



Alliance for the Advancement of Infant Mental Health

Appendix 1 – Resources

Build Initiative and National Center on Child Poverty. States' Growing Commitment to Preventing Young Children's Expulsion from Early Care and Education Programs: RESULTS OF A 50-STATE POLICY SURVEY Available at: <https://buildinitiative.org/wp-content/uploads/2021/10/States-Growing-Commitment-to-Preventing-Young-Childrens-Expulsion-from-ECE-Programs.pdf>

Center of Excellence on Infant and Early Childhood Mental Health Consultation. Overview of the IECMHC Approach within the Early Childhood System. Available at: <https://www.iecmhc.org/documents/overview-iecmhc-approach-within-early-childhood-system.pdf>

Early Childhood Technical Assistance Center. Developing Policy and Guidance on Suspension and Expulsion in Early Childhood Programs. Available at: <https://ectacenter.org/topics/expulsion/policyguidance.asp>

Early Childhood Technical Assistance Center. Expulsion and Suspension in Early Childhood (web compendium of resources). Available at: <https://ectacenter.org/topics/expulsion/expulsion.asp>

Meek, S. E., and W. S. Gilliam. 2016. Expulsion and Suspension in Early Education as Matters of Social Justice and Health Equity. *NAM Perspectives*. Discussion Paper, National Academy of Medicine, Washington, DC. <https://doi.org/10.31478/201610e>

Paradis, N., Johnson, K., & Richardson, Z. (2021). The Value of Reflective Supervision/Consultation in Early Childhood Education. *ZERO TO THREE Journal*, 41(3), 68-75. <https://www.zerotothree.org/resources/3917-the-value-of-reflective-supervision-consultation-in-early-childhood-education>

US Department of Health and Human Services. Reducing Suspension and Expulsion Practices in Early Childhood Settings. Numerous resources, including guidance, state best practices, and webinars available at: <https://www.acf.hhs.gov/ecd/child-health-development/reducing-suspension-and-expulsion-practices>

Zero to Three. Prevention Expulsion from Preschool and Child Care. Numerous resources available at: <https://www.zerotothree.org/resources/series/preventing-expulsion-from-preschool-and-child-care>

Appendix 2 – Roadmap for Policymakers

The Alliance for the Advancement of Infant Mental Health and its affiliate Associations for Infant Mental Health (AIMHs) across the United States, in partnership with members of the Infant and Early Childhood Mental Health informed workforce urge policymakers to create systems and policies which:

- Support early care and early education agencies and professionals in attending to the early relational health needs of all infants, toddlers, young children and their families
- Eliminate child care and early care suspension, expulsion, and exclusionary practices
- Ensure child care and early education professionals have access to funded IECMH informed training, technical assistance, and supports
- Address the needs of all children, including children with disabilities and children who are black, indigenous, or children of color, ensuring that equity is infused into all systems supporting infants, toddlers, young children and their families

While policymakers are uniquely situated to identify and initiate the necessary systems changes, we understand that for many the path is yet uncharted and can be both overwhelming and fraught with barriers. Thus, we offer this roadmap and our assistance as thought partners in planning the route.

The Path to IECMH Informed Policy & Systems Change

Step 1- Gather partners

The changes required to support child care providers and early educators as they support infants, toddlers, and young children in their care may feel daunting. As policymakers begin this journey, or prepare for the next phase, we encourage you to take a close look around the table. Who has been part of the discussions? Who might be missing? We must always ensure that our table grows larger as the issue is better understood and the path becomes clearer. Open up more seats at the table if any of these entities are currently missing from the conversation:

- State Association for Infant Mental Health (AIMH)
(link to Alliance map)
- Infant and Early Childhood Mental Health (IECMH) informed workforce
(link to IECMH workforce section of paper-once edited/updated)
- Representatives providing the family voice
(link to your state's family advocacy organization- FREDLA or National Federation of Families <https://www.ffcmh.org/>)
- Disability focused groups and agencies
(link to national or state disability groups, i.e. ID/D groups such as The Arc US and Down Syndrome Association, Autism groups, blind/visual disability groups, Deaf/hard of hearing groups, United Cerebral Palsy, Early Intervention Resource Agencies, etc.)
- Broad community partners
(provide examples- faith community, etc.)

Step 2- Consider Existing policies and laws

- Current existing state laws?
- Civil rights
- IDEA
- IDEA- Part C
- Rehab Act- 504

Step 3- Find out what has worked

Work with your partners (identified in step 1) to conduct research and to identify best practices as well as successful policy and systems change initiatives in eliminating ECE suspension and expulsion. What has worked in other states? Who is further along in their systems change process? Who do your partners name as the experts? Family insights?

- Examples from states that have created good law/policy
- Any that include IECMH workforce
- State specific laws and policy

Step 4- Identify programs and services

The ultimate goal of this systems change work is to eliminate exclusionary practices, but what are child care providers to do if a child needs supports and the child's teacher lacks access to resources or referral sources? A crucial step in these systems change initiative is determining what existing IECMH programs and services exist within your state to support both child care and early education professionals and the infants, toddlers, young children and families they support. Work with your partners (identified in step 1) to find out what programs and services exist in your area/district.

- Create a map of existing IECMH programs and services
- Identify gaps
- Develop plan for addressing gaps
- Create resource/referral system

Step 5 Commit to policy change, funding, and infrastructure development

Policymakers and their partners will undoubtedly uncover programs and services which must be expanded in order to better support the needs of infants, toddlers, young children and their families, as well as the child care and early education professionals who care for them. In addition to other opportunities for expansion, we outline these critical programs and services which must be robustly supported.

- Identify opportunities for state systems to provide consistent, ongoing funding in support of:
 - Infrastructure and capacity development of the state Association for Infant Mental Health

Examples of states utilizing federal and/or state funding streams to support infrastructure of the state AIMH (i.e. Part C, MIECHV, CCDBG, PDBG, System of Care, etc.)

- Access to Reflective Practice supports such as Reflective Supervision and Consultation for the early care and early education workforce

Examples of states utilizing federal funding streams to support RSC for early care workforce (i.e., Part C, MIECHV, CCDBG, PDBG, System of Care, etc)

Both PA and TN are good examples

- Infant and Early Childhood Mental Health competency informed Training & Technical Assistance for IECMH professionals and the early care and early education workforce

Examples of states utilizing federal and/or state funding streams to support T&TA (i.e. Part C, MIECHV, CCDBG, PDBG, System of Care, etc.)

- Credentialing such as Infant Mental Health Endorsement[®]/Early Childhood Mental Health Endorsement[®]

Examples of states utilizing federal and/or state funding streams to support IMH-E/ECMH-E (i.e. Part C, MIECHV, CCDBG, PDBG, System of Care, etc.)

- Consider Practice Recommendations such as
 - I have zero recollection about what was supposed to go here based on our last conversation. Can someone help here?

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