporting the mental health of infants and young children and families.
- 7C.** Engages in group consultation.
- 7D.** Supports and facilitates plans for mental health support during crises or disasters

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## Subcategories for Area A and C

**7A.2.** Establishes a relationship with program leadership in a manner that builds the program's capacity to embed equitable and inclusive practices that champion social and emotional wellness in program functioning; promote the relational health of infants, young children, families, and staff; and foster infants' and young children's healthy social and emotional development.

**7C.3.** Offers direction during times of ambiguity, maintaining a focus on both promoting infants' and young children's healthy social and emotional development and cultural well-being and supporting caregivers' mental health needs - slow the process down, reflect and ask questions.

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## Vignette 1- Part 1: Issues of Social Justice and Inequity

- Melissa, white female consultant
- English speaking only
- Inexperienced
- Consult to home visiting program
- Primary contact director
- HV director is white female
- Home visitors are all Asian or PI females - many recent immigrants
- English second language
- Ling, Chinese home visitor



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## Consultant Response

- Use inquiry as intervention
- Represent other's perspective
  - With permission
- Consultative stance address racism and oppression



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### Consultative Stance "Way of Being"

1. Mutuality of endeavor
2. Avoiding position of expert
3. Wondering instead of knowing
4. Understanding another's subjective experience
5. Considering ALL levels of influence
6. Hearing and representing all voice's (especially the child - or oppressed)
7. Centrality of relationship
8. Parallel process as an organizing principle
9. Patience
10. Holding hope

Johnston and Brinamen, 2006)

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## Subcategory for Area D

**7D. Supports and Facilitates Plans for Mental Health Support During Crises or Disasters**



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## Vignette 2 - Part 1: Supporting Staff Resilience



- Director AA female, 4 years with program
- Served rural area
- One of only 2 social service agencies in region
- Past year worked to support centers from home by phone or virtual
- Staff all BIPOC females
- Staff experienced multiple losses
- Staff worked tirelessly and creatively

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## Vignette 2 - Part 2: Supporting Staff Resilience

- Staff miss connecting with families and providers in person
- Staff deeply impacted by national and local racial unrest
- Director unsure if should share own feelings with staff
- Less access to own supervisor
- Team unable to meet regularly
- Staff feeling disconnected and isolated from team
- Parallel experiences



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## Ways Consultants Can Support Program Leaders

Consultant can help leaders to:

- Recognize they are in same storm but not same boat
- Recognize signs of compassion fatigue and burnout
- Create safe and reflective spaces for staff
- Recognize importance of and find ways to stay connected with staff



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## Ways Consultants Can Support Program Leaders

- Prioritize and increase access to reflective supervision
- Support creation of racial affinity groups to build communities of support
- Identify their own support communities



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## Self-Reflection...

Think about creating equitable relationships, interactions, and environments that are culturally responsive to the needs of children and families in your role.

1. How might the consultative stance offer guidance and grounding in these two vignettes?
2. What approaches have you found most effective to support program leadership to bolster their staff's support system during the pandemic or other crises?
3. What have you found to be challenging in addressing issues of social justice and inequity at the programmatic level?



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## Small Group Chat



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## Small Group Discussion

### **In your small group:**

1. Introduce yourselves.
2. Identify a reporter.
3. Share your feedback to the questions you entered in Padlet.
4. Be prepared to share one to two takeaways with the larger group.

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## Small Group Discussion

Think about creating equitable relationships, interactions, and environments that are culturally responsive to the needs of children and families in your role.

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## Whole Group Share Out



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# Resources to Support Equity in IECMHC



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## Resources



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Mental Health Consultation  
*Growth. Advancement. Impact.*

### COE Resources:

- Equity Webinar Series
- Equity Chat Series
- IECMHC Racial Equity Tool Kit
- Searchable Evidence Database for IECMHC

### CHILDREN'S EQUITY PROJECT

### CEP Resources:

- Start with Equity: From the Early Years to the Early Grades Data, Research, and an Actionable Child Equity Policy Agenda
- Start with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education

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## Resources (cont.)

### Resources:

- Pivoting in a Pandemic: Stories from the Field and Lessons Learned
- Create a culture of support and collaboration among staff
- Collect and examine data on behavior incidents to make disciplinary practices and policies more fair for all children
- Booker, C. (2016). Bias Isn't Just A Police Problem, It's A Preschool Problem: NPR Ed

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## Join us for our Conference!

[www.iecmhc.org/conference](http://www.iecmhc.org/conference)



**REGISTRATION OPENS FEBRUARY 28, 2022**

SAVE THE DATE  
**MARCH**  
21-23, 2022

INFANT AND EARLY CHILDHOOD  
**MENTAL HEALTH CONSULTATION**  
EQUITY FROM THE **START**

 **CENTER OF EXCELLENCE FOR**  
Infant & Early Childhood  
Mental Health Consultation  
*Growth. Advancement. Impact.*

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# Upcoming Events

## Equity Chats

*Unpacking the Revised IECMH Consultant Competencies:*

- Competency 8. System Wide Consultation - March 21-23, 2022 at the IECMHC Conference: Equity from the Start

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# 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!**

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THANK YOU!  
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