

# Crosswalk of Early Childhood Mental Health Services

This table represents characteristics defining and differentiating three common supports that aim to enhance the social and emotional health of young children. Although states, Tribal Nations and communities may define and use these supports somewhat differently, this table **represents the most typical characteristics** as identified by researchers and seasoned implementers from across the country.

Program Aspects	Infant and Early Childhood Mental Health Consultation (IECMHC)	Pyramid Model Coaching/Practice-Based Coaching	Mental Health Treatment
<b>What is it?</b>	IECMHC is a <b>prevention-based, indirect service</b> provided by a Masters prepared mental health professional, <b>that builds the capacity of families and professionals</b> to help support and sustain healthy social and emotional development of all infants and young children across child serving systems (early care and education (ECE), home visiting, etc.)	Pyramid model coaching is a <b>promotion and prevention-based support</b> that pairs an early childhood coach with early childhood educators (including home visitors) <b>to increase the likelihood of implementing the Pyramid Model practices to fidelity.</b> Coaching can also include support for intervention when behavior support planning is needed.	Mental Health treatment (therapy or counseling) is a <b>direct service for</b> children and families provided by a licensed mental health professional. Mental health treatment typically requires a diagnosis and is a billable service.
<b>Service Continuum</b>	Promotion, Prevention, Intervention	Promotion, Prevention and Intervention	Intervention (treatment)
<b>Theoretical Foundations</b>	Mental Health and Family Systems	Education	Mental Health
<b>Targeted Level of Service</b>	Families, ECE and home visiting staff at classroom, child/family and program levels (e.g program directors)	ECE and home visiting staff at classroom and program level	Child and family

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<b>Foundational Requirements for Provider of Service</b>	<p>Minimum of a Master’s Degree in Mental Health field (License preferred)</p> <p>Receives *Reflective Supervision (minimum 2 hours per month)</p> <p>Consultation training/experience across early childhood systems (preferred)</p> <p>Adheres to guidelines in IECMHC Competencies [add toolbox link]</p> <p>*Use of Consultative Stance</p>	<p>Preferred Masters in Early Childhood Education, Special Education and/or Mental Health</p> <p>Experience with Pyramid Model practices and coaching frameworks.</p>	<p>Minimum Master’s Degree in Mental Health &amp; Licensed</p> <p>License required training and supervision</p> <p>Therapy training &amp; experience</p> <p>Infant Mental Health endorsement (for 0-3) (optimal, but not required)</p>
<b>Location of Services</b>	<p><b>Natural Settings</b> (e.g. home, classroom, primary care office, child care, homeless shelters, etc.)</p> <p><b>Community setting</b> (e.g. case consultation to tribal home visitors in an office setting, resource and referral, etc.)</p>	<p><b>Early Childhood Education Site</b> (Child care center, Early Head Start/Head Start, preschool classroom/program (e.g. all classrooms within a program), family child care, or home environment</p>	<p><b>Home or Office</b>, occasionally in the ECE Program if part of treatment plan</p>

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<p><b>Core Service Examples:</b></p>	<p><b>Child and Family:</b> Early identification of concerns through screening and/or assessment, positive behavior supports planning, ongoing onsite/home support, and link to treatment and community supports, as needed.</p> <p><b>Staff</b> (e.g. home visitor, director, teacher, etc.): reflective supervision, case consultation and training with real-time coaching to improve practice</p> <p><b>Classroom:</b> assessment of social/emotional climate, classroom planning, ongoing onsite support to teachers, linkage to community supports/culturally-based supports</p> <p><b>Program:</b> Support for program-level policy and practices to support social and emotional health of staff, children and families (e.g. expulsion and suspension policy)</p>	<p><b>Child and Family:</b> Individualized Behavior Planning and family supports</p> <p><b>Staff:</b> Pyramid Model training modules, developing coaching partnerships, supportive environments for coaching and Coaching on implementation of Pyramid Model practices</p> <p><b>Classroom:</b> Onsite strategies and support to teachers for implementing Pyramid Model</p> <p><b>Program:</b> ongoing professional development, policies and practices, and data-based decision making</p>	<p><b>Child and Family:</b></p> <p>Evaluation, assessment and diagnosis</p> <p>Treatment planning (goals, strategies, outcomes) for individual child, parent-child dyad and/or family system</p> <p>Ongoing assessment using evidence-based tool(s)</p> <p>Outcome measurement and monitoring</p> <p>Care Coordination</p>

\*Reflective supervision: A type of workplace management, oversight, or direction that supports the supervisee’s developing skills in regard to reflective capacity. Reflective capacity helps the supervisee explore thoughts, feelings, actions, and reactions that are evoked in the work of IECMHC.

\*Consultative Stance: A relationship-based approach where the mental health professional avoids the position of the expert and works collaboratively with the child's regular care providers (staff members and family members) and intervenes indirectly by building the caregivers' capacity to problem-solve and change practices.