

CHILDREN'S



MENTAL HEALTH



Infant & Early Childhood Mental Health

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Georgia Department of Early Care and Learning

Learning Objectives:

- Learn what Infant and Early Childhood Mental Health (IECMH) is and why is it important.
- Learn how child – serving state agencies and others are working together to build a better system in GA to support IECMH.
- Discover how you can promote IECMH!



What is Infant & Early Childhood Mental Health?



A young child's developing capacity to...

- experience, regulate, and express emotions
- form close and secure relationships
- explore the environment and learn

Source: Handbook of Infant Mental Health, 4th Edition

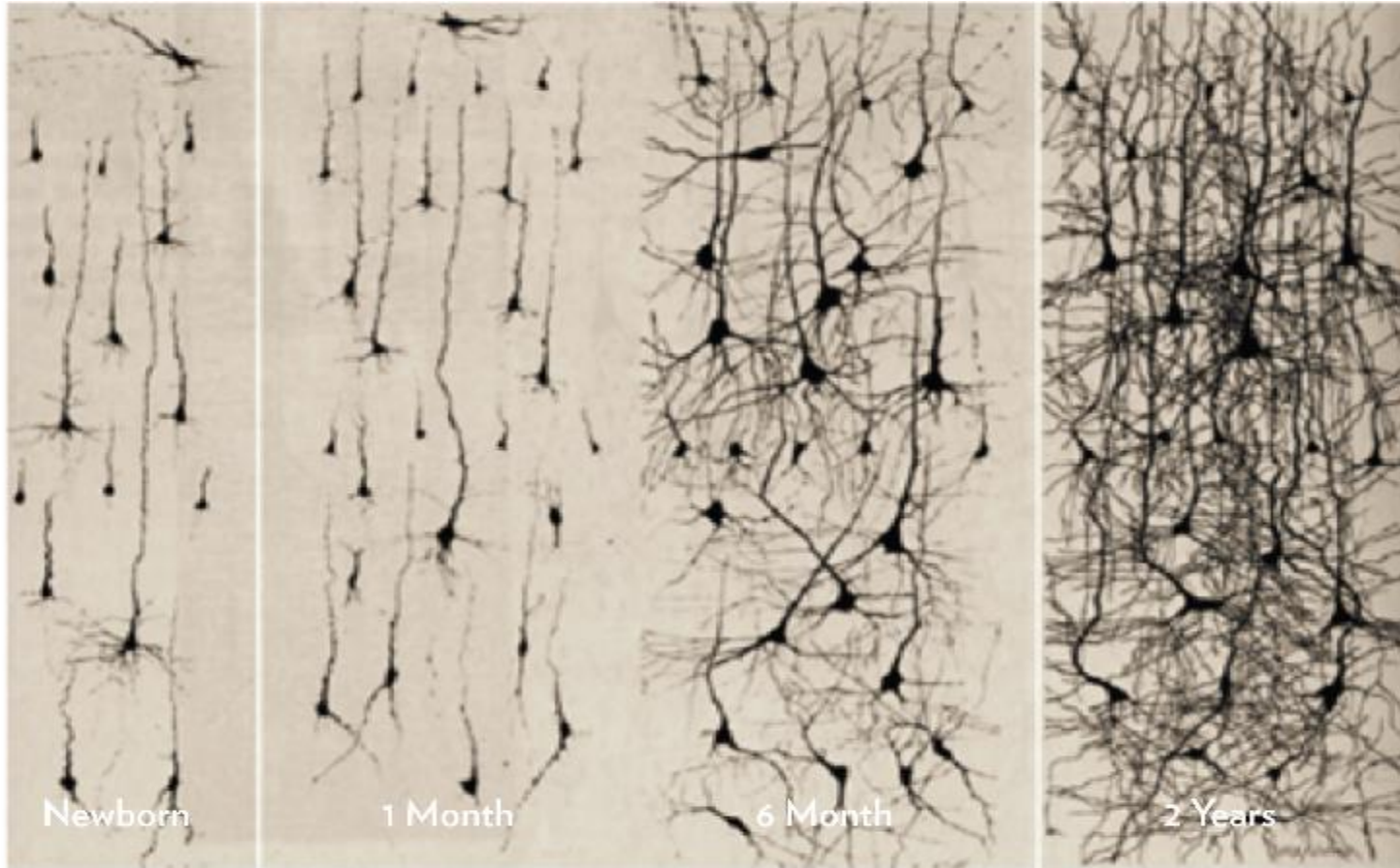




**“It is easier to build strong
children than to repair broken
men”**

**Frederick Douglass
1817-1895**

Early Childhood Presents a Window of Opportunity



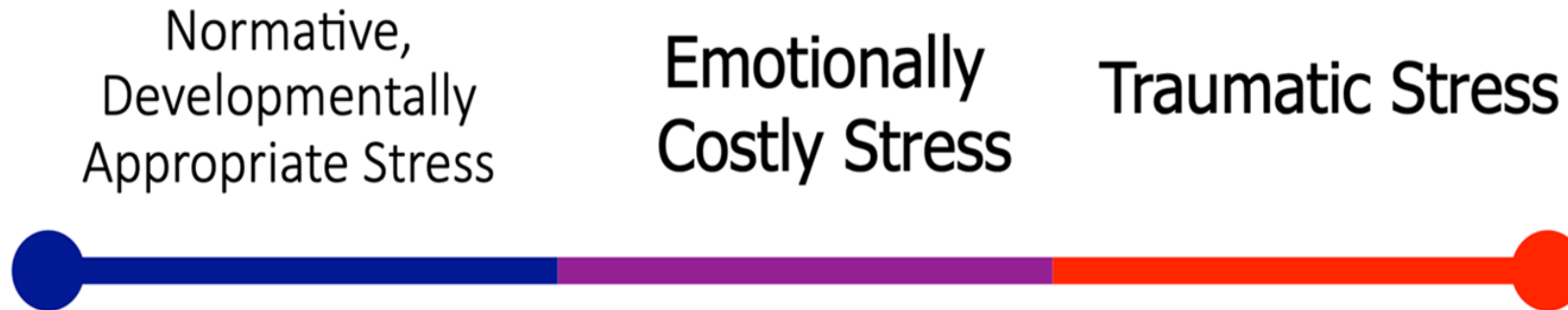
The brains of young children develop in response to the environment around them

DRAMATIC GROWTH OF NEURONAL ARCHITECTURE FROM BIRTH TO 2 YRS

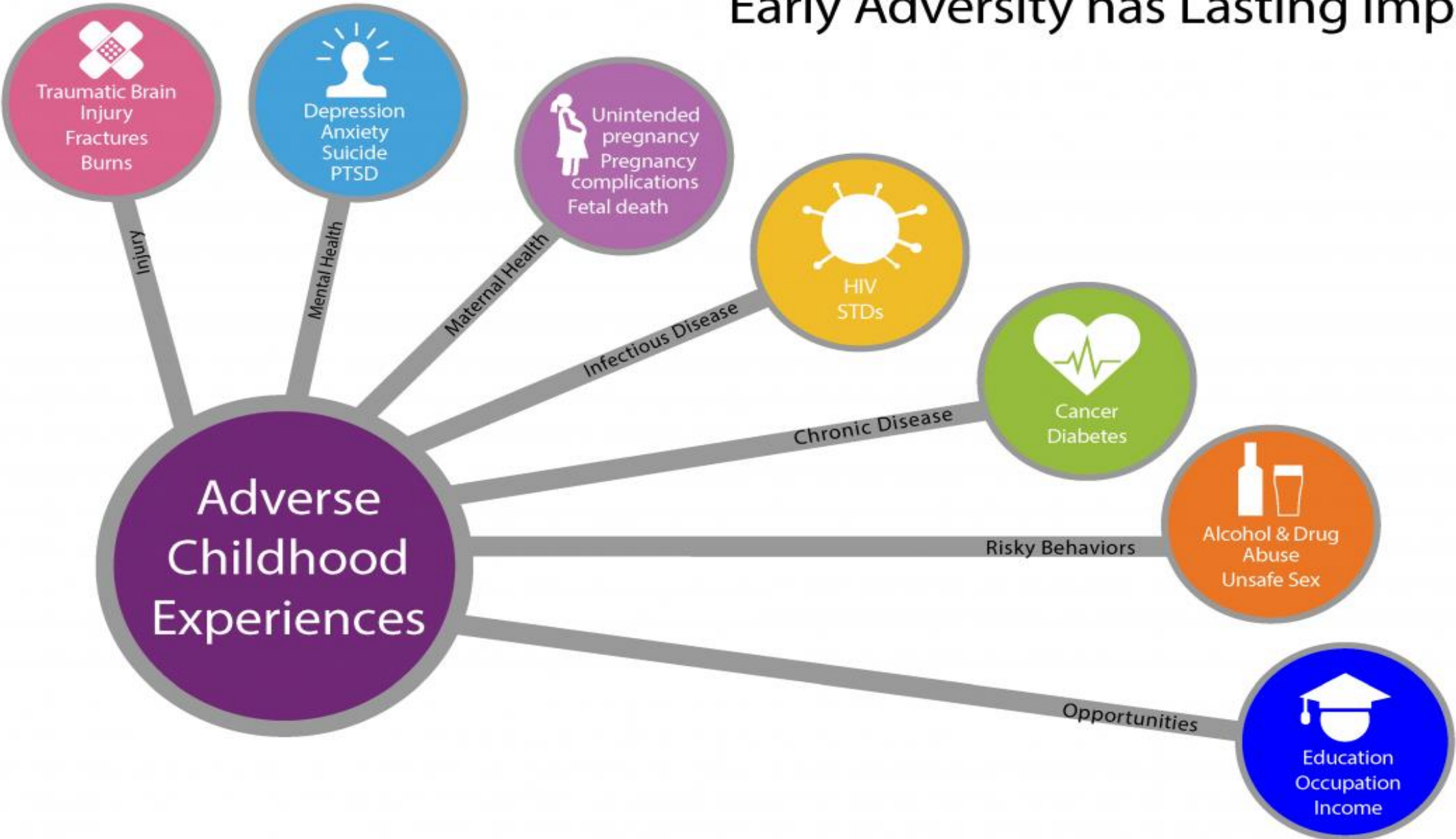
Source: "The Pediatrician's Role in Addressing Childhood Poverty", David Keller.



A Continuum from Stress to Trauma



Early Adversity has Lasting Impacts



Early Relational Health



The development of problems with child and adolescent mental health can often begin with problems in the child's primary attachment relationship as an infant.

Source: Cohen, J., Oser, C., Quigley, K. (2012). Overcoming Barriers to Providing Infant-Early Childhood Mental Health. *Zero to Three – Making It Happen*.





Key Messages

- The developing brain is affected by children's experiences and interactions with the important people in their lives.
- Adults play a critical role in supporting young children's social and emotional development.
- Brain connections are experience dependent; early experiences last a lifetime.



IECMH Services

- Concrete Assistance
- Emotional Support
- Developmental Guidance
- Early relationship assessment and support
- Advocacy
- Infant – Parent Psychotherapy



Mental, Behavioral and Developmental Disorders Begin in Early Childhood

1 in 6 U.S. children aged 2–8 years (17.4%) have been diagnosed with a mental, behavioral, or developmental disorder.

Source: CDC -2015



**More Than 5 Million
Children Lost a Primary or
Secondary Caregiver Due
to the COVID-19
Pandemic**

National Institutes of Health 2021

9.5%-14.2% of children ages 0-5 experience emotional or behavioral disturbances, same rate as school aged children

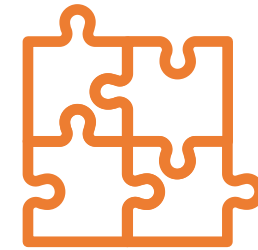
Source: [US National Library of Medicine, National Institutes of Health. Public Health Reports](#)



Georgia Preschool Development Grant (PDG)

Birth-5 Needs Assessment 2019 Findings:

- Limited or no access to mental health services
- Further development of supports and resources needed to address persistent challenging behaviors and children/families impacted by trauma
- Need for a credentialing program for professionals to provide mental health services for children birth-5
- Investment in two-generation strategies and programs



Infant and Toddler Social and Emotional Health House Study Committee Recommendations

Establish IECMH State Level Leadership

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



Georgia System of Care State Plan



- Develop prevention/intervention strategies to address early childhood (0-4) mental health.
- Promote educational opportunities for the new and existing workforce to develop capacity to serve infants and toddlers ages 0-4 and their care givers.
- Clarify Medicaid service coverage/billing mechanisms for behavioral health services and supports for children under 4.



Infant and Early Childhood Mental Health

The foundation of all future development

Everyone who touches the life of a child can promote social and emotional well-being

Social and emotional development, or **infant and early childhood mental health**, is the developing capacity of a child from birth to 5 years old to...



Form close and secure **adult and peer relationships...**



Experience, manage and express a **full range of emotions...**



Explore the environment and learn...

...all in the context of family, community, and culture.



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Early connections



last a lifetime.

Goal: To Build Georgia's Early Childhood System of Care Together!

zerotothree.org



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The role of IECMH Task Force is to build and sustain a comprehensive and collaborative Early Childhood System of Care in Georgia



An Early Childhood System of Care

- promotes coordinated policy and collaborative service delivery
- supports young children and their caregivers to address social and emotional health needs
- promotes early relational health



Early Childhood Mental Health Task Force Workgroups

Promotion/Prevention

Policy/Finance

Workforce Development



IECMH Workforce Development

Co -Chairs:

Callan Wells

Senior Health Policy Manager

GEEARS: Georgia Early Education Alliance for Ready Students

Founding Exploratory Board Member of the Georgia Association for Infant Mental Health

Chelsea Morris, PhD

Assistant Professor - Literacy and Special Education

Faculty Director at the College of Education Early Learning Center

University of West Georgia



GEEARS
GEORGIA EARLY EDUCATION
ALLIANCE FOR READY STUDENTS



EARLY LEARNING CENTER

COLLEGE OF EDUCATION

Innovation in Teaching, Leadership, and Wellness



**Georgia Dept
of Early Care
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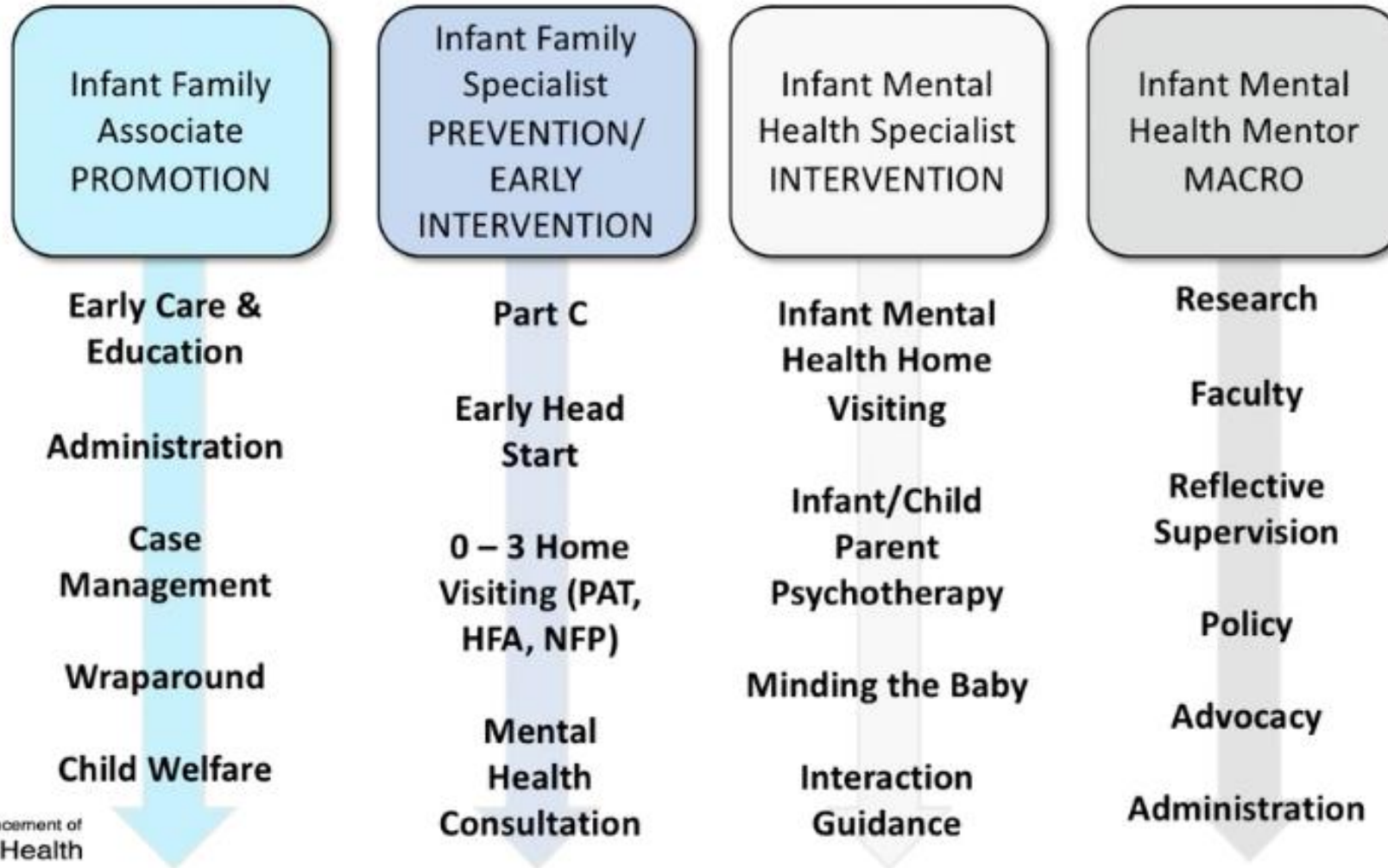
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www.ga-aimh.org

Kick Off Event 10/5/22

Endorsement[®]: 4 Career Pathways



Child Parent Psychotherapy (CPP)

- **Dyadic Treatment** is a form of therapy in which the infant or young child and caregiver are treated together. A clinician is present with the caregiver-child dyad, 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** 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 experiences
 - Respects family and cultural values



DC:0-5 Training

- IECMH Task Force Members
- CPP Training Cohort
- Overview Training will be offered through GA-AIMH



DC:0-5™

Diagnostic Classification
of Mental Health and
Developmental Disorders of
Infancy and Early Childhood

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IECMH Policy and Finance Workgroup

Co-Chairs:

Wendy White Tiegreen, MSW

Director, Office of Medicaid Coordination and Health System Innovation,
Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD)

Catherine Ivy, LCSW

Deputy Executive Director, Georgia Department of Community Health (DCH)



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IECMH Policy and Finance Workgroup

House Study Committee Recommendations:

- ✓ 1. Convene meetings with the state Medicaid to discuss Medicaid reimbursement for behavioral health services for children ages birth to 4.
- ✓ 2. Documentation of where behavioral health services are not covered for children ages birth to 4 in Medicaid state plan.
3. A plan to add language to existing billing codes to clarify appropriate behavioral health services for children ages birth to 4. **In progress**
4. Consider a plan for health providers working with young children to utilize the DC:0-5 for diagnosis. **In Progress**
- ✓ 5. A plan for Medicaid to cover the mother of 12 months after the birth of the child.
(Medicaid has made the recent change to cover mothers 6 months after birth).



Georgia State University IECMH Systems Analysis

The Georgia Health Policy Center – Center for Excellence in Children’s Behavioral Health will:

- provide research and subject matter expertise related to Medicaid policy and data
- create statewide heat maps reflecting program availability for this age group to identify opportunities/gaps in the service system
- designing the evaluation plan for the Child-Parent Psychotherapy training pilot
- create an issue brief that highlights opportunities for Georgia’s IECMH systems



IECMH Promotion and Prevention Workgroup

Co - Chairs:

Terri McFadden, MD, FAAP

Professor of Pediatrics – Emory School of Medicine, Past President of GA AAP,
Director of Primary Care Initiatives – PARTNERS for Equity in Child and Adolescent Health

Erin Harlow –Parker, APRN, PMHCNS-BC

Manager of Child Advocacy Programs, Behavioral and Mental Health Prevention,
Children’s Health Care of Atlanta



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Georgia Department of Public Health (DPH) Collaboration

- Partnering to examine the impact of Georgia's home visiting programs on the social emotional learning of families
- Partnering to expand Child Parent Psychotherapy in Georgia

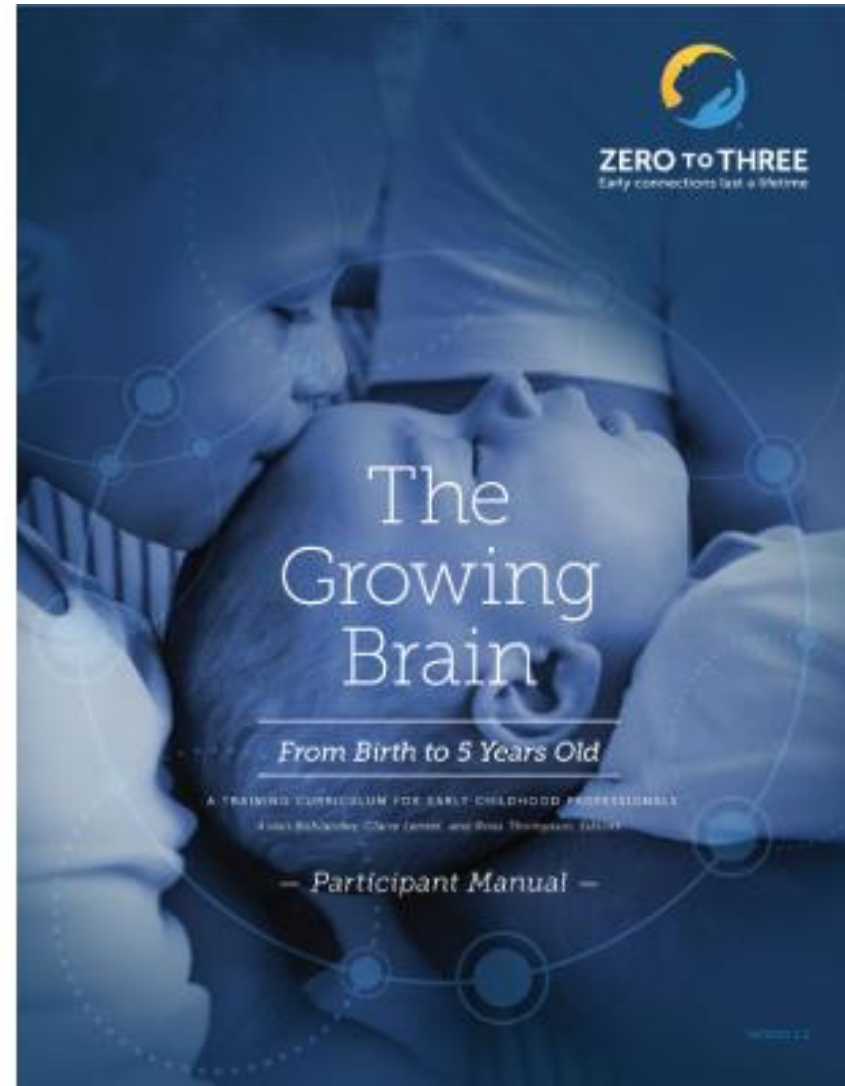


Goal to Build (or Expand) Trauma Informed Communities Across the State

- Regions in Athens, Augusta, Macon and Savannah will create strategies to build a 0-5 workforce presence in existing coalitions
- 4 Regional Coalitions will host Community Resiliency Model (CRM) Trainings for the 0-5 workforce and families in their region
- 4 Regional Coalitions will host Mindful Self Compassion (MSC) Trainings for 0-5 Leaders
- Partners from Several Organizations will work to Create Early Care Resiliency Zones in the Savannah Region

Zero to Three – The Growing Brain

- IECMH Director became a provisionally certified trainer in the Growing Brain Curriculum from Zero to Three
 - Training will be delivered to DECAL Infant and Toddler Specialists, 21 hours of content in 2022.
 - Partnering with Better Brains for Babies to identify collaboration opportunities





CHILDREN'S MENTAL HEALTH WEEK

May 2nd-6th

#littlekidsbigfeelings
#DECALCMHWeek2022

**Children's
Mental
Health
Matters**



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Children's Mental Health Week at DECAL



KIDS ON THE BLOCK PUPPETRY

COMING TO

3 SHOWS

MAY 2ND, 4TH & 6TH

FOR 3'S AND PRE-K CLASSES



CHILDREN'S MENTAL HEALTH WEEK

MHA
Mental Health America of Georgia

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“A love of learning has a lot to do with learning that we are loved”

Mister Fred Rogers



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Children's Mental Health Week, May 2 - 6





Next Steps

What can you do?

- Join the GA- AIMH mailing list
- Visit DECAL IECMH webpage for resources
- Share our video!
- Remember that every interaction counts and that caregivers play a key role in social and emotional health!



SEEDS Helpline

1.833.354.HELP

GEORGIA SEEDS for SUCCESS



Who we serve:

Childcare Centers, GA Pre-K Programs, HS/EHS Programs, Public Preschool Classrooms, Family Members

Supports and Services:

- Connect with resources
- Trainings/Professional Development
- Practice-based coaching
- Guidance addressing persistent challenging behaviors

Learn the Signs. Act Early.

cdc.gov/ActEarly
development.decal.ga.gov
childdevelopment@decal.ga.gov

Your Child at 2 Years*

Child's Name _____ Child's Age _____ Today's Date _____

What Most Children Do by this Age:

Social/Communication

- Engage others, especially adults and other children
- Gaily interact with other children
- Show desire and make independent
- Show defiant behavior (doing what he has been told not to)
- Play mostly beside other children, but is beginning to include other children, such as in chase games

Language/Communication

- Point to things or pictures when they are named
- Know names of familiar people and body parts
- Speak sentences with 2 to 4 words
- Follow simple instructions
- Repeat words heard in conversation
- Point to things in a book

Cognitive (Learning, thinking, problem-solving)

- Fetch things even when hidden under box or three covers
- Begin to sort shapes and colors
- Complete sentences and phrases in familiar books
- Play simple make-believe games
- Build towers of 4 or more blocks
- Might use one hand more than the other
- Follow two-step instructions such as "Pick up your shoes and put them in the closet."
- Name items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- Stands on knees
- Kicks a ball
- Repeats to run
- Climbs stairs and down from furniture without help
- Walks up and down stairs holding on

You Know Your Child Best.

All early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- is missing milestones
- Doesn't use 2 word phrases (for example, "more milk")
- Doesn't know what to do with common things like chairs, plates, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't walk steadily
- Doesn't walk alone
- Doesn't use one hand

Call your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned:

- Ask for a referral to a specialist and,
- Call your state or territory's early intervention program to find out if your child can get services to help learn more and find the number of cdc.gov/actearly

For more information, go to cdc.gov/actearly

DON'T WAIT.
Acting early can make a real difference!

It's time for developmental screening!
At 2 years, your child is due for general developmental screening and an autism screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.

www.cdc.gov/actearly
1-800-CDC-INFO (1-800-232-4636)

Download CDC's Milestone Tracker App

Learn the Signs. Act Early.

Watch Me!

Celebrating Milestones and Sharing Concerns




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CDC's FREE Milestone Tracker App

- Track Milestones
- Share a Summary
- Get Tips & Activities

Available on the App Store | Get it on Google Play






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“Early is better, but it’s never too late”

Harvard Center for the Developing Child Director – Dr. Jack Shonkoff

Questions?

Laura.Lucas@dec.al.ga.gov

More information:

<http://www.dec.al.ga.gov/Prek/InfantandEarlyChildhoodMentalHealth.aspx>



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