

Infant and Early Childhood Mental Health Consultation Equity Chats

Unpacking the Revised IECMHC Competencies:
Competency 5. Child- and Family-Focused Consultation and Competency 6. Classroom- and Home-Focused Consultation

January 20, 2022

12:00pm – 1:30 pm ET



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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.

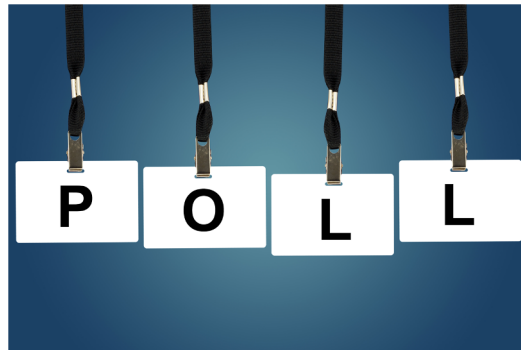
This University celebrates the resilience, strength, and enduring presence of Indigenous people demonstrated around the world. We are committed to supporting the Indigenous members of our community as we educate ourselves on Indigenous histories, cultures, and issues. This is a reflection of our commitment to the values of *People for Others* as we form our *Community in Diversity*.

– Native American Student Council (NASC)

View your the lands you settle on here: <https://native-land.ca/>

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A few quick polls!



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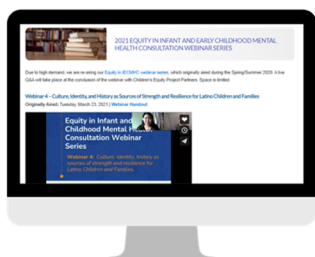
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What is your role?

- 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. Researcher/Evaluator
- J. Other

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

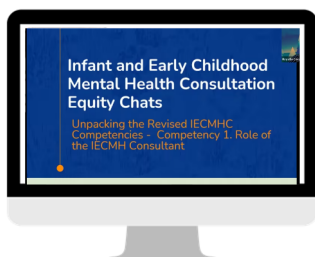


Webinar Recordings
Available at:
iecmhc.org/resources/equity

- 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



Angela Keyes
COE Partner
Associate Professor,
Tulane University



Lauren Rabinovitz
Program Director
COE IECMHC
Georgetown University's Center
for Child & Human Development

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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 5 and 6.
- 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 Competences 5 and 6.
- 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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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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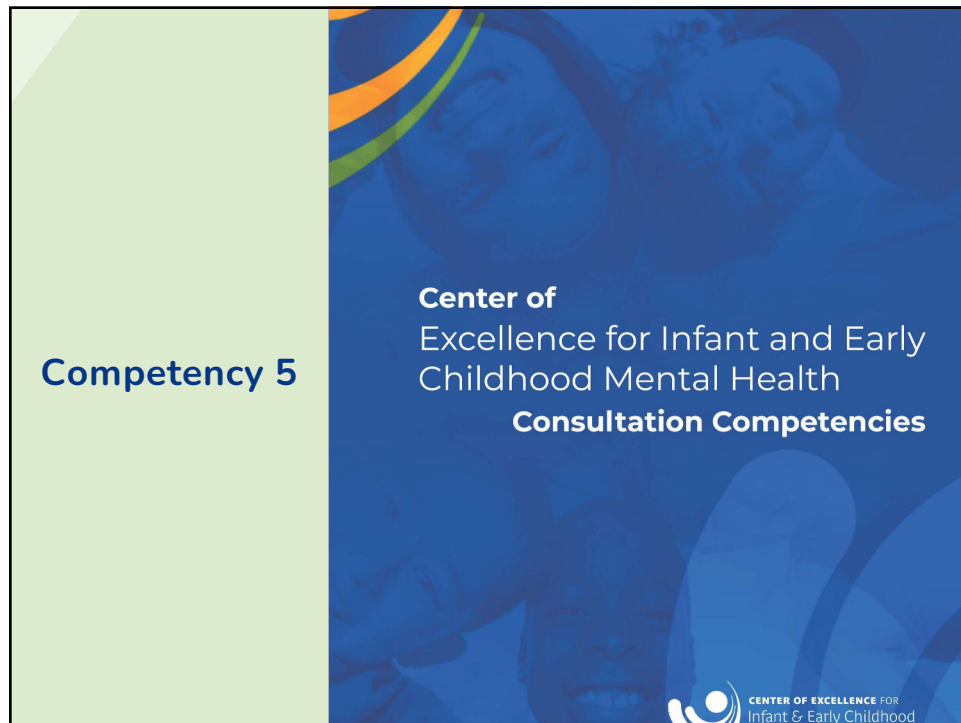
IECMHC Competencies Elevate Equity

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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5A. Values and Promotes the Power of Relationships and the Importance of Relationship-Building

5A.3.

Gathers (or supports staff in helping to gather) family- and infant- or young-child-related information in a manner that is non-threatening, respectful, collaborative, and supportive.



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5B. Works Collaboratively to Understand an Infant's and Young Child's Behavior

5B.1.

Collaborates with families and staff to develop a working hypothesis about the meaning of an infant's or young child's behavior, including social and emotional, relational, cultural, and family factors; physical and/or medical issues; environmental factors and events (such as a history of exposure to trauma); and/or developmental vulnerabilities that may play a role in that behavior. Recognizes the need to revise the hypothesis over time as new information emerges and in the face of conflicting and/or additional information.



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“Jonah Did It!”

- Jonah is a 3½-year-old, African-American boy of average size
- Children and teachers primarily African-American
- Teacher reported significant problems with aggression and non-compliance
 - At wits' end
- Director requested assistance to speak with caregivers and support teacher



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Contributing Factors

“The Perfect Storm”

- Child factors
 - Had been placed in foster care
 - New to center
- Parent factors
 - New relationship
 - Non-traditional work hours
- Classroom factors
 - Scapegoated by other children
 - Classroom management issues
- **Communication issues**

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Equity Considerations

- Attributions about child's behavior
- Expulsion risk
- Systemic oppression

Consultative stance:

- Consider all levels of influence
- Hearing and representing all voices
- The centrality of relationships

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6. CLASSROOM AND HOME-FOCUSED CONSULTATION

Collaborates with caregivers and program staff to promote equitable, warm, and trusting relationships, consistent routines, and development-enhancing interactions that positively impact classroom and home climates. Understands and values the roles culture and language play in supporting infants' and young children's social and emotional development, and incorporates family's culture and primary language into classrooms and homes to build continuity in the learning experiences for infants and young children between the classroom and home. Takes time to understand how race/ethnicity, primary language, and abilities influence the family's experiences and the classroom's and system's role in oppressing or supporting wellness. Resists applying a deficit-based perspective to infants, young children, and families who are from historically marginalized and oppressed communities by committing to learning about authentic community strengths and adaptive responses to poverty, historical trauma, and other racialized experiences.

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Sub-Categories for Competency 6

6B. Supports Families and Staff in Understanding the Nature of Development and Possibilities for Developmental Support

6C. Supports Families and Staff in Providing or Encouraging Consistent Routines and Developmentally Appropriate and Culturally Responsive Interactions and Practices



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Mrs. Spencer

- Numerous referrals coming from one classroom
- Observation(s) surfaced that the teacher had developmental inappropriate expectations of three and four year olds
- Strategies suggested seemed to be well received, but little change occurred over many months with countless meetings, observations, additional strategies and resources provided
- WHY?



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What did I miss?

Key Questions I NEVER asked around the teacher's:

- Knowledge of this age group
- Desire to work with the age group
- Experience with safety and discipline



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Equity Considerations

- Assumptions
- Implicit bias

Consultative stance:

- Wondering instead of knowing
- Avoiding the position of the expert

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Self-Reflection...

Think about creating equitable relationships, interactions, and environments that are culturally responsive to the needs of children and families in your role.

1. What approaches have you found most effective in partnering with families?
2. What approaches have you found most effective to support equitable developmentally appropriate classroom practices for children?
3. What have you found to be challenging?

Share your thoughts in Padlet

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Small Group Chat



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Small Group Discussion

In your small group:

1. Introduce yourselves.
2. Identify a reporter.
3. Share your feedback to the questions you entered in Padlet.
4. Be prepared to share one to two takeaways with the larger group.

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Small Group Discussion Questions

Think about creating equitable relationships, interactions, and environments that are culturally responsive to the needs of children and families in your role.

1. What approaches have you found most effective in partnering with families?
2. What approaches have you found most effective to support equitable developmentally appropriate classroom practices for children?
3. What have you found to be challenging?

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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.)

Books/Other:

- Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (NAEYC)
- The Pyramid Model Equity Coaching Guide
- Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions (NAEYC)

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Save the Date!
www.iecmhc.org/conference

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.

Registration opens in February!

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Upcoming Events
www.iecmhc.org

Equity Chats
Unpacking the Revised IECMH Consultant Competencies:

- Competency 7. Programmatic Consultation - February 9, 2022
- Competency 8. System Wide Consultation - March 21-23, 2022 at the IECMHC Conference: Equity from the Start

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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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