

Equity in Infant and Early Childhood Mental Health Consultation

Centering Native American Children, Families, and Communities: Cultivating Connection to Promote Healing and Wellbeing through Infant and Early Childhood Mental Health Consultation

November 4, 2024

3:00 pm – 4:30 pm ET



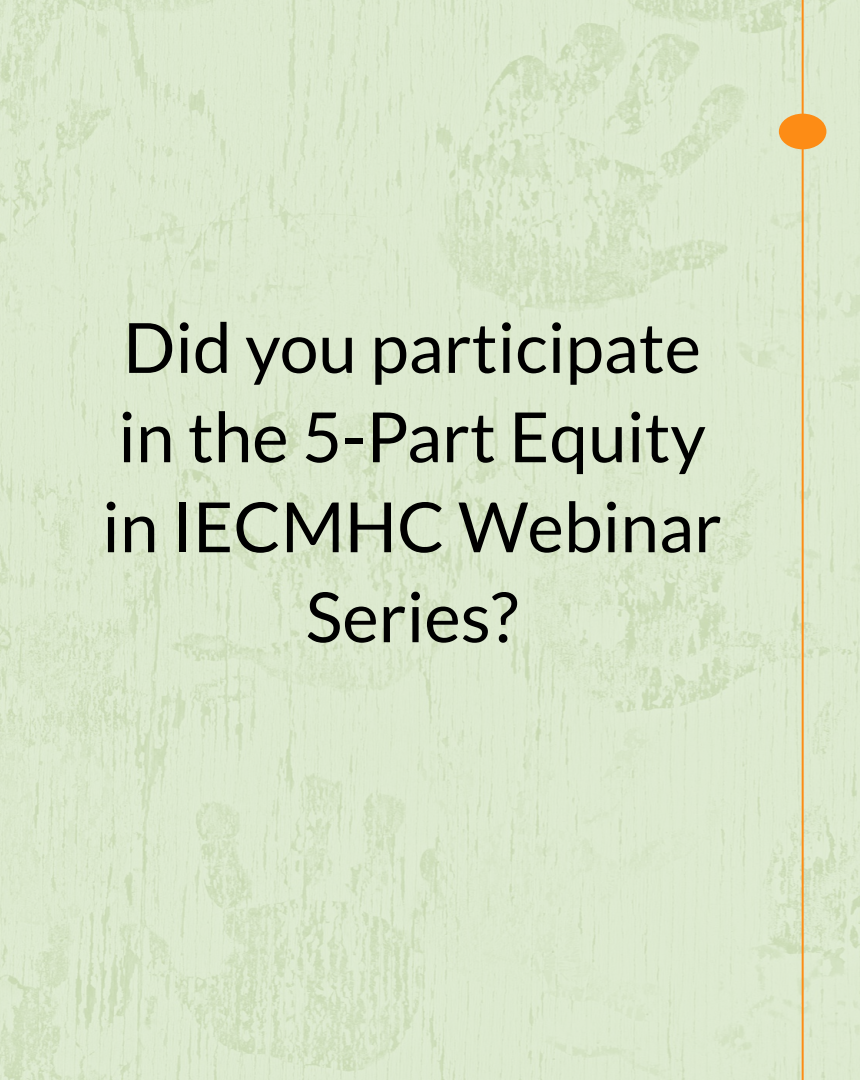
CENTER OF EXCELLENCE FOR
Infant & Early Childhood
Mental Health Consultation
Growth. Advancement. Impact.



Welcome!

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



Did you participate in the 5-Part Equity in IECMHC Webinar Series?

- A. Webinar 1 - How did we get here?: An overview of the root causes of disparities in child outcomes, and the role of the child serving systems
- B. Webinar 2 - Culture, Identity, and History as Sources of Strength and Resilience for Tribal Communities
- C. Webinar 3 - Culture, identity, history as sources of strength and resilience for African American children and Families
- D. Webinar 4 - Culture, identity, history as sources of strength and resilience for Latino children and families
- E. Webinar 5 – Culture, Identity, and History as Sources of Strength and Resilience for Asian American & Pacific Islander Children & Families
- F. All of the above
- G. None

Center of Excellence for Infant and Early Childhood Mental Health Consultation (IECMHC)

Mission and Vision



The Center aims to grow, advance, and
impact the field of IECMHC

Areas of Focus:

Technical Assistance
Professional Development
Clearinghouse

www.iecmhc.org

CHILDREN'S EQUITY PROJECT

The CEP is an initiative housed at ASU targeted at closing opportunity gaps and building equitable child serving systems.

Research - Policy - Practice

National - State - Local



5-Part Webinar Series



The screenshot shows a video player interface. The main content is a blue slide with white text. The title is 'Equity in Infant and Early Childhood Mental Health Consultation Webinar Series'. Below it, in orange text, is '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'. At the bottom of the slide, in white text on a light green background, are the dates 'February 9, 2021', 'Webinar Re-Airing: 2:00pm – 4:00pm ET', and 'Live Q&A: 4:00pm - 4:30pm ET'. The logo for the 'CENTER OF EXCELLENCE FOR Infant & Early Childhood Mental Health Consultation' is in the bottom right corner of the slide. The video player has a black background with a white play button in the bottom left, a progress bar, and icons for volume, settings, full screen, and social media in the bottom right. On the right side of the player, there are icons for a heart, a clock, and a share symbol.

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

February 9, 2021
Webinar Re-Airing: 2:00pm – 4:00pm ET
Live Q&A: 4:00pm - 4:30pm ET

 **CENTER OF EXCELLENCE FOR**
Infant & Early Childhood
Mental Health Consultation

2:31:30

Framing Our Dialogue



Structural and Systemic Racism



Source: Racial Equity Institute (REI), 2018

Introductions



Lauren Rabinovitz, MPH, MSW, LCSW-C

Program Director,
COE for IECMHC



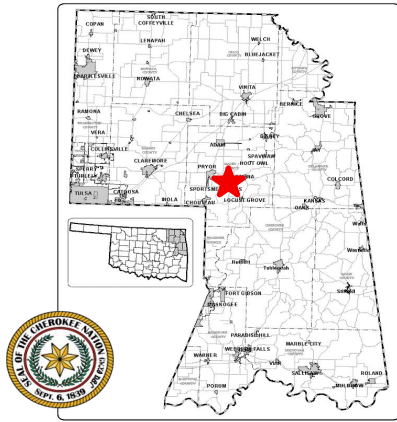
Jessica Barnes-Najor, PhD

Director, Community Partnerships at
Michigan State University
Co-Investigator, Tribal Early Childhood
Research Center



Deana Around Him, DrPH, ScM

Research Scholar, Child Trends
Team Member, Tribal Early Childhood Research
Center
Adjunct Faculty, Johns Hopkins School of Nursing







Centering Native American Children, Families, and Communities: Cultivating Connection to Promote Healing and Wellbeing Through Infant and Early Childhood Mental Health Consultation



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CENTERING

Native American

CHILDREN, FAMILIES, AND COMMUNITIES

Cultivating Connection to Promote Healing and Wellbeing
Through Infant and Early Childhood Mental Health Consultation

A Centering Equity in Infant and Early Childhood
Mental Health Consultation Resource



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Purpose: to explore ways to strengthen culturally and linguistically responsive IECMHC practices to promote healing and wellbeing of Native American children and families.

Resource Organization

Section One: Introduction

Section Two: Promising Practices aligned with CoE Revised Competencies

Section Three: Scenarios Based on Real-World Experiences of IECMHC

Section Four: Policy implications and conclusions



Scenario 3

A consultant was asked to meet with a teacher and assistant teacher in an urban Head Start center that serves mostly Native children. Neither teacher was Native. The consultant was requested to provide support as the teachers were experiencing challenging behavior in the classroom. The assistant teacher had worked in the program for several years said he had good relationships with the children in the classroom. The lead teacher had begun working in the classroom just two months earlier and was getting to know the children. Both teachers told the consultant that four children in the classroom were exhibiting problematic behavior, yelling and screaming at the teachers and refusing to follow directions. The consultant established weekly meetings with the teachers to get to know the teachers, learn more about the children's needs as expressed through their behavior, and identify how the teachers and children could be supported.

Scenario 3 (cont.)

In the first few meetings, the teachers expressed frustration with the children's behavior and stated they were doing everything they could in the classroom. The lead teacher said that she felt the children were defiant and doing whatever they wanted. The consultant asked the teachers to describe a few situations that resulted in these behaviors in detail.

Through the teachers' retelling of situations and direct observations made by the consultant, it became clear to the consultant that the new teacher was managing behavior with techniques that were at odds with the community's culture. The consultant observed the lead teacher trying to control children's behavior using threats of isolation. For example, the consultant observed the teacher telling a child, "If you don't come over here right now, then I'm going to put you in the time-out room."

Individual Reflection



- What are your initial feelings about and reactions to this scenario?
- What are your beliefs about how Indigenous ways of knowing and being should be included in the classroom?
- What knowledge and information would support the lead teacher in this scenario to be more effective in her new role with the children?

Questions for discussion and action

- How can you learn about the cultural values of the communities you serve to inform your work with an early childhood educator or provider?
- How might the classroom environment be different if the lead educator came into her role with questions about Indigenous ways of knowing and being?
- How might the classroom environment be different if the lead educator spent more time building relationships with the children when first entering her role?



Q&A

Resources to Support Equity in IECMHC



Resources



COE Resources:

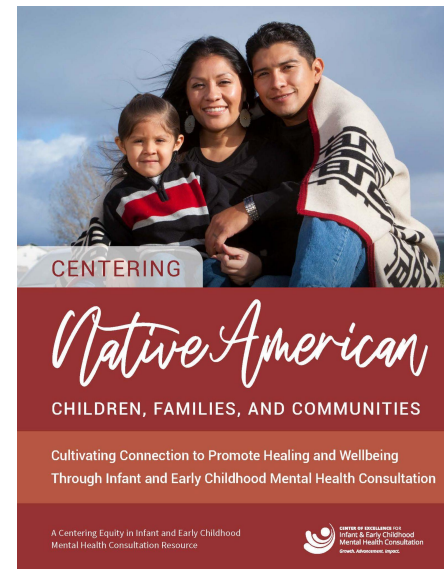
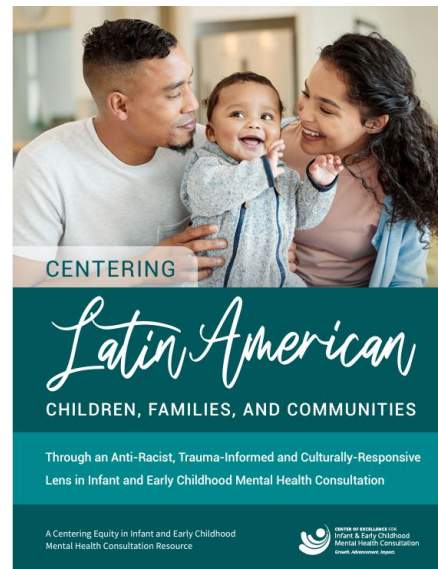
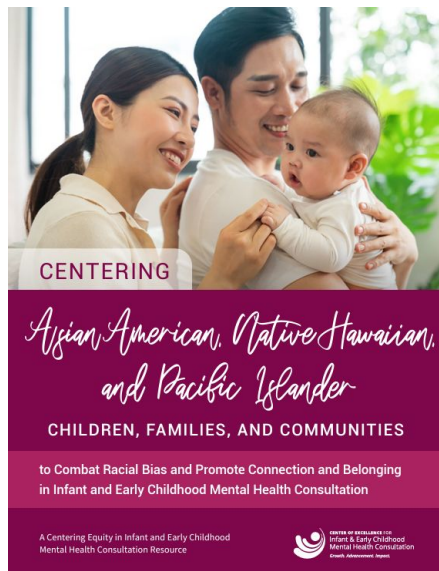
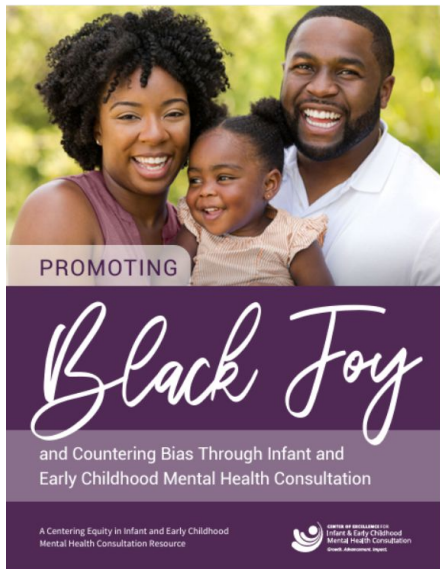
- Equity Webinar Series
- Equity Chat Series
- IECMHC Racial Equity Tool Kit
- Searchable Evidence Database for IECMHC
- Affinity Group Resources

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
- Using ARPA to Grow Infant and Early Childhood Mental Health Consultation Systems
- Examining the Mental Health of Early Childhood Professionals and Children Early in the Pandemic

Affinity Group Resources



THANK YOU! CONNECT WITH US!

www.iecmhc.org
IECMHC@Georgetown.edu
[@IECMHC](#)



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experience.