

Infant and Early Childhood Mental Health Consultation Equity Chats

Unpacking the Revised IECMHC
Competencies - Competency 4. Reflective
Practice

December 8, 2021

12:00pm – 1:30 pm ET



1

1

Facilitators



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



Sherry Heller
CoE Partner
Associate Professor, Tulane University

2

2

Land Acknowledgement

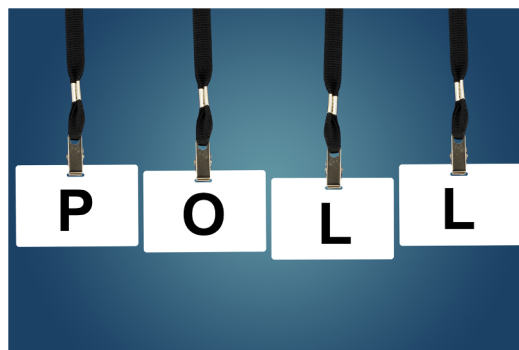
As an institution dedicated to our Jesuit values, Georgetown University recognizes that the land we currently occupy was and still is the homeland of the Nacotchtank and their descendants, the Piscataway Conoy people. We acknowledge that these peoples and many others were forcefully removed and that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

3

A few quick polls!



4

4

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

5

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

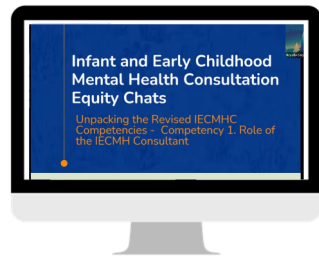


Webinar Recordings
Available at:
iecmhc.org/resources/equity

- 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

6

Did you attend last month's Equity Chat?



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

A. Yes

B. No

7

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.

8

8

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.

9

9

Today's Session Goals

- Examine the role of the consultant in supporting equity in IECMHC.
- Introduce the revised IECMHC Competency 4.
- Share and discuss ways to begin to support **more equitable systems** and **strengthen culturally responsive IECMHC practices** to reduce disparities and improve child outcomes.

10

10

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 4.
- Small group breakouts on advancing equity in our work with practitioners, children, and families.
- Sharing resources to support the work of equity in IECMHC

11

11

Framing Our Dialogue



12

12

Structural and Systemic Racism

THE GROUNDWATER APPROACH:

building a practical understanding
of structural racism

Source: Racial Equity Institute (REI), 2018

13

13

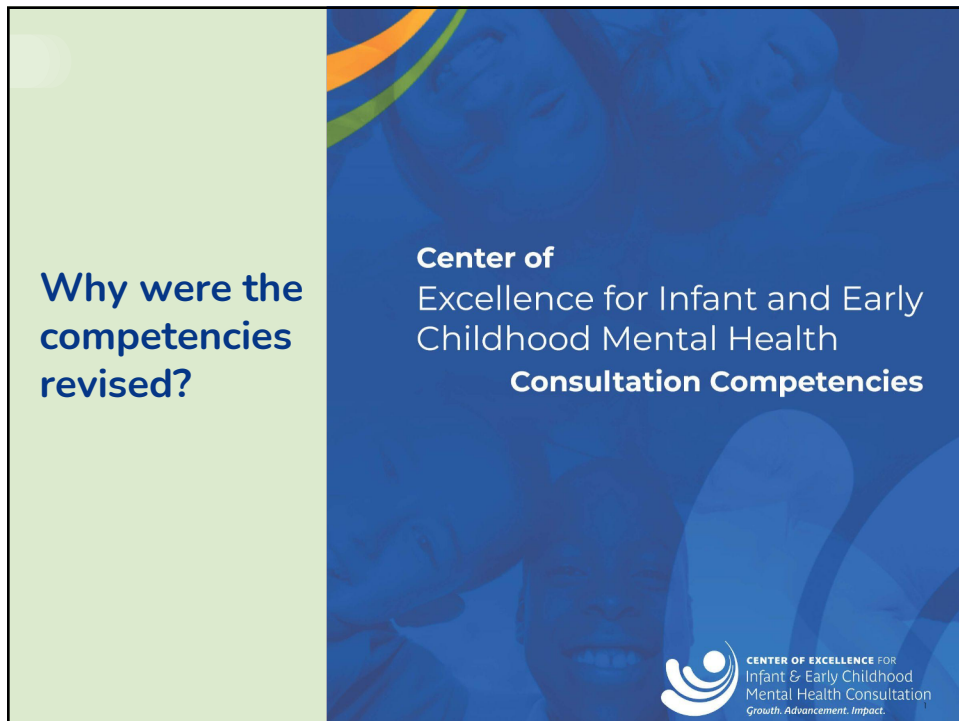
Equitable Learning Environments...

... 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



14



15

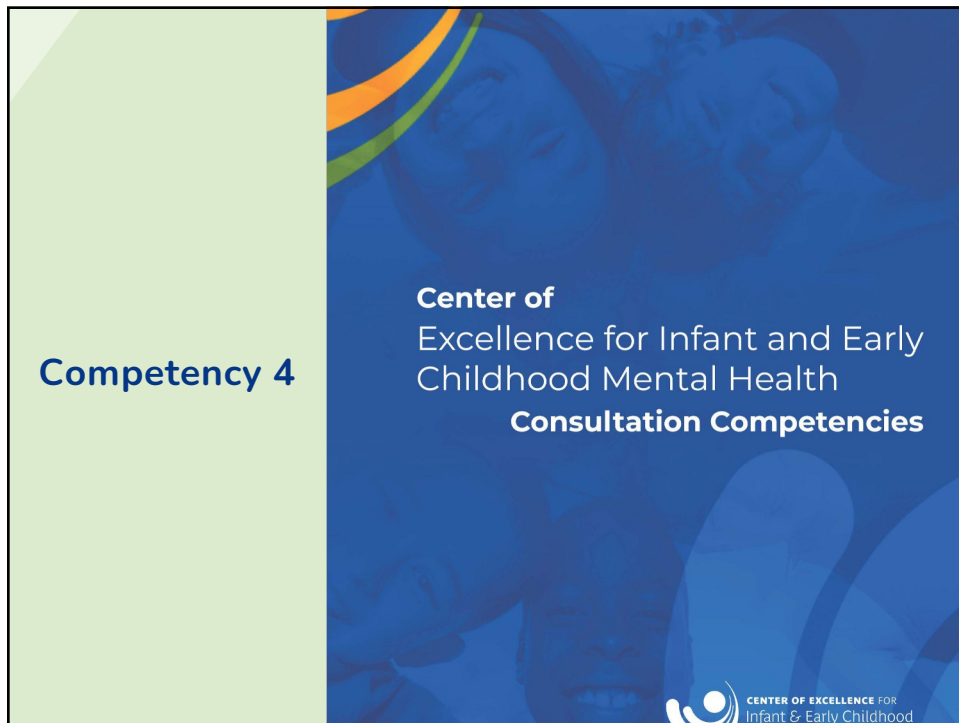
IECMHC Competencies Elevate Equity

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).



16



17



4. REFLECTIVE PRACTICE

Thinks about and questions personal influences and actions before, during, and/or after consultative interactions. Considers the influences on and the perspectives of others (e.g., infant, young child, family, staff) in the context of consultation, including how these may vary based on infant or young child, family, staff and consultant abilities, race/ethnicity, and language background (i.e., "What must this experience have been like for the infant or young child, staff member, or caregiver?"). Promotes reflective practice with consultees, using this experience-based learning to support consultees' professional growth and development. Commits to a journey of ongoing self-exploration to understand how one's own cultural background, race, and other social identities (including issues related to privilege and power) impact the way IECMH consultants see themselves and others in the work.

18

Do you see what I see?



19

Uses Self Reflection to Enhance Consultation

4A.3. Reflects on biases and can recognize when biases may negatively impact effective consultation. Works to explore personal implicit biases, and takes steps to make objective decisions.

To have personal biases is to be human

Personal Biases:

- are shaped by experiences, beliefs, values education, family friends, peers and others
- have been with us since childhood
- are absorbed by observing social, familial and institutional environments.
- IMPACT our emotional and rational responses
- being aware of is vital personally and professionally

20

Damon Vignette



21

Supports Others in Reflecting

4B.7. Supports others' (including colleagues' and consultees') developing capacities to explore equity issues and their influence in the population IECMH consultants serve as well as the role consultants play in upholding or dismantling inequitable systems and practices. Encourages deep conversations about race, diversity, and inclusion to raise awareness and to support equity in all work interactions.



22

Supporting Self Reflection

What approaches have you found to be effective in supporting self reflection of personal values, beliefs, biases, assumptions, and experiences, and how these influence interactions and relationships with children, families, and or staff?

- What approaches have you found to be effective in supporting **your own self reflection**?
- What approaches have you found to be effective in supporting **self reflection of staff**?
- What approaches have you found to be effective in supporting **consultee self reflection**?

Share your feedback in Padlet

23

Small Group Chat



24

Small Group Discussion

In your small group:

- Introduce yourselves.
- Share your feedback on the following questions:
 1. What approaches have you found to be most effective in supporting self reflection?
 2. What have you found to be challenging?
- Be prepared to share one to two takeaways with the larger group.

25

Whole Group Share Out



26

Resources to Support Equity in IECMHC



27

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

28

Resources (cont.)

Training:

Reflective Supervision Collaborative: <https://www.swhd.org/rsc/>

Books/Other:

- Mental Health Consultation in Child Care: Transforming Relationships With Directors, Staff, And Families, by Kadija Johnston and Charles Brinamen
- A Practical Guide to Reflective Supervision edited by Sherryl Scott Heller and Linda Gilkerson
- Promoting Cultural Sensitivity in Supervision: A Manual for Practitioners Edited by Kenneth V. Hardy and Toby Bobes
- The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing.

29

Upcoming Events

www.iecmhc.org

Equity Chats

Unpacking the Revised IECMH Consultant Competencies:

- Competency 5. Child- and Family-Focused Consultation and Competency 6. Classroom- and Home-Focused Consultation - January 20, 2022
- Competency 7. Programmatic Consultation

30

30



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

31

31

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!

32

32

THANK YOU!
CONNECT WITH US!

www.iecmhc.org
IECMHC@Georgetown.edu
[@IECMHC](https://twitter.com/IECMHC)

33