

Infant Mental Health, EHDI and You: part II



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Wisconsin
Department of Health Services



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Getting ready for today



- ☞ Safe space
- ☞ We don't know everything
- ☞ This isn't everything
- ☞ Check-ins/Journaling

Disclaimer



- ⌘ Today's session is not to train you to be experts.
- ⌘ Training + Experience Implementing Strategies + Support
While Implementing them from a Skilled Mentor = Best
Practice

Today's Agenda



☞ Believe

- ☞ Early Relationships Matter

- ☞ Communication Develops in the Context of a Relationship

☞ Observe

- ☞ Using video to enhance your observation skills

☞ Respond

- ☞ Motivational Interviewing

- ☞ Assumptive Statements

- ☞ Special Play

- ☞ Watch, Wait and Wonder

- ☞ Emotion Coaching

☞ Evaluate

What is Infant Mental Health (IMH)?



“The young child’s capacity to experience, regulate and express emotions, form close and secure relationships, explore the environment and learn. All of these capacities are best accomplished within the context of the caregiving environment that includes family, community and cultural expectations for young children. Developing these capacities is synonymous with healthy social and emotional development.”

Zero to Three

BORE: to make one's way
steadily



∞ B: Believe

∞ O: Observe

∞ R: Respond

∞ E: Evaluate

Believe:

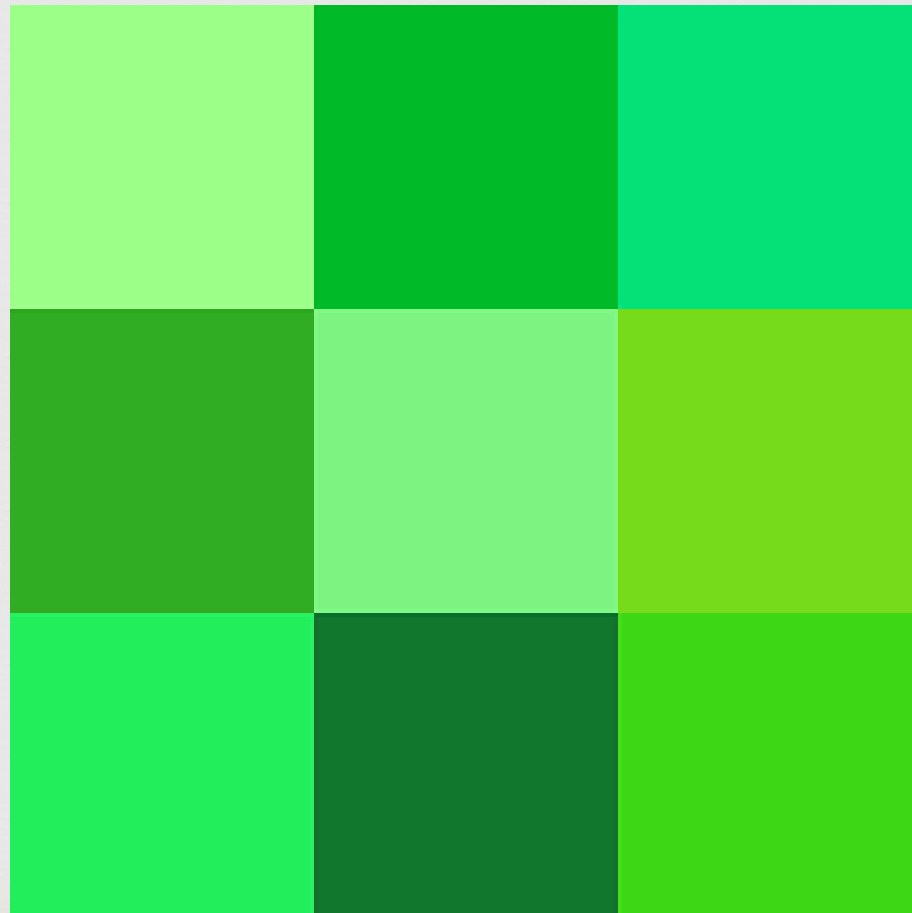


The relationship between parent and child is the basis for a child's understanding of the world, how relationships work and his/her sense of self.

Communication develops in the context of a relationship.

We all bring our experiences to..... everything...

The Color Green



“There is no such thing as a baby.”

-Donald Winnicott



Parallel Process



- ☞ The ways in which people are treated affects how they feel about themselves and how they treat others.
- ☞ Parallel process extends in all directions — program, staff, parent, child

Parallel Process

So the baby can internalize the holding, regulate
and feel understood and secure.

So the parent can hold the baby.

So the parent can hold/contain herself.

So we can hold the parent.

We can learn to hold ourselves.

Early Relationships Matter



“The way parents are with children is how children will be with the rest of the world.”

--Dr. Karl Menninger

Early Relationships Matter
for:
Healthy Attachment
and
Brain Development



Early Relationships Matter



Babies become attached — securely or insecurely — to their parents. It is the *quality* of the attachment that makes a difference.

Ounce of Prevention Fund

Early Relationships Matter



“All learning takes place in the context of relationships and is critically affected by the quality of those relationships.”

-Zero to Three



Early Relationships Matter



“Everything that happens once a baby is born is the outcome of all that has come before.”

Sheila Kitzinger





What is the Language of Early Infancy?



Communication Develops in the Context of a Relationship: Mutual regard



Communication Develops in the Context of a Relationship: Mutual Gaze



Communication Develops in the Context of a Relationship: Joint Attention



- ❧ 8 weeks: An infant follows an object with his/her eyes
- ❧ 4 months: An infant follows the mother's eye-gaze towards an object
- ❧ Joint attention = paying attention to the same thing, mutual interest
- ❧ Indicates that children understand other people's intentions.
- ❧ You can only obtain joint attention when you are in relationship with another person.
- ❧ Children learn better under "joint-attention" circumstances initiated by the child.



Communication Develops in the Context of a Relationship: Early Communication



- ❧ Preverbal gestures babies make are purposeful.
- ❧ Back and forth games between parent and baby form the basis of communication (and attachment, social/emotional development, etc...).

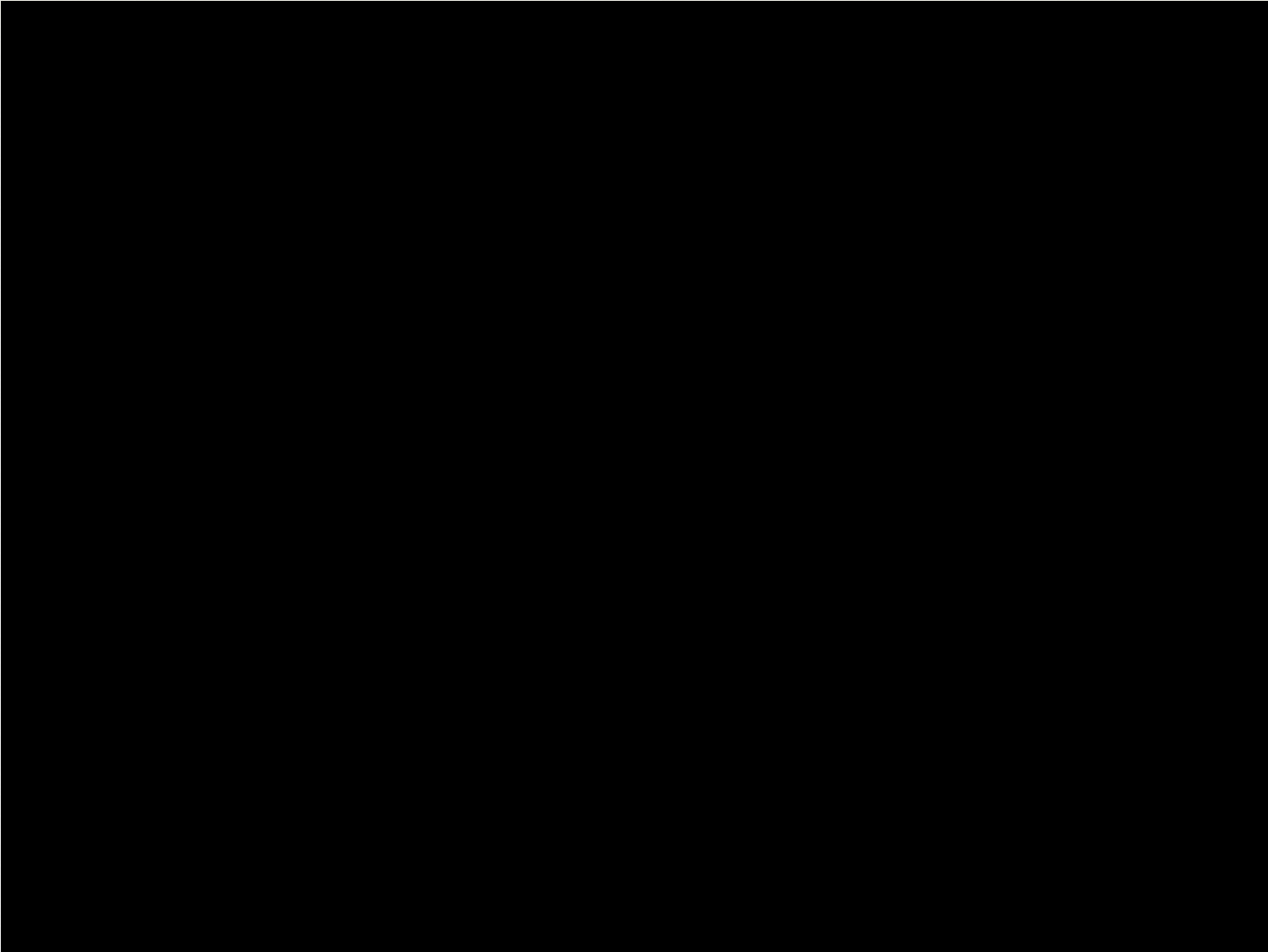
Greenspan, 1999

Communication Develops in the Context of a Relationship



- ❧ Babies without consistent or responsive two-way communicative experiences:
 - Can become more passive, less organized or less emotionally expressive
 - Learn that their attempts to communicate and be understood are futile

- ❧ Babies with consistent, responsive two-way communication:
 - Learn that their actions and feelings have an impact on their parent
 - Learn they are part of a relationship with their parent
 - Develop mutual caring



www.youtube.com/watch?v=apzXGEbZht0



Observe: enhancing
observation skills using
your IMH lens

Observe



- ❧ Why do we need to be astute observers?
- ❧ How do we observe?
- ❧ What lens do we look through when we observe?
- ❧ Why does this matter?

Observe



Case #1 ERA



Observe



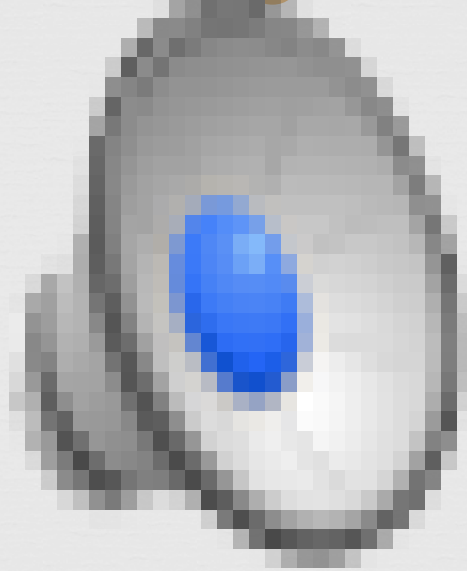
Case #2 ERA

Observe



Case #3 ERA + Video Replay

Б



Respond: Video Replay

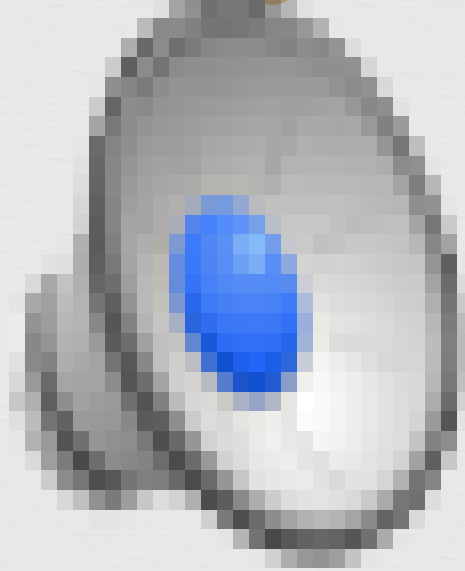


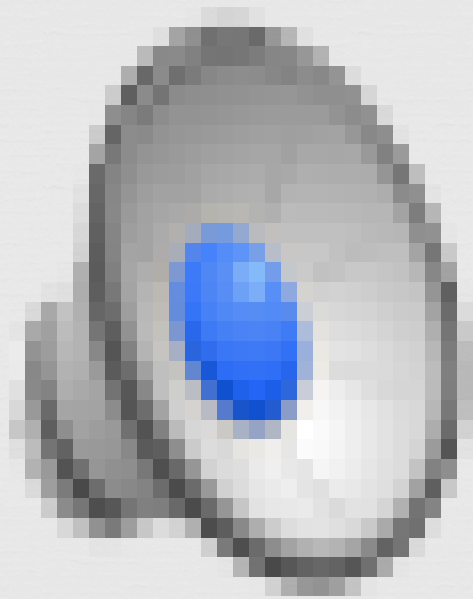
∞ Purpose

∞ How to Be

∞ Spirit of collaboration and exploration

Б





Respond: Motivational Interviewing Principles



A Bit About the “Righting Reflex”:

- ❧ The urge you get to correct someone/something – to offer advice/tips/info, etc. to correct whatever is ‘wrong’ or ‘help’ by offering advice you would preferably do
- ❧ The struggle to correct another person vs assess what they are really wanting for themselves

Respond: Motivational Interviewing Principles

🔗 <https://vimeo.com/17685592>

Respond: Motivational Interviewing Principles



Spirit of MI

1. Collaboration vs Confrontation
2. Evocation vs Education
3. Autonomy vs Authority

Respond: Motivational Interviewing Principles



Principles of MI:

1. Express Empathy
2. Support Self-Efficacy
3. Roll with Resistance
4. Develop Discrepancy

OARS

- œ Open-Ended Questions
- œ Affirmations
- œ Reflections
- œ Summaries

Communication Styles

Motivational Interviewing

Directing ↔ Guiding ↔ Following

Manage
Lead
Take Charge
Conduct
Steer
Administer
Tell
Show the Way

Encourage
Support
Accompany
Awaken
Elicit
Lay Before
Motivate

Go Along With
Allow
Permit
Be Responsive
Have Faith In
Attend
Take In
Understand
Observe

(Source: Rollnick, Miller & Butler (2008). Motivational Interviewing in Health Care)

Respond: Assumptive Statements

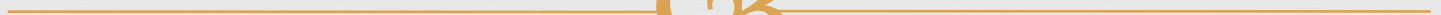


- ❧ Responses you give based on your assumption of what the other person might be feeling/ experiencing/ expressing
- ❧ Questions you ask based on your assumption of what the other person might be feeling/ experiencing/ expressing
- ❧ Assumptive statements are not always a 'right' or 'wrong' way to interact with another person
- ❧ However, your assumption leads or influences the interaction

Practice Activity



Journaling



Respond: PLAY!!!!!!!



- ❧ The United Nations Convention on the Rights of the Child (1989) included the right “to engage in play and recreational activities appropriate to the age of the child” as one of the inalienable rights of children.
- ❧ But time for and appreciation of the value of play is hard to come by for many families, leaving children missing out on the cognitive, social, emotional, physical and communicative benefits of child-centered play.
- ❧ Supporting parent-child play is an ideal way to support and strengthen the parent-child relationship – and the child’s communication, social-emotional and overall development.

Respond: Watch, Wait & Wonder



- ☞ Provides space for the infant/child and parent to work through developmental and relational struggles through play.
- ☞ Engages the parent to be reflective about the child's inner world of feelings, thoughts and desires, through which the parent recognizes the separate self of the infant and gains an understanding of her own emotional responses to her child.

Respond: Watch, Wait & Wonder



- ❧ Mother observes her infant's self-initiated activity and interacts only at her infant's initiative.
- ❧ Mother should be in an observational, reflective mind set and ready to be sensitive and responsive.
- ❧ The mother becomes the observer of her infant's activity, potentially gaining insight into the infant's inner world and relational needs.
- ❧ The infant has the therapeutic experience of negotiating his relationship with his mother and thus begins to master his environment.

Respond: Watch, Wait & Wonder



Goals:

- ❧ Enhance parental sensitivity and attunement
- ❧ Promote parental responsiveness
- ❧ Reduce parental intrusiveness
- ❧ Increase positive affect within the relationship
- ❧ Increase pleasure within the relationship
- ❧ Encourage a more secure attachment

Watch, Wait & Wonder



🌀 <https://vimeo.com/6016065>

Respond: Special Play



- ❧ A 1:1 time where the child leads the interaction and the parent is emotionally available and positively responsive to their child
- ❧ Helps build a different kind of relationship with the child and the child will discover that she is capable, important, understood and accepted as she is
- ❧ Parents have a “*Be With*” attitude: a parent’s intent in their actions, presence and responses is what is most important and should convey to their child “*I am here – I hear/see you – I understand – I care*”

Respond: Special Play



Basic Principles:

- ☞ Child feels free to determine how to use the time
- ☞ Child leads the play and the parent follows *without making suggestions or asking questions*
- ☞ Parent's role is to see and experience the child's play through the child's eyes
- ☞ Parent's role is to communicate this understanding to the child
- ☞ Parent should only state limits when needed

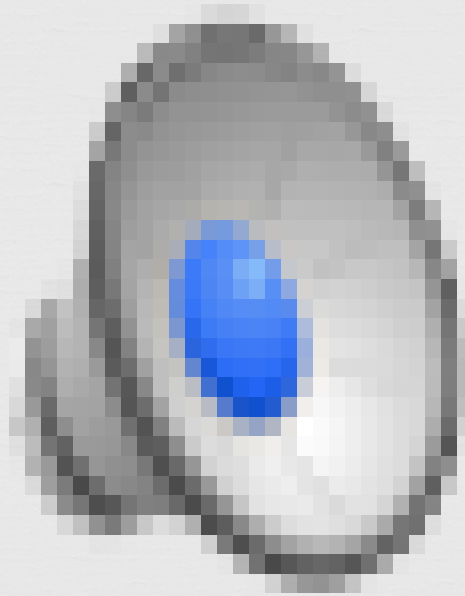
Respond: Special Play



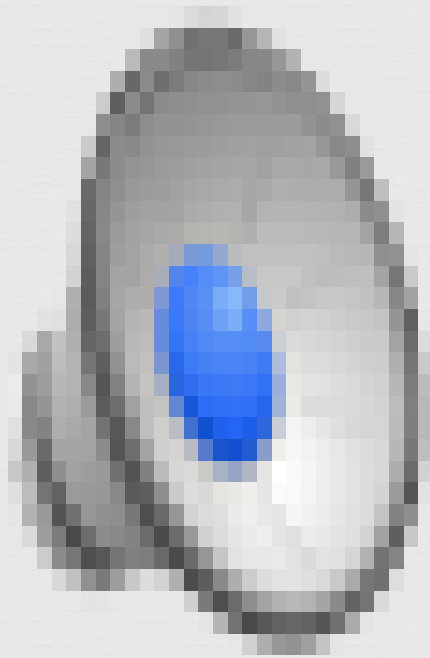
Goals:

- ☞ Allow the child to communicate thoughts, needs and feelings to the parent and for the parent to communicate that understanding back to the child
- ☞ Through feeling accepted, understood and valued, the child will experience more positive feelings of self-respect, self-worth, confidence and competence
- ☞ To strengthen the child-parent relationship and foster a sense of trust, security and closeness
- ☞ To increase the level of playfulness and enjoyment between parent and child

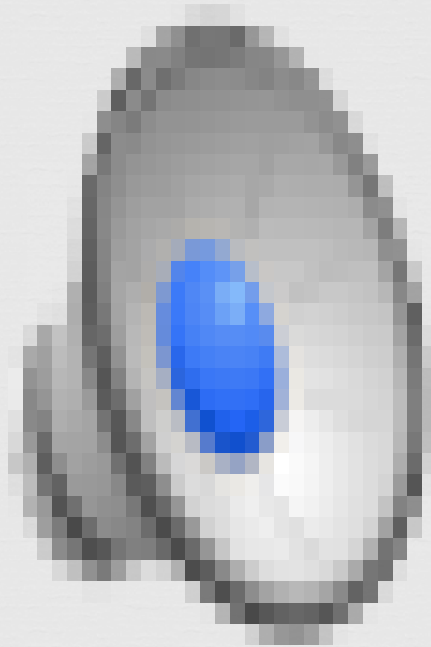
Before Special Play



First Try: Special Play 1



First Try: Special Play 2



Respond: Emotion Coaching



Let's Practice



Evaluate:



☞ Ourselves?

- ☞ Reflective practice
- ☞ Reflective supervision
- ☞ Ongoing trainings & education
- ☞ Self-evaluate skills, comfort & knowledge

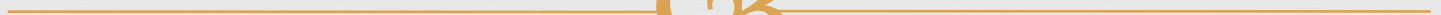
☞ Our Programs?

- ☞ Are we *integrating* social-emotional development into IFSP and child outcomes
- ☞ Are we considering the parent-child relationship and its impact on development
- ☞ Providing ongoing staff training & support
- ☞ EHDI's impact

Questions?



Loving Kindness Meditation



Thank You!



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