



Infant-Early Childhood Mental Health

Federal Technical Assistance:
Impact Project



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SCPITC

There is no such thing as a baby, only a baby and someone else . . . A baby cannot exist alone, only as part of a relationship.

—D. W. Winnicott, 1964



Infant-Early Childhood Mental Health



Social, emotional, and behavioral well-being of young children and their families

Children's developing capacity to:

- Experience, regulate, and express emotion
- Form close, secure relationships
- Explore the environment and learn

(adapted from ZERO TO THREE)



What Does the Science Tell Us?

Health & well-being

- Social, emotional, and physical health are inseparable in the very early years.

Early relationships matter

- Permanent effects on brain development, health, and later mental health.

Responsive caregiving

- May mediate effects of chronic health conditions.

Intervention

- Promising responses to treatment in children and adults.



SOUTH CAROLINA | 2016 KIDS COUNT PROFILE

OVERALL RANK

41

ECONOMIC
WELL-BEING

DOMAIN RANK

37

Children in poverty

2014

27%

289,000 CHILDREN

WORSENER

2008 22%

Children whose parents
lack secure employment

2014

33%

356,000 CHILDREN

WORSENER

2008 30%

Children living in
households with a high
housing cost burden

2014

32%

346,000 CHILDREN

WORSENER

2008 31%

Teens not in school
and not working

2014

7%

19,000 TEENS

IMPROVED

2008 8%

FAMILY AND
COMMUNITY

DOMAIN RANK

42

Children in
single-parent families

2014

43%

432,000 CHILDREN

WORSENER

2008 39%

Children in families where
the household head lacks
a high school diploma

2014

14%

152,000 CHILDREN

UNCHANGED

2008 14%

Children living in
high-poverty areas

2010-14

15%

167,000 CHILDREN

WORSENER

2006-10 12%

Teen births per 1,000

2014

28

4,297 BIRTHS

IMPROVED

2008 51

I-ECMH: An Issue for *All* Disciplines, Sectors, and Systems

Child Care
and School

Health Care
and Public
Health

Part C Early
Intervention

Child Welfare

Home Visiting

Juvenile
Justice

Mental Health

Head
Start/Early
Head Start

Part B Special
Education

IECMH Workforce Competencies

Reasons why competency systems are needed for infant-early childhood mental health:

1. Training and professional development
2. Enhancement of professional credibility
3. Ensure practitioners are qualified
4. Financial reimbursement

*Infant, Toddler, and Early Childhood Mental Health
Competencies: A Comparison of Systems*



Why Reinvent the Wheel?



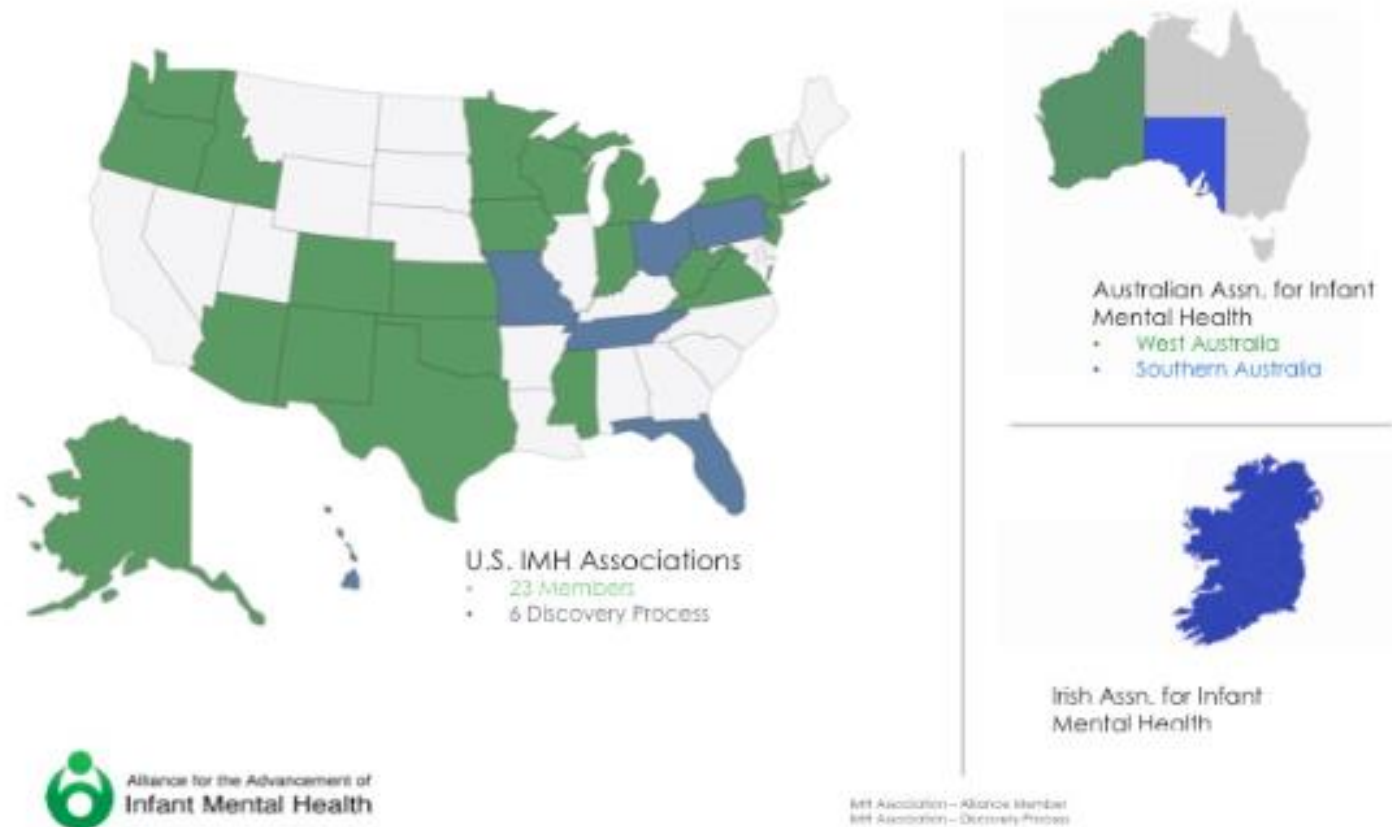
Michigan Association for
Infant Mental Health

Learning and growing together.

Nahhhh...I don't think It will work. Let's do something different...something smarter...something cooler!



Alliance for the Advancement of Infant Mental Health



As of May 2016, there are 23 state infant mental health associations and one international association who have licensed the use of the **Competency Guidelines®** and/or the **Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®**. Each state association is a member of The Alliance for the Advancement for Infant Mental Health®.

Strategies for Improving I-ECMH



- Cross-cutting nature of I-ECMH
- Prevention, early identification and response



- Access to services and financing
- Build capacity and competence
- Promote public awareness



South Carolina's Potential Next Steps

Conduct a scan of current I-ECMH system initiatives and investments

Develop or refine I-ECMH system goals and outcomes

Determine the fit and feasibility and readiness to change

Clarify system approach and develop an implementation plan

Implement the plan and monitor results



Establishing the SC Association of Infant Mental Health (SC-AIMH)



WORLD ASSOCIATION FOR
INFANT MENTAL HEALTH

SC-AIMH Officers

- President: Cathy Joyner
(cathy.joyner@scdmh.org)
- Vice President: Carole Campbell Swiecicki
- Treasurer: Tricia Richardson
- Secretary: Angie Moreland



Teacher Wellness Pilot Project: Taking Care of the Caregivers

Care teachers with lower stress and positive feelings of job satisfaction are less likely to expel children (Gilliam, 2005).

Teacher Wellness Pilot Project

New Position: Infant/Early Childhood Teacher
Wellness Coordinator



Questions?

