



INFANT AND EARLY CHILDHOOD MENTAL HEALTH VIRTUAL TRAINING SERIES



ZERO TO THREE
LEARN

APRIL 22

FOUNDATIONS AND THEORETICAL PERSPECTIVES IN INFANT AND EARLY CHILDHOOD MENTAL HEALTH

The field of Infant and Early Childhood Mental Health (IECMH) is relatively new, having its roots in the early 20th century. We know that IECMH provides the foundation for lifelong health and well-being. IECMH continues to build and expand through a growing body of empirical evidence, clinical practice, and real-life application. Explore a wide range of factors such as individual child characteristics, caregiver attunement, and environmental context, and how these factors may influence the child's mental health and brain development as described through the perspective of a new parent. Gain a better understanding of the mental health needs of infants, toddlers, and young children and their families, and strategies for supporting them.

Learning Objectives:

- Recall the guiding principles of IECMH and consider the application of these principles in professional practice
- Outline individual differences as an integral component of babies' functioning
- Summarize the importance of caregiver attunement and reflective parenting
- Articulate the influence of social and ecological factors on infant and early childhood mental health and brain development

MAY 6

NEURORELATIONAL DEVELOPMENT

A child's brain undergoes an amazing period of development from birth to three—producing more than a million neural connections each second. This session provides participants with an understanding of how brain development occurs within the context of relationships in infancy and early childhood. Participants will explore key concepts such as “mind-sight,” “serve & return,” experience dependency and expectancy, as they relate to neural development. Participants will learn how the limbic system and executive functioning are mediated through relationships and experience. Finally, participants will examine the impact of trauma and toxic stress on brain development.

Learning Objectives:

- Participants will learn about early brain development and the role of relationships and environment.
- Participants will understand key concepts such as critical/sensitive periods, mindsight and serve and return.
- Participants will learn how to support neuro-relational development in infants and young children and how to support those children who have experienced trauma or toxic stress.

MAY 13

REFLECTIVE SUPERVISION AND CONSULTATION (RS/C)

Reflective supervision and consultation (RS/C) pay attention to the influence of relationships on other relationships, commonly referred to as the parallel process. The goal of RS/C is to provide support for professionals that demonstrates the ways in which they, too, can create more effective and supportive relationships with other professionals and families. RS/C empowers the supervisor/supervisee or consultant/consultee dyad to form a reflective alliance in which exploration of ambiguity is supported; judgment and problem-solving are suspended; and emotions, thoughts, and behaviors are considered in relation to their work. This “holding space” can be a vehicle for the exploration and self-examination of one's social location and points of intersectionality with respect to keeping the baby in mind, understanding the family story, and attending to one's professional “use-of-self”—both of which require intentional and transparent attention. Explore the important components of RS/C, learn key skills associated with RS/C, and consider opportunities to integrate RS/C into your scope of work.

Learning Objectives:

- Articulate the core components of reflective supervision/consultation (RS/C), including the importance of understanding parallel process.
- Outline key skills associated with RS/C.
- Identify ways to implement RS/C into their respective settings and scope of work.



JUNE 3

INFANT AND EARLY CHILDHOOD DEVELOPMENT

During the earliest months and years of life, the architecture of the brain is being built at an unparalleled rate in response to nurturing early experiences. Gain a fundamental understanding of infant and early childhood development from birth through 5 years old. Explore multiple domains of development such as physical, motor, perceptual, cognitive, communication and language development, with a focus on social-emotional development, as the foundation for all development. Consider how development unfolds in infants and young children and recognize indicators of developmental delays or possible disorders in addition to milestones of typical development.

Learning Objectives:

- Define major developmental milestones across 6 domains for ages 0–5 years.
- Describe the 6 domains through a social-emotional developmental lens.
- Identify ways to support parents and caregivers in providing developmentally appropriate support.

JUNE 17

THE PSYCHOLOGY OF PREGNANCY AND EARLY PARENTHOOD

During the earliest months and years of life, the architecture of the brain is being built at an unparalleled rate in response to nurturing early experiences. Gain a fundamental understanding of infant and early childhood development from birth through 5 years old. Explore multiple domains of development such as physical, motor, perceptual, cognitive, communication and language development, with a focus on social-emotional development, as the foundation for all development. Consider how development unfolds in infants and young children and recognize indicators of developmental delays or possible disorders in addition to milestones of typical development.

Learning Objectives:

- Define major developmental milestones across 6 domains for ages 0–5 years.
- Describe the 6 domains through a social-emotional developmental lens.
- Identify ways to support parents and caregivers in providing developmentally appropriate support.

JULY 1

CREATING A CULTURE OF CARE IN INFANT AND EARLY CHILDHOOD MENTAL HEALTH

Many children have had early traumatic experiences. They come into our lives and our programs with a variety of developmental needs. To provide appropriate and effective strategies and supports, professionals must understand the specific needs of the children and families they work with by incorporating a trauma-informed lens. Explore a healing-centered approach to care and consider its application in your practice with infants, young children, and their families.

Learning Objectives:

- Recognize symptoms of trauma in young children.
- Identify different types of trauma and factors that affect the outcome of trauma exposure.
- Describe the importance of trauma-informed assessment and interventions.
- Recognize the impact of secondary stress on caregivers.
- Articulate the importance of a healing-centered approach to care.

JULY 15

SUPPORTING CHILDREN AND FAMILIES AROUND DEVELOPMENTAL DISORDERS/DISABILITIES

The arrival of a baby whose development, physical or cognitive capacities are delayed or reflect disability can have a significant impact on the family. Many professionals across early childhood disciplines such as health, mental health, early intervention, and early childhood education play a key role in supporting the young child in reaching their optimal potential while also supporting the parents and family. Review and consider ways to identify developmental disorders and disabilities, provide early intervention, and foster family support and competence.

Learning Objectives:

- Recognize the family's emotional experience of diagnosis and care of very young children with developmental disorders or disabilities.
- Identify key elements of communicating effectively with families.
- Identify strategies to support families with very young children who have developmental disorders or disabilities.



AUGUST 5

OBSERVATION AND ASSESSMENT IN INFANCY AND TODDLERHOOD

Understanding infants and young children is largely based on our ability to observe their behaviors, interactions and development. Early childhood professionals need to be aware of how best to use observations, screening, and possibly developmental or psychological assessment in their understanding of the child and intervention with child and family. This session will provide an overview of formal and informal means of observation and assessment.

Learning Objectives:

- Understand the purpose, benefits and challenges of screening and assessment in infant and early childhood mental health.
- Describe the importance of observation and interview and gathering information from multiple sources.
- Identify ways in which diversity, culture, and language should be considered in assessment.
- Review a sample of current tools based on the population of infants, young children and families served.

AUGUST 19

CASE FORMULATION AND RELATIONSHIP-BASED INTERVENTIONS

Clinical formulation is the basis of intervening in supporting the mental health and development of young children and their families. Clinical formulation is the way in which the young child's clinical presentation is understood in the context of their relationships, biology, social environments, developmental competence and cultural context. Any intervention should be based on a comprehensive understanding of the young child's abilities and developmental progression and relationships. This session will explore how clinicians arrive at clinical formulation needed for treatment planning and highlight some current relationship-based interventions that are evidence based.

Learning Objectives:

- Describe clinical formulation based on assessment and diagnosis.
- Summarize the importance of relationship-based approaches in intervening with infants/young children and their caregivers.
- Identify several examples of specific evidence-based psychotherapeutic or community-based supports.

SEPTEMBER 9

SYSTEMS AND PUBLIC HEALTH APPROACH TO IECMH

Early childhood systems are multidisciplinary; mental health clinicians often need to interface with a variety of service systems surrounding the lives of infants/young children and their family. Explore ways to promote coordination and IECMH-informed policy and systems approaches. Consider roles and goals across early childhood disciplines and some evidence-based and promising practice models in early intervention, early childhood education, home visiting, and child welfare systems. Learn about the public health approach to IECMH which focuses on the continuum of promotion, prevention, and intervention.

Learning Objectives:

- Describe key early childhood service systems and their roles/goals with young children and families.
- Recognize evidence-based and promising practice approaches embedded within different early childhood systems.
- Summarize the public health continuum of promotion/prevention/intervention as it applies to children's services and systems.

ZERO TO THREE offers a diverse range of virtual programs for early childhood professionals. Whether you're looking to further develop your skills in diagnosing and treating early childhood mental health disorders or improve your effectiveness as a coach, our evidence-based training programs will help you meet your career goals.