

League of States: Nurturing Growth & Change

Connecticut Association for Infant Mental Health
June 6, 2013

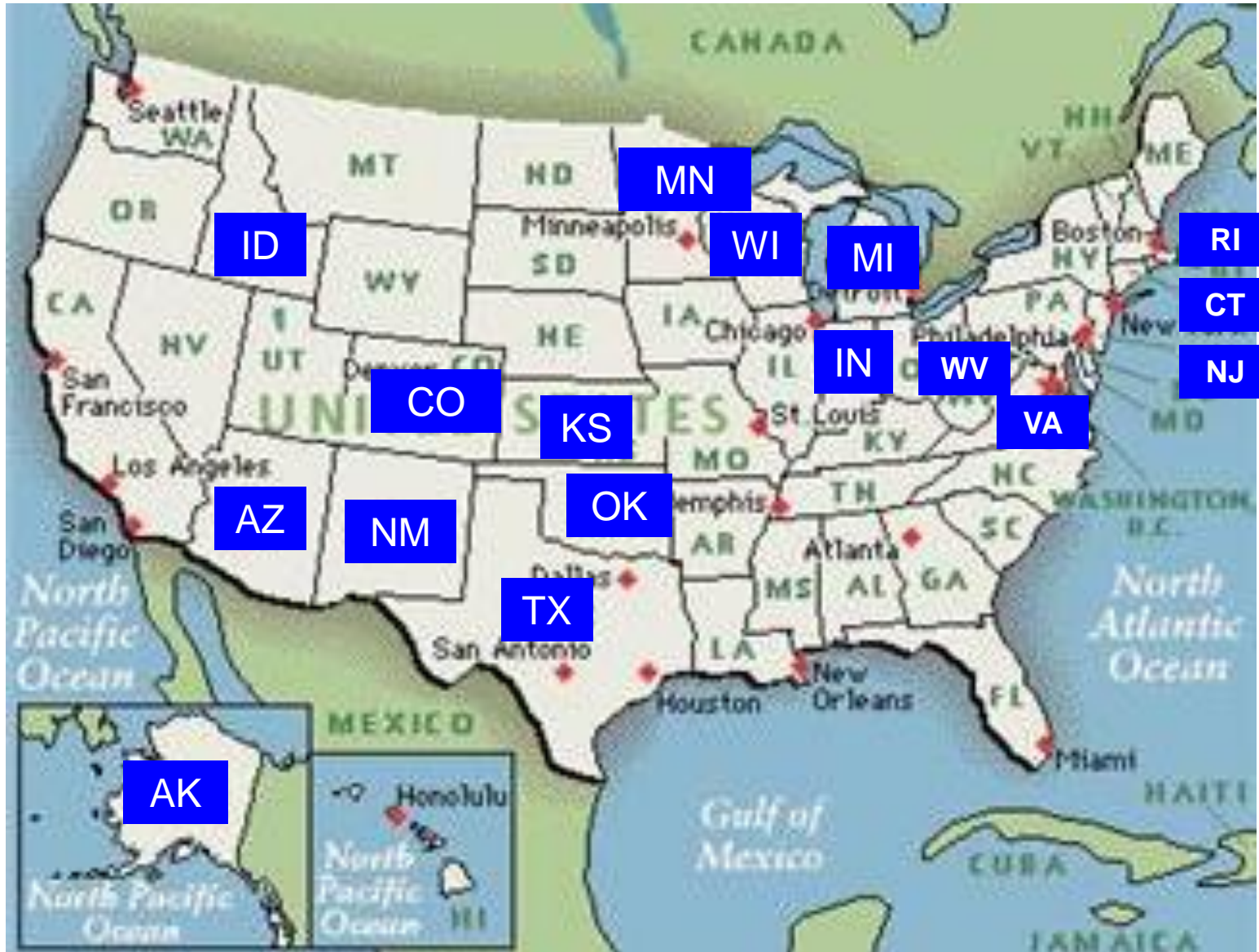


Michigan Association for

Infant Mental Health

Learning and growing together.

League of States - 2013



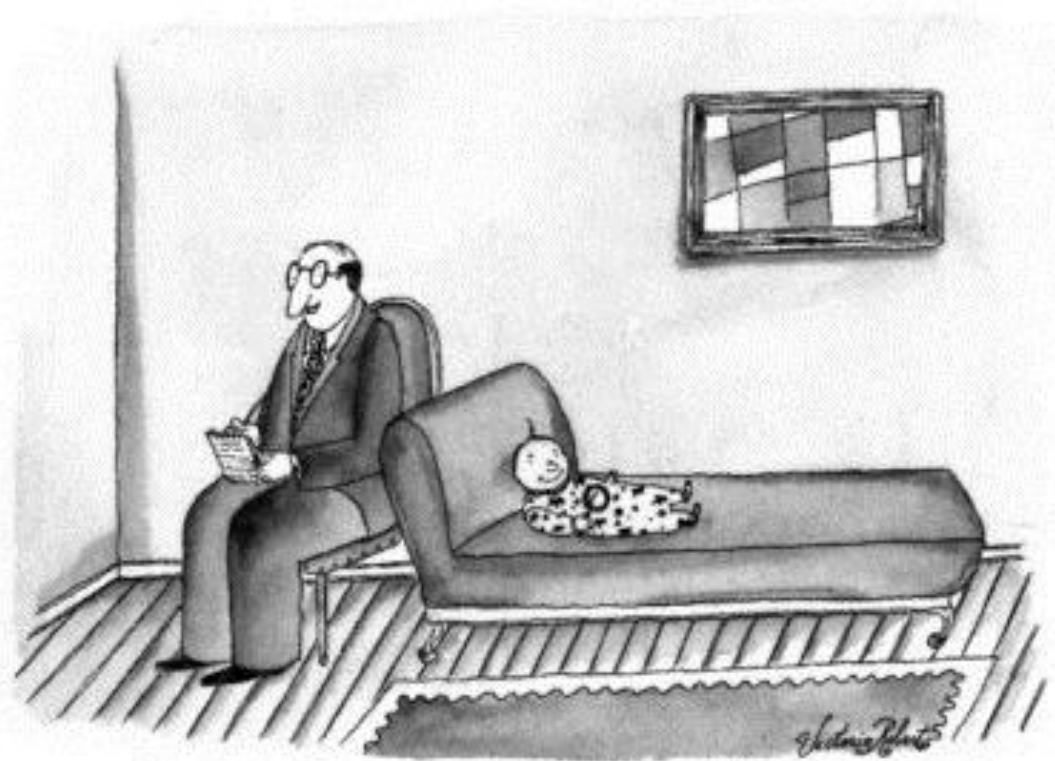
And baby makes 17...



Unparalleled Opportunity

- Most important, the early years represent **an unparalleled opportunity** for true prevention policies that promote positive, healthy development that will resonate throughout a child's school career and life, increasing the individual's well-being and future contributions to our society.
 - ZERO TO THREE, 2013

What is Infant Mental Health?



"I wish I'd started therapy at your age."

Evidence: ACE Study

- People with multiple adverse childhood experiences are likely to have multiple health risk factors later in life.
- **Adverse childhood experiences** include: psychological, physical, sexual abuse; exposure to substance abuse, domestic violence or mental illness in family
- Health risk factors later in life include: smoking, obesity, depression, suicide, alcoholism, drug use, cancer, heart disease
 - <http://www.cdc.gov/ace/index.htm>
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What do Babies and Families Need?

- **Services** to promote and protect infant and early childhood mental health
- **Fiscal policies** to support and sustain infant and early childhood services
- A well-prepared and **trained work force** to promote infant and early childhood mental health
 - ZERO TO THREE, 2012

Nurturing Change: ZERO TO THREE

- Infuse infant and early childhood mental health across systems
- Encourage greater attention to early identification of social and emotional risks (and capacities) across systems
- Increase access to infant and early childhood mental health services and financing for those services
- Build capacity and expand professional development competency
- Promote public awareness of early experience as related to success

Nurturing Change: League Strategies

- Integrate IMH principles and practices into health, behavioral health, maternal-child health, child welfare services, home visiting services, Part C across league states, early care, special education
- Increase access to promotion, prevention, and treatment services for women during pregnancy, infants, toddlers and families through advocacy for fiscal policy changes
- Build a knowledgeable, skillful and reflective work force using Competency Guidelines® and criteria for Endorsement® across league states

Strategies to Build and Sustain a Well-Trained I-ECMH Work Force

- *Competency Guidelines®*
- *Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®*
 - **A systematic, professional development pathway to I-ECMH Competence**
 - Knowledge, skills, and reflective practice experiences
 - Early care and education professionals, home visitors, social workers, health care professionals, psychologists, family counselors, pediatricians, psychiatrists

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League Promotes Competencies to Effect Change through Endorsement

Competency Domain	Knowledge/Skill Area
Theoretical Foundations Law, regulation, policy	Pregnancy & early parenthood; infant development & behavior; infant/family-centered practice; relationship-based therapeutic practice; family relationships & dynamics; attachment, separation, trauma & loss; disorders of infancy & early childhood; cultural competence; ethical practice; government, law, regulation
Direct Service Skills Working with Others Communicating Systems Expertise	Observing, listening, screening, assessing; developmental guidance; relationship-based therapies; safety, building relationships, collaborating, listening, community resources, service systems
Reflection Thinking	Contemplation, self awareness, curiosity, solving problems, analyzing information

Building Relationships: For families and for ourselves



What have league states done?

- Created graduate coursework and university programs that reflect the core competencies and lead to endorsement
- Successfully sought funding for intensive and specialized in-service training programs to expand competency across systems and at multiple service levels
- Expanded services promoting social and emotional health
- Expanded reflective practice and reflective supervision

Graduate Study: Degree Programs

- Arizona State University: **Advanced Studies (MA) in Infant and Family Practice** incorporated Competency Guidelines® in design of new masters degree program
- University of Minnesota : 2-year **Post-Graduate Certificate Program in Infant and Early Childhood Mental Health** created to reflect Competency Guidelines® - multidisciplinary
- Wayne State University: **Dual Graduate Degree in IMH** used competencies as framework for program (Social Work & Education)
- Michigan State University: **Interdepartmental Grad Specialization in Infancy & Early Childhood** revised to reflect Competencies®
- University of Wisconsin: **Post-Graduate Infant, Early Childhood and Family Mental Health Certificate**, aligned with competencies, established to provide intensive, year-long training

Specialized Training Programs: Non-Degree

- **Purdue University and Indiana University:** A 12-hour certificate in early childhood created by faculty to prepare child care workers to better understand early development, behavior and care
- **Kansas:** **On-line coursework** specific to social and emotional development of infants and very young children created to meet requirements for a more informed work force
- **New Mexico:** **Associate and Bachelor-level courses** designed for distance learning to early childhood practitioners working in home-based settings with families of infants and toddlers
- **Minnesota:** **CEED on-line courses in infant and early childhood mental health**
- **New Mexico:** Southwestern College created a **40 hour, infant mental health concentration and a 10-month course in Parent-Infant Studies**

Non-Degree Program: On-Line

- **League Training Sub-Committee's work** has recently focused on “On-Line Training”
- Collaborative work with Tulane University to develop an on-line course that meets some of the competencies for endorsement as an Infant Mental Health Specialist (Level III)
- Will complement other ways that candidates across league states can meet competency
- **Social and Emotional Development** on-line course developed by Susan Dickstein, PhD, Rhode Island and aligned with competencies

An Advanced Training Model

- **Michigan: A Reflective Training, 60 hour model**
- 10, 4-hour modules + 10, 2-hour reflective practice group meetings = training model
- Goals: to strengthen knowledge, skills & reflective practice specific to IMH specialist level of endorsement
- Evaluation partner: Eastern Michigan University
- 20 participants in the training experience
- Foundation funding: \$38,000.00 for design, development, delivery, evaluation, replication

An Advanced Training Model

- **Outcomes:** 18/20 participants completed the 60 hour training and sat for the MI-AIMH level III endorsement exam in November 2012 or March 2013 (depending on eligibility)
- **Outcomes:** All who sat for the exam successfully passed the qualitative portion and all but 2 successfully passed the multiple-choice part of the exam and earned endorsement.
- **Replication:** With some modification, modules will be offered in Northern Michigan 2003-14

An Intensive, Reflective Practice & Home Visiting Training Model

- **Wisconsin**: A 2-year collaboration between WI-AIMH and the Department of Children and Families
- Goals: To integrate IMH and reflective practice into state funded home visiting sites across the state; to build reflective capacity among supervisors and home visiting staff
- **A collaborative, paired mentoring model**
- **3, 2-day retreats** for supervisors/home visiting staff

Systems Change

Michigan: Effective October 1, 2009, Medicaid required all Medicaid funded providers of community mental health infant mental health and home-based services in the state to earn Endorsement® as infant family specialists, at minimum, in order for programs to receive Medicaid reimbursement for their services

Impact: Work force standards agreed upon and enforced; waivers granted for new home-based service providers to meet the guidelines; plans of work for over 125 staff include specialized, competency-based trainings promoting IMH; regularly scheduled, reflective supervision/consultation to meet criteria for endorsement for all home-based program staff

Impact: Agencies award stipends/raises to professionals who earned endorsement; job postings prefer endorsed applicants

Arizona: Baby CASA



Work force development plans

- Colorado: **Project LAUNCH** incorporated **Competency Guidelines®** into work force development plans for staff including competency-based training and reflective supervision
- Michigan: 5 **Head Start/Early Head Start** programs in regions across the state have included the **Competency Guidelines®** and **Endorsement®** as basis for work force development for staff. Training in core competency areas and financial support for reflective supervision for home visitors, family support staff, and child care providers help to build capacity in EHS teams.
- Alaska: State funding for **3 Reflective Supervision groups** in Anchorage, Juneau & Fairbanks for providers across service systems interested in endorsement

Systems Development: Child Care and Education

- **Texas**: Received a training grant promoting IMH from the Hogg Foundation to develop and provide training that covered infant & young child development and behavior; infant/young child & family-centered practice; relationship work; attachment, separation, trauma & loss; cultural competency; disorders of early childhood; reflection; ethical practice; and advocacy.
- **Impact**: Developed and provided **24 hours of competency-based training for over 30 child care providers and 30 child welfare** staff (CPS, CASA, attorneys) resulting in a more knowledgeable/skillful work force
- **Impact**: Developed modules for competency-based training to replicate for child care providers and child welfare staff across the state/other states
- **Impact**: Worked with system to triple (from 8 to 24) the number of hours of training for child care providers required by the state, effective 2012

Systems Growth

- Kansas: **Part C funds allocated for ECMH consultants** for HS/EHS and Kansas Early Learning Collaborative allocated funds for ECMH consultants throughout Kansas. ECMH consultants were invited to participate in specialized training and reflective supervision groups as specified in the Competency Guidelines® and leading to Endorsement®
- Impact: **5 reflective supervision groups with 4-6 participants per group** met for one year in regions across the state, building capacity to focus on infants and toddlers; social and emotional health; and relationship-focused practice and encouraged discussion of beliefs, values and emotional response to difficult work.

Reflective Supervision

- **Reflective Supervision and Consultation** is a hallmark of quality infant and early childhood mental health services
- League leaders have worked collaboratively for the past 4 years to identify core elements of reflective supervision in order to effectively evaluate its impact on service provision
 - Production of a reflective supervision training DVD
 - Live, real-time supervisions recorded/discussed at league retreats
 - Development of a reflective observation tool (Christopher Watson & Megan Cox, University of Minnesota and League partners) with monthly league discussions
 - Completion of a Delphi Study, Critical Components of Reflective Supervision, Angie Tomlin (Indiana) and Deb Weatherston (Michigan)

National System: Healthy Families America

- Kate Whitaker, IMH-E® IV (Policy) in Arizona
- National Training Director, HFA
- ***Professional Recognition:*** The *Best Practice Standards* and Critical Elements that form the structure for HFA coupled with the ISHV training meet the requirements for an Infant Mental Health Endorsement, Level 1: *Infant Family Associate* through the Michigan Association of Infant Mental Health (and states that are licensed to implement this process). The *Infant Family Associate* endorsement applies to staff that have an Associate of Arts degree or no degree.
- Seeking collaborative funding to nurture workforce development through Endorsement® process for HFA program staff

Outcomes: Knowledgeable, Skillful, & Reflective

- Over 878 people have earned Endorsement® at all levels
- Over 950 people are working toward Endorsement®
- A strong leadership base from league IMH state associations share information monthly via conference calls about training, higher education, reflective practice, policies, and research and plan an annual leadership retreat
- Recognition from ZERO TO THREE that the Competency Guidelines and Endorsement® provide an important grass roots initiative to expand capacity and transform services in the infant and family field to promote infant mental health

Growth and Change through Relationship



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