




MI Department of
Health and Human Services



Michigan's Model for Infant and Early Childhood Mental Health Consultation for Early Care and Education Settings

Introduction to the Learning Curriculum

*Kristin Tenney Blackwell, Mary Mackrain,
and Meghan Schmelzer*



Michigan's Infant and Early Childhood Mental Health Consultation Model for Early Care and Education Settings

Learning Curriculum


K. Tenney-Blackwell, M. Mackrain, & M. Schmelzer, 2019

Copyright © 2019 by the Michigan Department of Health and Human Services

All rights reserved. No part of this learning curriculum may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, without permission in writing from the publisher.

For more information:

Michigan Department of Health and Human Services
Division of Mental Health Services to Children and Families
235 S. Grand Ave., Suite 1310
Lansing, MI 48933



Michigan's Infant and Early Childhood Mental Health Consultation Model for Early Care and Education Settings

Introduction to the Learning Curriculum

Acknowledgements

This curriculum was made possible through funding from the US Department of Education Race to the Top Early Learning Challenge Grant, and has benefited greatly from the contributions of Mary Mackrain, Deborah Marciniak, and others who helped develop the *Child Care Expulsion Prevention (CCEP) Implementation Guide* in 2011. The continued vision, commitment, and leadership from Sheri Falvay, former director of the Division of Mental Health Services to Children and Families, Michigan Department of Health and Human Services, helped create the opportunity for the curriculum's development and focus.

We are immeasurably grateful to the Michigan infant and early childhood mental health consultants, past and present, for their expertise and insights, which are illustrated throughout these modules. We are deeply indebted to our writer, Kristin Tenney Blackwell for her spirit, organization, and expertise; to Mary Grady, our editor for her diligence and careful attention to detail; and to Carol Yoshizumi, our talented designer for her creativity. Together, our team's vision and talents brought this curriculum to life.

We would like to extend special gratitude to Dr. Eva Marie Shivers, who contributed guidance and reflections within the modules with a lens to diversity, equity, and cultural competence.



Introduction

Michigan's Infant and Early Childhood Mental Health Consultation Model involves highly trained and skilled mental health professionals providing systematic support to the caregivers of young children. This work requires an appreciation of early development from an attachment perspective and an understanding of the effects of interpersonal dynamics in environments and organizations. Infant and early childhood mental health consultants must also be adept at navigating and honoring cultural differences to connect with the wide range of providers and families with whom they are working and whom they are supporting.

Additionally, in Michigan our consultation services help to raise adult awareness of racial inequities and issues of implicit bias. Consultants intentionally do this work with the goal of reducing suspensions and expulsions from caregiving environments, and ultimately increasing equitable, high-quality care for all young children.

The Purpose

These curriculum modules are one important part of a suite of comprehensive professional development opportunities for Michigan's infant and early childhood mental health consultants. These many opportunities essentially serve two goals: (1) to continue to develop a workforce that is prepared to provide effective consultation practices; and (2) to support the professional capacity that is needed to scale implementation of this work statewide.

These training modules are supplemented by a reflective professional development approach and have been created to provide orientation training for Michigan's infant and early childhood mental health consultants and their direct supervisors. The learning curriculum—coupled with shadowing, ongoing reflective support, and peer-to-peer learning experiences—is meant to provide a rich and deep learning opportunity to enhance the knowledge, skills, and practices of consultants.

Training Elements for Michigan's Infant and Early Childhood Mental Health Consultants:

Content:

- Curriculum Modules 1–3
- Additional Modules
 - Great Start to Quality 101
 - Trauma-Informed Practice
 - Racial Equity and Cultural Responsiveness
- Assessment Tools (DECA CAREgiving checklist for home providers)

Practice:

- Shadow 1–3 other IECMH Consultants
- Consistent and Ongoing Reflective Supervision



All aspects of this curriculum have been articulated and linked with the Michigan Association for Infant Mental Health Workforce Competencies, as well as the Center of Excellence for Infant and Early Childhood Mental Health Consultation

Competencies. The curriculum addresses how early childhood mental health consultation is used across different environments and relationships, and the importance of collaboration and reflective supervision in the consultation process.

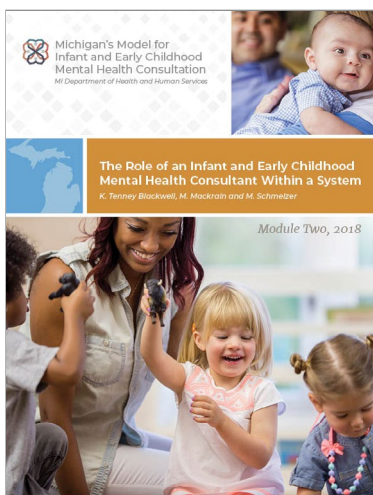
The curriculum modules are as follows:



Module One

An Introduction to Infant and Early Childhood Mental Health Consultation (IECMHC)

- What Is IECMHC?
- Promotion, Prevention, Intervention
- The Consultative Stance
- The Evolutions of Infant and Early Childhood Mental Health Consultation
- IECMHC as an Evidence-Based Practice



Module Two

The Role of an Infant and Early Childhood Mental Health Consultant Within a System

- The Role of an Infant and Early Childhood Mental Health Consultant
- Michigan's Infrastructure and State-Level Support
- Developing Partnerships



Module Three

Delivering Infant and Early Childhood Mental Health Consultation

- Self-Awareness and Reflective Practice
- Child and Family Focused Consultation Model
- Programmatic Consultation Model
- Working Across Multiple Relationships
- Reflective Supervision

Introduction to the Core Components

Each consultant will work through the modules at his or her own pace until all have been completed, setting individual weekly goals and receiving support from

the State Coordinator throughout the process. Supplementary activities and time required to complete each module will vary.

Each module includes the following:

- **Overview and Objectives**
- **Connection to Competencies**
(Michigan Association for Infant Mental Health and Center of Excellence for Infant and Early Childhood Mental Health Consultation)
- **Know**
- **A Closer Look at Michigan**
- **See**
- **Do**
- **Summary**
- **Reflection**
- **Support for Supervisors**
- **Digging Deeper**
- **Resources and References**
- **Handouts**

These modules are designed to help Michigan's infant and early childhood mental health consultants and their supervisors learn about, reflect, and discuss best practices and the complex processes involved with providing high-quality IECMHC services.

To further support the learning process, a self-evaluation checklist is included. A copy of the ***Infant and Early Childhood Mental Health Consultation Competency Self-Assessment*** can be found in Appendix A and completed electronically. The competencies assessed in this tool reflect the array of foundational skills, knowledge, and abilities needed to do this work well. This self-evaluation checklist gives IECMH consultants and their supervisors an opportunity to reflect on and further develop the skills and practices they need to engage in mental health consultation at both the program and individual levels. This tool was also used to identify the

module topics and ensure that the curriculum includes opportunities for consultants to develop competencies specifically related to mental health consultation in early care and education settings.

The ***SEC Fidelity Checklist*** is also included and highlights the components of the work required of a Michigan IECMH consultant. These components are introduced and discussed in all modules and specifically highlighted in Module Two.

An additional resource that is highly recommended to be purchased is the book *Mental Health Consultation in Child Care: Transforming Relationships Among Directors, Staff & Families* (Johnston and Brinamen, 2006). Chapters are referenced throughout the modules and it is a great reference guide to comprehensive consultation work.

How to Use This Learning Curriculum

The information, activities, handouts, videos, and resources in the modules have been selected to ensure that each module section is interactive and leads to an understanding and use of the best practices discussed. The training modules can be used to:

- Provide a level of orientation training for new IECMH consultants
- Enhance practices through independent learning, journaling, and self-reflection
- Reflect and discuss with other IECMH consultants during statewide meetings or group reflective supervision

Checklists that help track activities, handouts, and associated resources for each module can be found in Appendix A. The handouts specifically mentioned within the modules are included in Appendix B. Other individual handouts are highlighted within the materials and include a link to access, download, and print the resource. While all the module activities and resources are important and integral to the training, those highlighted in yellow (see the Module Checklists within Appendix A) are most important for consultants to complete first. If consultants do not have time or resources initially to follow up on each module activity, they should focus on these highlighted elements to begin. The remainder of the resources are to be reviewed individually and processed in ongoing reflective supervision until all have been completed.

Whenever possible, supervisors will support consultants in completing the steps for each module. While a supervisor will be using the materials to learn more about the work of an IECMH consultant, the role of a supervisor also includes:

- Offering consistent and ongoing reflective supervision (unless an outside reflective consultant is used)
- Reviewing each “*Support for Supervisors*” sections in each module including the equity reflections
- Guiding the consultant through each module
- Checking in regularly with the consultant to support reflection, answer questions, and connect to resources
- Helping to extend activities
- Actively participating in discussions during team meetings
- Attending all monthly supervisor meeting and quarterly team meetings

Appendix C includes checklists for supervisors. Similar to the checklists that highlight all module activities and resources, these supervisor checklists highlight activities, handouts, and resources that support the supervisor’s role and provide additional information about the work of an IECMH consultant.

Additional Resources

The reference and resource lists that are included at the end of each module may enhance the learning experience and the consultation strategies that are shared and illustrated across the content.