

09-214b Infant/Early Childhood Mental Health Consultation

6 Hour Seminar

Laurie Kabb, LCSW

Thursday, June 18, 2009 9:00 a.m. – 4:00 p.m.

Course Description

Young children and their families are coming to the attention of the mental health field earlier and more frequently than in years past. The wisdom of investment in this population has been well established by the fields of social service, education, public health, mental health and economics. Consequently, public and private sources are funding early childhood mental health consultation services to human services, child care, early intervention programs, preschools, and mental health agencies.

In this seminar we will explore different models of infant and early childhood mental health consultation and the range of approaches in different settings serving infants and young children. Particular emphasis will be given to a relationship-based, reflective practice approach to mental health consultation. Participants will learn and discuss effective ways to initiate work in various settings, including building relationships specific to the programs, developing realistic contracts, helping staff build their capacity for working with young children and families, and monitoring and evaluating the consultation relationship. They will examine the role of the consultant in promoting positive relationships in the context of culturally sensitive practice. The seminar will address the essential components of effective consultation including the value of inclusion, reflective practice, relationship based work, strengths based orientation, the importance of identifying and working with parallel process, and sustainability. Participants will discuss the challenges encountered in the consultation process and learn some strategies to address these challenges, including interventions responsive to systemic issues that arise in the work. The seminar will address consultant self-assessment and professional development in this complex multi-disciplinary field. Finally, participants will learn ways to establish and maintain a support network for consultants.

Faculty: Laurie Kabb, LCSW – teaches the Integrative Seminar for students in the Master's in Child Development Program. Director of Prevention Initiative for the Infant & Early Childhood Mental Health Consultation Project at Erikson Institute. Consultant for the Illinois Children's Mental Health Partnership's ECMHC Project. She maintains a private practice in clinical social work in Chicago.

Learning Objectives

Participants will:

1. Gain a mutual understanding of the dynamic meaning of Infant and Early Childhood Mental Health.
2. Learn about a relationship-based, reflective practice approach to mental health consultation in various settings.
3. Explore the complexities of the infant/early childhood mental health consultant's role.
4. Learn ways to support consultant professional development.

References

- Bertacchi, J.(1996). Relationship-based organizations. *Zero to Three*, 17(2) 1-7.
- Buysee, V., & Wesley, P., (2005). Consultation in early childhood settings. Baltimore, MD: Paul H. Brookes.
- Cohen E., & Kaufman, R. (2000). Early childhood mental health consultation. Washington, DC: Georgetown University Child Development Center.
- Donahue, P., Falk, B., & Provet, A. (Eds). (2000). Mental health consultation in early childhood. Baltimore: Paul H. Brookes.
- Johnson, B., & Tittnich, E. (2004). Are You Ready for an Infant Mental Health Consultant? *Zero to Three* (24) 6, 39-46.
- Johnston, K., & Brinamen, C. (2006). Mental health consultation in child care: Transforming relationships among directors, staff, and families. Washington, DC: Zero to Three Press.