What we are doing today

Knowledge Area D: Risk and Resilience. 3 hours
Knowledge Area F: Diagnosis and Intervention. 2 hours

Objectives:
To Introduce or Re-Introduce the California Training Guidelines and Personnel Competencies.
To highlight key theoretical ideas and practices related to infant and early childhood mental health as a subspecialty of mental health treatment.
To outline and demonstrate intervention principles that support relationship based prevention and treatment approaches.
### A Few Words About the Syllabus

<table>
<thead>
<tr>
<th>Readings</th>
<th>Optional Readings &amp; Further Exploration</th>
<th>Reflective Question(s)</th>
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| Written Materials:  
- Communication Guidelines for Multicultural Interactions, Early Intervention Services—HANDBOOK  
- California Training Guidelines and Personnel Competencies for Infant, Family and Early Childhood Mental Health Compendium  
- Websites/Video clips/  
  - Video: Core concepts in Early Development, Service & Referral Interaction Shapes Brain Circuits, Center on the Developing Child, Harvard University  
  - Video: How the brain learns—DNA, Genes, Hormones & more  
  - Video: The Carpenter and the Gardener  
  - Video: Change the First Five Years  
  - Video: Brain Building  |  
| Articles:  
- The Carpenter and the Gardener  |  
| Reflective Question(s):  
1. In what ways do you think or have you experienced mental health services to be different or alike from other kinds of mental health services?  
2. What terms or concepts were new or unclear? Would you like to talk about more?  
3. What thoughts open up for you as you consider the multitude of internal and external factors that can impact a child’s development and well-being?  
4. What does upstream mean to you? How do we get beyond symptoms and problems to more upstream wellness?  |

### Getting to Know One Another

Find somebody you don’t know, share a moment recently when you felt you supported and the meaningful connection between yourself and another individual or between two or more other people. Identify at least 2 things you did to make this happen.

(one visible behavior and one inside feeling or thought)
How do these things you did relate to IFECMH?

- Awareness of the Other
- Sensitive and Responsive...
- Quality of Relationships = Brain Dev.
- Social Emotional Development & Regulation
- Internal Working Model of Relationships
- Culture and Context are Important Reflective Function

Learning In Community-Multicultural Guidelines & The Diversity Tenets

Make your dyad into a quartet. Take a minute to read through the guidelines. Pick one you want to share to the group. Use an example to illustrate.
Key Principles of IFECMH-What Makes this a Subspecialty Field? Upstream?

Fathers and Mothers of Infant Mental Health-A Little Historical Perspective

Our survival as a human community may depend as much upon our nurture of love in infancy and childhood as upon the protection of our society from external threats.

—Selma Fraenkel—
WHAT YOU BUILD OR PREVENT IS MORE IMPORTANT THAN WHAT YOU TREAT

First Five Years Opening up the World

https://www.youtube.com/watch?v=Eis-CLs6ds8
Step into the California IFECMH System

(cacenter-ecmh.org)

Step into the Stream of the IFECMH System

We will divide into 7 groups. Each group will have a card and copies of 1 of the Knowledge Areas from Domain 1.

1. Take 5 minutes to come up with a 1 sentence summary, and something that makes this area stand out for your group.
Transition Into Lunch-P.M. Activities