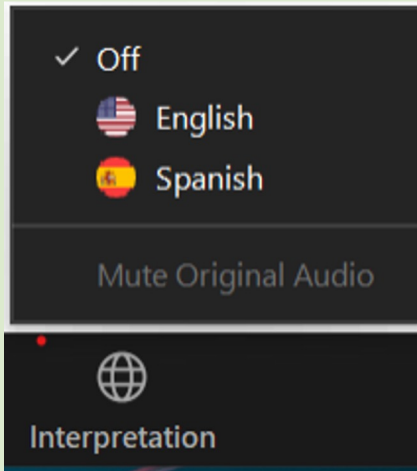


Welcome!

This webinar features two audio channels in English & Spanish -



For those participating in **ENGLISH** and wish to receive interpretation from **SPANISH**.

Para aquellos participantes quienes gustan participar en **INGLÉS** y recibir interpretación del **ESPAÑOL**:

Equity in Infant and Early Childhood Mental Health Consultation

Countering Bias and Promoting Black Joy
in IECMHC

March 30, 2023

12:00 pm – 1:30 pm ET





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

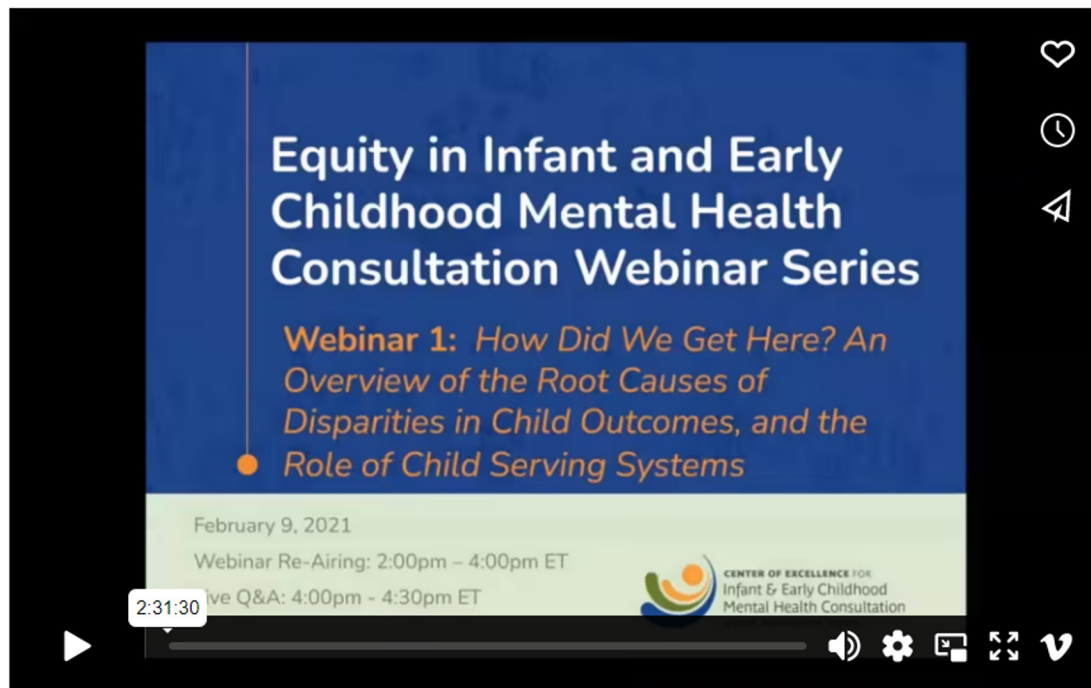
www.iecmhc.org

CHILDREN'S EQUITY PROJECT

National initiative housed at Arizona State University, targeted at building equitable child serving systems that include:

- Equitable access to services
- Experiences that are positive and fair
- Outcomes that are not associated with demographic characteristics

5-Part Webinar Series



The screenshot shows a video player interface. The main content area displays a blue slide with white text for the webinar title and orange text for the specific webinar topic. Below the title, the date and time of the event are listed. At the bottom of the slide is the logo for the Center of Excellence for Infant & Early Childhood Mental Health Consultation. The video player controls at the bottom include a play button, a progress bar with a time display of 2:31:30, and icons for volume, settings, full screen, and social media sharing.

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

Introductions



Rosemarie Allen, Ph.D

President & CEO, IREE
Associate Professor
School of Education, MSU Denver



Corey L. Black, Ph.D

Early Childhood Mental Health Consultant
Tulane University Dept. of Psychiatry and
Behavioral Sciences



Darielle Blevins, Ph.D

CoE Partner
The Children's Equity Project (CEP)
Arizona State University



Lisa Gordon

CoE Partner
The Children's Equity Project (CEP)
Arizona State University



Angela Keyes, Ph.D

COE Partner
Associate Professor, Tulane University



Hakim M. Rashid, Ph.D

Professor of Human Development
School of Education
Howard University

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.

Framing Our Dialogue



Structural and Systemic Racism

THE GROUNDWATER APPROACH:

building a practical understanding
of structural racism

Source: Racial Equity Institute (REI), 2018

Black Joy is

Black Joy affirms that I am not a victim. I am an agent of change. It rejects the idea that violence, ... injustice, discrimination, prejudice, and dominance over others are normal and acceptable actions.

Brandy Factory

Co-Founder, Upset Homegirls



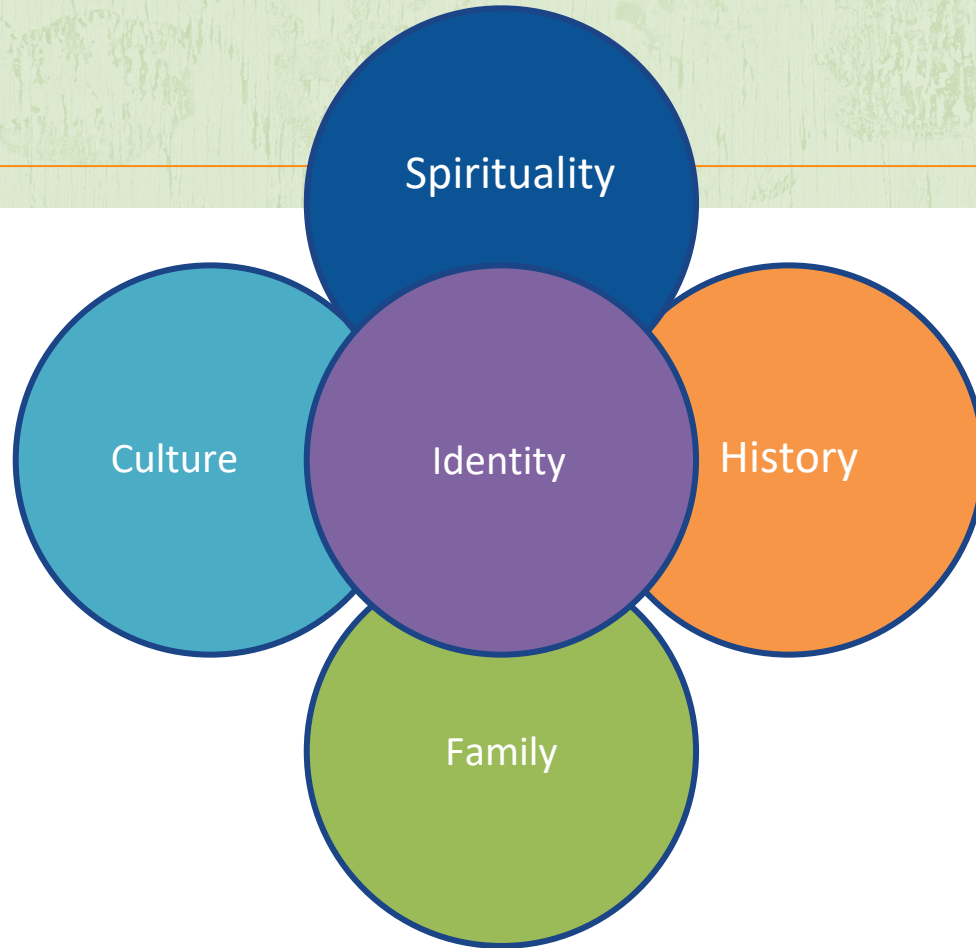
Pillars of Black Children's Development and Success

Hakim Rashid, PhD

Howard University



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Infant & Early Childhood
Mental Health Consultation
Growth. Advancement. Impact.



The Early Learning Environment

Rosemarie Allen, PhD



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Growth. Advancement. Impact.

The Practice of IECMHC

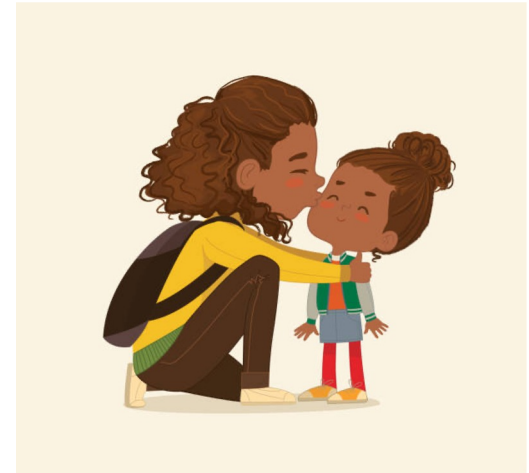
Corey L. Black, PhD



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What is IECMHC?

- Promote positive behavioral and socioemotional development
- Problem solve challenges and determine the best ways to support young children
- Provide caregivers with the tools necessary to support the emotional and behavioral growth of their children



Roles & Responsibilities

- Support strong relationships and supportive environments for children
- Building the capacity of the adults
- Specialized understanding of
 - Childhood development
 - Stress and trauma
 - Impact of adult mental health on young children
- Use a strengths-based approach



Relationship as an Intervention



- Validation & support
- Impact of experience of being parented
- Avoiding pitfalls v. Continuing generational practices
- Stress & instinct

What Can We Do?



- Help caregivers take children's perspective
- Understand unspoken dynamics (e.g., gender, sexuality, power dynamics, race, religion, etc.)
- Q-TIP
- Reflect

Countering Bias and Promoting Black Joy in IECMHC

Darielle Blevins, PhD



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Mental Health Consultation
Growth. Advancement. Impact.

The Necessity of Black Joy

- Black joy preceded Black suffering
- Black children, families, and educators deserve relief from the onslaught of negative, violent images of their people
- Urgency to reframe the association of Black people with pain and suffering



Finding joy in the midst of pain and trauma is the fight to be fully human.
-Bettina Love



CELEBRATING

Black Joy

and Countering Bias Through Infant and
Early Childhood Mental Health Consultation

After reading this resource you will be able to

- Define Black joy and list examples of what it looks like in ECE learning spaces
- Deepen your understanding of personal, professional, and systemic biases
- Identify strategies to facilitate consultees capacity to promote Black joy in early childhood classrooms
- Identify strategies to counter anti-Black bias through Infant and Early Childhood Mental Health Consultation
- Disrupt normalized practices in early learning settings to support the learning/development of Black children

Countering Bias and Promoting Black Joy

Section One: Introduction

Section Two: Promising Practices aligned with CoE Revised Competencies

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

Embedded in each section are invitations for reflection: **Pause and Reflect, Mindful Moments, Stop and Think**

and Resilience for African American Children, hosted by the Children's Equity Project (CEP) in collaboration with the Center of Excellence (CoE) in IECMHC, this resource guides IECMHC consultants and supervisors as they seek to attend to equity within their work. The series includes an examination of issues of racialized inequities and bias in the early care and education experiences for African American children and families and explored ways to strengthen culturally responsive practices to reduce disparities and support children's healthy development and learning within a consultation framework.

THIS RESOURCE

The goal of this companion resource is to support the development of equitable learning environments for Black children. The resource is divided into three sections:

Section One includes information about Black culture, history, cultural strengths, values, and ways of knowing and being; **Section Two** guides users through the CoE Revised IECMH Consultation Competencies and provides promising practices and concrete strategies to increase consultants' and supervisors' capacity to handle personal and institutional bias; and **Section Three** invites users to consider the real-life implications of harmful practices through a series of case studies with questions for individual and group reflection.

The practices suggested in this resource may benefit children from various racial and ethnic backgrounds. The resource is intended to fill the need for targeted support that is anti-bias, culturally rich, and promotes joy for Black children and families.

Promoting Black Joy in IECMHC



Creates space for joy by establishing a safe, warm, and Black-affirming learning environment.



Builds upon the experiences of Black children, families, teachers, site supervisors, directors, and administrators



Uses the wisdom of Black people rooted in African values to put equity into action.



Reimagines IECMHC to center joy as an outcome, and a way of being.



Does not exclude or devalue other cultural values but understands there is strength in the Black community.



SECTION 2

PROMISING PRACTICES FOR COUNTERING BIAS AND PROMOTING JOY IN EARLY LEARNING SPACES

Alignment with the Revised Competencies

We return to the competencies as our guide for countering bias and promoting joy through IECMHC.

This section provides a rationale for centering Black ways of knowing, being, and expressing for effective consultation on behalf of Black families, children, and providers. Muhammad explains the importance of promoting joy in Black children as “advancing students’ happiness by elevating beautiful and truthful images, representation, and narratives about self and others.”⁷ For each competency, concrete strategies are suggested to support consultants’ reflective capacity, ability to facilitate systemic change, and increased knowledge of values rooted in scholarship by Black mental health researchers and practitioners.

A central question remains: *How do we extend the notion of Black joy into mental health consultation as a framework for transformation and an outcome for Black children and families?*



IECMHC COMPETENCY DOMAIN #1

Role of the IECMHC Consultant

The foundation of IECMHC is the consultative relationship developed between consultant and consultee, where consultants work to build trust, mutual respect, and responsiveness when beginning new relationships with families and children. To be responsive to the needs of Black/African American children and families, it is essential to understand African-centered ways of knowing and relating that center on authenticity, truth, and justice to foster trust. On an individual level, this may look like explicitly acknowledging differences in ethnicity, power dynamics, and belief systems between programs and families. Using a systemic lens, confronting the mental health field’s role in harming Black and African American communities through improper testing, diagnosis, and mistreatment is necessary to increase the capacity to address stigma and prove trustworthiness to families. These practices create a sense of safety that is vital for developing trust.

IECMHC COMPETENCY DOMAIN #2

Foundational Knowledge

The consultative stance, which encourages consultants to highlight the importance of not knowing, is vitally important when entering into relationships with people whose culture, life circumstances, and values may be different than their own.⁸ Most IECMH consultants are educated and trained within the US education system that values eurocentric theories related to child-rearing, mental wellness, and early childhood education. Keeping in mind the dynamic nature of culture and its practices over time and circumstance, consultants must learn about Black

DOMAIN #1

Promising Practices

- Reflect on your current social location (i.e., race, ethnicity, gender, role, socioeconomic status) and how it impacts your work with Black/African American families, children, and providers.
- Increase awareness of the history of harmful practices enacted by mental health practitioners that have resulted in a mistrust of mental health professionals by many African American families and children.
- Commit to earning families’ trust by acknowledging potential power dynamics and centering their values and goals for consultation, using a trauma-informed approach when necessary.
- Co-create a plan to address stigma with families, providers, and the communities served. For example, consider using a name or acronym for IECMHC that centers on positivity for your program (e.g., the Joy Team).

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DOMAIN #1

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Invitation to Reflect

Mindful Moment

Taking inventory of the language we use can be a powerful reflection tool to uncover our underlying assumptions and biases. Often language we use can place blame on people instead of on systemic inequities and circumstances. For example, phrases like low-income and at-risk describe people as the problem instead of systemic inequities and/or circumstances. Consider the words you use to describe those you work with. Do these words affirm? Do these words spark joy and express value? Do they describe people as the problem?

Pause and Reflect

- How do you feel when you read the terms anti-black or anti-bias?
- What term do you use to describe culturally and equitably relevant practices?
- What have you learned about the phrase Black Joy?



SECTION 3

SCENARIOS BASED ON REAL-WORLD EXPERIENCES IN MENTAL HEALTH CONSULTATION

The following scenarios are based on the lived experiences of children, families, and providers in early childhood learning spaces. They are meant to highlight the experiences of Black children and families.

After the scenarios are questions to prompt personal reflection and facilitate group dialogue. Use the promising practices outlined above to guide your thinking and responses.



during consultation. Kenneth Hardy and Toby Bobes would say the act of a supervisor discussing issues of social justice grants all the consultants “permission” to speak the unspeakable and discuss their experiences with discrimination.²¹

CASE STUDY #3

Kristine

Scenario

Consider the experience of Kristine, 28, a newly licensed White social worker providing consultation for a predominantly Black school in a neighborhood recovering from the impacts of poverty. Kristine met with the PreK lead teacher, Ms. Lawrence, who was brand new to the program. During Kristine’s first observation, she noticed that the focus children were all boys of color, the oldest and biggest in the class. She observed Ms. Lawrence clap her hands to get the children’s attention and chastise children who did not clean up and get to the carpet quickly. Kristine believed the children were not given sufficient play time or movement breaks. It seemed to Kristine that Ms. Lawrence loved teaching children because of her creative circle time activities and art projects. Kristine provided strategies for Ms. Lawrence, for example, ways to improve transitions and make activities more engaging for the children. She recommended offering more movement breaks and sensory options. Kristine was very encouraging and came back frequently to check in with Ms. Lawrence. After about a month, Kristine became frustrated that none of Ms. Lawrence’s practices changed, and she no longer received referrals from her class.

Debrief

New and experienced consultants alike may move too quickly to providing recommendations without first considering the experiences of the consultee.

CASE STUDY #3 QUESTIONS

Personal Reflection Questions

- In what ways can you relate to the professionals in this scenario?
- What potential opportunities did Kristine miss?
- In what ways may power, privilege, and oppression have impacted how Kristine approached this case? And for Ms. Lawrence?
- What expectations do you have for teachers, and where did you learn them?

Questions for Discussion and Action

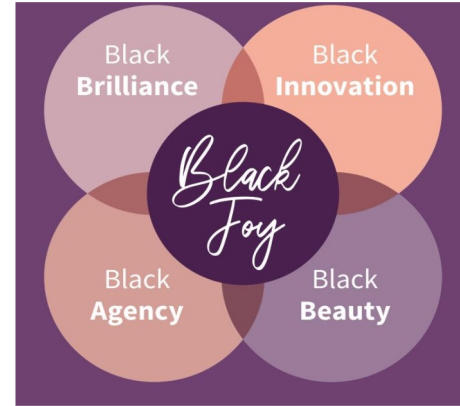
- How could you use Black-centered bodies of knowledge to inform your response?
- How would this case look different if Kristine had centered Ms. Lawrence’s strengths and considered joy as a desired outcome for Ms. Lawrence?
- Which of the Promising Practices for countering racism and promoting joy could Kristine have implemented with Ms. Lawrence?
- What steps do (will) you take to learn about a teacher’s culture, experiences, beliefs, and values?
- Using the Black joy framework of Black Brilliance, Black Innovation, Black Agency, and Black Beauty, how would you respond as the IECMH consultant in this situation?

Closing Reflection

Putting the Pieces Together

Reflect: What may you need to learn or unlearn to create space for Black Joy?

Commit: In your role, how can you use the Black joy framework to counter bias and promote Black joy?



Creating more affirming, loving, and joy-producing spaces requires a change in attitudes, perceptions, and systems.

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Open Discussion and Q&A

Resources to Support Equity in IECMHC



Resources



COE Resources:

- Equity Webinar Series
- Equity Chat Series
- Equity Echo Cohort (now on Cohort 2)
- 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

Looking Ahead...



Infant and Early Childhood
Mental Health Consultation
Equity from the **START**
Nov. 6-8th, 2023



Save the Date

The Center for Excellence
in Infant and Early
Childhood Mental Health
Consultation is hosting
our next virtual
conference on
November 6th-8th, 2023



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To get the latest updates, please sign up for our listserv!

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

Looking Ahead (cont.)



**Equity in IECMHC
Webinar Series:
Affinity Group
Resources**

**Spring and Summer
2023**

Your Feedback is Important!

Please complete a brief survey that will pop up at the end of the webinar.

Thank you!



THANK YOU! CONNECT WITH US!

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



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