

Infant and Early Childhood Mental Health Consultation Equity Chats

Unpacking the Revised IECMHC
Competencies - Competency 2.
Foundational Knowledge

October 12, 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

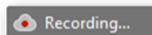
As an institution dedicated to our Jesuit values, Georgetown University recognizes that the land we currently occupy was and still is the homeland of the Nacotchtank and their descendants, the Piscataway Conoy people. We acknowledge that these peoples and many others were forcefully removed and that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

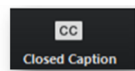
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Webinar Housekeeping



Recording...

This meeting is being recorded.



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.

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.

Interactive Features:

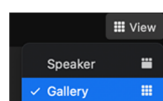
- Zoom Polling
- Mentimeter
- Padlet



Chat

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.



Speaker

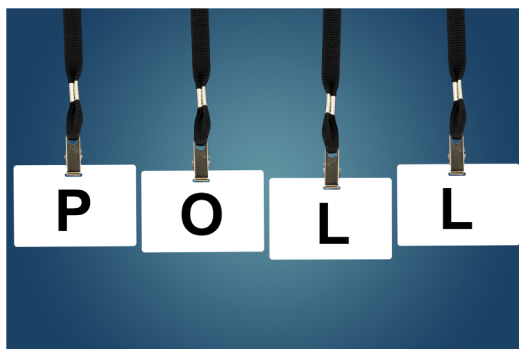
✓ Gallery

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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A few quick polls!



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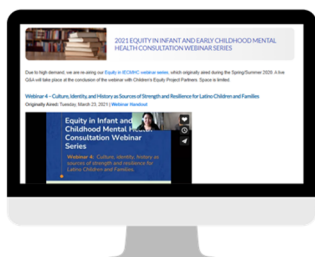
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What is your role?

- 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?

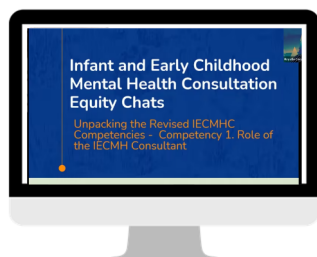


**Webinar Recordings
Available at:**
iecmhc.org/resources/equity

- 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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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 10

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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.
- Introduce the revised IECMHC Competency 2 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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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 2
- 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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What does equity mean to you?



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Equity

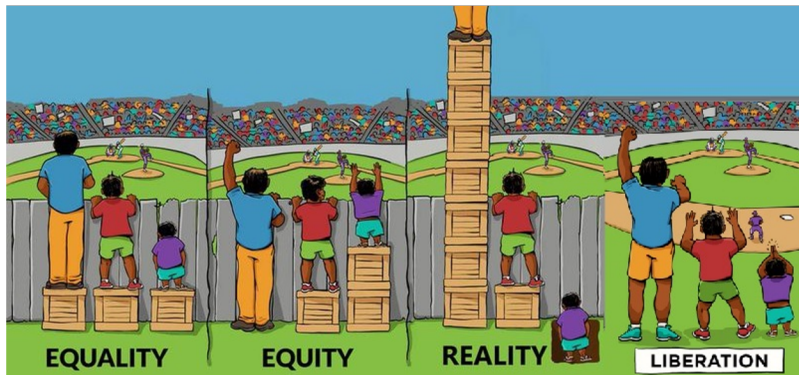
“The state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic.



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:

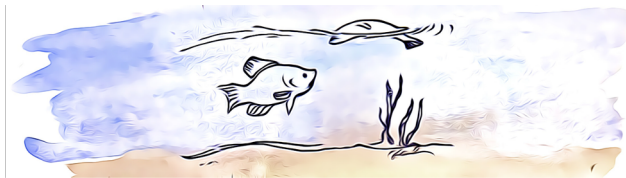
building a practical understanding
of structural racism

Source: Racial Equity Institute (REI), 2018

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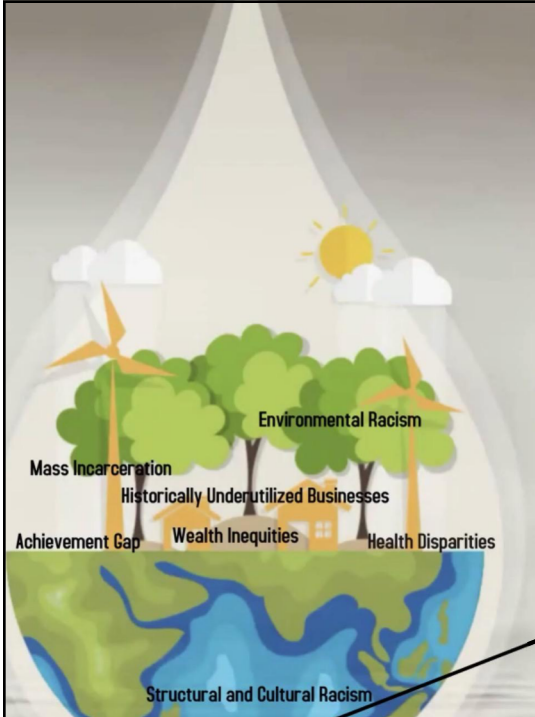
Fish and the Lake



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

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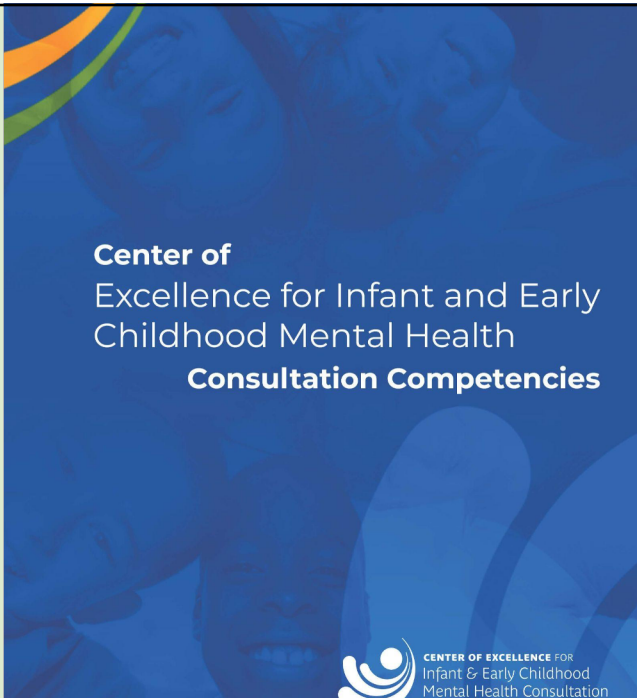
The Groundwater

“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 2

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



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Role Relates to Equity

2. FOUNDATIONAL KNOWLEDGE

Draws from a broad and diverse knowledge base to understand infants, young children, families, and program or other setting staff from diverse racial/ethnic and language backgrounds, and how they relate to one another. Turns to a variety of disciplines and theories to inform the direction of consultation.

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2A. Understands the Multidisciplinary Body of Knowledge that Informs Consultation



2A.3. Understands mental health concepts and psychological processes related to adults and adult functioning, including how caregivers' current and historical access to opportunities and resources and their experiences with discrimination impact mental health. Understands parallel process (i.e., how relationships between an IECMH consultant and staff or caregivers impacts relationships between staff or caregivers and infants, young children, and families), the ways in which a caregiver's experiences can affect their interpretation of an infant's or young child's behavior, and experiences with or responses to trauma.

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2A. Understands the Multidisciplinary Body of Knowledge that Informs Consultation

2A.8. Has broad knowledge of culturally responsive social and emotional curricula, screening tools, frameworks, and resources, and understands equitable implementation of such curricula and tools.



What culturally responsive social emotional screening tools, curriculum, and or frameworks do you use in your work? Enter your response in Mentimeter: <https://www.menti.com/991b7h87ww>

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2B. Understands the Nature of and Influences on Development



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2C. Understands the Importance and Power of Culture

2C.1. Understands and supports cultural variations in development, child-rearing practices, and caregiver expectations

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2D. Understands the Importance of Self-Awareness and the Nature of Reflective Practice



2D.3. Understands the importance of assisting others in reflecting on and examining their own values, beliefs, privileges, biases, assumptions, and experiences; supporting them in regulating their emotions; and helping them accurately perceive the meaning of others' behavior (specifically, the behavior of infants, young children, families, and coworkers).

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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. How have you used Foundational Knowledge to promote equity in your role?
 2. What have you found to be particularly challenging?
- Enter feedback in Padlet:
<https://padlet.com/lisagordont/hial3fqaazwg2l5d>
- 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.)

Research:

- M. Curenton, S.M., U. Iruka, I.U., et al. (2019): Validity for the Assessing Classroom Sociocultural Equity Scale (ACSES) in Early Childhood Classrooms, Early Education and Development, DOI: <https://doi.org/10.1080/10409289.2019.1611331>
- Culturally Responsive Instruction Observation Protocol (CRIOP) <https://www.uky.edu/projectplace/criop>

Books/Other:

- Mental Health Consultation in Child Care: Transforming Relationships With Directors, Staff, And Families, by Kadija Johnston and Charles Brinamen
- The Pyramid Model Equity Coaching Guide <https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html>

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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/991b7h87ww>

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Upcoming Events

www.iecmhc.org

Sustainability through Financing & Policy - October 26, 2021

Equity Chat Office Hour - October 29, 2021

Equity Chats

Unpacking the Revised IECMH Consultant Competencies:

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

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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Applications Now Open! Equity in IECMHC ECHO Groups

www.iecmhc.org



TWO GROUPS:

- Equity in IECMHC ECHO
- Equity in IECMHC Project LAUNCH ECHO

Applications Due: October 29, 2021

Questions? Contact iecmhc@georgetown.edu

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

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