Wisconsin Public Psychiatry Network Teleconference (WPPNT)

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WPPNT REMINDERS

Call 877-820-7831 before 11:00 a.m.

Enter passcode 107633#, when prompted.

There are 200-600 participants. Please allow others a chance to ask questions.

Questions may be asked, if time allows.

To ask a question, press *6 on your phone to unmute yourself. *6 to remote.
INFANT MENTAL HEALTH: AN INTRODUCTION

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WI ALLIANCE FOR INFANT MENTAL HEALTH
TODAY’S LEARNING OBJECTIVES:

• What is Infant Mental Health?
• Why is IMH important?
• The importance of relationships
• What can get in the way?
• The Role of the IMH Professional
• IMH Professional Development
INFANT MENTAL HEALTH—defined

The developing capacity of the child from birth to five to:

• Experience, regulate and express emotions;

• Form close and secure interpersonal relationships;

• Explore the environment and learn

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

Adapted from a working definition developed by Zero to Three: National Center for Infants, Toddlers and Families—Infant Mental Health Task Force
HEALTHY SOCIAL AND EMOTIONAL DEVELOPMENT: WHAT IS IT?

- A sense of confidence and competence
- Ability to develop good relationships with peers and adults
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings/emotions
- Ability to constructively manage strong emotions
WHAT IS INFANT MENTAL HEALTH?

The term infant mental health is also used to describe a multi-disciplinary field of study, practice, and a system of:

• **promotion** of social and emotional health,
• **prevention** of social and emotional challenges, and
• **treatment** to support a return to social and emotional health (Zeanah, Stafford, Nagle, & Rice, 2005).
WHAT INFANT MENTAL HEALTH IS NOT:
THE THERE IS NO HEALTH WITHOUT MENTAL HEALTH

WORLD HEALTH ORGANIZATION

The World Health Organization defines health as a state of complete physical, mental and social well-being and not merely the absence of disease of infirmity.

Mental health, just like physical health, starts at birth (and before)!

Our lifelong social and emotional foundation is formed in the first few years of life.

The Field of IMH focuses establishing a solid foundation of health from which all development, growth and learning can occur.
DOES IT MATTER?

A 20-year longitudinal study conducted by the Robert Wood Johnson found that for every one-point increase in a child’s social competence score in kindergarten, he/she was:

• Twice as likely to attain a college degree in early adulthood;
• 54% more likely to earn a high school diploma; and
• 46% more likely to have a full-time job at the age of 25.

For every one-point decrease in a child’s social competence score in kindergarten, he/she had:

• 64% higher chance of having spent time in juvenile detention;
• 67% higher chance of having been arrested by early adulthood;
• 52% higher rate of recent binge drinking; 82% higher rate of recent marijuana usage;
• 82% higher chance of being in or on a waiting list for public housing.
DOES IT MATTER?

- **Preschool expulsion rates** are more than 3x the expulsion rate of students kindergarten through 12th grade (Gilliam 2005)
- **9.5-14.2%** of children age birth to five experience an emotional or behavioral disturbance
- **90% of brain development** occurs within the first three years of life; over one million new neural connections are being formed every second
- High-quality birth to five programs can deliver a **13% per child, per year return on investment** through better education, health, social behavior, employment outcomes and a long term reduction in taxpayer costs (James J. Heckman Nobel Laureate Economist).
- **Ready Nation**, a group of CEOs and other business leaders that promote solutions to strengthen the workforce, calls social emotional development a “smart investment” and critical to the nation’s workforce and business success.
“THERE IS NO SUCH THING AS A BABY, THERE IS A BABY AND SOMEONE...” D. W. WINNICOTT
CHILDREN LEARN & DEVELOP THROUGH RELATIONSHIPS

Mirror neurons start functioning at birth

Imitation is our most fundamental social skill

Babies are fascinated by faces and voices and sensitive to facial expression, posture, tone of voice, tempo and emerging action (John Bowlby)

When infants and caregivers are “in sync” on an emotional level, they’re also in synch physically (Tronick, 1989)

Language acquisition is dependent on social interactions (Kuhl et al, 2003)

We’re wired to connect—the need for attachment never lessons
RELATIONSHIPS ARE THE BASIS OF A CHILD'S STRESS RESPONSE SYSTEM

Adapted from B. Perry, MD, PhD. (2009)
EMOTION REGULATION CYCLE

Stressor (wet diaper, scared, bored) ↓

Infant Signal (e.g., cry) ↓

Caregiver’s Emotional Arousal Stimulated ↓

Caregiver Responds (e.g., soothe) ↓

Infant experiences regulation

-Adapted from J. Dean (1999)
SERVE AND RETURN

Serve and return interactions shape brain architecture.

The infant cues adult; adult responds appropriately. A rhythm develops.

Important neural connections are built and strengthened.

Creates expectation that arousal in the presence of the caregiver will not lead to disorganization, but re-establishment of equilibrium.

The body releases “bonding” hormones—oxytocin, dopamine, endorphins—and the brain responds by developing pathways toward higher brain development.
ATTUNEMENT: FEELING CONNECTED & UNDERSTOOD

• Important for parents to recognize, understand and “tune in” to the infant’s cues
• Child communicates through behavior
• Parent reads baby’s feeling state from behaviors
• Parent responds in a way that relates to behavior and reflects feeling
• Infant internalizes as a feeling of being “related to” (Stern, 1985)
WHAT CAN GET IN THE WAY?

- Past Parental trauma
- Parent’s own history of caregiving not secure
- Post-Partum Depression
- Unregulated Parents(s)
- Lack of knowledge or understanding of infant and young child development
- Environmental Adversities
- Parental uncertainty, lack of confidence, nervousness
THE ROLE OF THE IMH PROFESSIONAL

Professionals hold the baby in mind attend to the social and emotional needs and experiences of the baby AND

Attend to the relationships surrounding the baby (often parents and significant caregivers).

Intervening at the relationship level & focus on what’s happening between the dyad.

Addressing barriers to healthy relational functioning
SOME KEY THEMES IN INFANT MENTAL HEALTH

Ghosts in the Nursery – Seminal work by Selma Fraiberg

• Understanding early development
• Understanding attachment relationships
• Understanding the family’s story and culture
• Parents own experiences of being parented
• The past affects the present
• Risk/protective factors (ghosts/angels)
• Resilience
• Rupture and Repair
ADDRESSING THE THINGS THAT CAN GET IN THE WAY

• We need to know the parent’s history—both the “ghosts” and the “angels”
• We need to screen for trauma and post-partum depression
• We need to help parents get regulated
• We need to educate parents and empower them to find their own rhythm and comfort with parenting
• We need to stay attuned to our parents, validate their experiences and “hold” their emotions
• We need to address any environmental factors that are contributing to danger, lack of safety, stimulation, etc.
WHAT DO IMH PROFESSIONALS DO?

Educate parents and other caregivers on IMH, child development, regulation, stress management and how to read/respond to baby cues

Developmental and social and emotional screening and assessment

Relationship-based strategies and interventions

Early identification/referral of emerging physical, mental and social challenges

Parental support and guidance

Trauma screening, assessment and treatment

Address barriers to optimal and healthy relationship functioning

Parent/child interventions and treatment

Provide reflective supervision

*Infant/Early Childhood Mental Health Consultation*

Teach, conduct research

Advocate for policies and programs that support infants, young children and families

*Promotion ◇ Prevention ◇ Intervention*
ENSURING HIGH STANDARDS OF IMH PRACTICE

Is there a way to confirm that a professional is well-grounded in IMH theory and relationship-based practices?

Yes!!!!

IMH-Endorsement® verifies that a professional has attained a specified level of functioning and understanding about the promotion of IMH and relationship-based approaches
WHAT IS IMH ENDORSEMENT®?

- Is an internationally recognized credential,
- Based on a set of 22 IMH competencies,
- An applicant demonstrates acquisition of these competencies through education, work, specialized training, and reflective supervision experiences.
- Offers four categories of Endorsement that covers the work of the IMH field (promotion, prevention, early intervention, clinical intervention and leadership)
IMH COMPETENCIES

- Attachment/Separation/Loss/Trauma
- Psychotherapeutic and behavioral theories of change
- Observation, screening, assessment, diagnosis
- Cultural Competency
- Treatment planning/intervention
- Relationship-Focused Practice
- Collaboration, community resources, and delivery systems
- Relationship-Focused Therapeutic Practice
- Law, ethics, regulations, guidelines
- Family relationships and dynamics
- Reflective Supervision/ Consultation
- Pregnancy and early parenthood
- Infant-and young child development and behavior
- Infant/very young child and family centered practice
- Adult Learning Theory
- Disorders of infancy and early childhood (mental health)
- Data, research, evaluation, program development, policy
- Mental & behavioral disorders in adults
- Leadership/administration
- Adult mental health, learning, and cognitive functioning
- Parent-Infant Relationship base therapies and practice
TO BRING CALM YOU NEED TO POSSESS IT
THE PARALLEL PROCESS AND CONCEPT OF “HOLDING”
GROWING REFLECTIVE CAPACITY: REFLECTIVE SUPERVISION OR CONSULTATION
WI-AIMH is a statewide non-profit agency that promotes infant and early childhood mental health through:

- Public awareness
- Developing professional capacity
- Advocating for policies

www.wiaimh.org
Endorsement

Membership

Member

Name Member #: January 2015 — December 2015

Member since XXXX
Infant/Early Childhood Consultation

Reflective Supervision/Consultation
2018 WISCONSIN INFANT AND EARLY CHILDHOOD MENTAL HEALTH CONFERENCE

June 11-13, 2018
The Osthoff Resort
Elkhart Lake, WI