

Infant and Early Childhood Mental Health Consultation Equity Chats

Unpacking the Revised IECMHC
Competencies - Competency 3. Equity and
Cultural Sensitivity

November 4, 2021

12:00pm – 1:30 pm ET



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CoE IECMHC Facilitators



Krystle Canare

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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

 Recording...

This meeting is being recorded.

 CC
Closed Caption

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

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.

 Chat

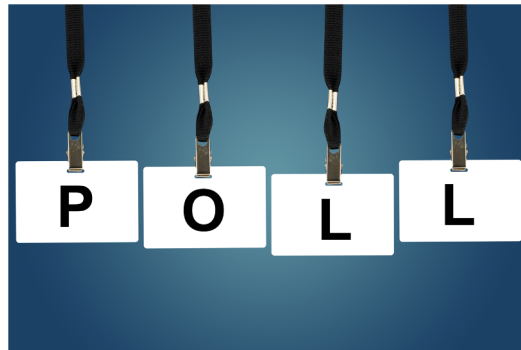
Use the **Chat feature** to ask questions to the presenters. You may also chime in and answer questions that have been shared with the group!

 View
Speaker
✓ Gallery

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. Funder
- J. Researcher/Evaluator
- K. Other

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

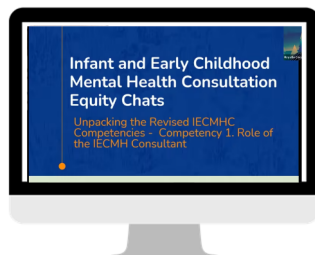


**Webinar Recordings
Available at:**
iecmhc.org/resources/equity

- 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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Did you attend last month's Equity Chat?



**Equity Chat Recordings
Available at:**
iecmhc.org/resources/equity

- A. Yes
- B. No

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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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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 3.
- 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 Competency 3
- 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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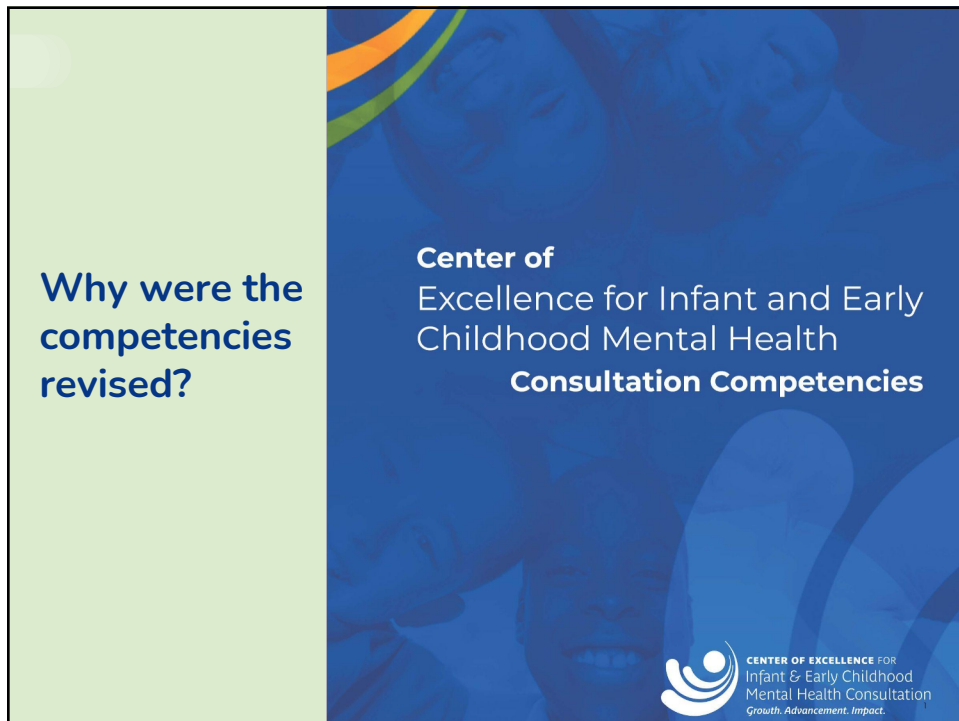
Equitable Learning Environments...

... 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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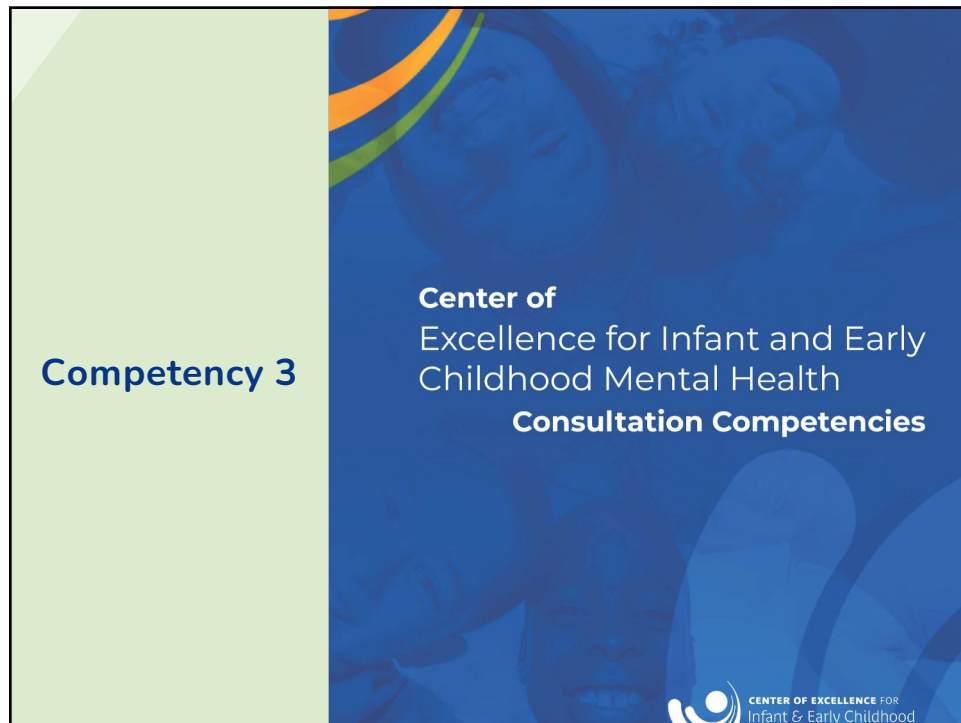
IECMHC Competencies Elevate Equity

Recognize that.....

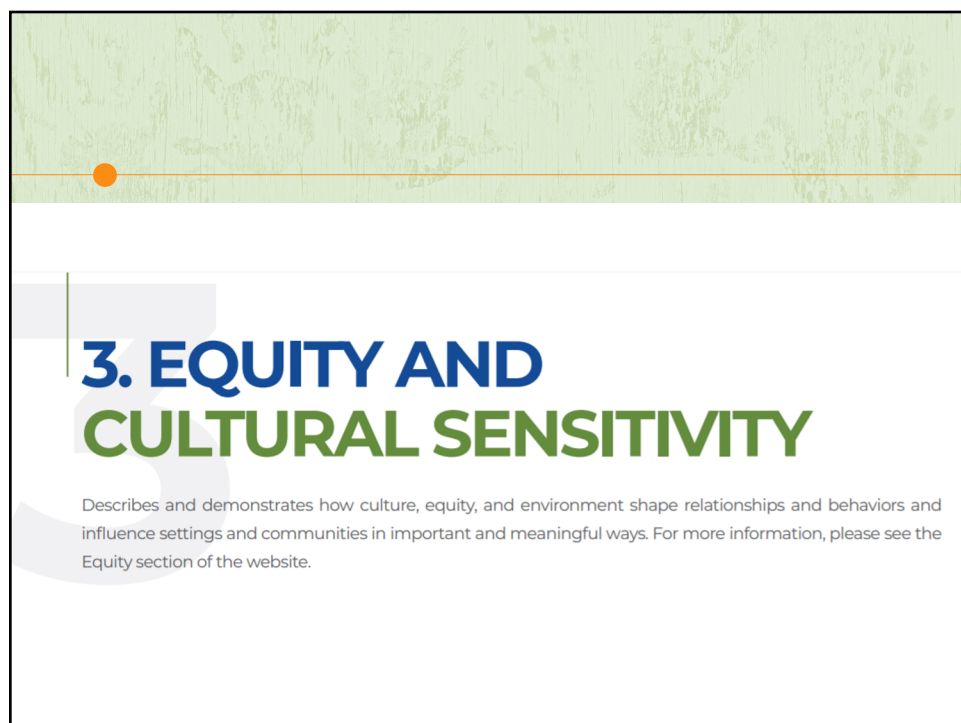
- Principles of equity and antiracism should be integrated not an add on.
- IECMHC is well positioned to disrupt racism, bias, and other forms of marginalization in the settings in which we consult.
- Research shows that IECMHC can reduce racial and gender disparities, by supporting the adults and systems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



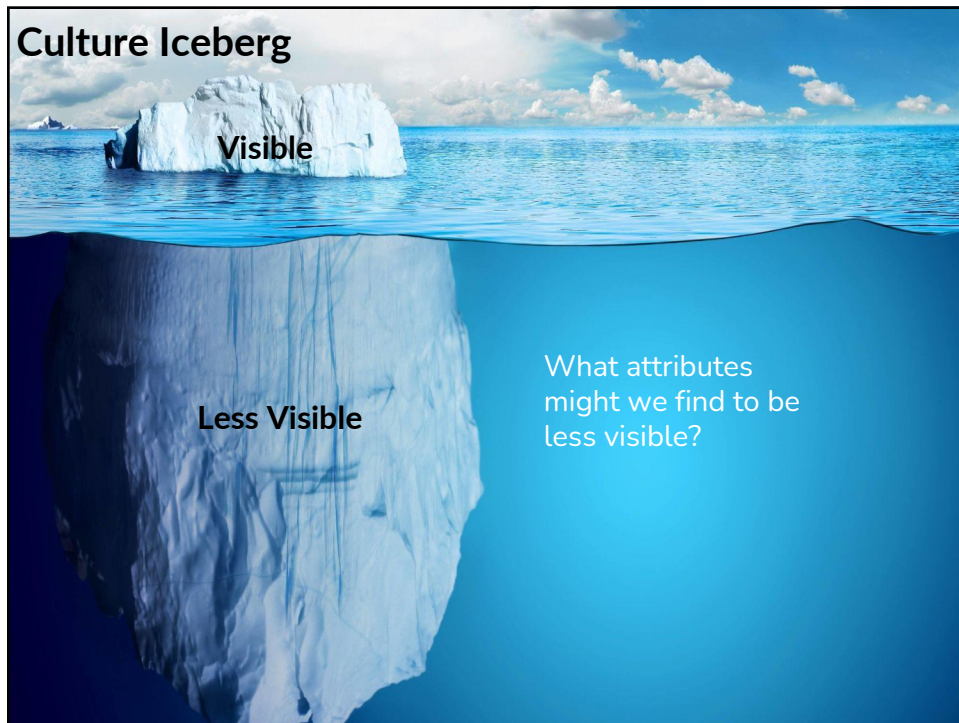
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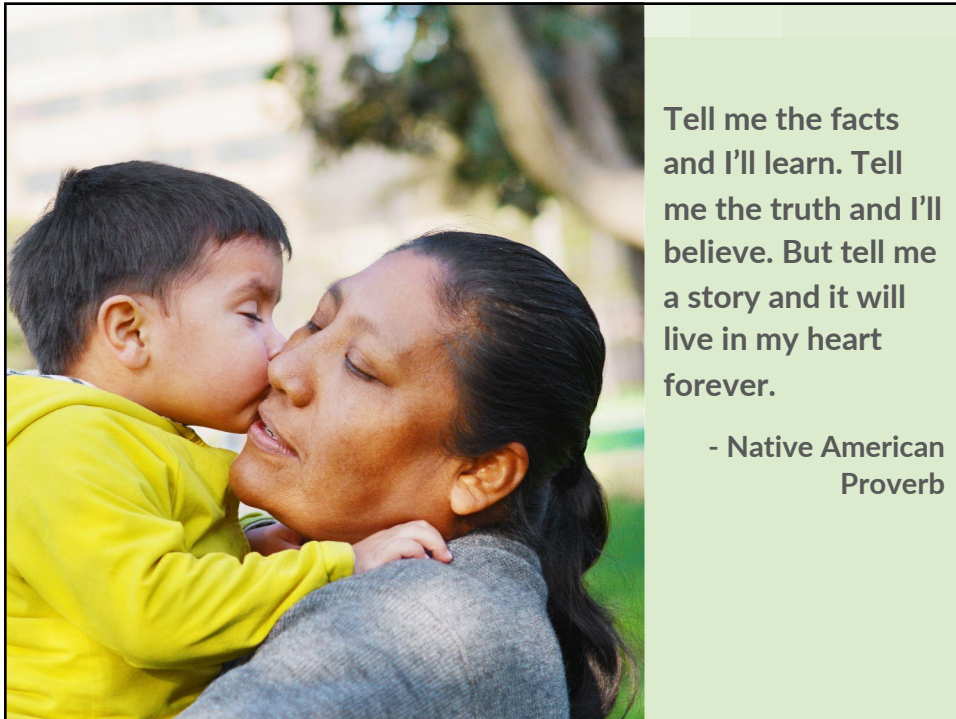


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Individualist and Collectivist Cultures	
Individualism	Collectivism
Focus on independence and individual achievement.	Focused on interdependence and group success.
Emphasizes self-reliance and the belief that one is supposed to take care of himself to get ahead.	Emphasizes reliance on the collective wisdom or resources of the group and the belief that group members take care of each other to get ahead.
Learning happens through individual study and reading.	Learning happens through group interaction and dialogue.
Individual contributions and status are important.	Group dynamics and harmony are important.
Competitive	Collaborative
Technical/analytical	Relational

Hammond, Z. (2015). Culturally Responsive Teaching & the Brain

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Tell me the facts
and I'll learn. Tell
me the truth and I'll
believe. But tell me
a story and it will
live in my heart
forever.

- Native American
Proverb

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Racial Stories

“The lion’s story
will never be
known as long
as the hunter is
the one to tell it”

- West African
Proverb

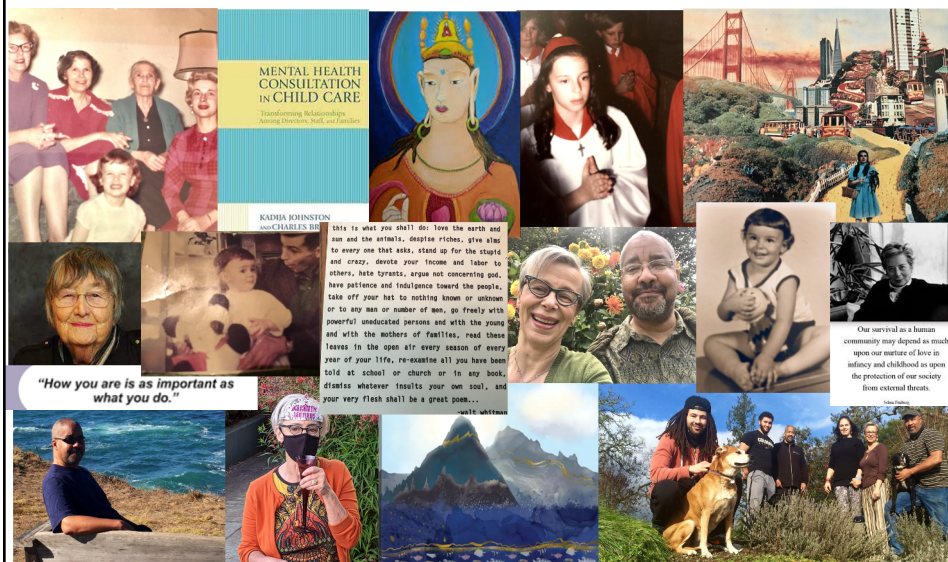
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My personal story....



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My personal story....



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Reflect on your own racial story...
Where would your story begin?
Jot down some initial thoughts.

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Small Group Chat



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Small Group Discussion

In your small group:

- Introduce yourselves.
- Share your feedback on the following questions:
 1. How did it feel to reflect on your own racial story?
 2. In what ways could sharing racial stories be an effective approach with the practitioners with whom you work?
- 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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Resources



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.)

Other:

- Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families
<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/becoming-upended-equity-diversity.pdf>
- Caste: The Origins of Our Discontents, by Isabel Wilkerson
- Hearing the Lion's Story by Howard Stevenson
<https://www.learningforjustice.org/sites/default/files/general/HearingLions.pdf>
- A Teacher's Guide to Rerouting the Pipeline: Daily decisions can help divert students from the school-to-prison pipeline by Emily Chiarello
<https://www.learningforjustice.org/magazine/spring-2013/a-teachers-guide-to-rerouting-the-pipeline>

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Upcoming Events

www.iecmhc.org

Supporting Tribal Populations through IECMHC

- November 30, 2021 at 1:00pmET

Equity Chats

Unpacking the Revised IECMH Consultant Competencies:

- Competency 4. Reflective Practice - December 8, 2021
- Competency 5. Child- and Family-Focused Consultation and Competency 6. Classroom- and Home-Focused Consultation - January 20, 2022

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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.

Conference Listening Session

- November 9, 2021 at 12:00pmET

Presentation submissions due December 3

- Have questions? Book an office hour!

Registration opens in January

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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!

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