

Infant Mental Health, Trauma-Informed Care

PROMOTING SAFE AND STABLE RELATIONSHIPS

The Power of Positive Childhood Experiences on Resilience Against Toxic Stress

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Origins of IMH in the Recognition of Infants' Suffering (Emde, 2016)

- Infants show us that they are impacted by experiences and suffer in negative situations





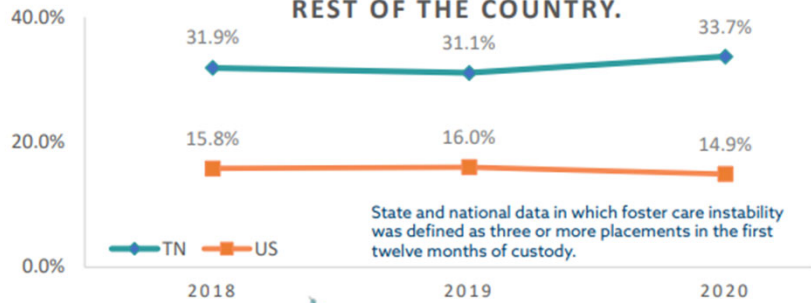
Origins of IMH in the Recognition of Infants' Suffering (Emde, 2016)

- Infants contribute to development, show us that they adapt, and have a momentum for forward development
- Infants and caregivers show us that intervention is effective

Grief, A Peril in Infancy (Spitz and Wolf, The Research Project, 1947) ([youtube.com](https://www.youtube.com/watch?v=...))



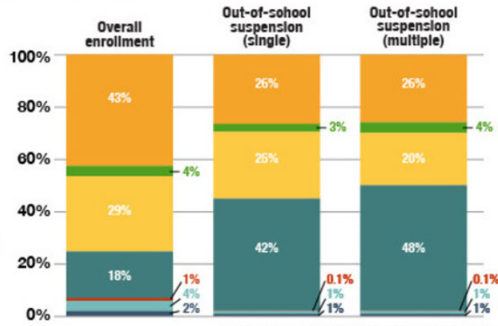
TENNESSEE STRUGGLES WITH FOSTER CARE INSTABILITY AT A LEVEL NOT SEEN IN THE REST OF THE COUNTRY.



Disparity in Discipline Starts in Preschool

Less than 1 percent of the 1 million students in preschool in 2011-12 were suspended from school. But that translates into roughly 8,000 3- and 4-year-olds. More than 2,500 were suspended more than once.

- White
- Two or more races
- Hispanic/Latino
- Black or African-American
- Native Hawaiian or other Pacific Islander
- Asian
- American Indian or Alaska Native



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12

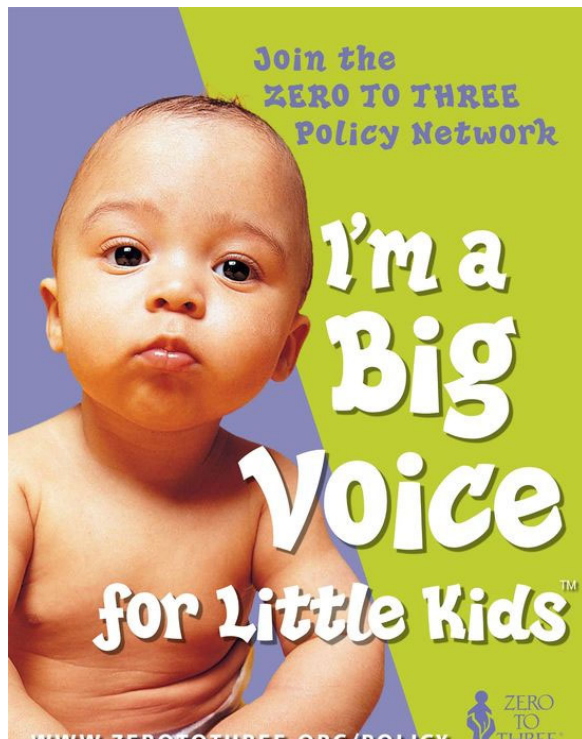
By CAITLIN EMMA, STEPHANIE SIMON and MAGGIE SEVERNS
 03/21/2014 12:02 AM EDT
 Updated: 03/21/2014 11:09 AM EDT



Three Priorities for Babies at the Border | ZERO TO THREE

IMH Work Is Social Justice Work

St John, M., Thomas, K., Noroña, C., & Group, I. H. F. P. D. N. T. W. (2013). Diversity-informed infant mental health tenets: Together in the struggle for social justice. *Perspectives in Infant Mental Health*, 21(2), 8–15.



Infant and Early Mental Health

In the child and family

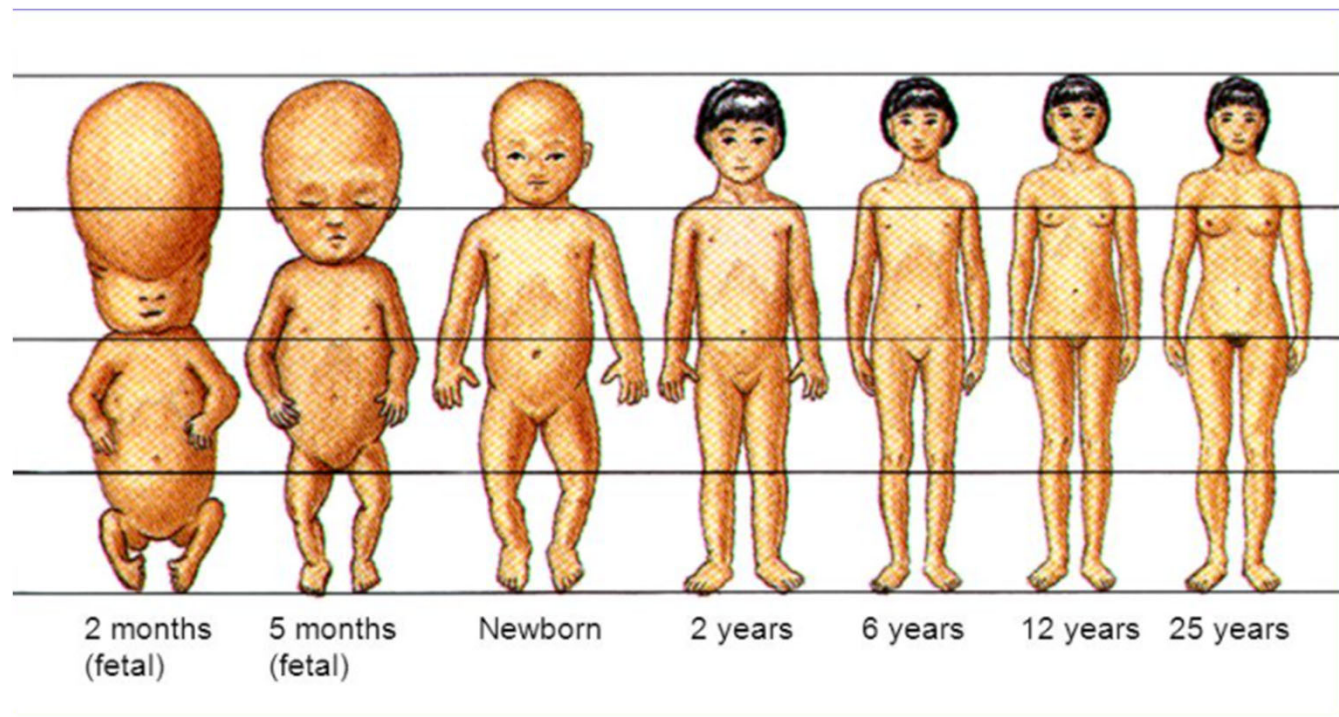
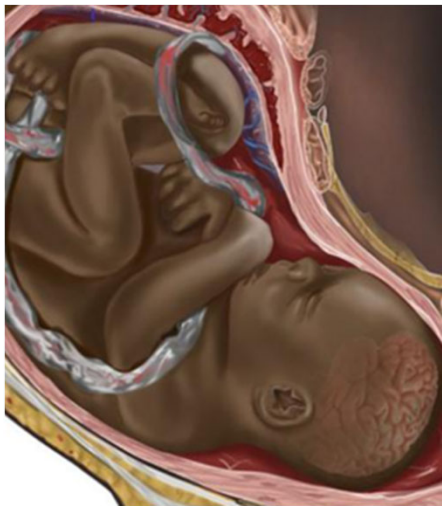
“The (perinatal period and) first five years are crucial...they set a strong or fragile stage for what follows.” Shonkoff & Phillips, 2000, *Neurons to Neighborhoods*

How old is an infant?

Pediatric: 0 – 1

Traditional: 0 – 3

Expanded: prenatal through 5



Definition of Infant and Early Childhood Mental Health (IECMH)



ZERO TO THREE
Early connections last a lifetime

- IECMH refers to the capacity to:
 - Form close and secure interpersonal relationships
 - Experience, regulate, and express emotions
 - Explore the environment and learn

All in the context of family, community, and cultural expectations for young children.

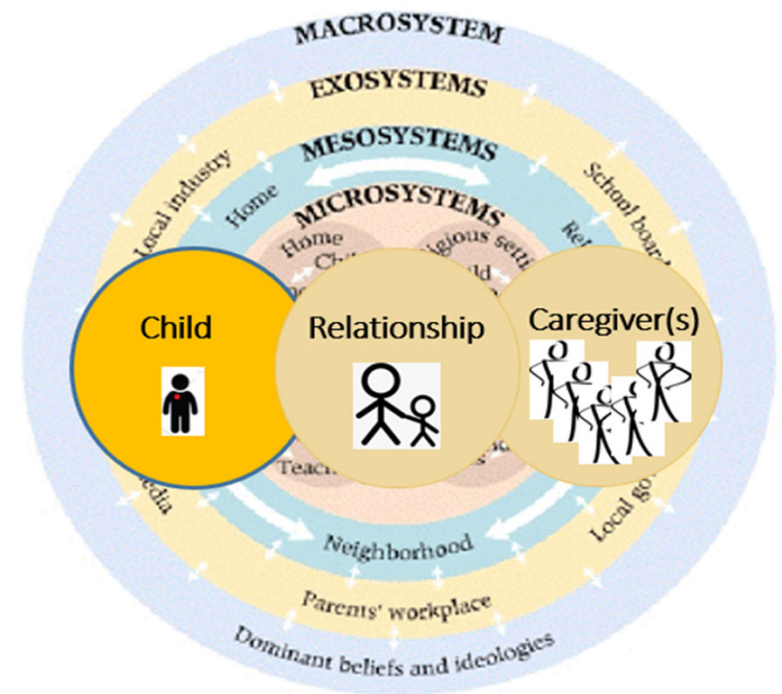
Influences on IECMH

“There is no such thing as a baby... a baby cannot exist alone but is essentially part of a relationship.”

(D.W. Winnicott, 1964)

“There is no such thing as a family . . . A family cannot exist alone, but is essentially part of a social, economic, and cultural system.”

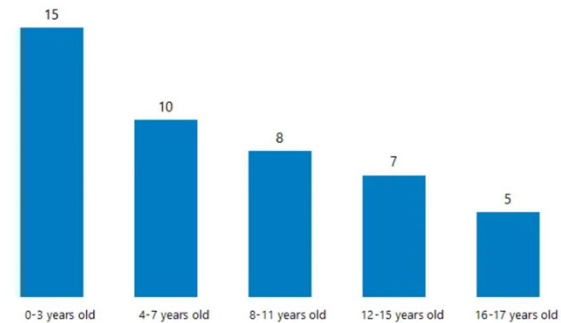
(Lieberman et al., 2011)



“There is something deeply disturbing about the juxtaposition of violence and infancy... a period of development that we associate with innocence, with hope, and with the promise for the future.”
(Zeanah and Scheeringa, 1997)

Infants and young children are more likely to experience trauma and more likely to have severe outcomes.

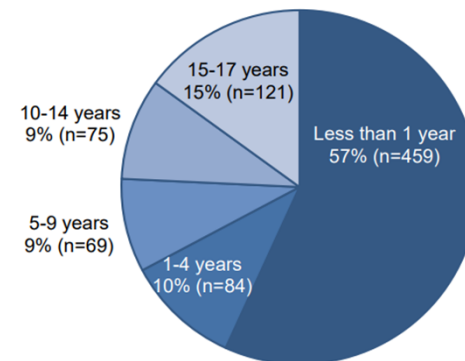
Child Maltreatment* Rate (Unique Victims per 1,000 Population), by Age: 2017

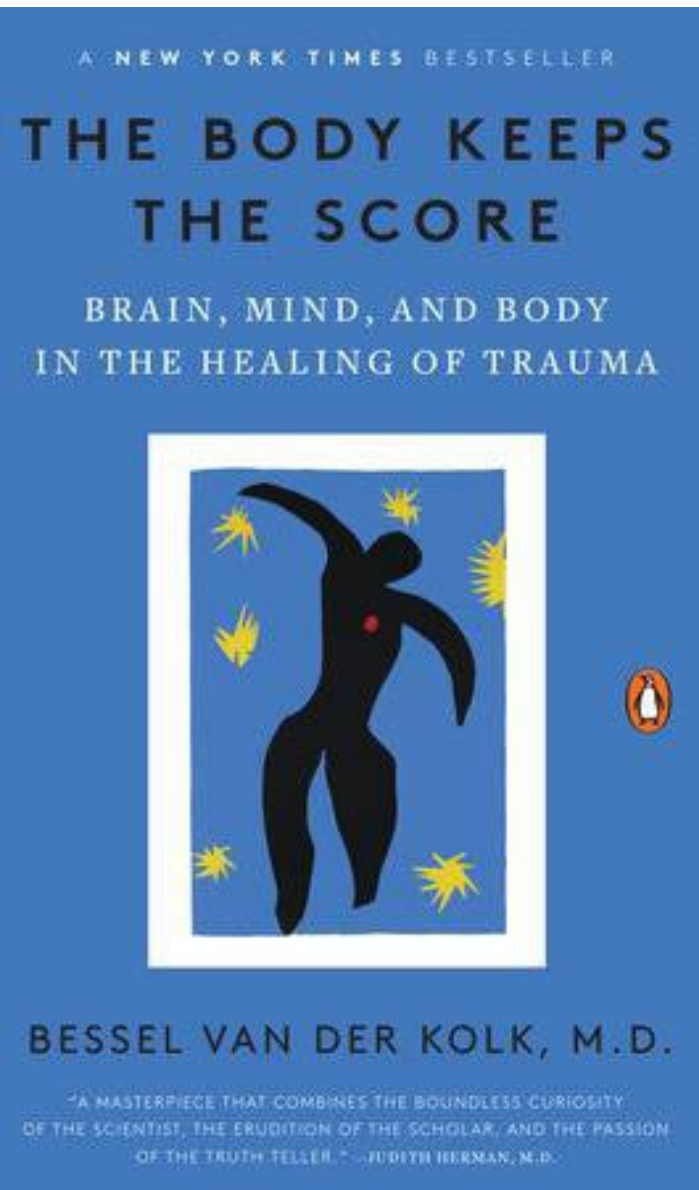


*Child Maltreatment refers to substantiated victims
Source: U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth, and Families, Children's Bureau. (2019). Child Maltreatment 2017. Retrieved from <https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment>

[childtrends.org](https://www.childtrends.org)

Figure 3. Child Deaths Reviewed by Age Group, Tennessee, 2019





How Infants Remember: The Body Keeps the Score (Van der Kolk, 2014)

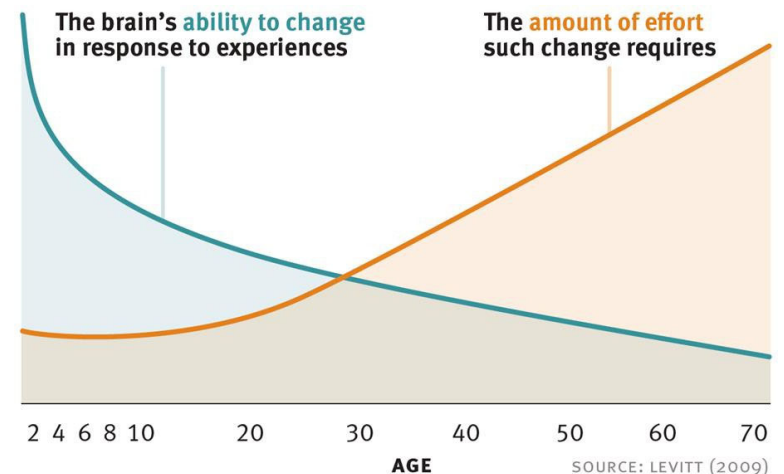
- Implicit memory
- Trauma has the potential to impact
 - The developing brain
 - Foundational developmental milestones
 - Developing working models
- Infants and young children display trauma responses through their body and behavior

Risk and Protection in Infancy: Brain Plasticity Is a Double-Edged Sword (Tronick)

- Young children are more likely to be negatively impacted by trauma because
 - It occurs during a critical time of brain/cognitive development
 - The brain circuits needed to develop coping skills are not fully developed in young children

HOWEVER

- With protective factors in the caregiving system and community, children can function well following a trauma

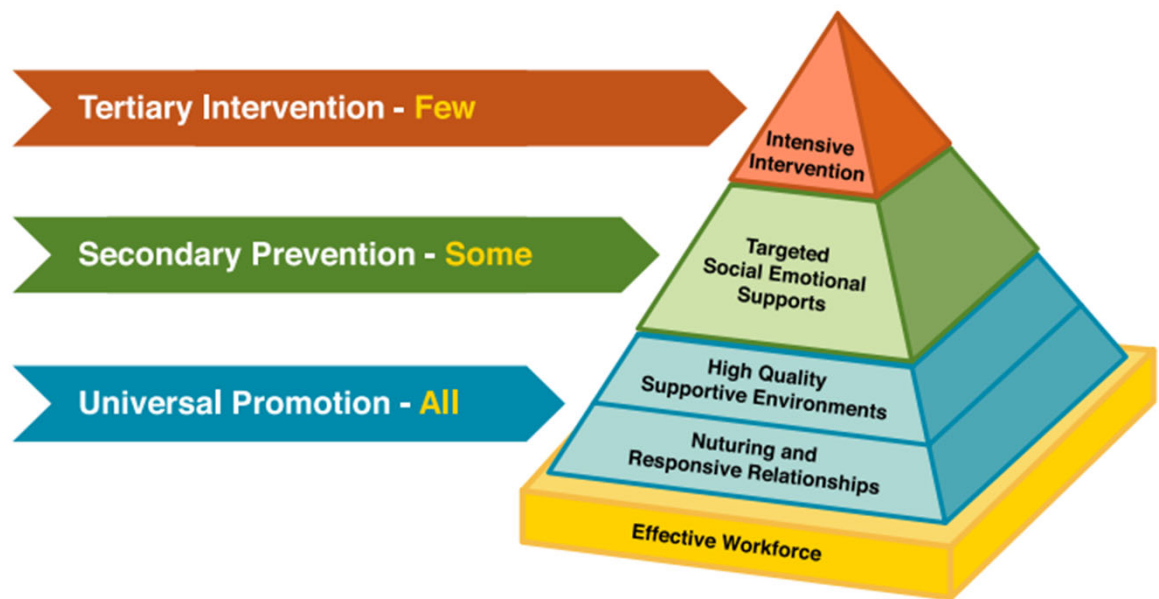


Infant and Early Childhood Mental Health

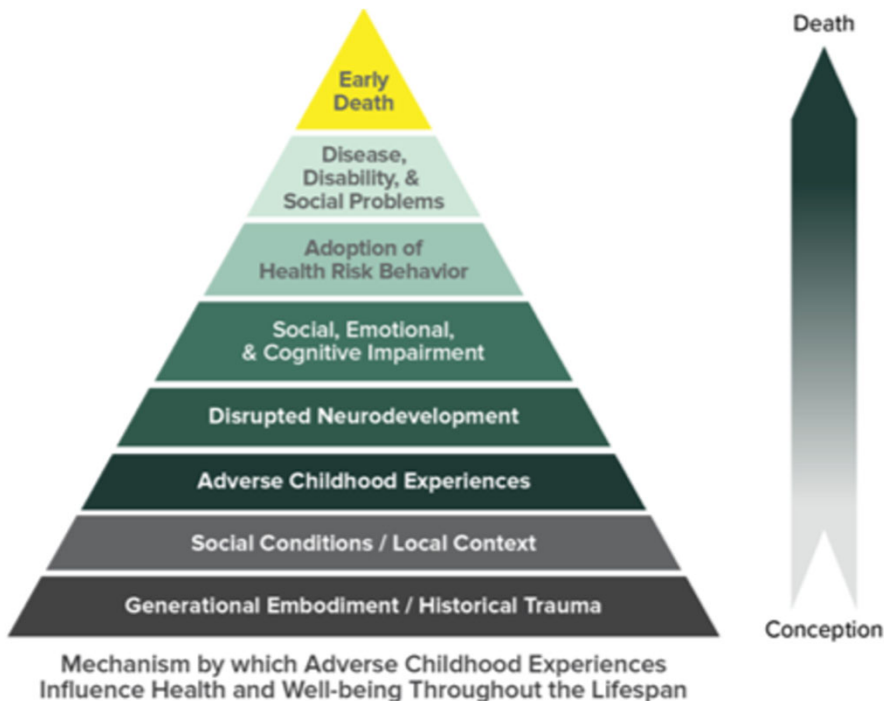
As a Field

The Field of IECMH

A multidisciplinary field that engages in promotion, prevention, intervention, and systems/policy development activities to support the social-emotional development of infants and young children in the context of their RELATIONSHIPS.



IECMH as a Response to ACEs



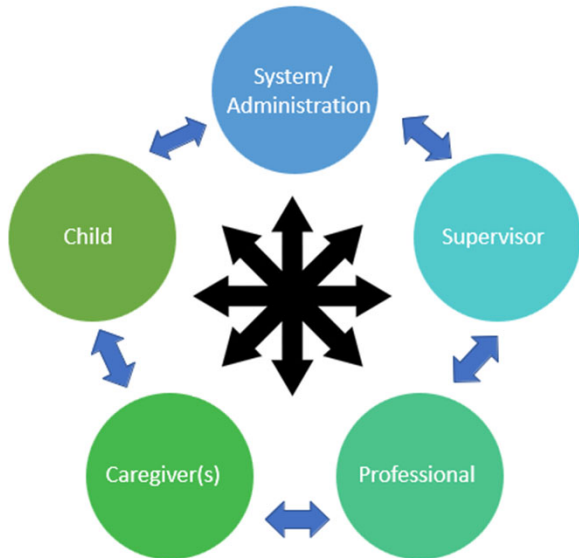
- IECMH is focused on healthy social and emotional growth rather than psychopathology
- With the understanding that the past affects the present; young children experience trauma; young children remember, and young children can experience psychological disorders
- Therefore, we must be able to
 - Experience, tolerate, verbalize, and hold trauma and pain
 - Honor ancestral, cultural, community, and family wisdom and strength and the healing power of relationships

Importance of Training and Reflective Practice for Providers who Diagnose and Treat Infant and Early Childhood Mental Health Disorders

- Appropriate diagnosis increases access to evidence-based interventions
- IECMH providers seek to understand the meaning of behavior
- IECMH providers use critical self-reflection to recognize bias and when dynamics of power/oppression are impacting intervention
- IECMH providers complete a comprehensive multi-axial assessment including cultural context and formulation

DC:0-5™

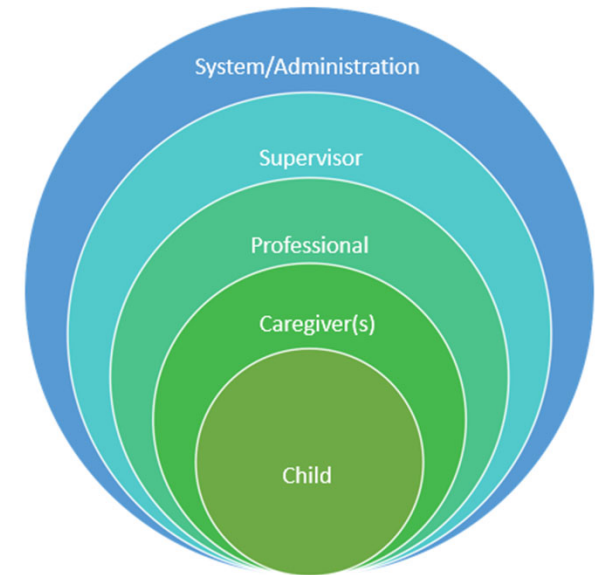
Diagnostic Classification
of Mental Health and
Developmental Disorders of
Infancy and Early Childhood
ZERO TO THREE



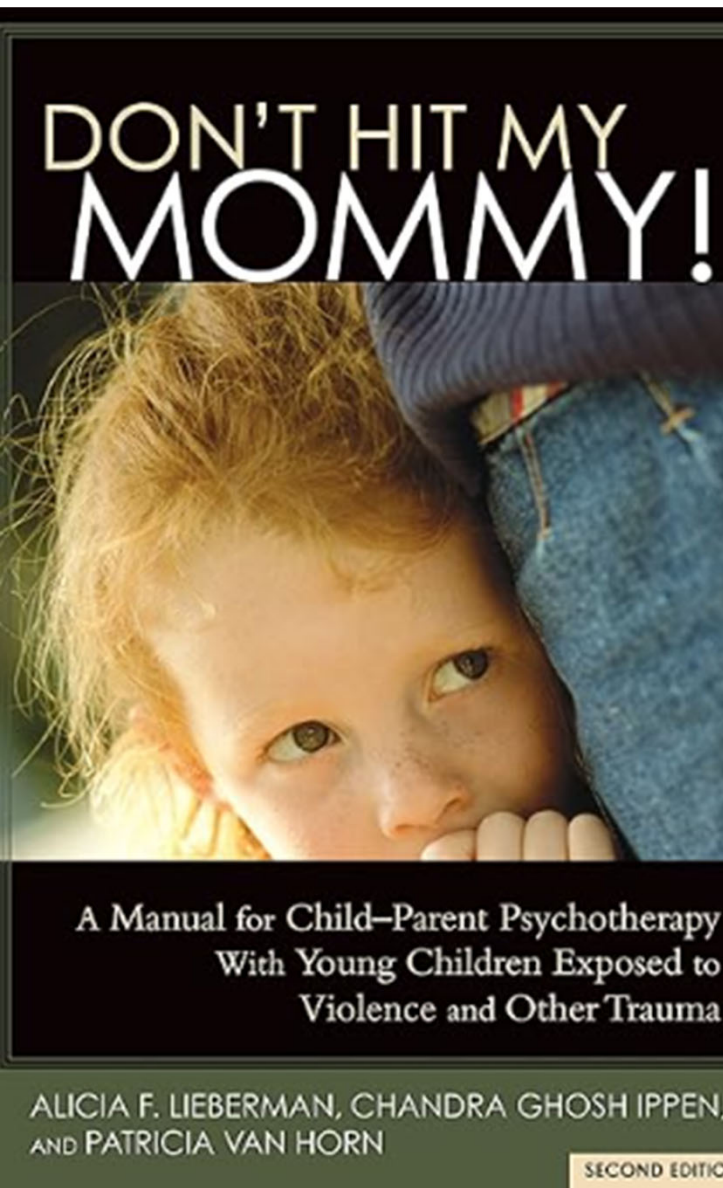
Relationships
impact
relationships

The Wellbeing of Children Requires the Wellbeing of Adults

- Support the workforce
- Support parents/caregivers



Support the Team →
Support the Professional →
Support the Caregiver(s) →
Support the Child



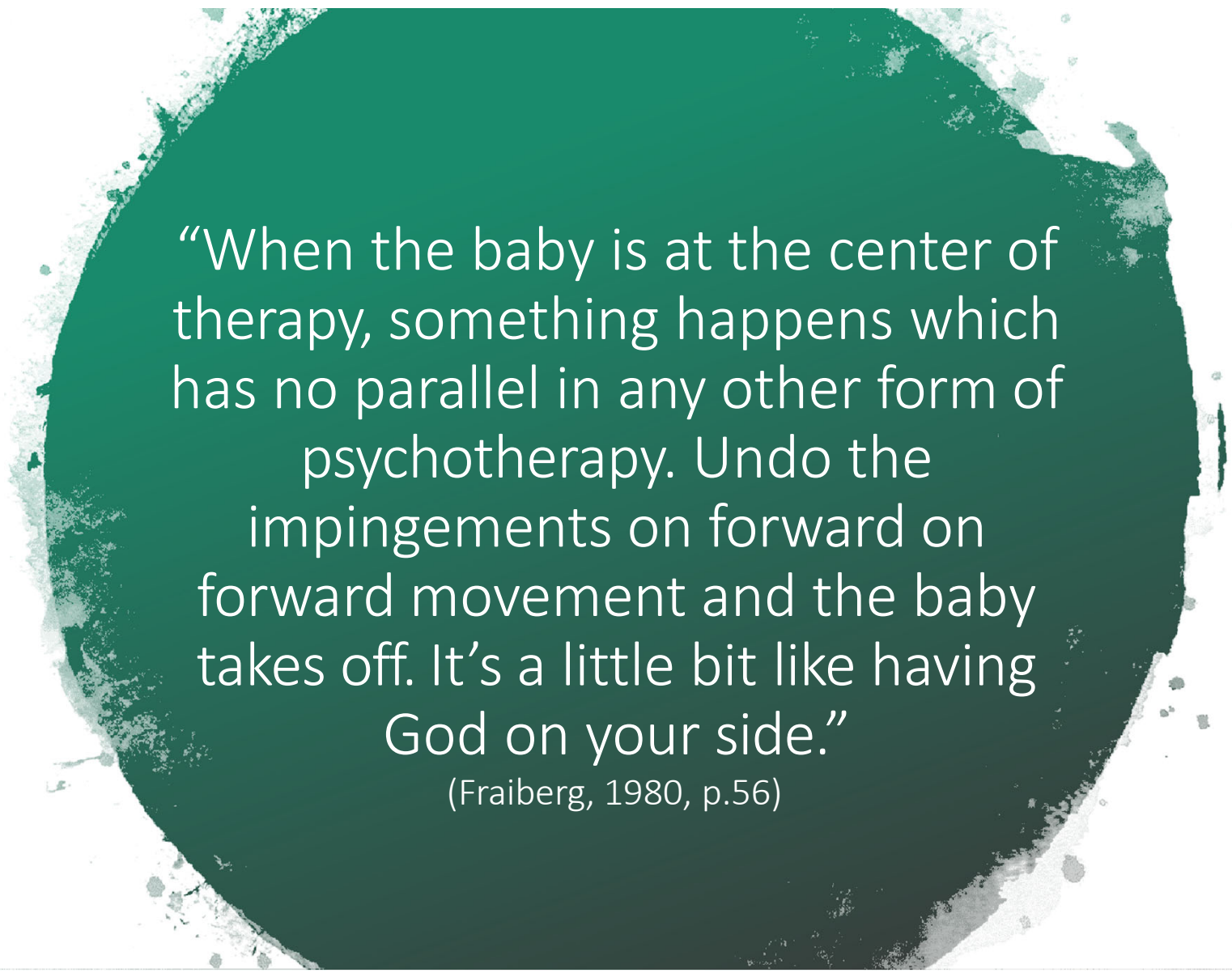
Child-Parent Psychotherapy (CPP)

CPP is an intervention model for children ages 0 – 5 who have experienced traumatic events and/or are experiencing mental health, attachment, and/or behavioral problems. A central goal is to support and strengthen the caregiver-child relationship as a vehicle for restoring and protecting the child's mental health. Treatment also focuses on contextual factors that may impact the relationship.

Randomized control trials found

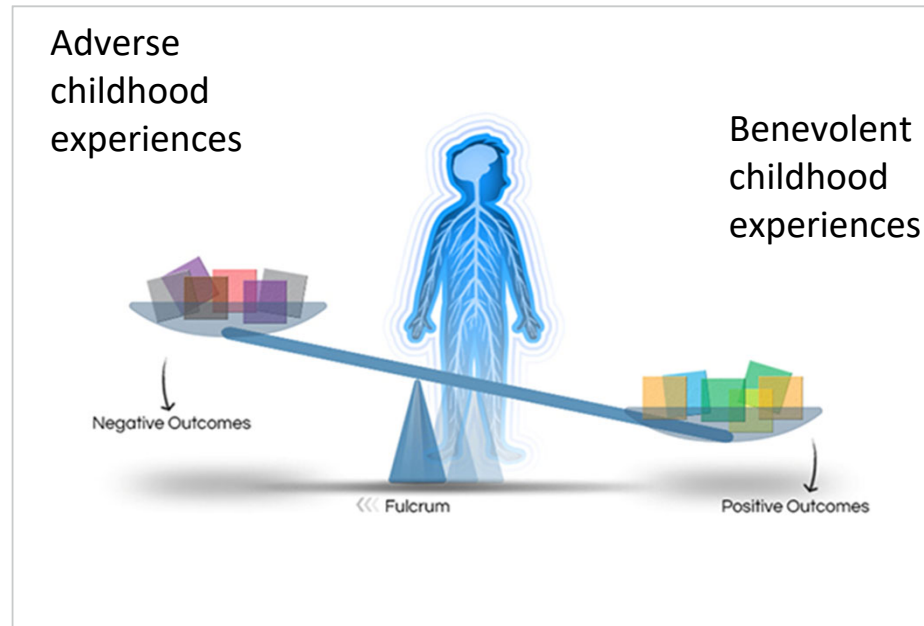
- Improvements in children's mood, problem behaviors, learning, trauma symptoms, and biological stress response
- Improvements in caregivers' mood, parenting stress, trauma symptoms, and partner relationship
- Improvements in child-caregiver relationship quality.

[Research – Child-Parent Psychotherapy \(childparentpsychotherapy.com\)](http://childparentpsychotherapy.com)



“When the baby is at the center of therapy, something happens which has no parallel in any other form of psychotherapy. Undo the impingements on forward on forward movement and the baby takes off. It’s a little bit like having God on your side.”

(Fraiberg, 1980, p.56)



<https://developingchild.harvard.edu/science/key-concepts/resilience/>

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has”
Margaret Mead