



Infant and Early Childhood Mental Health

Building better beginnings
through relationships

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Objectives

- Describe three levels of infant and early childhood mental health services
- Describe examples of evidence-based intervention and prevention approaches





Intervention

Prevention

Promotion

Intervention

- ⌘ Intervention approaches for infants and young children target symptoms associated with diagnosed disorders that interfere with functioning
 - ⌘ Examples: Disruptive Behavior Disorders (Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder)
 - ⌘ Autism Spectrum Disorders

Intervention

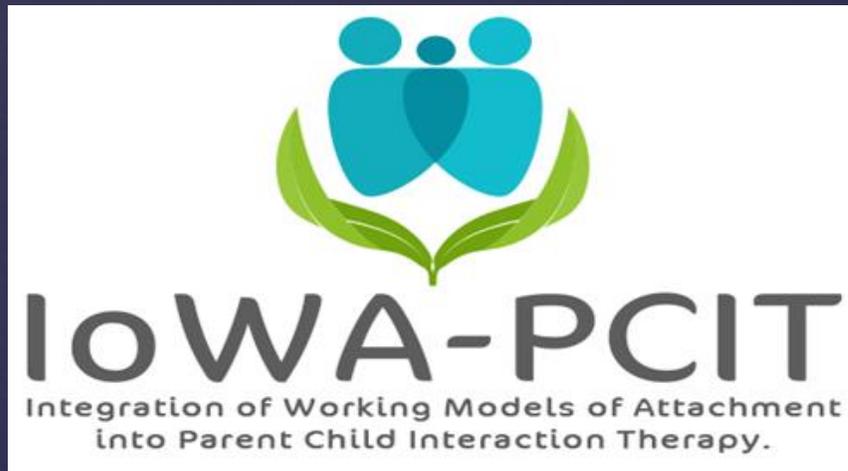
For infants and young children, interventions that involve caregivers are especially effective

Parent Coaching Interventions

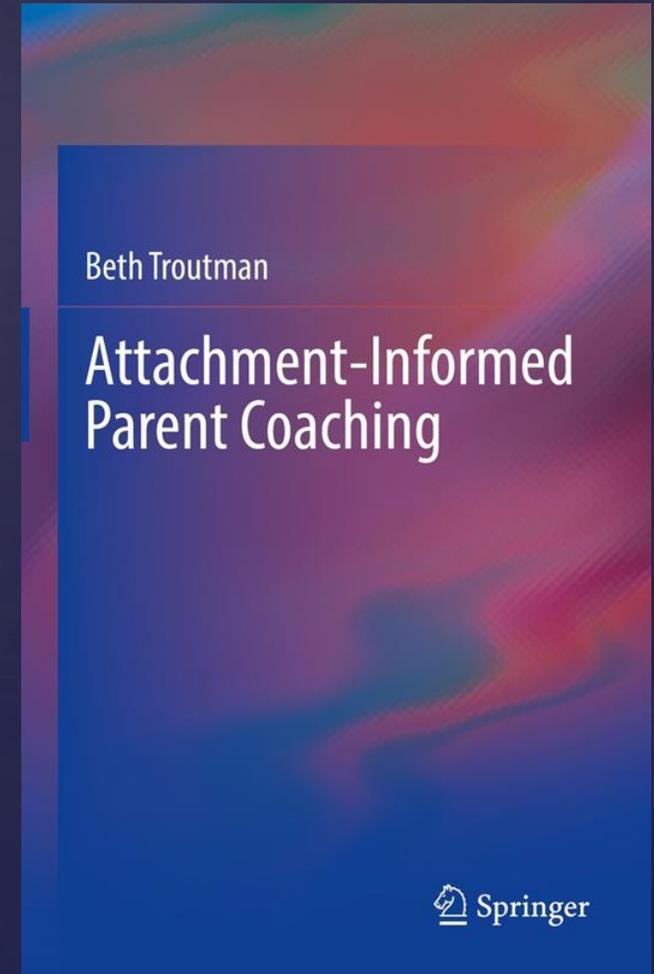
Parent Mediated Interventions

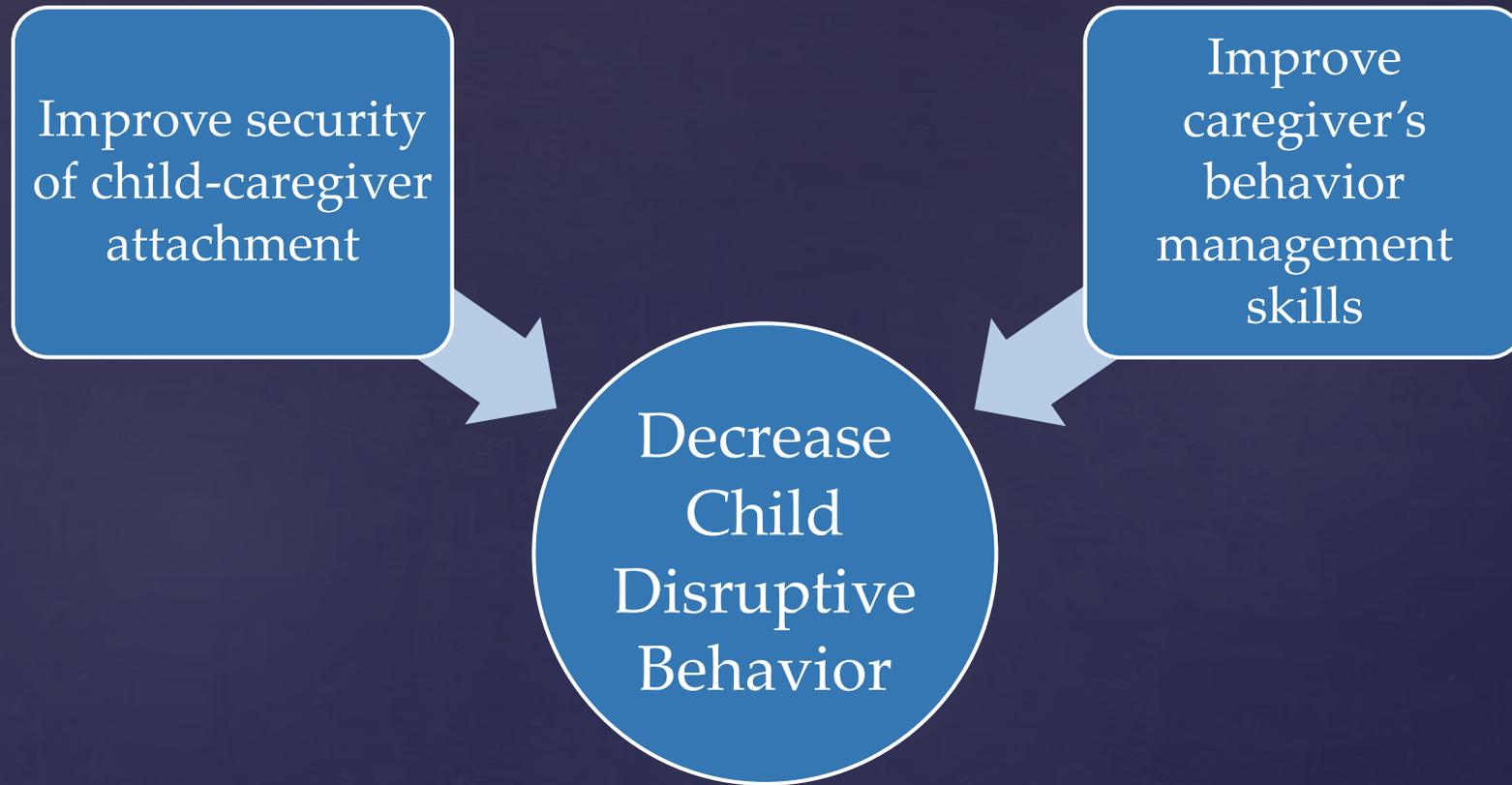
Intervention Example #1

IoWA-PCIT for young children with
disruptive behavior disorders



<https://pcit.lab.uiowa.edu/>



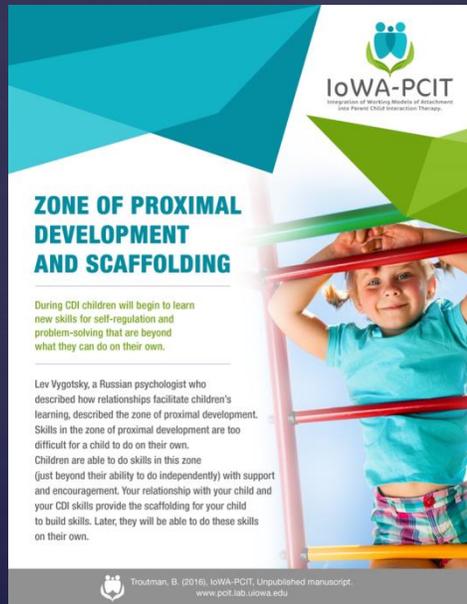


Two Pathways to Decreasing Disruptive Behavior



in the moment coaching during interactions

Phase I: Child-Directed Interaction (CDI)



IoWA-PCIT
Integration of Working Models of Attachment
Into Parent-Child Interaction Therapy.

ZONE OF PROXIMAL DEVELOPMENT AND SCAFFOLDING

During CDI children will begin to learn new skills for self-regulation and problem-solving that are beyond what they can do on their own.

Lev Vygotsky, a Russian psychologist who described how relationships facilitate children's learning, described the zone of proximal development. Skills in the zone of proximal development are too difficult for a child to do on their own. Children are able to do skills in this zone (just beyond their ability to do independently) with support and encouragement. Your relationship with your child and your CDI skills provide the scaffolding for your child to build skills. Later, they will be able to do these skills on their own.

Troutman, B. (2016), IoWA-PCIT, Unpublished manuscript.
www.pcit.lab.uiowa.edu



IoWA-PCIT
Integration of Working Models of Attachment
Into Parent-Child Interaction Therapy.

CHILD-DIRECTED INTERACTION (CDI) PRIDE SKILLS

"The most precious gift we can offer anyone is our attention. When mindfulness embraces those we love, they will bloom like flowers."

-Thich Nhat Hanh-

Praise (labeled) Give specific praise for positive behaviors
"Thank you for sharing."

Reflect Say what they say
"Yes. That is green."

Imitate Do what they do
If child builds with blocks, you build with blocks.

Describe Describe what they do
"You're pushing the tractor."

Enjoy Relax and delight in your child

Troutman, B. (2016), IoWA-PCIT, Unpublished manuscript.
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Phase II: Parent-Directed Interaction



Guidelines for Effective Commands in Parent-Directed Interaction (PDI)

"It's time to **PRACTICE** listening."

POSITIVELY STATE THE COMMAND

REASON BEFORE COMMAND AND/OR AFTER COMPLIANCE

AGE-APPROPRIATE COMMAND

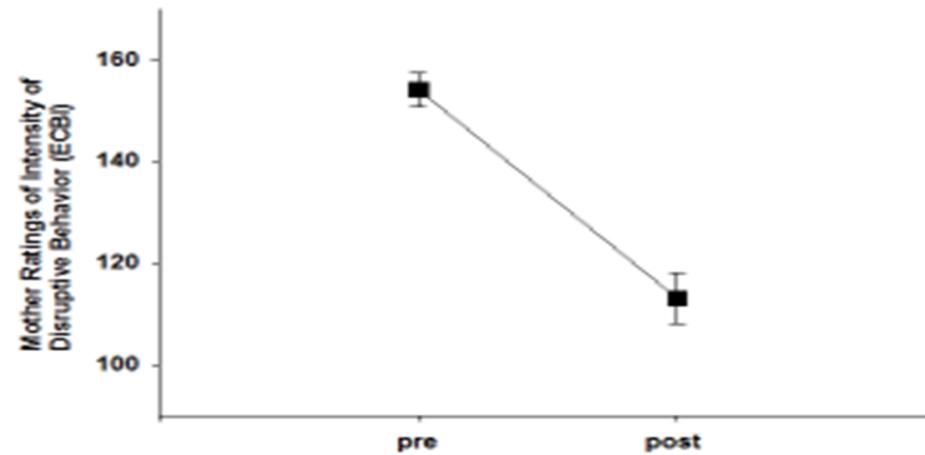
CALM AND COURTEOUS COMMAND

TELL, DON'T ASK

INDIVIDUAL COMMAND

CLEAR COMMAND

ENOUGH COMMANDS

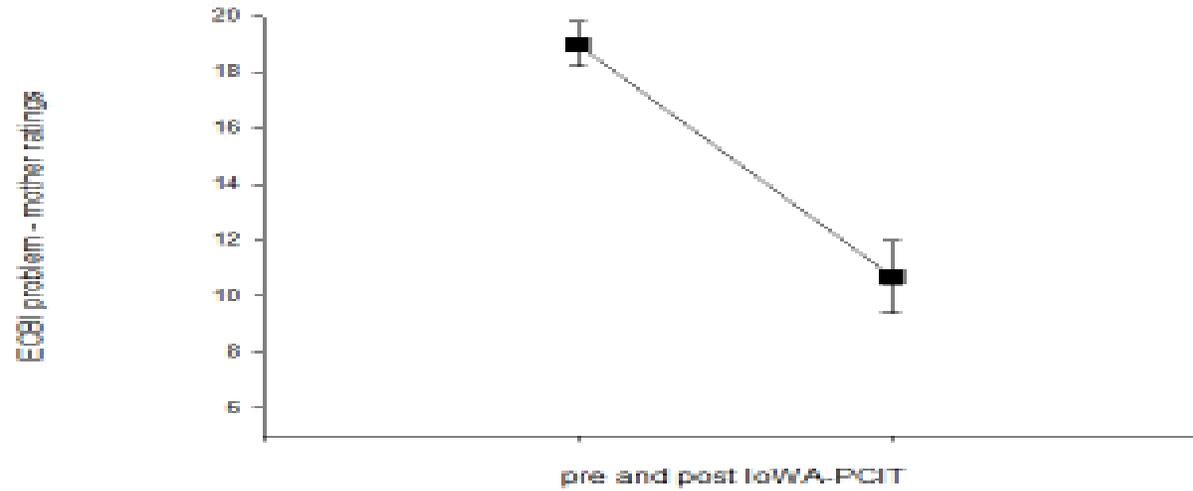


45 children who participated in at least 3 sessions of IoWA-PCIT with biological mother, foster mother, or adoptive mother

average # of sessions = 13.8 (8.6)

(5 children (10%) dropped out prior to completing 3 sessions)

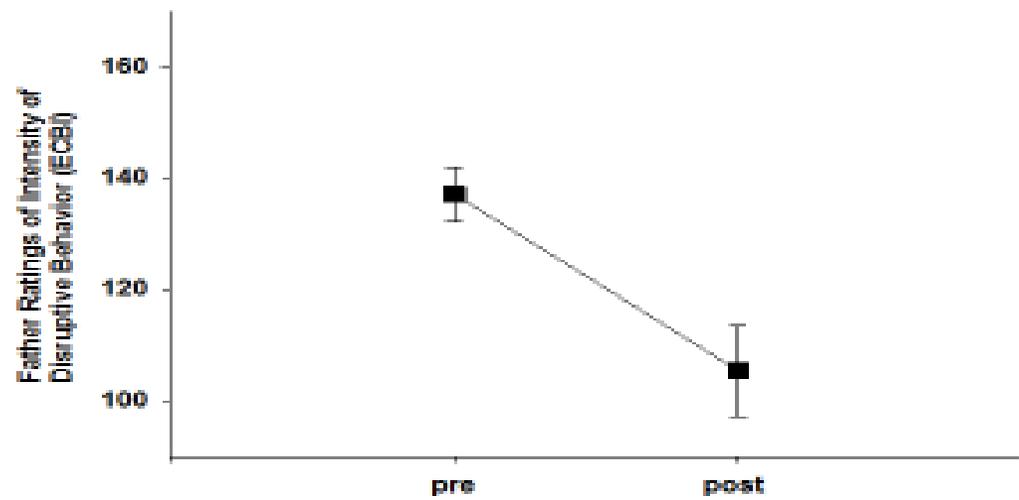
Troutman, 2016, Proceedings of the AACAP 63rd Annual Meeting, NY



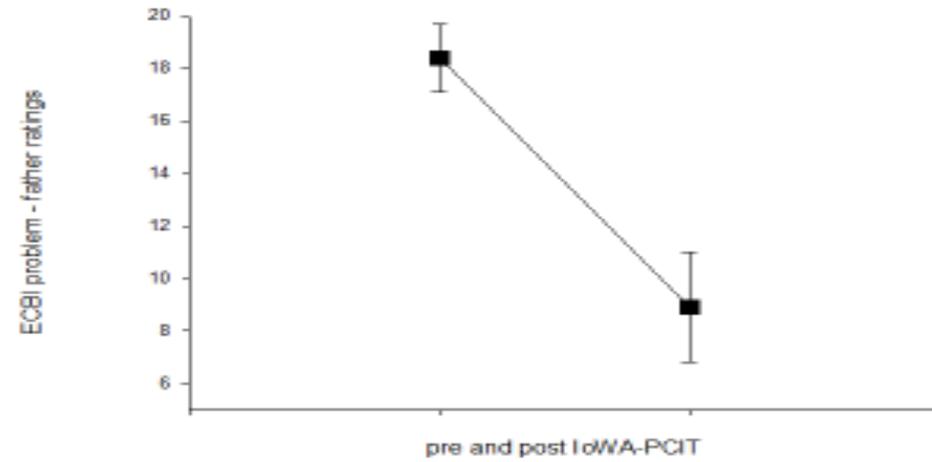
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Father ratings (20 of 45 children)



Father ratings (20 of 45 children)

Intervention Example #2

Project ImPACT for young children with autism and related social communication delays

<https://www.project-impact.org/>

<https://youtu.be/xsQw4PFfYOg>

Prevention

Prevention approaches for infants and young children focus on addressing mental health problems *before* the child has a diagnosable disorder

Prevention

Focus on subthreshold problems to prevent the development of a diagnosable disorder

Focus on risk factors associated with the development of a diagnosable disorder

Prevention Example #1

Maternal, Infant, and Early Childhood
Home Visiting (MIECHV) Program

Prevention Example #2

Teacher-Child Interaction Training (TCIT)

Prevention Example #3

Circle of Security

for parents

for classroom teachers

Promotion

Promotion approaches for infants and young children focus on providing basic information about social and emotional development for caregivers

Look at You – Aroha Atu, Aroha Mai

https://www.youtube.com/watch?v=XhxZL-JgkOU&list=PLJrTWotrJqdxYDh-I5T6_B84EZhYO4wKS&index=1

Iowa Association for Infant & Early Childhood Mental Health

<https://promotingmentalhealthiowa.org/>



Questions?

Intervention

Prevention

Promotion