

ecta

**Infant & Early Childhood  
Mental Health (IECMH)  
and EI (Part C) –  
Practices and Services**

July 27, 2022

# Welcome to the webinar!

# ecta



**ZERO TO THREE**  
Early connections last a lifetime



National Center for  
**Pyramid Model  
INNOVATIONS**

## Infant & Early Childhood Mental Health (IECMH) and EI (Part C): Practices and Services

- Please be sure your Participant name reflects your name, state, and role.
- Participants are muted. Participants may be taken off mute when asking a question or commenting as time allows.
- Features for today's webinar include:
  - Chat Box - We welcome your comments in the chat! You may also chat privately with the host, panelists or other presenters by selecting them in the chat box "To:" window drop-down.
  - Q&A - please enter questions into the Q&A box via the menu bar
  - Closed Captioning - toggle off/on via the menu bar
- Today's call will be recorded. The presentation slides and recording will be posted/shared on the ECTA website under Events/via email.

## Poll

- *Please indicate your role*



# Presenters:

Lise Fox, Ph.D., Professor & Co-Director  
University of South Florida, NCPMI



Meghan Schmelzer, LMSW, IECMH-E®  
Senior Policy Analyst, IECMH  
ZERO TO THREE Policy Center



Andy Gomm, MSW, Consultant



## State Spotlights:

### Alabama:

Jane Duer, M.Ed., IMH-E®- Policy Mentor  
Director, Office of Infant and Early Childhood Special Programs  
Alabama Department of Mental Health

### Georgia:

Kimberlee Spencer, Ph.D.  
Deputy Director Early Intervention  
Babies Can't Wait  
Georgia Department of Public Health

Laura Lucas, MS.,  
IECMH Director  
Department of Early Care and Learning

# Webinar Agenda

- Overview of the IECMH and (EI Part C) briefing paper and TA
- Partnerships to promote IECMH in:
  - Preventive-intervention practices
  - Treatment practices
- Finance and Workforce considerations
- State Spotlights:
  - Alabama
  - Georgia
- Q&A, Padlet questions – next steps



# Webinar Outcome

- Explore Infant and Early Childhood Mental Health (IECMH) policies and practices that may be used in early intervention (Part C) to support the social-emotional and mental health needs of infants and toddlers in the context of relationships, related to:
  - Preventive-intervention practices and services
  - Treatment practices and services

**Note:** The briefing paper has background information regarding the importance of early relationships for healthy social-emotional development and the impact of adverse childhood experiences, including trauma and toxic stress on a young child's mental health.



# The IECMH and EI Part C Workgroup – National partners



# IECMH and EI Part C – Briefing Paper

- Briefing Paper published in June
- Web version on the ECTA website  
<https://ectacenter.org/topics/iecmh/iecmh-partc.asp>
- Planning tool
- Webinars in July
- Improving Data Improving Outcomes Conference (Aug)
- Cross State cohort (fall 2022)
- State specific TA – reach out to your ECTA contact



Briefing Paper: Infant and Early Childhood Mental Health and Early Intervention (Part C):

Policies and practices for supporting the social and emotional development and mental health of infants and toddlers in the context of parent-child relationships

May 2022

**ecta** Early Childhood  
Technical Assistance Center



# Partnerships

State partnerships are critical for early intervention (Part C) Programs to implement IECMH policies and practices, including:

- State children's mental/behavioral health agency
- State IECMH lead
- University Centers for Excellence in Developmental Disabilities Education (UCEDD)
- Pyramid Model State Leadership Team
- Medicaid agency
- Associations of Infant Mental Health
- Advocacy and Philanthropic organizations
- ...Existing state IECMH collaborative efforts



# Continuum of IECMH Supports and Services

## *Continuum of IECMH Supports & Services*



# IECMH – Preventive-intervention

## *Reflective Practice\**

reflecting and wondering about the emotional needs of the parent and child and their responses.

## *IECMH Consultation*

consultants support the capacity of individual practitioners and teams.

*FAN Approach* - a conceptual model and a practical tool for family engagement and reflective practice.

*NEAR@Home* a home visiting approach that incorporates core elements for effective home visits to help strengthen families that incorporates reflective supervision and a trauma-sensitive approach.

*Pyramid Model* – use of fidelity instruments, coaching and partnering with families to promote social & emotional development.

\*Supported through regular reflective supervision/consultation



# Pyramid Model Framework



- **Universal promotion** for all families (all infants and toddlers and their caregivers)
- **Secondary prevention** to address the needs of infants/toddlers at risk for social emotional challenges (including support for their caregivers)
- **Intensive or tertiary intervention** for children with behavior challenges or significant concerns in social emotional development (including support for their caregivers)

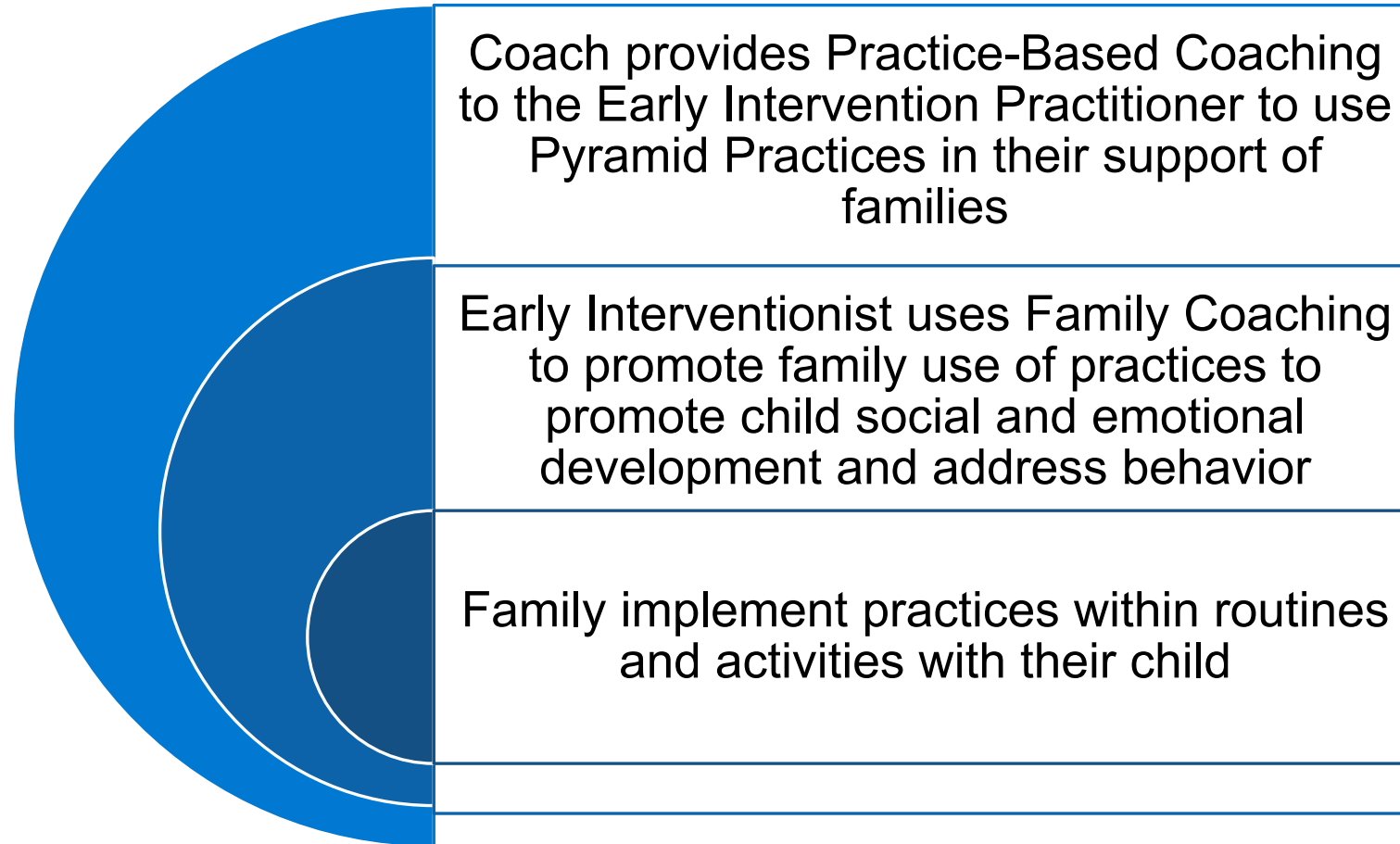
*Families' needs are dynamic, practices accommodate all levels of support.*

# Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFi)

- Building Partnerships with Families
- Promoting Social Emotional Development
- Dyadic Relationship Indicators
- Family-Centered Coaching
- Supporting Families with Children with Significant and Persistent Challenging Behaviors
- Social Emotional Assessment



# Coaching in Early Intervention



# Program-Wide Implementation of Pyramid Model Practices in Early Intervention Programs



## IECMH Treatment – Overview

Models and approaches can support the parent-child relationships that have been significantly disrupted, including as a result of:

- *Trauma (abuse or neglect, interpersonal/domestic violence, etc.)*
- *Experiences that impact parenting ability*
  - *Mental health or substance use disorder*
  - *Parents own experience of childhood trauma*
  - *Parents struggling to accept having a child with a disability*





## IECMH Treatment – Parenting Groups

- **Circle of Security** promotes secure attachment in the parent-child relationship and uses video and graphics
- **Triple P Parenting** gives parents tools and strategies to raise their child in an environment that is safe, loving, and predictable, and gives parents the confidence and skills to build good relationships with their children.
- **Incredible Years** promotes emotional and social competence to prevent, reduce, and treat aggression and emotional problems in young children



## IECMH – Dyadic Therapy

- **Parent-Child Interaction Therapy (PCIT)** involves observation and coaching of parent-child interactions to address challenging behavior.
- **Attachment and Biobehavioral Catch-up (ABC)** is an in-home program that coaches parents to provide nurturing care to their infant or toddler who has experienced early adversity.
- **Child-Parent Psychotherapy (CPP)** is for young children who have experienced trauma or are at risk of insecure attachment or social-emotional problems .



# IECMH – *Child-Parent Psychotherapy (CPP)*

- Helps families heal and grow after traumatic experiences and/or intense disruptions in the parent/child attachment relationship
- Honors and integrates family and cultural values
- Research\* shows:
  - Improvement in PTSD symptoms
  - Decline in maternal psychiatric symptoms
  - Improvements in behavior problems, aggression, and cognitive performance
  - In families involved with the child welfare system: reduced recidivism rates, reduced placement in foster care, and fewer placement changes for preschoolers already in foster care

\*see references on slide 43



## WORKFORCE / PROFESSIONAL DEVELOPMENT CONSIDERATIONS

- Integrate IECMH into existing training modules
- Training of screening and assessment tool that address social-emotional development.
- Training on specific IECMH approaches e.g. IECMH consultation, FAN, Pyramid Model
- Encourage IMH Endorsement
- Encourage reflective supervision/consultation
- Recruit and train mental health providers (social workers, counselors, psychologists, family therapists)

## FUNDING / COLLABORATION CONSIDERATIONS

- Collaboration across programs/states to support training
- Partnering with other organizations to support reflective supervision/consultation
- Work with Medicaid to explore funding for services (this will look different depending on funding methodology e.g. fee-for-service (flat EI rate); fee-for-service (rate varies by service); bundled / monthly rate; other)

# State Spotlight

Jane Duer, M.Ed., IMH-E®- Policy Mentor

Director, Office of Infant and Early Childhood Special Programs

Alabama Department of Mental Health



Alabama Department of  
**REHABILITATION SERVICES**



ALABAMA DEPARTMENT OF  
**Early Childhood  
Education**

# Some Background on Alabama EI and IECMH



- ADMH's role in the Early Intervention System
- Alabama's State Systemic Improvement Plan for EI: Social-Emotional Development
- SAMHSA Funded Grant: Project LAUNCH



# Building Alabama's IECMH System of Care

- State Young Child Wellness Council (2015-2019)
- Alabama Association for IECMH (First 5 Alabama) (2017)
- IECMH State Coordinator position created (2017)
- 10 IECMH Consultants hired through APC/ADHR grant (2019)
- State level IECMH Consultation positions within ADMH (2020)



# IECMH in EI

- Tiered IECMHC in EI in 2 pilot program:
  1. Universal Consultation
  2. Program/Team Consultation & Support
  3. Child/Family-Level Consultation
- Challenges and Successes
- Up Next: Determining if IECMHC is an EI service or a Non-EI service





# Going Forward

- Expanding Tier 1 to all EI programs statewide
- Expanding Tiers 2 and 3 to additional EI programs and eventually to all
- Reviewing use of DC:0-5 for eligibility determination of children for EI and/or ICO criteria
- Increasing community mental health workforce capacity to serve children/families when more clinical treatment is needed



# State Spotlight

Kimberlee Spencer, Ph.D.

Deputy Director Early Intervention/Part C C

Georgia Department of Public Health

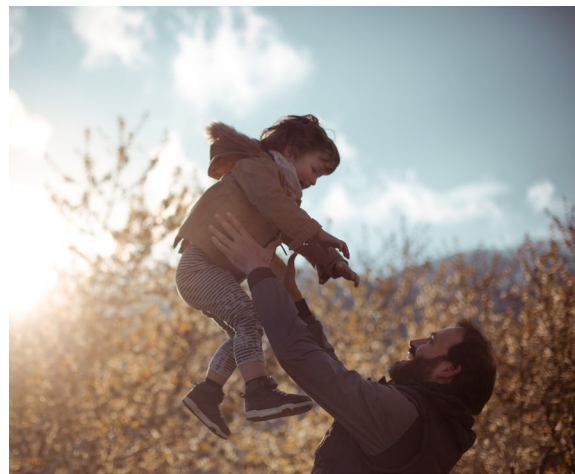


Laura Lucas, MS.

IECMH Director

Department of Early Care and Learning





# Infant and Early Childhood Mental Health in Georgia: *Partnerships are key!*



# Georgia Infant-Toddler Coalition convened by GEEARS

- Georgia Early Education Alliance for Ready Students (GEEARS) is a non-profit, non-partisan research, policy, and advocacy organization that focuses on the needs of children 0-5 and their families.
- GEEARS convenes the Georgia Infant Toddler Coalition.
- In 2018, the IT Coalition created a committee on Infant and Early Childhood Mental Health, which brings together IECMH specialists, health care providers, home visitors, non-profit leaders, state agencies, higher education, and childcare providers.





# Georgia House Study Committee on Infant and Toddler Social and Emotional Health

# Infant and Toddler Social and Emotional Health House Study Committee Recommendations

## Establish IECMH State Level Leadership

- ✓ IECMH Director, housed at DECAL since November 2020
- ✓ IECMH Task Force with child serving state agencies represented convening monthly since February 2021



# Infant and Toddler Social and Emotional Health House Study Committee Recommendations

- Address Medicaid reimbursement and accessibility for children 0-4 and extending pregnancy Medicaid to 12 months postpartum
  - ✓ Pregnancy Medicaid extended to 12 months postpartum in 2022 Legislative Session
  - ✓ Mental health services for children 0-4 clarified by IECMH taskforce in 2022



# Infant and Toddler Social and Emotional Health House Study Committee Recommendations

- Address workforce development by developing an agreed upon set of core competencies
  - ✓ Formation of GA-AIMH and adoption of IECMH core competencies and endorsement in 2021-22
  - ✓ Child-parent psychotherapy training pilot in 2021, expanded in 2022 for a total of 85 clinicians trained. Expansion co-funded by DECAL and DPH





# Dyadic Therapy

- **Dyadic Therapy**, or caregiver-child therapy, is a form of therapy in which the **young child and caregiver are treated together**.
- A clinician is present with the caregiver and child, or in a nearby room, and coaches the parent to encourage positive interactions that can help improve parenting, the caregiver-child relationship, and the child's behavior.



# Child-Parent Psychotherapy



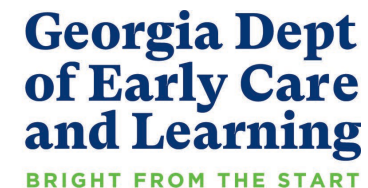
- **Child Parent Psychotherapy** is an evidence-based dyadic therapy for young children from birth through age five and their parents/caregivers
  - Supports family strengths and relationships
  - Helps families heal and grow after stressful or traumatic experiences
  - Respects family and cultural values



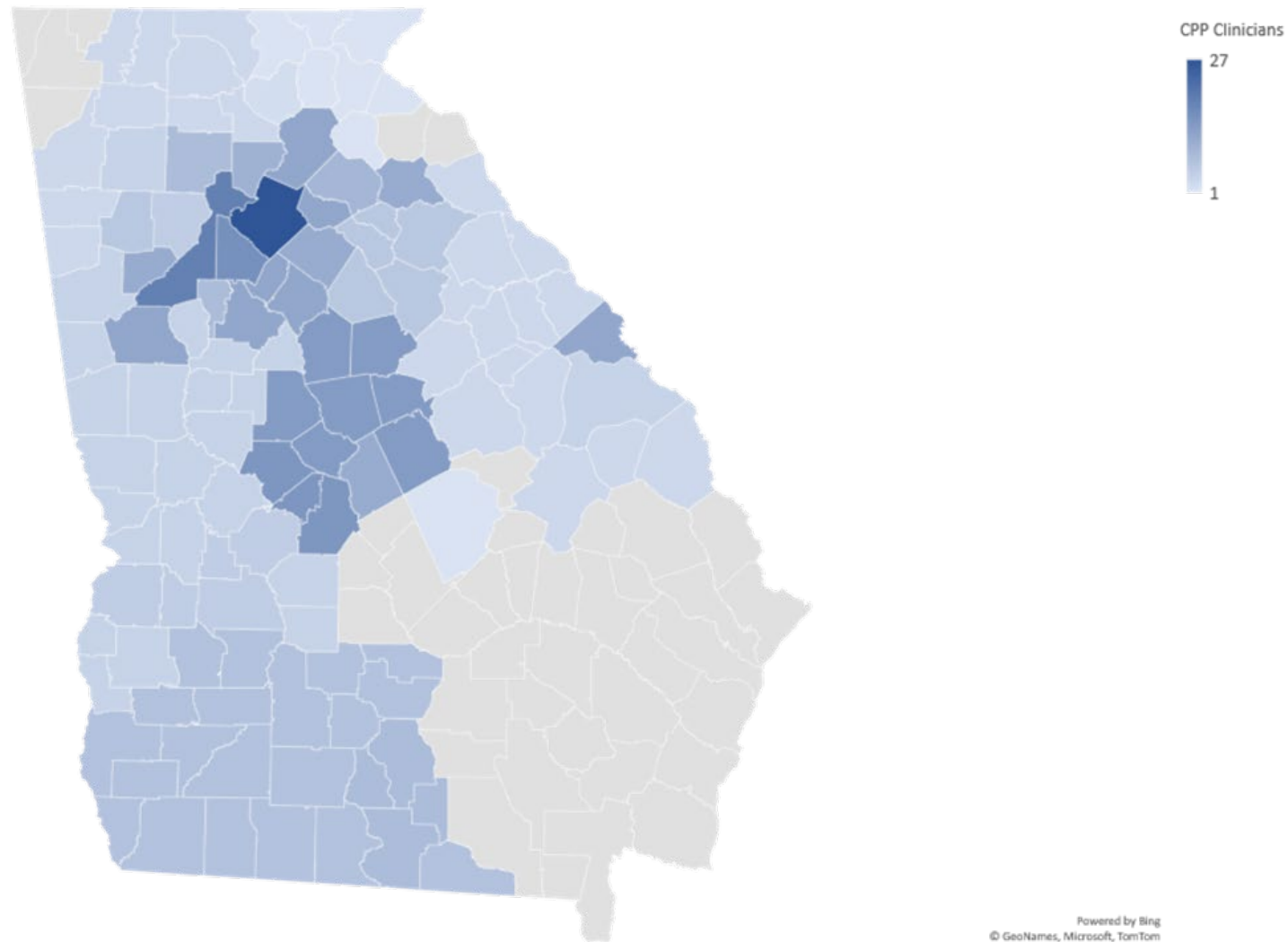
For more information about CPP visit: [www.childparentpsychotherapy.com](http://www.childparentpsychotherapy.com)

# CPP Training & Expansion in Georgia

- A pilot program trained 15 clinicians in Athens, Atlanta, and Macon receiving referrals from Early Intervention (Babies Can't Wait), Head Start, and more.
- A grant from United Way of NE Georgia and Community Foundation of Greater Atlanta trained 18 clinicians from 10 counties in Northeast Georgia in Spring 2022
- The Department of Early Care and Learning (DECAL) and Department of Public Health (DPH) are funding 60 more clinicians across the state to complete the CPP training beginning in Fall 2022



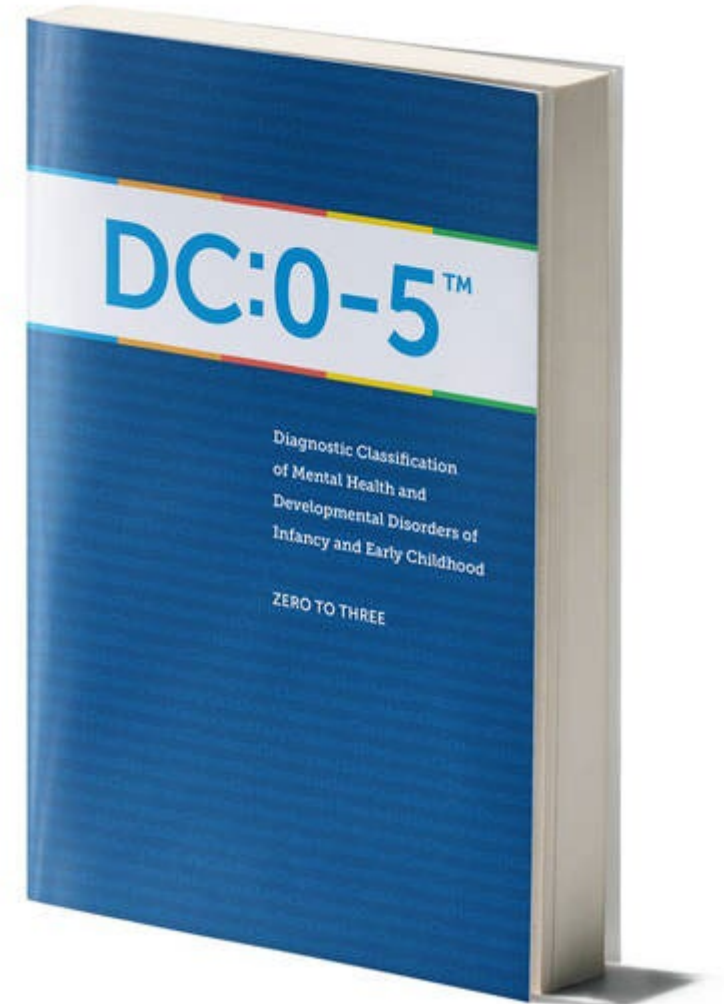
# Map of counties that will have access to CPP as a result of 2021 & 2022 GA-AIMH coordinated trainings



Powered by Bing  
© GeoNames, Microsoft, TomTom

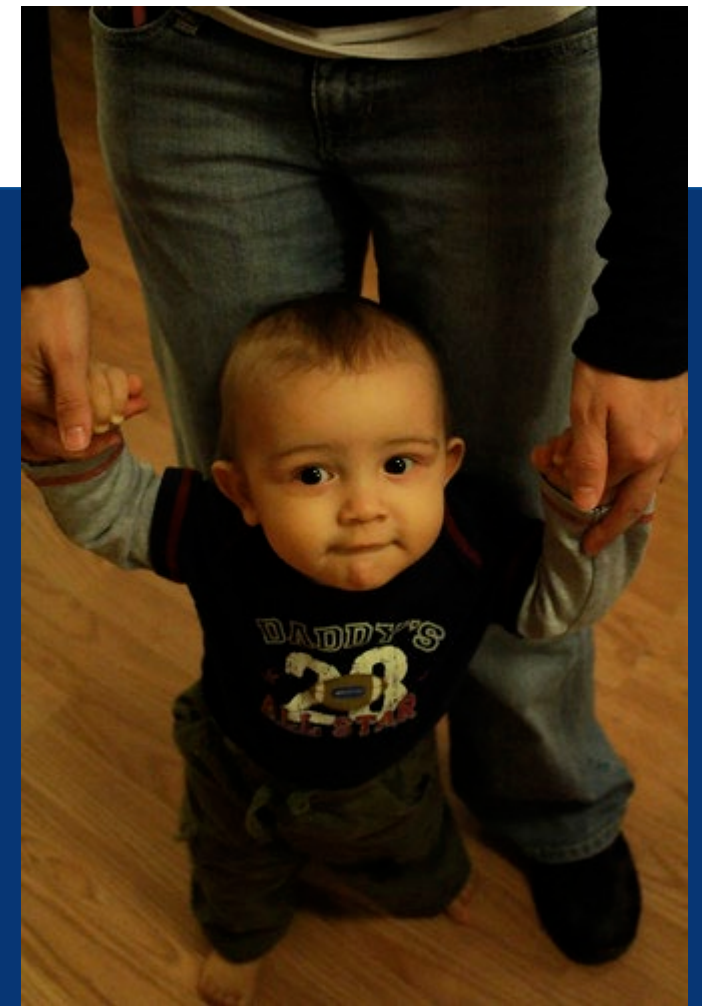
# DC:0-5 Training

- Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC:0-5): developmentally based system for diagnosing mental health and developmental disorders in infants and toddlers
- In 2022, GA-AIMH will provide:
  - Overview Training (up to 120 participants)
  - Clinical Training (up to 100 participants)



# Next Steps

Kimberlee Spencer, PhD  
Deputy Director of Early Intervention  
Division of Health Promotion  
Georgia Department of Public Health :  
[Kimberlee.Spencer@dph.ga.gov](mailto:Kimberlee.Spencer@dph.ga.gov)



# Questions?

Laura Lucas, MS  
Infant and Early Childhood Mental Health Director  
Georgia Department of Early Care and Learning  
[Laura.Lucas@dec.al.ga.gov](mailto:Laura.Lucas@dec.al.ga.gov)



Georgia Dept  
of Early Care  
and Learning  
BRIGHT FROM THE START



# Questions

# Answers

?

?

?

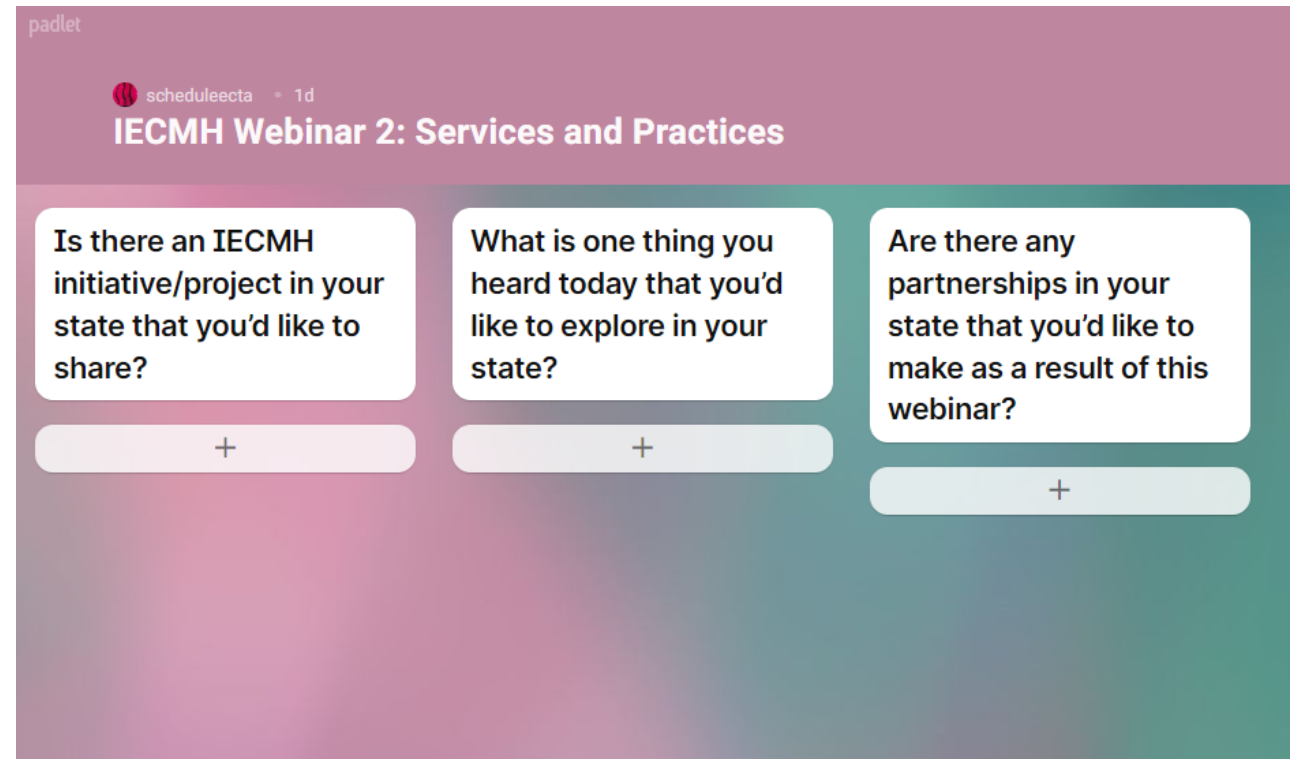


# Padlet Discussion/Reflection

***Is there an IECMH initiative/project in your state that you'd like to share?***

***What is one thing you heard today that you'd like to explore in your state?***

***Are there any partnerships in your state that you'd like to make as a result of this webinar?***



# Closing

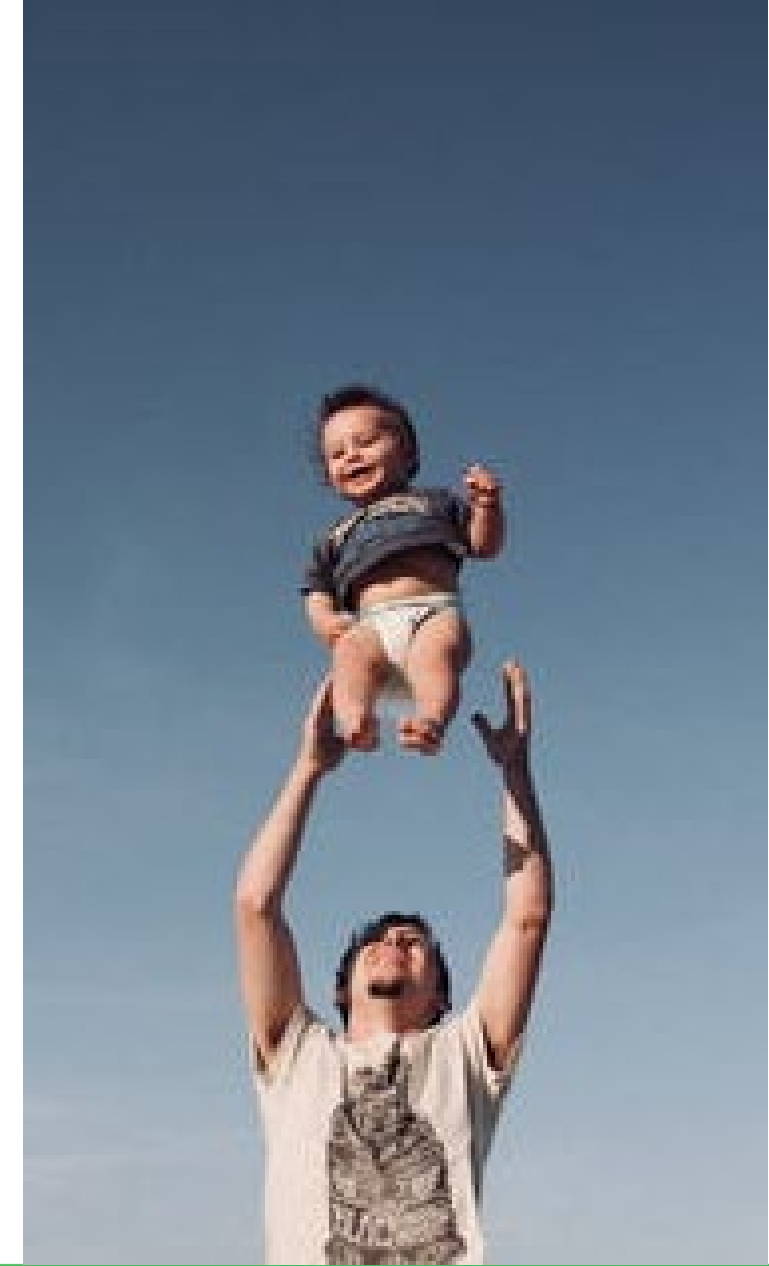
## Contact Information:

- Andy Gomm [andypgomm@gmail.com](mailto:andypgomm@gmail.com)
- Lise Fox [lisefox@usf.edu](mailto:lisefox@usf.edu)
- Meghan Schmelzer [mschmelzer@zerotothree.org](mailto:mschmelzer@zerotothree.org)

## Reminders:

- Webinar recording will be posted on the ECTA website
- Padlet site will remain open (copy URL)
- Cross state-cohort TA application will be out soon.
- Evaluation will be emailed to you  
[https://unc.az1.qualtrics.com/jfe/form/SV\\_2h1BAFHmWaMuCKq](https://unc.az1.qualtrics.com/jfe/form/SV_2h1BAFHmWaMuCKq)

Thank You!! 😊



## CPP References:

- Cicchetti, D., Rogosch, F. A., & Toth, S. L. (2000). The efficacy of toddler-parent psychotherapy for fostering cognitive development in offspring of depressed mothers. *Journal of Abnormal Child Psychology*, 28(2), 135–148. <https://doi.org/10.1023/a:1005118713814>
- Cicchetti, D., Rogosch, F. A., & Toth, S. L. (2006). Fostering secure attachment in infant in maltreating families through preventive interventions. *Development and Psychopathology*, 18(3), 623–649. <https://doi.org/10.1017/s0954579406060329>
- Cicchetti, D., Toth, S. L., & Rogosch, F. A. (1999). The efficacy of toddler-parent psychotherapy to increase attachment security in offspring of depressed mothers. *Attachment and Human Development*, 1(1), 34–66. <https://doi.org/10.1080/14616739900134021>
- Ghosh Ippen, C., Harris, W. W., Van Horn, P., & Lieberman, A. F. (2011). Traumatic and stressful events in early childhood: Can treatment help those at highest risk? *Child Abuse and Neglect*, 35(7), 504–513. <https://doi.org/10.1016/j.chiabu.2011.03.009>
- Lieberman, A. F., Ghosh Ippen, C., & Van Horn, P. (2006). Child-parent psychotherapy: 6-month follow-up of a randomized controlled trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45(8), 913-918. <https://doi.org/10.1097/01.chi.0000222784.03735.92>
- Lieberman, A. F., Weston, D., & Pawl, J. H. (1991). Preventive intervention and outcome with anxiously attached dyads. *Child Development*, 62(1), 199-209.
- Lieberman, A. F., Van Horn, P., & Ghosh Ippen, C. (2005). Toward evidence-based treatment: Child parent psychotherapy with preschoolers exposed to marital violence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44(12), 1241-1248. <https://doi.org/10.1097/01.chi.0000181047.597>
- Pickreign Stronach, E., Toth, S., Rogosch, F., & Cicchetti, D. (2013). Preventive interventions and sustained attachment security in maltreated children. *Development and Psychopathology*, 25(4, Pt. 1), 919-930. <https://doi.org/10.1017/S0954579413000278>
- Toth, S. L., Maughan, A., Manly, J. T., Spagnola, M., & Cicchetti, D. (2002). The relative efficacy of two interventions in altering maltreated preschool children's representational models: Implications for attachment theory. *Developmental Psychopathology*, 14(4), 877–908. <https://doi.org/10.1017/s095457940200411x>
- Manly, J.T., Toth, S.L., & Cicchetti, D. (2016). Follow-up of randomized controlled trial of Child-Parent Psychotherapy and a Preschool Psychoeducational Intervention. Unpublished data.
- Habib, M., Schneider, A., Knoverek, A., Van Horn, P., Hastings, J., Kisiel, C., et al. (2008, November). *Partnerships that work: Applications of trauma-focused interventions for children and adolescents* [Poster presentation]. International Society for Traumatic Stress Studies, Chicago, IL.