

Self-Assessment Tool for MHCs Working in E/HS Programs AVAILABLE RESOURCES MATRIX

		CEMHC BEST PRACTICE ONLINE TUTORIALS											CEMHC Implementation Toolkit #1			CEMHC Implementation Toolkit #2		Additional Resources of Note	
		Defining MHC and the Consultant Role	The Fundamentals of Infant and Early Childhood Mental Health	Overview of Early/Head Start	Overview of Early Childhood Systems and Supports	Effective Communication	Working Effectively in Group and Home Settings	Engaging Families	Gaining Cultural and Linguistic Sensitivity and Competence	Effective Child- or Family- and Program-Focused Consultation	Adopting a Public Health Approach	Mastering the "Consultative Stance"	Effective Behavior Management Techniques	Topical Training Modules	Strategies that Work	Choose and Use Guides	Stress Management and Depression Management Facilitator Manual	Positive Behavior Support with Hope Facilitator Manual	
Domain	Skill/Knowledge Area																		
ONE: INFANT AND EARLY CHILDHOOD DEVELOPMENT	Knowledge of typical and atypical infant and early childhood development, including recognition of "red flags" at various ages/stages.		X																ZERO TO THREE: <a href="http://www.zerotothree.org">http://www.zerotothree.org</a> ; American Academy of Pediatrics: <a href="http://www.aap.org">http://www.aap.org</a>
ONE: INFANT AND EARLY CHILDHOOD DEVELOPMENT	Knowledge of infant and early childhood mental health/social and emotional development, including the importance of relationships and attachment.		X										X						ZERO TO THREE: <a href="http://www.zerotothree.org">http://www.zerotothree.org</a> ; The Magic Years (Fraiberg, 1959)
ONE: INFANT AND EARLY CHILDHOOD DEVELOPMENT	Knowledge of risk factors that can impact infant and early childhood development, including trauma and caregiver depression.		X										X						NECTAC Fact Sheet: Vulnerable Young Children; National Child Traumatic Stress Network: <a href="http://nctsn.org">http://nctsn.org</a>
ONE: INFANT AND EARLY CHILDHOOD DEVELOPMENT	Knowledge of resources on infant and early childhood development for E/HS providers and families.		X	X										X					Center on the Social and Emotional Foundations for Early Learning: <a href="http://www.vanderbilt.edu/csefel">http://www.vanderbilt.edu/csefel</a> ; Technical Assistance Center on Social Emotional Intervention for Young Children: <a href="http://www.tacsei.org">http://www.tacsei.org</a>

Self-Assessment Tool for MHCs Working in E/HS Programs AVAILABLE RESOURCES MATRIX

TWO: EFFECTIVE STRATEGIES/INTERVENTIONS	Knowledge of evidence-based and/or best practice strategies to <u>promote</u> infant and early childhood mental health in <i>all</i> children.									x	x								Center on the Social and Emotional Foundations for Early Learning: <a href="http://www.vanderbilt.edu/csefel">http://www.vanderbilt.edu/csefel</a> ; Technical Assistance Center on Social Emotional Intervention for Young Children: <a href="http://www.tacsei.org">http://www.tacsei.org</a>
TWO: EFFECTIVE STRATEGIES/INTERVENTIONS	Knowledge of evidence-based and/or best practice strategies to <u>prevent</u> mental health challenges in infants and young children <i>at-risk</i> for mental health challenges.									x	x		x						Center on the Social and Emotional Foundations for Early Learning: <a href="http://www.vanderbilt.edu/csefel">http://www.vanderbilt.edu/csefel</a> ; Technical Assistance Center on Social Emotional Intervention for Young Children: <a href="http://www.tacsei.org">http://www.tacsei.org</a> ; Second Step? Incredible Years? Tools of the Mind?
TWO: EFFECTIVE STRATEGIES/INTERVENTIONS	Knowledge of evidence-based and/or best practice mental health <u>interventions</u> for children <i>exhibiting</i> challenging or troubling behavior.									x	x					x		x	Center on the Social and Emotional Foundations for Early Learning: <a href="http://www.vanderbilt.edu/csefel">http://www.vanderbilt.edu/csefel</a> ; Technical Assistance Center on Social Emotional Intervention for Young Children: <a href="http://www.tacsei.org">http://www.tacsei.org</a> ; Parent Child Interaction Therapy?
TWO: EFFECTIVE STRATEGIES/INTERVENTIONS	Ability to conduct social/emotional screenings and assessments of infants and young children in homes, classrooms and/or other natural settings and to use findings meaningfully.									x	x								ZERO TO THREE: <a href="http://www.zerotothree.org">http://www.zerotothree.org</a> (DC: 0-3R)
TWO: EFFECTIVE STRATEGIES/INTERVENTIONS	Ability to develop individualized intervention plans that reflect the culture, skills, strengths, needs and preferences of those being served.								x										Preschool Inclusion Manual (particularly Chapter 7)
TWO: EFFECTIVE STRATEGIES/INTERVENTIONS	Ability to model desired strategies in the home and/or classroom.																		

Self-Assessment Tool for MHCs Working in E/HS Programs AVAILABLE RESOURCES MATRIX

THREE: CHILD AND FAMILY SERVICES AND SYSTEMS	Knowledge of Early Intervention systems (i.e., Part C and preschool special education) and the services they offer.				x													National Early Childhood Technical Assistance Center: <a href="http://www.nectac.org">http://www.nectac.org</a>
THREE: CHILD AND FAMILY SERVICES AND SYSTEMS	Knowledge of family support and adult service systems and the services they offer.				x													
THREE: CHILD AND FAMILY SERVICES AND SYSTEMS	Knowledge of community resources and the services they offer.				x													Early Head Start/Head Start Staff
THREE: CHILD AND FAMILY SERVICES AND SYSTEMS	Knowledge of how to link children and families to these services and systems using the proper channels within the E/HS program(s) you are serving.			x														Early Head Start/Head Start Program Administrator
FOUR: WORKING IN GROUP SETTINGS	Ability to work with children who have challenging or troubling behaviors within a group care setting (as opposed to one-on-one).						x						x					Center on the Social and Emotional Foundations for Early Learning: <a href="http://www.vanderbilt.edu/csefel">http://www.vanderbilt.edu/csefel</a> ; Technical Assistance Center on Social Emotional Intervention for Young Children: <a href="http://www.tacsei.org">http://www.tacsei.org</a>
FOUR: WORKING IN GROUP SETTINGS	Ability to integrate mental health activities into group care settings.						x			x				x				Center on the Social and Emotional Foundations for Early Learning: <a href="http://www.vanderbilt.edu/csefel">http://www.vanderbilt.edu/csefel</a> ; Technical Assistance Center on Social Emotional Intervention for Young Children: <a href="http://www.tacsei.org">http://www.tacsei.org</a>
FOUR: WORKING IN GROUP SETTINGS	Ability to work with the various ages served in group care settings.						x			x								Center on the Social and Emotional Foundations for Early Learning: <a href="http://www.vanderbilt.edu/csefel">http://www.vanderbilt.edu/csefel</a> ; Technical Assistance Center on Social Emotional Intervention for Young Children: <a href="http://www.tacsei.org">http://www.tacsei.org</a>



Self-Assessment Tool for MHCs Working in E/HS Programs AVAILABLE RESOURCES MATRIX

SIX: MOTIVATING OTHERS TO TRY NEW APPROACHES	Knowledge of adult learning theory.					x								x						
SIX: MOTIVATING OTHERS TO TRY NEW APPROACHES	Ability to provide effective training/education to adults.					x		x						x						
SIX: MOTIVATING OTHERS TO TRY NEW APPROACHES	Ability to modify strategies or information for caregivers who are English-language learners or who have low literacy levels.					x		x	x											
SIX: MOTIVATING OTHERS TO TRY NEW APPROACHES	Ability to effectively communicate the importance of fostering children's social and emotional development to providers and families.		x			x								x						
SIX: MOTIVATING OTHERS TO TRY NEW APPROACHES	Ability to help providers and families understand the pivotal roles they play in fostering children's healthy social and emotional development.		x			x								x						
SIX: MOTIVATING OTHERS TO TRY NEW APPROACHES	Ability to provide meaningful support to providers and families as they strive to implement recommended strategies and address the social and emotional needs of the children in their care.						x			x						x	x			