

# Defining Infant Mental Health

The mental health of young children is defined as the psychological and social-emotional well-being of infants and toddlers in relationships with their caregivers, environment, and culture—with respect for each child’s uniqueness. Healthy social-emotional development encompasses “the developing capacity of the child from the birth through five years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn—all in the context of family, community, and culture.” IMH also includes family functioning and caregiver-child “goodness of fit,” as well as the health and development of the brain



# INFANT MENTAL HEALTH BEGINNINGS

- Selma Fraiberg & Colleagues in 1975
- Started with social workers, psychologists, psychiatrists, and nurses
- IMH field has expanded to include the medical community, as well as the training of practitioners in other disciplines such as early childhood education, speech-language pathology, occupational therapy, and physical therapy. Essentially anyone who has contact with infants, young children and their families can recognize and support social-emotional health and well-being.



Looking at the PICCOLO  
Screening (Domain of  
Affection) Through the Infant  
Mental Health Lens

PICCOLO  
SCREENINGS use a  
checklist of 29 observable  
developmentally  
supportive parenting  
behaviors in four domains  
(affection,  
responsiveness,  
encouragement, and  
teaching).



# PICCOLO and Other Tools are Best Used Together to Support Parents/Caregivers

RAT Relationship Assessment  
Tool

PAT

ACES

PHQ9 Patient Health  
Questionnaire

FAN

COSP

Mother & Babies



## *Using the Parents As Teachers Curriculum to Reinforce Strengths and Encourage Parents to “Do More”*

The PICCOLO identifies each parent’s strongest-positive parenting behaviors. When the strongest parenting behavior is identified, the next step for the Parent Educator and the parent is to explore how parents can “do more” of those strong parenting behaviors in their daily routines and in play with their child. There is solid research supporting positive developmental impact on children whose parents learn and use positive parenting behaviors.<sup>1,2,3</sup> Positive outcomes include better cognitive, social and language development and fewer behavior problems.





# PICCOLO & PAT

## **PICCOLO Parenting Behavior: AFFECTION & Responsiveness**

PAT Parenting Behavior:

- **Nurturing**

PICCOLO Parenting Behavior: RESPONSIVENESS

PAT Parenting Behavior:

- **Responsiveness**

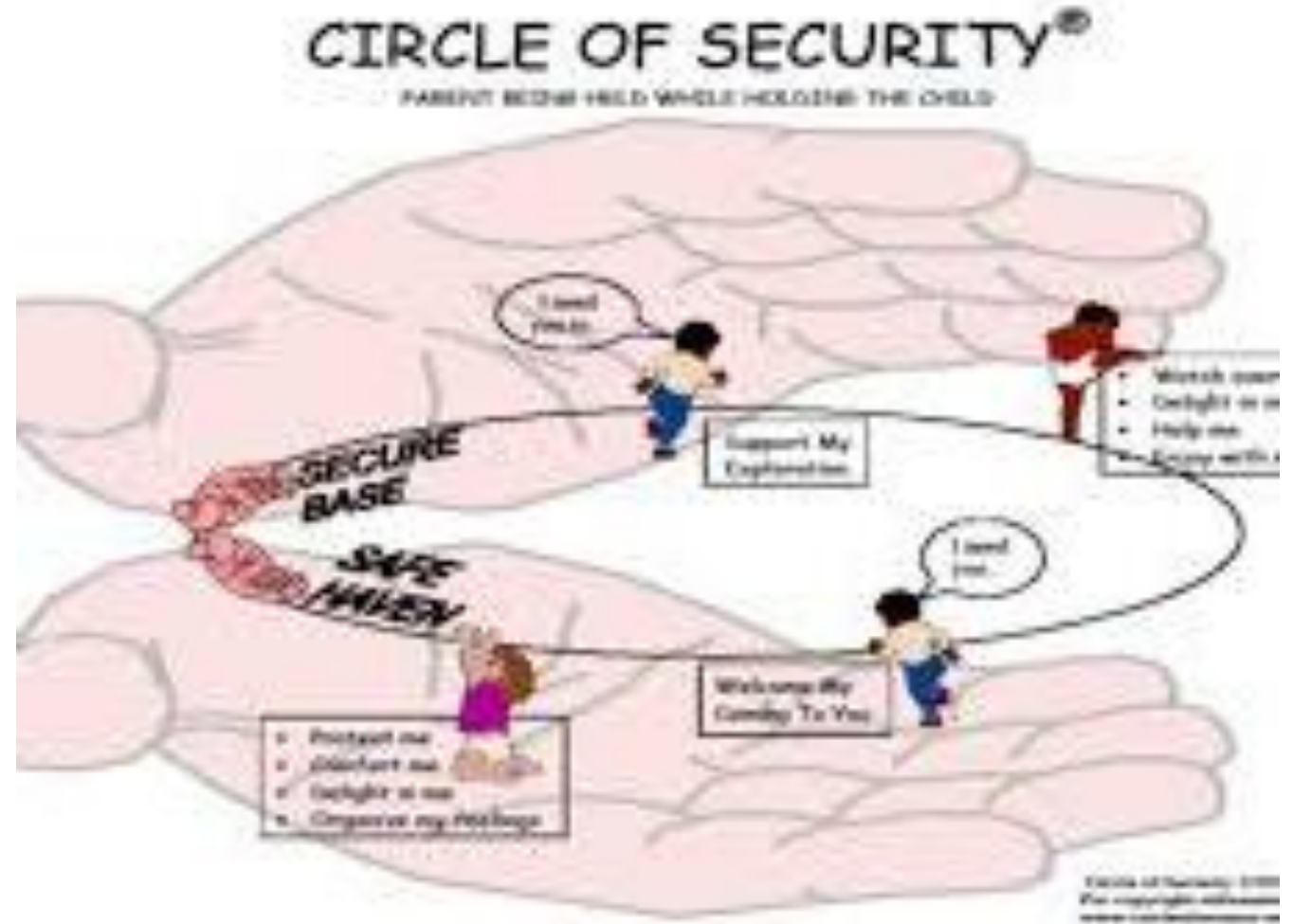
**Example: PAT Parent Educator Resources:  
Responding to Babies and Young Children<sup>4</sup>  
Responding (Foundational 2 curriculum)<sup>5</sup>  
Using Activity Pages Around Social-Emotional  
Development  
(Foundational 2 curriculum)<sup>6\</sup>**

**PAT Activity Pages: Play to Learn: Observing  
and Responding During Floor Time  
Cheer Up Game (Foundational 2 curriculum)<sup>8</sup>**



# COSP Circle of Security Parenting

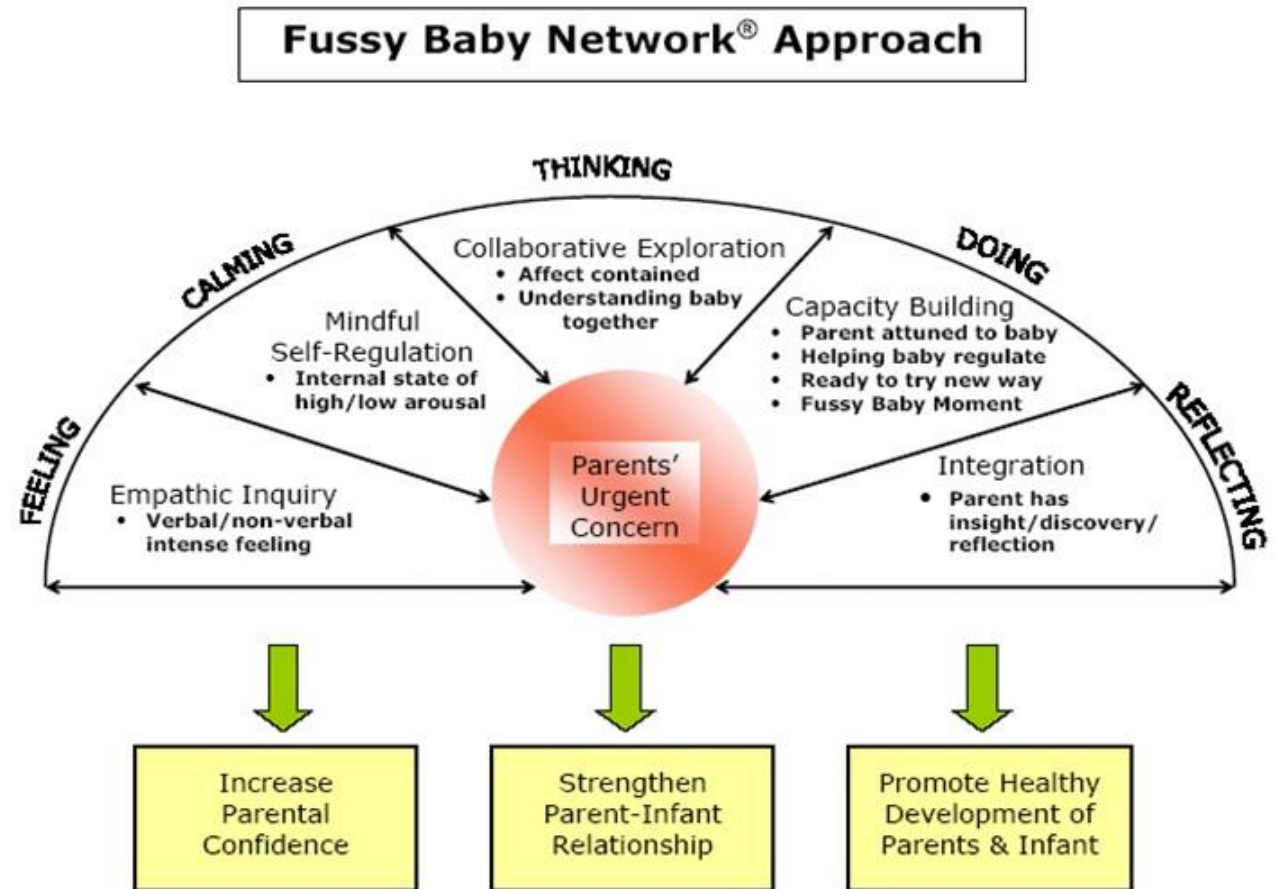
- PICCOLO can lead into a topic of where the child is on the circle and help identify needs
- After PICCOLO screening the provider can take circle of security to give examples of how the child is dealing their needs.



# FAN (Facilitating Attuned Interactions)

A practical tool for building relationships and reflective practice.

FAN's ultimate goal is strengthening the provider-parent relationship, resulting in parents who are more attuned to their children and ready to try new ways of relating to them.





# Sanctuary Model

**What is Sanctuary? The Sanctuary Model is an organizational and treatment intervention based on the tenets of trauma theory and an understanding of systems theory.**

**Sanctuary addresses the ways in which trauma, adversity and chronic stress influence individual behavior as well as recognizes the ways in which whole organizations can be influenced by trauma, adversity and chronic stress.**

**Sanctuary is based on a set of guiding principles as well as some specific tools that reinforce the philosophy when practiced by the staff and clients on a daily basis.**

## • COMMUNITY MEETING QUESTIONS

- How are you feeling today?
- What are your plans for the day?
- If you were to need support who can help you today?
- What makes you feel appreciated?

# RESOURCES

- <https://www.faceresources.org/using-the-piccolo-to-identify-strong-parenting-behaviors/>

- **Citations**

<sup>1</sup> Roggman, L. A., & Boyce, L. K., & Innocenti, M. S. (2008). Developmental parenting: A guide for early childhood practitioners Baltimore: Paul H. Brookes Publishing.

<sup>2</sup> Activity Page: Play to Learn: Observing and Responding During Floor Time (p.1080-1081); Parents As Teachers Foundational Curriculum.

<sup>3</sup> Activity Page: Play to Learn: Cheer Up Game p. (p.801-802); Parents As Teachers Foundational 2 Curriculum.

<sup>4</sup> Parent Educator Resource: Responding to Babies and Young Children (p. 550-557); Parents As Teachers Foundational Curriculum.

<sup>5</sup> Parent Educator Resource: Responding (p. 519-527); Parents As Teachers Foundational 2 Curriculum.

<sup>6</sup> Parent Educator Resource: Using Activity Pages Around Social-Emotional Development (p.787-790); Parents As Teachers Foundational Curriculum.

<sup>7</sup> Parent Handout: Noticing and Responding to Cues (p.558-559); Parents As Teachers Foundational Curriculum.

<sup>8</sup> Parent Handout: Responding to Your Child (p. 528-529); Parents As Teachers Foundational 2 Curriculum

- <https://www.faceresources.org/using-the-piccolo-to-identify-strong-parenting-behaviors/>

- <https://study.com/academy/lesson/robert-plutchiks-wheel-of-emotions-lesson-quiz.html>

- <https://cpeip.fsu.edu/mma/documents/ECHO%20Therapist%20Brief%201%20-%20What%20is%20Infant%20Mental%20Health%20and%20What%20Does%20It%20Mean%20to%20Other%20Disciplines.pdf>