

Infant and Early Childhood Mental Health Consultation Equity Chats

Unpacking the Revised IECMHC
Competencies - Competency 1. Role of
the IECMH Consultant

September 30, 2021
12:00pm – 1:30 pm ET



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CoE IECMHC Facilitators



Krystle Canare

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

MelKisha Knight

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



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Land Acknowledgement

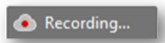
As an institution dedicated to our Jesuit values, Georgetown University recognizes that the land we currently occupy was and still is the homeland of the Nacotchtank and their descendants, the Piscataway Conoy people. We acknowledge that these peoples and many others were forcefully removed and that 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*.

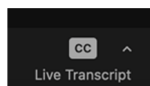
– Native American Student Council (NASC)

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Webinar Housekeeping



This meeting is being recorded.



Live Transcript is available during today's meeting by clicking the CC.

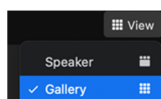
Interactive Features:

- Zoom Polling
- Mentimeter
- Padlet



Today we will use a separate interactive websites, **Mentimeter.com** and **Padlet.com**. More information on how to access the sites 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.

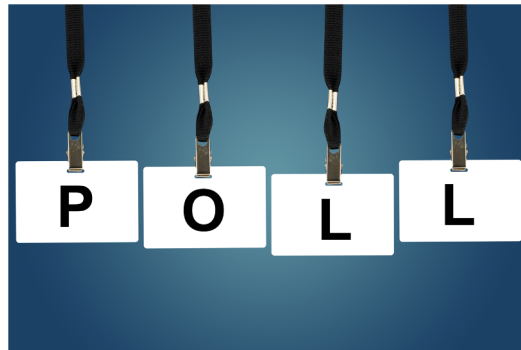


Use the **Chat feature** to ask questions to the presenters. You may also chime in and answer questions that have been shared with the group!

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

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Let's take two 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. Trainer or Coach
- D. Higher Education
- E. Federal, State, Local Government Employee
- F. Child and Family Advocate
- G. Funder
- H. Researcher/Evaluator
- I. Other

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



**Webinar Recordings
Available at:
iecmhc.org/resources/equity**

- A. How Did We Get Here?
- B. Culture, Identity, History as Sources of Strength and Resilience for Tribal Communities
- C. Culture, Identity, History as Sources of Strength and Resilience for African-American Children and Families
- D. Culture, Identity, History as Sources of Strength and Resilience for Latino Children and Families
- E. Culture, Identity, History as Sources of Strength and Resilience for Asian American & Pacific Islander Children & Families
- F. All of the Above
- G. None

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Facilitators



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



Kadija Johnston
Georgetown Center for Child and
Human Development
CoE for IECMHC &
Independent Consultant

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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

Research - Policy - Practice

CHILDREN'S EQUITY
PROJECT

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CEP Partners

Arizona State University
University of California, Los Angeles
Howard University
University of Oregon
Vanderbilt University
Institute for Racial Equity & Excellence
Yale University

Bank Street College of Education
Georgetown University
Trinity University
University of Miami
The Century Foundation
Florida International University
NORC, University of Chicago
Indigo Cultural Center

CHILDREN'S EQUITY
PROJECT

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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.
- Understand the revised IECMHC Competency 1 that centers 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.

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Framing Our Dialogue



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What does equity mean to you?



Enter your response in Mentimeter or in the Chat Box:
<https://www.menti.com/wpeu3si9cq>

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Equity

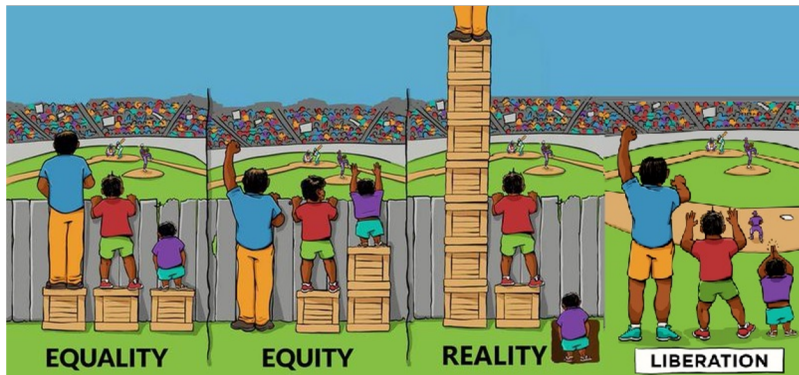
“The state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic.



NAEYC Advancing Equity in Early Childhood Education Equity
Position Statement , 2020

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Furthering our Understanding of Equity



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“To show that there is inequity, but not why there is inequity leaves too much open to interpretation. The reality is that we live in a racially structured society. That is what causes inequity”

Racial Equity
Institute,
The Groundwater
Approach

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Structural and Systemic Racism

THE GROUNDWATER APPROACH:

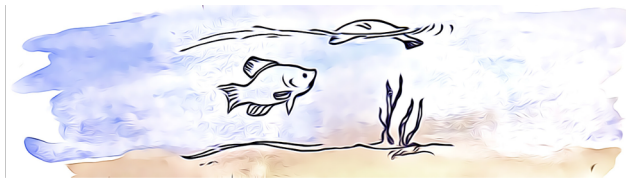
building a practical understanding
of structural racism

Source: Racial Equity Institute (REI), 2018

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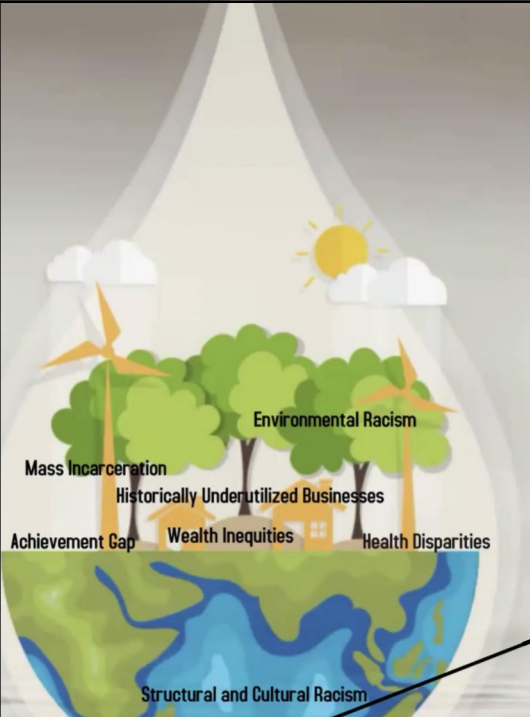
Fish and the Lake



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

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The Groundwater

“Over 95% of the freshwater on the planet is not above ground where we can see it... it’s below the surface in the groundwater.”

Racial Equity Institute,
The Groundwater Approach

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Why were the competencies revised?

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



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

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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 1

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



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Role Relates to Equity

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.

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1D. Embraces the Consultative Stance and Reflective Practice

1D.3. Understands implicit bias and systemic racism and their manifestations, and how they affect adult behavior and the experiences of infants, young children, and families from historically marginalized and oppressed communities. Explores how principles of racial equity are inextricably linked and aligned to the 10 elements of the consultative stance.

institutional racism
microaggressions
ethnic majority
subject
systemic
racial majority
racism
physical violence
institutional systemic policies
racial bias
minority racial groups
person of color
social oppression
WOC
disadvantage
whi
PC
injustice
poverty

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The Consultative Stance

“The key to consultation lies in the process rather than the specifics. Mental health professionals are trained to lead the process... to uncover the motivations & desires of individuals and to identify the impediments to change and the opportunities for intervention.”



- Johnston and Brinamen, 2006

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1H. Explicitly and Intentionally Promotes Equity- from the Individual Level to the Systemic Level

1H.1. Partners with staff, program, other setting, and systems leaders to build more equitable systems for infant and young children by understanding the role and importance of **ongoing personal transformation...**

← *Comfort Zone*
Growth Zone →



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1H. Explicitly and Intentionally Promotes Equity - from the Individual Level to the Systemic Level (cont.)

1H.1. ... discussing explicit and implicit bias and intervening to address its behavioral manifestation; **increasing positive relationships** between early childhood providers, infants, young children, and families with different abilities and from different racial/ethnic and language backgrounds; **continuously monitoring and using disaggregated data to identify and address disparities**; and **advocating for and supporting** the implementation of **policies that support positive and equitable experiences** for all infants and young children.

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Small Group Chat



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Small Group Discussion

In your small group:

- Introduce yourselves.
- Identify a recorder and reporter.
- Share your feedback on the following questions:
 1. What ways (approaches/strategies) have you found to be particularly successful in promoting equity in your role?
 2. What have you found to be particularly challenging?
 3. What practices strengthen your critical self awareness?
 4. What questions do you have?
- Enter feedback in Padlet:
<https://padlet.com/lisagordont/5fwnhoipdy82ce97>
- Be prepared to share one to two takeaways with the larger group.

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Whole Group Share Out



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Resources to Support Equity in IECMHC



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What's Trending?



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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What's Trending?

Research:

- Shivers, E. M., Faragó, F., & Gal-Szabo, D. E. (2021). The role of infant and early childhood mental health consultation in reducing racial and gender relational and discipline disparities between black and white preschoolers. *Psychology in the Schools*, 1–19. <https://doi.org/10.1002/pits.22573>

Books:

- *Advancing Equity & Embracing Diversity in Early Childhood Education: Elevating Voices & Actions*, NAEYC
- *Don't Look Away: Embracing Anti-bias Classroom*, by Iheoma Iruka, Stephanie Curenton, et al.
- *Anti-Bias Education for Young Children and Ourselves, Second Edition*, by Louise Derman-Sparks and Julie Olsen Edwards

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Wrap up!



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

Enter your response in Mentimeter or in the Chat Box:

<https://www.menti.com/wpeu3si9cq>

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Upcoming Events

Equity Chats

Unpacking the Revised IECMH Consultant Competencies:

Competency 2. Foundational Knowledge - October 12, 2021

Competency 3. Equity and Cultural Sensitivity - November 4, 2021

Competency 4. Reflective Practice - December 8, 2021

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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!
CONNECT WITH US!

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

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