Building Capacity to Provide Infant-Family and Early Mental Health Services:

Training, Technical Assistance, Consultation and Supervision Models

California’s Infant, Preschool & Family Mental Health Initiative

California’s Infant, Preschool & Family Mental Health Initiative is a statewide special project funded by the First 5 California Children and Families Commission through the California Department of Mental Health and coordinated by the WestEd Center for Prevention and Early Intervention in collaboration with the Alameda, Fresno, Humboldt, Los Angeles, Riverside, Sacramento, San Francisco, and Stanislaus County Departments of Mental Health and their interagency partners.
The following is a list of all of the products available for the 2003 Final Report of California’s Infant, Preschool & Family Mental Health Initiative.

- **The Clinical Services Study:** Development, Implementation and Findings
- **Building Capacity to Provide Infant-Family and Early Mental Health Services:** Training, Technical Assistance, Consultation and Supervision Models
- **Training Guidelines and Recommended Personnel Competencies:** Delivering Infant-Family and Early Mental Health Services
- **Impact and Evaluation Findings:** Training Activities and Changes in Providers and Communities
- **Evolving Perspectives in Infant-Family Mental Health and Reflective Supervision**

For more information on the Initiative or on obtaining copies of any of the products, please contact one of the following:

- WestEd Center for Prevention and Early Intervention [www.wested.org/cpei](http://www.wested.org/cpei)
- California Department of Mental Health [www.dmh.ca.gov](http://www.dmh.ca.gov)
- First 5 California Children and Families Commission [www.ccfc.ca.gov](http://www.ccfc.ca.gov)

California’s Infant, Preschool & Family Mental Health Initiative (IPFMHI) is a statewide special project funded by the First 5 California Children and Families Commission under the leadership of the California Department of Mental Health and coordinated by the WestEd Center for Prevention and Early Intervention in collaboration with the Alameda, Fresno, Humboldt, Los Angeles, Riverside, Sacramento, San Francisco and Stanislaus County Departments of Mental Health and their interagency partners. Any and all parts of this document may be reproduced for educational purposes if credit is given to CCFC, DMH, and WestEd CPEI.

2003 First 5 California Children and Families Commission
ACKNOWLEDGEMENTS

The success of California’s Infant, Preschool & Family Mental Health Initiative can be attributed to the vision, expertise and dedication shown by the diverse group of professionals and parent partners involved in this effort.

The leadership, commitment and positive relationships that developed among the state and county teams is gratefully acknowledged.

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OVERVIEW OF CALIFORNIA’S INFANT, PRESCHOOL & FAMILY MENTAL HEALTH INITIATIVE

The field of infant-family and early mental health is a broad-based, interdisciplinary field of study, research and practice that focuses on the social and emotional development and well-being of infants and young children within the context of their early relationships, family, community, and culture.

The continuum of infant-family and early mental health services includes:

**Promotion:** Services that recognize the central importance of early relationships on brain development, learning and the emotional and social well-being of all young children. These services include a focus on positive parent-child and primary caregiver relationships within the home, child development settings and other service settings for young children and their families.

**Preventive Intervention:** Services that mitigate effects of risk and stress and address potential early relationship challenges or vulnerabilities that have a documented impact on early development. Specific intervention strategies are designed to nurture mutually satisfying parent-child relationships and prevent the progression of further difficulties. Health and developmental vulnerabilities; parenting difficulties; domestic violence, family discord and other major child and family stressors may warrant the delivery of preventive intervention services in a variety of settings.

**Treatment:** Services that target children in distress or with clear symptoms indicating a mental health disorder. They address attachment and relationships problems and the interplay between the child, parent and other significant caregivers that jeopardize early mental health and early emotional and social development. Specialized early mental health treatment services focus on the parent-child dyad and are designed to improve child and family functioning and the mental health of the child, parents and other primary caregivers.

Across this continuum, infant-family and early mental health services seek to facilitate the child’s biological, neurological, and emotional and social development while focusing on early relationships and the “goodness of fit” between the child, their parents and other significant caregivers.

Infant-family and early mental health services emphasize the importance of the early interactions, patterns of relating that develop, the impact of these relationships on the child and parent/caregiver and what the young child learns through these interactions. It is these relationships that provide the emotional foundations for the development of resilience and self-esteem. It is through these patterns of early attachment and interaction that children develop trust and security or learn to mistrust and protect themselves against the insecurity of their world.

Early mental health services also promote school readiness by strengthening early relationships, family functioning, the young child’s emotional regulation and social competence.
In 2001 – 2003, the Infant, Preschool & Family Mental Health Initiative (IPFMHI) was funded by the First 5 California Children and Families Commission through the California Department of Mental Health. Work was coordinated by the WestEd Center for Prevention and Early Intervention in partnership with local departments of mental health and interagency teams in the following counties:

- Alameda
- Fresno
- Humboldt
- Los Angeles
- Riverside
- Sacramento
- San Francisco
- Stanislaus

The Major Goals of the Initiative were to:

1. Pilot new and innovative approaches to the delivery of integrated infant-family and early mental health services within communities and across service agencies.

2. Identify effective methods, measures and approaches to screening, assessment, intervention, service coordination and funding.

3. Expand education, training and consultation opportunities for interdisciplinary professionals and parent mentors concerned about early parent-child relationships and early emotional and social development.

4. Expand education, training and supervision opportunities for mental health professionals.

5. Promote interagency and interdisciplinary collaboration at the state and local levels.

6. Evaluate outcomes and changes for children and families, service providers, service systems and communities.

Across the continuum of promotion, preventive intervention and treatment, IPFMHI worked concurrently to develop new early mental health services and to build state and county-level capacity to provide comprehensive and well-coordinated early mental health services for very young children, their families and other primary caregivers.

The Initiative successfully established new models of service delivery, organized program and staff development activities and catalyzed the interagency and interdisciplinary collaboration. The Clinical Services Study, a quality improvement study, examined the impact and outcomes of new early mental health services for children, families, service providers, agencies and communities. The Initiative’s evaluation framework developed tools and processes to track progress across the major goal areas.

This document and others in the series, provide information regarding the overall Initiative for direct service providers, administrators, policy makers, parent mentors and others interested in the field of infant-family and early mental health.
Products in this series include:

**The Executive Summary:** An overview of the Initiative's background and development, major project goals and activities, key findings across all components and recommendations for future planning.

**The Clinical Services Study: Development, Implementation and Preliminary Findings:** Details the creation and initial findings of a study established to document and evaluate the effectiveness and outcomes of early mental health services provided for a representative group of young children and their families within each of the eight participating counties. Common procedures, screening and assessment measures, intervention approaches, preliminary findings regarding child and family outcomes, family satisfaction and recommendations for replication and continued development are included.

**Building Capacity to Provide Infant-Family and Early Mental Health Services: Training, Technical Assistance, Consultation and Supervision Models:** An overview of the capacity-building approaches and training activities utilized by the participating counties and sample materials from selected trainings. This product also includes information on state-level trainings, presentations and other capacity-building activities to facilitate interagency and interdisciplinary collaboration.

**Training Guidelines and Recommended Personnel Competencies: Delivering Infant-Family and Early Mental Health Services:** Identifies the knowledge and skills recommended to provide relationship-based early intervention services and early mental services across the continuum of promotion, preventive intervention and treatment. The overall framework, core concepts, key knowledge and supervision skills, recommended hours of training, and a sample portfolio for individual assessment of personnel competencies are included.

**Impact and Evaluation Findings: Training Activities and Changes in Providers and Communities:** An analysis of the backgrounds and expertise of participants involved in the Initiative, field responses to the training and consultation activities, and the results of a statewide survey regarding the overall impact of the Initiative on individual participants, agencies and communities. Evaluation tools and implications for replication and continued development are included.

**Evolving Perspectives in Infant-Family Mental Health and Reflective Supervision:** A collection of published articles, presentations and training materials prepared for the Initiative by the Early Intervention Services Unit at Children's Hospital and Research Center in Oakland, California in partnership with WestEd. *Evolving Perspectives* addresses the many facets, complexities and importance of early mental health for all young children and families, emphasizing young children with special health and developmental needs.
Further information on the Initiative and copies of these reports may be requested from:

**First 5 California Children and Families Commission**  
501 J Street  
Suite 530  
Sacramento, CA  95814  
(916) 323-0056

**The California Department of Mental Health**  
1600 9th Street  
Sacramento, CA  95814  
(916) 896-4042

**The WestEd Center for Prevention and Early Intervention**  
1107 9th Street, 4th Floor  
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(916) 492-4000
SECTION 1: INTRODUCTION
SECTION 1: INTRODUCTION

This report provides an overview of capacity building as developed by California’s Infant, Preschool & Family Mental Health Initiative (IPFMHI) to provide infant-family and early mental health services at the state and county level. It offers a summary of the eight participating counties’ models and approaches to building capacity via training, technical assistance, consultation and supervision activities and an overview of other statewide development efforts. This report provides readers with:

- An overview of the key considerations in state and local level capacity building efforts
- An outline of each county’s training, technical assistance, consultation and supervision activities
- A brief description of each county’s target audience and considerations that influenced the design of the developed model/approach for training, technical assistance, consultation and supervision activities
- Sample materials from each county’s training, technical assistance, consultation and supervision activities, highlighting those activities that were particularly unique and innovative
- Detailed matrices of state- and county-sponsored training, technical assistance, consultation and supervision activities
- Contact information for Initiative trainers, consultants, and county and state team members

BACKGROUND

Two of the six project goals of IPFMHI focused specifically on training and technical assistance activities:

- Goal 3 focused on education and training for interdisciplinary service providers
- Goal 4 focused on training for mental health specialists

The primary strategy by which counties addressed these two goal areas was via the development of Training and Technical Assistance (T/TA) plans. State-level activities included technical assistance, presentations and trainings in collaboration with other state and national agencies as well as cross-county training and resource sharing facilitated by the state Initiative team.

COUNTRY-LEVEL RESOURCE/NEEDS ASSESSMENT

WestEd staff facilitated planning with each county team through frequent telephone and e-mail contact and by convening quarterly meetings in each county. Counties also submitted year-end reports that served as a planning tool for the following year. Through this planning process, each county developed a training and technical assistance plan based on their local resources, priorities, needs and desired outcomes. Funding for training was based on each counties’ priorities and the planning reflected in their requests within the context of the overarching tasks, activities, deliverables and goals of the Initiative.
COUNTY-LEVEL APPROACHES TO TRAINING

Counties participating in the Initiative were selected based on specific RFA guidelines. Each applicant county received a cumulative score based upon the following selection criteria:

- Need
- Service Plan
- Monitoring
- Cultural/Flexible
- Evaluation
- Capacity
- Collaboration
- Sustainability
- Format

In addition, counties were selected to represent the diverse geographic areas, populations and income levels across the state.

Training events and related activities were built upon existing resources in each county and addresses identified needs for capacity building. Planning also took into account the population to be served (see Table 1), available providers and the demographic and geographic influences of each county. These fell into several categories, as shown in Table 2. Each county determined the type of training and technical assistance that best fit the needs of their area as shown in Table 3. The data presented in tables 1 and-3 are provided by the following sources:

- Child Care Portfolio/1999;
- Barriers to Inclusive Child Care Research Study (2000); and
- US Census Data 2000

Tables 4 and 5 define and categorize the major training approaches utilized in each county. They reflect a diversity of approaches based on a common framework.
### Table 1 – County Demographics

<table>
<thead>
<tr>
<th>Counties</th>
<th>Population</th>
<th>Square Miles</th>
<th>Location</th>
<th>Type (Urban, Rural, Suburban)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>1,428,300</td>
<td>738</td>
<td>North</td>
<td>Urban</td>
</tr>
<tr>
<td>Fresno</td>
<td>785,100</td>
<td>6,000</td>
<td>Central</td>
<td>Suburban</td>
</tr>
<tr>
<td>Humboldt</td>
<td>125,800</td>
<td>3,573</td>
<td>North</td>
<td>Rural</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>9,649,900</td>
<td>4,081</td>
<td>South</td>
<td>Urban</td>
</tr>
<tr>
<td>Riverside</td>
<td>1,458,500</td>
<td>7,200</td>
<td>South</td>
<td>Urban</td>
</tr>
<tr>
<td>Sacramento</td>
<td>1,166,100</td>
<td>994</td>
<td>Central</td>
<td>Suburban</td>
</tr>
<tr>
<td>San Francisco</td>
<td>789,500</td>
<td>47</td>
<td>North</td>
<td>Urban</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>431,100</td>
<td>1,521</td>
<td>Central</td>
<td>Suburban/Rural</td>
</tr>
</tbody>
</table>

### Table 2 – Population Profile

<table>
<thead>
<tr>
<th>Counties</th>
<th>Total Number Children 0-5</th>
<th>Children 0-5 Living with Working Parents</th>
<th>Median Annual Household Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>131,200</td>
<td>68,901 (54%)</td>
<td>$47,339</td>
</tr>
<tr>
<td>Fresno</td>
<td>88,368</td>
<td>37,104 (42%)</td>
<td>$32,848</td>
</tr>
<tr>
<td>Humboldt</td>
<td>9,321</td>
<td>5,238 (48%)</td>
<td>$30,181</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>1,011,759</td>
<td>473,820 (50%)</td>
<td>$35,863</td>
</tr>
<tr>
<td>Riverside</td>
<td>157,258</td>
<td>75,104 (49%)</td>
<td>$38,366</td>
</tr>
<tr>
<td>Sacramento</td>
<td>112,928</td>
<td>56,515 (50%)</td>
<td>$38,848</td>
</tr>
<tr>
<td>San Francisco</td>
<td>52,248</td>
<td>25,899 (57%)</td>
<td>$40,131</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>46,219</td>
<td>21,603 (46%)</td>
<td>$36,655</td>
</tr>
</tbody>
</table>

### Table 3 – Risk Factors

<table>
<thead>
<tr>
<th>Counties</th>
<th>Number of Children 0-5 in Low Income Households*</th>
<th>% of Children 0-5 Living in Poverty**</th>
<th>Rate of Child Poverty Among California’s 58 Counties</th>
<th>% of Children 0-5 with Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>38,881</td>
<td>16% (20,543)</td>
<td>38th</td>
<td>2,574 (1.96%)</td>
</tr>
<tr>
<td>Fresno</td>
<td>44,331</td>
<td>35% (31,025)</td>
<td>3rd</td>
<td>2,144 (2.43%)</td>
</tr>
<tr>
<td>Humboldt</td>
<td>5,334</td>
<td>26% (2,864)</td>
<td>17th</td>
<td>343 (3.68%)</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>362,901</td>
<td>22% (202,885)</td>
<td>19th</td>
<td>20,648 (2.04%)</td>
</tr>
<tr>
<td>Riverside</td>
<td>58,814</td>
<td>16% (25,267)</td>
<td>35th</td>
<td>3,048 (1.94%)</td>
</tr>
<tr>
<td>Sacramento</td>
<td>41,045</td>
<td>22% (24,485)</td>
<td>26th</td>
<td>2,907 (2.57%)</td>
</tr>
<tr>
<td>San Francisco</td>
<td>16,236</td>
<td>17% (7,867)</td>
<td>27th</td>
<td>599 (1.15%)</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>16,682</td>
<td>23% (10,839)</td>
<td>21st</td>
<td>918 (1.99%)</td>
</tr>
</tbody>
</table>

* A low-income household is defined here as earning less than $30,000.
** The national average poverty threshold for a family of four is $12,674.
<table>
<thead>
<tr>
<th>TYPE</th>
<th>LEAD</th>
<th>NUMBER OF PARTICIPANTS</th>
<th>PARTICIPANTS' LEVEL OF TRAINING</th>
<th>FREQUENCY OF MEETINGS</th>
<th>CURRICULUM OR CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topical Trainings</td>
<td>National and state experts, county consultants, team members</td>
<td>20-400</td>
<td>All levels – multidisciplinary providers, administrators, parents/families</td>
<td>As planned; generally ranging between 1-3 days</td>
<td>Articles, materials, didactic presentations</td>
</tr>
<tr>
<td>Ongoing Reflective Supervision</td>
<td>State/county consultants and Centers of Excellence</td>
<td>8-10 group 1:1 individual</td>
<td>All levels – mental health providers</td>
<td>1X/month, biweekly</td>
<td>Reflection on daily work</td>
</tr>
<tr>
<td>Case Consultation</td>
<td>State/county consultants and Centers of Excellence</td>
<td>3-6/agency</td>
<td>All levels – multi-disciplinary providers</td>
<td>1X/month, biweekly</td>
<td>Videotapes, articles, didactic presentations and case-based supervision</td>
</tr>
<tr>
<td>Seminars</td>
<td>Centers of Excellence</td>
<td>18</td>
<td>Mental health providers developing specialized clinical expertise</td>
<td>1X/week for 16-20 weeks</td>
<td>Videotapes, articles, didactic presentations and case-based supervision</td>
</tr>
<tr>
<td>Learning Labs</td>
<td>County Consultants</td>
<td>10 per session/group</td>
<td>All levels – multi-disciplinary</td>
<td>1X/week for 5 weeks</td>
<td>Articles, materials, didactic presentations and case discussions</td>
</tr>
<tr>
<td>Statewide All County Meetings</td>
<td>IPFMHI State Team Members</td>
<td>40</td>
<td>All levels – multidisciplinary providers, administrators, county coordinators</td>
<td>2-3/program year</td>
<td>Videotapes, materials, topical presentations, facilitated discussions, products developed by counties, resource sharing across counties</td>
</tr>
<tr>
<td>Local Meetings and Committees</td>
<td>Mental Health and Inter-disciplinary providers, agencies</td>
<td>4-20 agencies</td>
<td>All levels—multi-disciplinary providers and administrators</td>
<td>Varied</td>
<td>Local resources, needs and problem-solving, special projects and events, interagency and interdisciplinary meetings</td>
</tr>
</tbody>
</table>
### Table 5 – Overview of Categories of Training Approaches by County

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>TRAININGS</th>
<th>ONGOING SUPERVISION</th>
<th>CASE CONSULTATION</th>
<th>SEMINARS</th>
<th>LEARNING LABS</th>
<th>STATEWIDE/ALL COUNTY MEETINGS</th>
<th>LOCAL MEETINGS AND COMMITTEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fresno</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Humboldt</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Riverside</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sacramento</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>San Francisco</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
CAPACITY BUILDING ACROSS STATE AGENCIES AND PROFESSIONAL ORGANIZATIONS

In addition to facilitating collaboration within communities and county teams, the Initiative also pursued interagency and interdisciplinary collaboration with other state agencies and professional organizations. Building on previous work and the relationships established with other agencies serving very young children and their families, the state team focused on opportunities for coordinated training, consultation, data collection and the infusion of relationship-based early intervention services and early mental health concepts and practices into the work of other agencies and organizations.

Presentations and coordinated ventures with education, special education, child development, developmental disabilities and social service agencies as well as professional organizations are detailed in the Appendices.

While each of these trainings and collaborative ventures had a specific purpose, the major areas of common interest and need included services, resources and strategies for:

• infusion of infant-family and early mental health principles, strategies and interventions into:
  • services for children with special needs and their families
  • child care and child development programs
  • social service agencies and family support programs

• mental health consultation for early childhood and early intervention program staff

• opportunities for joint training of mental health and interdisciplinary service providers

• reflective supervision and consultation

• referrals to and partnerships with county and community mental health programs

• funding for infant-family and early mental health services and consultation for children/families and program staff

• coordinated data collection and analysis of outcomes

These interests and needs at the state and organizational levels parallel those identified by county teams. It appears that continued support for these collaborative ventures is warranted at all levels and requires thoughtful problem-solving and resource identification across systems and service providers.
CAPACITY BUILDING ACROSS COUNTIES

Representatives from participating counties and invited “guests” from other counties and state agencies regularly participated in meetings, workgroups and special trainings sponsored by the Initiative. This included “All County” meetings, special trainings on IPFMHI’s Clinical Services Study and workgroups on personnel development and data collection. These events focused on issues, needs and resources across counties and strategies to address the overall goals of the Initiative. Topical trainings, state agency presentations, county presentations and information regarding the overall development of the initiative provided additional support for capacity building at the local and state levels.

TIPS FOR CAPACITY BUILDING

Based on the experiences of the state and county IPFMHI teams, the following key elements were identified as major factors in planning, developing and implementing capacity building efforts at the local and statewide levels.

• Community Planning
  Successful T/TA plans evolved from planning meetings that involved intra- and interagency representation. Varied perspectives regarding resources, priorities and gaps as well as knowledge about existing T/TA opportunities were incorporated into countywide planning and maximization of resources.

• Event Planning and Coordination
  Sponsoring, planning and coordinating T/TA activities required a complex level of detailed work and organization. Factors to consider include availability and cost of space, registration logistics, preparation of handouts and materials, need for on-site staff and support, communication with the trainer/facilitator, contract negotiation and preparation.

• Continuing Education Units
  Continuing Education Units (CEUs) were offered at most trainings. The provision of CEUs, at no cost to attendees, provided a community service to professionals required to maintain and accrue continuing education for their licensure. In addition, it served as a promotional tool for the training events and served as additional motivation for participation. The provision and coordination of CEUs requires an application process to become an authorized provider, an application/submission for each event and strict documentation for processing paperwork following the event. Timelines and guidelines vary by type of CEU being offered.

  Certificates of Attendance were made available in addition to CEUs in order to offer another method by which participants could track and demonstrate their participation in continuing education and professional development activities.

• Staff Release Time
  In some instances staff were interested in attending training events but experienced difficulty obtaining authorization from their program or agency to do so. This was a particular challenge for mental health providers given their loss of “billable hours.” Effective strategies to address this barrier were:
  • honorariums/stipends, either to the individual participants/staff or directly to an agency
  • developing agency agreements for a specific level of staff participation for a set period of time
  • on-site training at the program/agency
  • offering training during time periods outside the usual work week, such as evenings and weekends

  Offering CEUs provided an additional incentive for programs/agencies to release staff, particularly if their staff were required to maintain and accrue continuing education units for their licensure.
• **Trainer Costs**
The negotiation and preparation of contracts with trainers requires a significant amount of time. It was beneficial to have a conference call to plan with all interested parties. IPFMHI staff convened and facilitated the calls, along with the trainer, the county team, CEU administrator and others. This allowed for the entire “team” to plan, discuss and organize together around all aspects of the event.

• **Travel Arrangements and Costs**
Arrangements and costs for both trainer and staff travel should be factored into the training event budget. On-site support is critical to a successful event. This level of Initiative staff support facilitated data collection through the use of Participant Profiles and standard training evaluation forms. In addition, the presence of Initiative staff at local events allowed participants to better connect with the vision and mission of the statewide effort.

• **Follow-Up: Making Linkages and New Connections**
Once the training event is complete many tasks are yet to be accomplished:
  - filing CEU paperwork
  - receipt of required paperwork/documentation from trainer
  - payment to trainer and site location
  - analysis of participants’ evaluations
  - report of evaluation summaries to trainers and county teams

Follow-up involves connecting participants from the training with new resources/people, agencies, programs, websites, etc. This follow-up also includes assistance in the application of new knowledge, reassessment of needs related to capacity building and planning for long-term sustainability.

• **Ongoing Revisions in T/TA Plans**
Changes within county teams and ongoing identification of resources, priorities and needs at the local level required and demanded fine-tuning, flexibility and revision of T/TA plans to meet the dynamic county milieu. Ongoing discussions, planning and collaboration activities at the state level also was required to maintain and facilitate the infusion of infant-family and early mental health concepts and practices within other agencies and organizations serving the targeted population.
SECTION 2: MATRICES OF COUNTY-LEVEL TRAININGS
# Matrix of County-Level Trainings

**Training, Technical Assistance, Consultation and Supervision Activities**

2001-2003

<table>
<thead>
<tr>
<th>ALAMEDA COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE(S)</td>
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<tr>
<td>---------</td>
</tr>
<tr>
<td>10/02 – 5/03 Weekly</td>
</tr>
<tr>
<td>S/L*</td>
</tr>
<tr>
<td>9/01 – 5/02 Weekly S/L*</td>
</tr>
<tr>
<td>9/01 – 5/02 Weekly S/L*</td>
</tr>
<tr>
<td>9/01 – 5/02 Weekly S/L*</td>
</tr>
</tbody>
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*S=State  L=Local  S/L=State/Local*
# Matrix of County-Level Trainings

**Training, Technical Assistance, Consultation and Supervision Activities 2001-2003**

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Trainers/ Presenters</th>
<th>Target Audience</th>
<th>Reported # of Participants</th>
<th>CEU Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/11-12/02 S*</td>
<td>Interaction Guidance–Introduction and Advanced</td>
<td>Susan McDonough, Ph.D.</td>
<td>Interdisciplinary Providers</td>
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<td>9/02 – 4/03 Weekly S*</td>
<td>Learning Labs</td>
<td>Daryl Hitchcock, Ph.D., Martha Moore, Ph.D., Marilee Monzon, MSW, Liz Maury, Ph.D.</td>
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<td>9/02- 4/03 S*</td>
<td>Weekly Supervision</td>
<td>Sue Ammen, Ph.D.</td>
<td>Mental Health Providers</td>
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<tr>
<td>8/20-23/02 S*</td>
<td>Infant Massage</td>
<td>Kalena Babeshoff LVN, CMT, CIMI</td>
<td>Mental Health Providers, Interdisciplinary Providers</td>
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<td>None</td>
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<tr>
<td>7/16/02 L*</td>
<td>Early Head Start Planning Reflection Mental Health Overview and Boundaries</td>
<td>Peggy Thompson, MFT</td>
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<tr>
<td>6/3-4/02 S*</td>
<td>Reaching Hard-to-Reach Families</td>
<td>Susan McDonough, Ph.D.</td>
<td>Mental Health Providers</td>
<td>100</td>
<td>WestEd</td>
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<tr>
<td>4/10/02 S/L*</td>
<td>Benefits for the Child and Family When the Parents are Involved</td>
<td>Renee Becker, Laurie Haberman, LCSW Panel</td>
<td>Parents/Families</td>
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<tr>
<td>3/13 &amp; 3/16/02 S*</td>
<td>Behavior- Child Care</td>
<td>Jeanette Allison, Ph.D.</td>
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<tr>
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<td>Teen Parenting</td>
<td>Stephanie Parmely, Ph.D.</td>
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<td>1/31/02- 6/14/02 Weekly S*</td>
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<td>Theraplay</td>
<td>Evangeline Munns, Ph.D.</td>
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<td>12/11/01 L*</td>
<td>Shaken Baby Syndrome</td>
<td>Elinor Zorn, M.D.</td>
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<td>12/6-7/01 L*</td>
<td>Attachment</td>
<td>Loraine Fox, Ph.D.</td>
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*S=State  L=Local  S/L=State/Local*
<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>TOPIC</th>
<th>TRAINERS/PRESENTERS</th>
<th>TARGET AUDIENCE</th>
<th>REPORTED # OF PARTICIPANTS</th>
<th>CEU PROVIDER</th>
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<tbody>
<tr>
<td>5/16/03 S/L*</td>
<td>Public Health Nursing Interventions with Families with Infants, Toddlers and Preschoolers</td>
<td>Mary Claire Heffron, Ph.D.</td>
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<td>Reflective Supervision and Case Consultation for Mental Health Professionals</td>
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<td>4/25/03 S/L*</td>
<td>Interventions to Address Issues in Parent-Child Interactions for Families with Infants, Toddlers and Preschoolers</td>
<td>Mary Claire Heffron, Ph.D.</td>
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<tr>
<td>4/24/03 S*</td>
<td>Home Visiting Focus Group</td>
<td>Kim Puckett, MPH</td>
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<tr>
<td>4/11/03 S*</td>
<td>Play-Based Interventions with Infants and Toddlers and Their Families</td>
<td>Beth Limberg, Ph.D.</td>
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<tr>
<td>4/5/03 S*</td>
<td>Working with Children with Challenging Behaviors in Child Care Settings</td>
<td>Cheryl Allen Sheila Wolfe, MA, OTR/L</td>
<td>Child Care Providers</td>
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<td>None</td>
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<tr>
<td>1/10/03 S/L*</td>
<td>Training on Observation of Parent-Child Interactions</td>
<td>Mary Claire Heffron, Ph.D.</td>
<td>Interdisciplinary Providers</td>
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<td>11/15/02 S/L*</td>
<td>Training on Observation of Parent-Child Interactions</td>
<td>Mary Claire Heffron, Ph.D.</td>
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<td>10/25 – 26/02 S/L*</td>
<td>Parent-Child Interaction Therapy (PCIT)</td>
<td>Anthony Urquiza, Ph.D.</td>
<td>Interdisciplinary and Mental Health Providers</td>
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<td>9/27/02</td>
<td>Reflective Supervision and Case Consultation for Mental Health Professionals</td>
<td>Mary Claire Heffron, Ph.D.</td>
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<tr>
<td>8/23/02</td>
<td>Theory and Practice of Assessment of Infants and Young Children</td>
<td>Mary Claire Heffron, Ph.D.</td>
<td>Interdisciplinary and Mental Health Providers</td>
<td>37</td>
<td>County Public Health/ Mental Health</td>
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<tr>
<td>5/10/02</td>
<td>Part II: Intervention and Treatment Models in Infant/Toddler Mental Health</td>
<td>Mary Claire Heffron, Ph.D.</td>
<td>Interdisciplinary and Mental Health Providers</td>
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<tr>
<td>4/12/02</td>
<td>Part I: Preventive Intervention and Treatment Models in Infant/Toddler Mental Health</td>
<td>Mary Claire Heffron, Ph.D.</td>
<td>Interdisciplinary and Mental Health Providers</td>
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<td>County Public Health/ Mental Health</td>
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<tr>
<td>4/11/02</td>
<td>Reflective Supervision and Case Consultation for Mental Health Providers</td>
<td>Mary Claire Heffron, Ph.D.</td>
<td>Mental Health Providers</td>
<td>5-8</td>
<td>None</td>
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<tr>
<td>3/15/02</td>
<td>Theory and Application to Practice: Object Relations, Attachment and Family Systems</td>
<td>Carmela Wenger, MFCC, RPTS Gaye Ayton, MA, MFT John Gai, LCSW</td>
<td>Interdisciplinary and Mental Health Providers</td>
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<td>County Public Health/ Mental Health</td>
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<tr>
<td>3/1/02</td>
<td>Assessment: Typical and Atypical Development-Implications for Early Mental Health and Relationship-Based Services</td>
<td>Billie Jean Glover, MS, MFT Beth Limberg, Ph.D.</td>
<td>Interdisciplinary and Mental Health Providers</td>
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<td>County Public Health/Mental Health</td>
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<tr>
<td>1/18/02</td>
<td>Neurological, Sensorimotor and Developmental Implications for Infant-Family and Early Mental Health</td>
<td>Sheila Wolfe, MA, OTR/L Jennifer Martin-Lopez, MS</td>
<td>Interdisciplinary and Mental Health Providers</td>
<td>41</td>
<td>County Public Health/ Mental Health</td>
</tr>
<tr>
<td>10/21/01</td>
<td>Infant-Family and Early Mental Health: Development, Services and Coordination</td>
<td>Penny Knapp, M.D., Sheila Wolfe, MA, OTR/L</td>
<td>Interdisciplinary Providers and Mental Health Providers</td>
<td>50</td>
<td>None</td>
</tr>
</tbody>
</table>
## Matrix of County-Level Trainings

**Training, Technical Assistance, Consultation and Supervision Activities**

**2001-2003**

### Los Angeles County

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Trainers/ Presenters</th>
<th>Target Audience</th>
<th>Reported # of Participants</th>
<th>CEU Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/16/03 S/L*</td>
<td>The Power of Early Intervention: The Impact of Abuse and Neglect on the Developing Child</td>
<td>Bruce Perry, MD, Ph.D.</td>
<td>Interdisciplinary Providers</td>
<td>240</td>
<td>County</td>
</tr>
<tr>
<td>4/7/03 S/L*</td>
<td>The LADDER Program, Working with Children with Autistic Spectrum Diagnoses</td>
<td>Margaret Bauman, M.D.</td>
<td>Interdisciplinary Providers</td>
<td>90</td>
<td>None</td>
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<tr>
<td>3/7/03 S/L*</td>
<td>Cornerstone Therapeutic Preschool Model</td>
<td>Gilbert Kliman, M.D.</td>
<td>Interdisciplinary Providers</td>
<td>53</td>
<td>County</td>
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<tr>
<td>2/2-3/03 S*</td>
<td>Intervening Relationally – Watch, Wait &amp; Wonder</td>
<td>Mirek Lojkasek, Ph.D.</td>
<td>Interdisciplinary and Mental Health Providers</td>
<td>54</td>
<td>WestEd</td>
</tr>
<tr>
<td>1/15/03 S/L*</td>
<td>Developing Positive and Nurturing Relationships with Families to Support the Parent-Child Interactions: The Parallel Process</td>
<td>Victor Bernstein, Ph.D.</td>
<td>Mental Health Providers</td>
<td>80</td>
<td>None</td>
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<tr>
<td>12/12/02 S*</td>
<td>CIPFMHI Update-Early State Collaboration with Early Childhood Special Education and Regional Centers</td>
<td>Sheila Wolfe, MA, OTRL Zohreh Zarnegar, Ph.D.</td>
<td>Interdisciplinary Providers</td>
<td>55</td>
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<tr>
<td>10/15-16/02 S*</td>
<td>Diagnostic Classification 0-3</td>
<td>Jean Thomas, M.D.</td>
<td>Mental Health Providers</td>
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<td>WestEd</td>
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<tr>
<td>6/6-7/02 S*</td>
<td>Reaching Hard-to-Reach Families: Interaction Guidance</td>
<td>Susan McDonough, Ph.D.</td>
<td>Mental Health Providers</td>
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<td>WestEd</td>
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<tr>
<td>2/4/02 S*</td>
<td>Theraplay: An Overview Training</td>
<td>Sue Ammen, Ph.D.</td>
<td>Mental Health Providers</td>
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<td>WestEd</td>
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<td>12/3/01 S*</td>
<td>Strengthening Parent-Child Relationships: The Use of Video-taping</td>
<td>Victor Bernstein, Ph.D.</td>
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<td>County</td>
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<tr>
<td>12/3/01 S*</td>
<td>Developing Centers of Excellence</td>
<td>Victor Bernstein, Ph.D. Zohreh Zarnegar, Ph.D. William Arroyo, M.D.</td>
<td>Mental Health and Interdisciplinary Training Resources</td>
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### Case Consultation and Mentorship:

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<th>Trainers/ Presenters</th>
<th>Target Audience</th>
<th>Reported # of Participants</th>
<th>CEU Provider</th>
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<tr>
<td>Monthly S/L*</td>
<td>Case Consultation and Mentorship</td>
<td>Centers of Excellence and Pioneer Providers</td>
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<th>TARGET AUDIENCE</th>
<th>REPORTED # OF PARTICIPANTS</th>
<th>CEU PROVIDER</th>
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<tbody>
<tr>
<td>6/11/03</td>
<td>Early Mental Health</td>
<td>Ascencion Amado, LCSW&lt;br&gt;Chris Home LCSW</td>
<td>Students/Families</td>
<td>25</td>
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<tr>
<td>6/7/03</td>
<td>6th Annual Infant/Toddler Conference (RCOE)</td>
<td>Bruce Perry, MD, Ph.D.&lt;br&gt;Kadija Johnston, LCSW&lt;br&gt;Nancy Selb, M.Ed.&lt;br&gt;Hallie Yopp Slowik, Ph.D.&lt;br&gt;Cecily Betz, Ph.D., RN</td>
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<tr>
<td>5/19/03</td>
<td>Is Your Car Seat Safe?</td>
<td>Lisa Dryan, LCSW</td>
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<tr>
<td>5/14/03</td>
<td>Relaxation and Meditation for Pregnant and Parenting Women</td>
<td>Emma Girard, Psy.D.</td>
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<tr>
<td>4/28/03</td>
<td>No: I’m Two and You Can’t Make Me</td>
<td>Lisa Dryan, LCSW</td>
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<tr>
<td>4/09/03</td>
<td>Early Mental Health</td>
<td>Chris Home, LCSW&lt;br&gt;Ascencion Amado, MA&lt;br&gt;Debbie Kelley, LCSW&lt;br&gt;Bruce Thompson, MFTI&lt;br&gt;Lisa Dryan, LCSW&lt;br&gt;Emma Girard, PsyD</td>
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<td>4/09/03</td>
<td>Come Play with Me</td>
<td>Lisa Dryan, LCSW&lt;br&gt;Dustin Texeira, RN, LCSW</td>
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<td>3/31/03</td>
<td>I Don’t Eat Anything Green</td>
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<td>Marsheck Interaction Method</td>
<td>Sue Ammen, Ph.D.</td>
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<td>2/25/03</td>
<td>Building Bridges, Working with Families</td>
<td>Loren Davis&lt;br&gt;Jean Johnson, Parent Partner</td>
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<td>2/24/03</td>
<td>But I’m Not Tired</td>
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<td>1/29/03</td>
<td>Infant Mental Health Concepts</td>
<td>Donna Dahl, LCSW&lt;br&gt;Renee Becker&lt;br&gt;Loren Davis&lt;br&gt;Ascencion Amado, MA</td>
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<td>Reflective Supervision to Inland Regional Center Staff</td>
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<td>10/11/02</td>
<td>Pathways to Mental Wellness for Children</td>
<td>Chris Home, LCSW</td>
<td>Health Care Providers</td>
<td>115</td>
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<td>7/23 &amp; 24/02</td>
<td>Attachment-Based Approach to Play Therapy</td>
<td>Sue Ammen, Ph.D.</td>
<td>Mental Health Providers</td>
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<td>6/10 &amp; 7/10/02 L*</td>
<td>Using the Diagnostic Classification (DC: 0-3) Crosswalk</td>
<td>Lynn Marsenich, LCSW</td>
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<td>5/18/02 S/L*</td>
<td>5th Annual Infant/Toddler Conference (RCOE)</td>
<td>Bruce Perry, M.D., Ph.D., Connie Lillas, RN, Ph.D.</td>
<td>Interdisciplinary Providers and Agency Administrators</td>
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<td>5/21/02, 5/15/02, 5/14/02 L*</td>
<td>Parallel Process</td>
<td>Ascencion Amado, MA Debbie Kelley, LCSW Bruce Thompson, MFTI</td>
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<tr>
<td>9/01 L*</td>
<td>Interdisciplinary and Interagency Collaboration: Supporting Early Parent-Child Relationships</td>
<td>Chris Home, LCSW Ascencion Amado, MA Debbie Kelley, LCSW Bruce Thompson, MFTI Lisa Dryan, LCSW Emma Girard, Psy.D.</td>
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S=State  L=Local  S/L=State/Local  

Building Capacity to Provide Infant-Family and Early Mental Health Services  CCFC/WESTED CPEI
# Matrix of County-Level Trainings

**Training, Technical Assistance, Consultation and Supervision Activities 2001-2003**

<table>
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<th>DATE(S)</th>
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<th>TARGET AUDIENCE</th>
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<tr>
<td>5/7/03</td>
<td>Community Forum – Starting Early Promoting the Social and Emotional Well-Being of Infants, Toddlers and Preschoolers</td>
<td>Mary Claire Heffron, Ph.D.</td>
<td>Interdisciplinary Providers</td>
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<tr>
<td>4/9/03 – 5/5/03</td>
<td>Stanislaus/Sacramento, Day Care Consultants</td>
<td>Kadija Johnston, LCSW</td>
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<td>1/31/03</td>
<td>Intervening Relationally – Watch, Wait and Wonder</td>
<td>Mirek Lojkasek, Ph.D.</td>
<td>Mental Health Providers and Interdisciplinary Providers</td>
<td>54</td>
<td>WestEd</td>
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<td>1/3-4/03</td>
<td>Training and Consultation on Clinical Supervision</td>
<td>Mary Claire Heffron, Ph.D. Donna Davidovitz, Ph.D.</td>
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<td>12/9/02</td>
<td>Interactive Guidance--Introduction</td>
<td>Susan McDonough, Ph.D.</td>
<td>Mental Health Providers and Interdisciplinary Providers</td>
<td>69</td>
<td>WestEd</td>
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<td>10/17-18/02</td>
<td>Diagnostic Classification 0-3</td>
<td>Jean Thomas, M.D.</td>
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<td>Infant/Parent Psychotherapy</td>
<td>Mary Claire Heffron, Ph.D.</td>
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<td>9/9/02</td>
<td>Attachment in the Early Years: Theory and Practice</td>
<td>Judith Solomon, Ph.D.</td>
<td>Mental Health Providers and Interagency and Interdisciplinary Providers</td>
<td>341</td>
<td>WestEd</td>
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<td>7/25- 26/02</td>
<td>Diagnostic Classification 0-3</td>
<td>Jean Thomas, M.D.</td>
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<td>5/23/02</td>
<td>The Use of Videotape: Strengthening Families</td>
<td>Victor Bernstein, Ph.D.</td>
<td>Mental Health Providers and Interdisciplinary Providers</td>
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<td>WestEd</td>
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<td>4/8/02</td>
<td>Important Considerations in Working with Very Young Children and Families/Autistic Spectrum Disorders</td>
<td>MIND Institute Staff: Tracy Stackhouse, OT, Sarah Scharfenaker, MA, CCC-Speech Beth Goodlin Jones, Ph.D., Tom Anders, MD</td>
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<td>3/19/02</td>
<td>Assessment in Therapy and Intervention: I Have a Referral, Now What?</td>
<td>Billie Jean Glover, MS, MFT Beth Limberg, Ph.D.</td>
<td>Mental Health Providers</td>
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<td>3/18/02</td>
<td>Assessment of Services: What to Consider in Assessing Young Children and Families</td>
<td>Billie Jean Glover, MS, MFT Beth Limberg, Ph.D.</td>
<td>Mental Health Providers</td>
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<td>12/5/01 S*</td>
<td>Relationship-Based Service Delivery: Focusing on Family Strengths</td>
<td>Victor Bernstein, Ph.D.</td>
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<td>9/01- 11/01 S*</td>
<td>Case Consultation and Reflective Supervision Series</td>
<td>Chris Wright, Ph.D.</td>
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<td>8/01-9/01 L*</td>
<td>River Oak Mental Health Series</td>
<td>Billie Jean Glover, MS, MFT Beth Limberg, Ph.D.</td>
<td>Interdisciplinary Providers</td>
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*S=State   L=Local   S/L=State/Local
## Matrix of County-Level Trainings

**Training, Technical Assistance, Consultation and Supervision Activities 2001-2003**

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<tr>
<th>DATE(S)</th>
<th>TOPIC</th>
<th>TRAINERS/PRESENTERS</th>
<th>TARGET AUDIENCE</th>
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<tr>
<td>2/28/03</td>
<td>The Nature of Nurturing: Strengthening Families Through Strengthening Relationships</td>
<td>Victor Bernstein, Ph.D.</td>
<td>Interdisciplinary Providers</td>
<td>122</td>
<td>WestEd</td>
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<tr>
<td>7/02 – 4/03</td>
<td>Infant Mental Health Training Program</td>
<td>Judy Pekarsky, Ph.D.</td>
<td>Mental Health Trainees</td>
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<td>10/01-6/03</td>
<td>Supervision and Case Consultation</td>
<td>Judy Pekarsky, Ph.D. Patricia Van Horn, Ph.D.</td>
<td>Community Mental Health Providers</td>
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<td>None</td>
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S=State  L=Local  S/L=State/Local

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Building Capacity to Provide Infant-Family and Early Mental Health Services 30 CCFC/WESTED CPEI
### Matrix of County-Level Trainings

**Training, Technical Assistance, Consultation and Supervision Activities**

**2001-2003**

<table>
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<tr>
<th>DATE(S)</th>
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<th>TRAINERS/ PRESENTERS</th>
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<tr>
<td><strong>5/30/03</strong></td>
<td>Use of Self and Reflective Process in Infant and Early Childhood Mental Health</td>
<td>Mary Claire Heffron, Ph.D.</td>
<td>Mental Health Providers</td>
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<tr>
<td><strong>4/22/03</strong></td>
<td>The Nature of Nurture: Biology, Environment and the Drug-Exposed Child</td>
<td>Ira J. Chasnoff, M.D.</td>
<td>Mental Health Providers</td>
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<td>County</td>
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<td><strong>4/9/03 – 5/5/03</strong></td>
<td>Stanislaus/ Sacramento, Day Care Consultants</td>
<td>Kadija Johnston, LCSW</td>
<td>Mental Health Providers</td>
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<td><strong>4/14/03</strong></td>
<td>Diagnostic Classification 0-3</td>
<td>Chris Wright, Ph.D.</td>
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<td><strong>7/20 – 4/03</strong></td>
<td>Case Consultation and Reflective Supervision</td>
<td>Sue Ammen, Ph.D.</td>
<td>Mental Health Providers</td>
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<td><strong>01 – 06/02</strong></td>
<td>Consultation and Reflective Supervision</td>
<td>Mary Claire Heffron, Ph.D.</td>
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<td><strong>12/7/01</strong></td>
<td>Using the Denver II Developmental Screening Test II – Theory and Practice</td>
<td>Nancy Clark, MPA, MSN</td>
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*S=State    L=Local    S/L=State/Local*
### Matrix of State Trainings and Presentations

**Training, Technical Assistance, Consultation and Supervision Activities**

**2001-2003**

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<th>DATE(S)</th>
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<tr>
<td>5/23/03</td>
<td>Merced County ICARE Team Annual Event Merced</td>
<td>The Power of Relationships in Early Intervention</td>
<td>Sheila Wolfe, MA, OTR/L</td>
<td>Inter-disciplinary Providers</td>
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<tr>
<td>5/1/03</td>
<td>California Mental Health Advocates for Children</td>
<td>Infant, Preschool &amp; Family Mental Health Initiative: Assessment, Intervention, Evaluation</td>
<td>Penny Knapp, M.D. Cindy Arstein-Kerslake, MA</td>
<td>Mental Health Providers</td>
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<tr>
<td>3/22/03</td>
<td>Infant Development Association of California San</td>
<td>Collaborative Models from California’s Infant, Preschool and Family Mental Health Initiative</td>
<td>Sheila Wolfe, MA, OTR/L Sue Bollig, MSW</td>
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<tr>
<td>3/22/03</td>
<td>Infant Development Association of California San</td>
<td>Collaborative Strategies to Meet the Needs of Families and Children with Challenging Behaviors</td>
<td>Sheila Wolfe, MA, OTR/L Sue Bollig, MSW</td>
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<tr>
<td>2/25/03</td>
<td>Fifth Annual Conference of Early Start Family Resource Centers and Networks Sacramento</td>
<td>Do Unto Others: Reflective Supervision</td>
<td>Sheila Wolfe, MA, OTR/L Sue Bollig, MSW</td>
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<td>12/6/02</td>
<td>Inclusive Child Care Transfer of Knowledge Symposium Sacramento</td>
<td>Child Care and Family Services for Young Children with Disabilities</td>
<td>Infant, Preschool &amp; Family Mental Health Initiative Staff</td>
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<td>11/15/02</td>
<td>Zero to Three National Training Institute Washington DC</td>
<td>Poster Session – California’s Infant, Preschool &amp; Family Mental Health Initiative</td>
<td>Jennifer Miller, MA</td>
<td>Inter-disciplinary Providers</td>
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<td>5/30/02</td>
<td>California Mental Health Advocates for Children and Youth Asilomar</td>
<td>California Infant, Preschool &amp; Family Mental Health – County Implementation</td>
<td>Penny Knapp, M.D. Paula Gerstenblatt, MSW</td>
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### Matrix of State Trainings and Presentations

**Training, Technical Assistance, Consultation and Supervision Activities**

**2001-2003**

#### Presentations at Other State and National Conferences - Continued

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<td>6/2/01</td>
<td>California Mental Health Advocates for Children and Youth Asilomar</td>
<td>An Overview of the Infant, Preschool &amp; Family Mental Health Initiative</td>
<td>Jennifer Miller, MA Paula Gerstenblatt, MSW</td>
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<tr>
<td>4/26/01</td>
<td>Infant Development Association of California Los Angeles</td>
<td>Demystifying Infant-Family Mental Health: Key Concepts, Intervention Frameworks and Evaluation Findings</td>
<td>Penny Knapp, M.D. Sheila Wolfe, MA, OTR/L</td>
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<td>6/5/03</td>
<td>Santa Barbara Infant Mental Health Summit Santa Barbara</td>
<td>Assessing Early Mental Health Problems Evaluating Children at Risk for Developmental Problems due to Parental Substance Abuse</td>
<td>Penny Knapp, M.D.</td>
<td>Inter-disciplinary Providers</td>
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<td>1/13/03</td>
<td>San Diego County Mental Health Interagency Community Meeting San Diego</td>
<td>California’s Infant, Preschool &amp; Family Mental Health Initiative</td>
<td>Sheila Wolfe, MA, OTR/L</td>
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<td>12/12/02</td>
<td>California Dept. of Developmental Services: Early Start Los Angeles County Los Angeles</td>
<td>California’s Infant, Preschool &amp; Mental Health Initiative</td>
<td>Sheila Wolfe, MA, OTR/L</td>
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<td>12/10 &amp; 11/02</td>
<td>California Department of Developmental Services – Early Start Program, Special Topic Training, San Francisco</td>
<td>Early Intervention Services Within Natural Environments</td>
<td>Virginia Reynolds, MA Sheila Wolfe, MA, OTR/L Cheri Schoenborn, DDS, State of California</td>
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<td>11/25/02</td>
<td>SEEDS Program CORE Consultation Network Annual Meeting Sacramento</td>
<td>Resources for Infant, Family and Early Mental Health Services</td>
<td>Sheila Wolfe, MA, OTR/L</td>
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<td>11/13/02</td>
<td>Early Start Institutes, Training of Trainers Meeting Paso Robles</td>
<td>Infusing Relationship-Based Approaches in Early Mental Health into Early Intervention Services</td>
<td>Sheila Wolfe, MA, OTR/L</td>
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<tr>
<td>11/4/02</td>
<td>First 5, California Children and Families Commission Forum San Francisco</td>
<td>Mental Health Consultation and Intervention in Child Care Setting</td>
<td>Penny Knapp, M.D.</td>
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<td>10/23/02</td>
<td>California Department of Education/ Child Development Division Sacramento</td>
<td>Early Mental Health</td>
<td>Penny Knapp, M.D.</td>
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**Matrix of Trainings and Presentations in Collaboration with Other State and County Agencies**

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<th>Date(s)</th>
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<th>Topic</th>
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<tr>
<td>2/21-22/02</td>
<td>California Dept. of Developmental Services – Early Start Program, Special Topic Training San Diego</td>
<td>Assessment and Evaluation of Young Children with Special Needs</td>
<td>Virginia Reynolds, MA Penny Knapp, MD Sheila Wolfe, MA, OTR/L Stephen Bagnato, PhD John Neisworth, PhD</td>
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<tr>
<td>12/17/01</td>
<td>California Department of Social Services CalWORKS Annual Conference Sacramento</td>
<td>Mental Health and Child Care: It’s All About Relationships</td>
<td>Jennifer Martin-Lopez, MS</td>
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<tr>
<td>10/17/01</td>
<td>California Department. of Education, Child Development Division – State Conference Ontario</td>
<td>A County Model for Collaboration Between Mental Health and Child Care: It’s All about Relationships, Situations, Strategies and Support</td>
<td>Jennifer Miller, MA Penny Knapp, M.D. Renee Becker Darlene Fischer, MSN, CPNP Tina Mancilla, MA Chris Home, LCSW</td>
<td>Interdisciplinary Providers</td>
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<td>10/16/01</td>
<td>California Department. of Education, Child Development Division – State Conference- Pre- Conference Intensive Ontario</td>
<td>Mental Health and Child Care: It’s All About Relationships, Situations, Strategies and Support</td>
<td>Jennifer Miller, MA Sheila Wolfe, MA, OTR Paula Gerstenblatt, MSW Mary Smithberger, MA Marie Kanne Poulsen, Ph.D.</td>
<td>Interdisciplinary Providers</td>
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SECTION 3: COUNTY MODELS, APPROACHES AND SAMPLE MATERIALS
ALAMEDA COUNTY

APPROACH TO BUILDING CAPACITY:
TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

TARGET AUDIENCE FOR CAPACITY BUILDING
Alameda County targeted mental health providers for development of expertise and specialization in working with very young children and their families.

CONSIDERATIONS IN DEVELOPMENT
The model was based on strong collaboration and interagency planning between Alameda County Behavioral Health Care Services (BHCS) and the following key partners:
• The Local First 5 Children and Families Commission/Every Child Counts (ECC)
• Children’s Hospital and Research Center, Oakland (CHO)
A comprehensive, coordinated seminar was developed with supervision provided throughout the county for service providers and agencies involved in the seminars.

UNIQUE FEATURES
Alameda County’s model of building capacity included the following major activities:

• The Infant, Family & Preschool Mental Health Seminar in-depth training series:
  • Focused on developing core concepts and clinical skills in infant and early childhood mental health
  • Assisted participating staff and programs in building capacity and expertise in this area via didactic training, case discussion and reflective supervision.

• The ECC-Funded Multidisciplinary Consultation Team provided outreach and consultation to the community.

• The ECC-Funded Training Connections Program provided content-specific trainings for grantee agencies that receive ECC funds.

• ECC-Funded contracts provided consultation and training to targeted agencies.

• The Early Childhood Mental Health Systems Development Group, comprised of two collaboratives, the Community Services Collaborative and the Policy Collaborative, meet monthly and have developed:
  • A Mental Health Resource Directory for the Birth-5 Population.
  • Standards of Practices for Mental Health Services to Early Care and Education.
**ALAMEDA COUNTY**

**TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES**

<table>
<thead>
<tr>
<th>Period</th>
<th>Mental Health Level</th>
<th>Event Description</th>
<th>Venue and Staff</th>
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<tr>
<td>September 2001 to May 2002</td>
<td>Introductory</td>
<td>Seminar Series</td>
<td>Children's Hospital and Research Center, Oakland Staff</td>
</tr>
<tr>
<td>September 2001 to May 2002</td>
<td>Intermediate</td>
<td>Seminar Series</td>
<td>Children's Hospital and Research Center, Oakland Staff</td>
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<tr>
<td>October 2002 to May 2003</td>
<td>Introductory</td>
<td>Seminar Series</td>
<td>Children's Hospital and Research Center, Oakland Staff</td>
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<td>October 2002 to May 2003</td>
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<td>Advanced</td>
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## Index to Sample Materials

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<thead>
<tr>
<th>Sample Material Title</th>
<th>Document Title</th>
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<tbody>
<tr>
<td>Syllabus A, Seminar Outline</td>
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<td>Infant, Family &amp; Preschool Mental Health Seminar: Fall 2001</td>
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<tr>
<td>Syllabus B, Seminar Outline</td>
<td>Course outline</td>
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<td>Introductory Case Discussion and Treatment Seminar</td>
<td>Bibliography</td>
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<td>January-April, 2001</td>
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<td>Infant, Preschool &amp; Family Mental Health Training Program 2001-2002</td>
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<td>Project Progress Report: January–June 2002:</td>
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<td>Standards of Practice for Mental Health Services in Partnership with Early Care and Education in Alameda County</td>
<td>Report</td>
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Fresno County

Approach to Building Capacity: Training, Technical Assistance, Consultation and Supervision Activities

Target Audience for Capacity Building
Fresno County targeted mental health specialists on the county infant-toddler mental health team, new mental health providers and students, and interdisciplinary providers for capacity building.

Considerations in Development
This county’s model reflects the following local needs, priorities and resources:

- The need for training, resources and support for home visitors from various backgrounds and agencies
- Constraints on staff time and ability to be released for training activities
- The community’s goal of facilitating networking and collaboration among interdisciplinary agency staff
- Ongoing collaboration and partnering with Alliant International University as a key resource for training and supervision

Unique Features
Fresno County’s major training, consultation and technical assistance activities included:

- A series of weekly Learning Labs for interdisciplinary service providers.
- Ongoing topical training, consultation and supervision to staff of interagency partners.
- Multiple topical trainings and ongoing weekly reflective supervision for mental health providers.
- Collaboration with Central Valley Regional Center and local community agencies providing services for young children with special needs and their families.
Fresno County

Training, Technical Assistance, Consultation and Supervision Activities

December 2001
Attachment Theory
Loraine Fox, Ph.D.

Shaken Baby Syndrome
Elinor Zorn, M.D.

January 2002
Introductory Theraplay
Evangeline Munns, Ph.D.

March 2002
Teen Parenting
Stephanie Parmely, Ph.D.

Children with Challenging Behaviors in Childcare:
A Developmental Perspective
Jeanette Allison, Ph.D.

April 2002
The Benefits for Children and Families When Parents are Involved
Renee Becker, Laurie Haberman, LCSW, Judy Schilling, PHN

June 2002
Interaction Guidance: Reaching Hard to Reach Families
Susan McDonough, Ph.D., MSW

July 2002
Early Head Start Planning and Reflection:
Mental Health Overview and Boundaries
Peggy Thompson, MFT

August 2002
Infant Massage and Communication:
Instructor Certification Training
Kalena Babeshoff, LVN, CMT, CIMI

December 2002
Susan McDonough, Ph.D., MSW
FRESNO COUNTY

TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES CONT’D

January 2002 to June 2002
Weekly Learning Lab Series
Peggy Thompson, MFT, Martha Moore, Ph.D., Elizabeth Maury, Ph.D., Maria Liza Monzon-Kong, MSW

September 2002 to April 2003
Weekly Learning Lab Series
Daryl Hitchcock, Ph.D., Martha Moore, Ph.D., Maria Liza Monzon-Kong, MSW, Elizabeth Maury, Ph.D.

December 2001 to April 2003
Weekly Supervision for Infant-Family Mental Health Clinicians
Sue Ammen, Ph.D.
HUMBOLDT COUNTY

APPROACH TO BUILDING CAPACITY: TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

TARGET AUDIENCE FOR CAPACITY BUILDING

Humboldt County targeted mental health and interdisciplinary providers for development of expertise and specialization in working with very young children and their families.

CONSIDERATIONS IN DEVELOPMENT

Humboldt County used an interagency collaborative approach to capacity building. Coordinators from the County Departments of Mental Health and Public Health were responsible for overall development and worked closely with an Early Head Start representative on planning and implementation of activities and training. The model included multiple training topics and ongoing assessment of the impact of these efforts on early mental health promotion, preventive intervention and treatment. A small core planning team also met regularly and included representation from the following agencies:

- Head Start
- Office of Education/Special Education
- Public Health
- Child Care Resource and Referral Agency
- The First 5 Children and Families Commission

A larger group (about 18 agencies/individuals) met quarterly for updates and input to the process. County mental health employees, contract agencies and private practice clinicians attended along with home visitors.

UNIQUE FEATURES

Humboldt County’s model included topical training for interdisciplinary providers and a series of 2-hour clinical supervision and case consultation sessions with 6-8 mental health clinicians to support the didactic part of the training also offered to mental health providers. For the latter part of this series, three contract mental health agency staff received a stipend to attend the trainings and consultation sessions on a more regular basis. Trainings targeted selected early intervention topics and therapy models. Sample training topics included:

- Infant-Family and Early Mental Health: Development, Services and Coordination
- Assessment: Typical and Atypical Development-Implications for Early Mental Health and Relationship-Based Services
- Neurological, Sensorimotor and Developmental Implications for Infant-Family and Early Mental Health
- Theory and Application to Practice: Object Relations, Attachment and Family Systems
- Play Therapy
- Parent Child Interaction Therapy (PCIT)
HUMBOLDT COUNTY

TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

October 2001
Infant-Family and Early Mental Health: Development, Services and Coordination
Penny Knapp, M.D., Sheila Wolfe, MA, OTR/L

January 2002
Neurological, Sensorimotor and Developmental Implications for Infant, Family and Early Mental Health
Sheila Wolfe, MA, OTR/L, Jennifer Martin-Lopez, MS

March 2002
Birth Through 5 Development: When Child Behaviors Need Further Assessment
Beth Limberg, Ph.D., Billie Jean Glover, MS, MFT

Theory and Application to Practice: Object Relations, Attachment and Family Systems
Gaye Ayton, MFT, John Gai, LCSW, Carmela Wenger, MFT

April 2002
I. Prevention, Intervention and Treatment Models in Infant/Toddler Mental Health
Mary Clare Heffron, Ph.D.

May 2002
II. Intervention and Treatment Models in Infant/Toddler Mental Health
Mary Clare Heffron, Ph.D.

August 2002
Theory and Practice of Assessment of Infants and Young Children
Mary Clare Heffron, Ph.D.

October 2002
Parent Child Interaction Therapy Training (PCIT)
Anthony Urquiza, Ph.D.

November 2002
I. Training on Observation of Parent Child Interactions
Mary Clare Heffron, Ph.D.

January 2003
II. Training on Observation of Parent Child Interactions
Mary Clare Heffron, Ph.D.


**HUMBOLDT COUNTY**

**TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES CONT’D**

**April 2003**

Working with Children with Challenging Behaviors in Child Care
Settings
Cheryl Allen, Sheila Wolfe, MA, OTR/L

Play-Based Interventions with Infants and Toddlers and Their Families
Beth Limberg, Ph.D.

Home Visiting Focus Group
Kim Puckett, MPH

Interventions to Address Issues in Parent-Child Interactions for Families
with Infants, Toddlers and Preschoolers
Mary Clare Heffron, Ph.D.

**May 2003**

Public Health Nursing Interventions with Families with Infants Toddlers
and Preschoolers
Mary Clare Heffron, Ph.D.

**2002-2003**

**Seven Sessions**

Reflective Supervision and Case Consultation for Mental
Health Providers
Mary Clare Heffron, Ph.D.
LOS ANGELES COUNTY

APPROACH TO BUILDING CAPACITY: TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

TARGET AUDIENCE FOR CAPACITY BUILDING
Los Angeles County targeted mental health providers to develop a network of mental health agencies with expertise and specialization in working with very young children and their families.

CONSIDERATIONS IN DEVELOPMENT
Los Angeles County’s capacity-building efforts represented the diversity of the communities, neighborhoods, providers and children/families within the county. Factors that influenced the development of their model included:

- Geographic considerations of the county, i.e., size/area, population, diverse communities and languages
- Results from a community needs assessment
- The existing county structure for mental health service delivery
- Identified center of expertise within the county

UNIQUE FEATURES
Partnerships were formed and formalized between Centers of Excellence (COE) (established agencies/programs within the county offering training, support and expertise) to new providers/community mental health agencies beginning to develop infant-family and early mental health services. These new agencies were known as Pioneer Providers (PPs).

Los Angeles County’s model included several one-day topical trainings as well as opportunities for ongoing training, consultation and support.

Roles and Responsibilities of Centers of Excellence (COEs)
- Served as resource and consultant agency to Los Angeles County Department of Mental Health (LADMH)
- Provided training to expand service delivery and enhance the ability of the PPs to provide quality mental health services for children birth to 5 and their families
- Provided on-site meeting space and expert staff to lead monthly two-hour, small group consultation sessions with assigned PPs, including the use of videos made by the PPs
- Provided reflective consultation sessions and discussion of actual child/family cases and service delivery strategies among the PPs
- Conducted at least one on-site planning and case consultation session to address the unique skills, needs and service population of each PP agency assigned to each COE
- Completed survey forms and submitted session documentation to LADMH
- Participated on the LADMH Early Childhood Mental Health Advisory Board as time and resources allowed
- Attended LADMH topical trainings as time and resources allowed
ROLES AND RESPONSIBILITIES OF PIONEER PROVIDERS (PPs):

- Attended monthly consultation sessions with COEs, including preparation of information, video vignettes and case presentations based on work with young children, their families and other involved agencies
- Incorporated the use of video into their spectrum of service delivery for this population
- Completed survey form and session documentation to LADMH
- Participated in the IPFMHI Clinical Services Study
- Attended LADMH/IPFMHI topical trainings as time and resources allowed
- Participated on the LADMH Advisory Board as time and resources allowed
- Agreed to increase their agency’s ability to provide services for children, birth to 5, and their families within their community
LOS ANGELES COUNTY

TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

December 2001
Strengthening Parent-Child Relationships: The Use of Videotaping
Victor Bernstein, Ph.D.

February 2002
Play Assessment with Young Children and Their Families: An Attachment-Based Approach
Sue Ammen, Ph.D.

June 2002
Interaction Guidance: Reaching Hard to Reach Families
Susan McDonough, Ph.D.

October 2002
Diagnostic Classification of Mental Health and Developmental Disorders (DC: 0-3)
Jean Thomas, M.D., MSW

December 2002
Mental Health Collaboration with Early Childhood Special Education and Regional Centers
Sheila Wolfe, MA, OTR/L, Zohreh Zarnegar, Ph.D.

January 2003
Developing Positive and Nurturing Relationships with Families to Support Parent/Child Interactions: The Parallel Process
Victor Bernstein, Ph.D.

February 2003
I. Introduction to Watch, Wait and Wonder
II. Advanced: Case Presentation and Consultation on Watch, Wait and Wonder
Mirek Lojkasek, Ph.D.

March 2003
Cornerstone Therapeutic Preschool Method: Foundation and Advanced
Gilbert Kliman, M.D.

April 2003
Autism Spectrum Disorders: Diagnosis, Neurobiology and Intervention
Margaret Bauman, M.D.
<table>
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<td>May 2003</td>
<td>Power of Early Intervention: Impact of Abuse and Neglect on the Developing Child Bruce Perry, M.D., PhD</td>
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<td>2001-2003</td>
<td>Centers of Excellence/Pioneer Provider Partnerships: Case Consultation and Mentorship</td>
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RIVERSIDE COUNTY

APPROACH TO BUILDING CAPACITY:
TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

TARGET AUDIENCE FOR CAPACITY BUILDING

Riverside County targeted community and private practice mental health providers to develop an Initial Training Series that included topics specifically related to increasing mental health services for very young children and their families. The Series was then broadened to include interagency staff also working with young children through the County Office of Education, Inland Regional Center, Social Services and Public Health.

CONSIDERATIONS IN DEVELOPMENT

Riverside County’s model was founded on a long history and strong collaboration among a core team of interagency partners including:
- County Office of Education/Child Development and Special Education
- Inland Regional Center
- Public Health
- Inclusion Partners, a special project funded to include young children with disabilities in child care and early development programs
- The Local First 5 California Children and Families Commission/Every Child Counts (ECC)

The Initiative facilitated the involvement of the County Department of Mental Health into this core team so that comprehensive, coordinated training would be developed and provided throughout the county for a broad array of service providers from varied disciplines.

UNIQUE FEATURES

Riverside County’s model was the first among the IPFMHI counties to included a “Parent Partner” as part of the core team representing the County Department of Mental Health and emphasizing the importance of parent-professional partnerships. Training and involvement of community mental health providers resulted in increased training and consultation for Early Care and Development agencies, funded in part by First 5 local commission funds. Trainings and consultation opportunities for interagency staff and parents/families on a myriad of topics related to infant-family and early mental health included:

- Interagency/Interdisciplinary Collaboration: Supporting Early Parent-Child Relationships
- DC:0-3 Crosswalk to the DSM IV-R: Assessing Children Birth to 3 Years Old with Social/Emotional Problems
- Building Bridges, Working with Families
- Infant Mental Health Concepts
- Theory and Introduction of Technique to Attachment-Based Play Assessment

Private providers who attended the Riverside County training series were identified and this process was utilized to develop a Preschool Provider Network (PPN) and referral sources for families. The PPN helps to ensure that community providers and young children and their clinicians in the network have both interest and some additional training for providing services to young children/families.
RIVERSIDE COUNTY

TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

September 2001
Interagency/Interdisciplinary Collaboration: Supporting Early Parent-Child Relationships
Chris Home, LCSW and Preschool Birth to 5 Team

May 2002
The Parallel Process Model: Responding to the Needs of Others
Chris Home, LCSW and Preschool Birth to 5 Team

In Our Hands: Riverside County Office of Education 2002 Infant/Toddler Conference
Bruce Perry, M.D., Ph.D., Connie Lillas, RN, Ph.D.

June and July 2002
DC:0-3 Crosswalk to the DSM IV-R: Assessing Children Birth to 3 Years Old with Social/Emotional Problems
Lynne Marsenich, LCSW

September 2002
I. An Attachment-Based Approach to Play Assessment with Young Children and Their Families
II. Theory and Introduction of Technique to Attachment-Based Play Assessment
Sue Ammen, Ph.D., RPT/S

October 2002
Mutual Competence Model: Strengthening Families Through Strengthening Relationships:
The Nature of Nurture
Victor Bernstein, Ph.D.

Pathways to Mental Wellness for Children
Chris Home, LCSW

January 2003
Potty Training for Parents
Lisa Dryan, LCSW
Infant Mental Health Concepts
Donna Dahl, LCSW, Renee Becker,
Loren Davis, Ascencion Amado, MA
February 2003

But I’m Not Tired
Lisa Dryan, LCSW

Building Bridges, Working with Families
Loren Davis, Jean Johnson

March 2003

I. An Attachment-Based Approach to Play Assessment with Young Children and Their Families
II. Marschak Interaction Method
Sue Ammen Ph.D., RPT/S

I Don’t Eat Anything Green
Lisa Dryan, LCSW

April 2003

Come Play with Me
Lisa Dryan, LCSW, Dustin Texeira, RN, LCSW

No: I’m Two and You Can’t Make Me
Lisa Dryan, LCSW

May 2003

Relaxation and Meditation for Pregnant and Parenting Women
Emma Girard, Psy.D.

Is Your Car Seat Safe?
Lisa Dryan, LCSW

June 2003

In Our Hands: Riverside County Office of Education 2003 Infant/Toddler Conference
Bruce Perry, M.D., Ph.D., Kadija Johnston, LCSW
Sacramento County

Approach to Building Capacity: Training, Technical Assistance, Consultation and Supervision Activities

Target Audience for Capacity Building
Sacramento County initially targeted mental health providers to develop expertise and specialization in working with very young children and their families. As the county capacity within mental health increased, interagency and interdisciplinary providers also were targeted.

Considerations in Development
Sacramento County’s capacity building approaches were characterized by:

- Strong links with existing collaboratives and workgroups
- Coordinated planning and development with First 5 Sacramento Children and Families Commission
- The goal of building capacity for provision of mental health treatment services to very young children and their families
- Developing partnerships and linkages with interdisciplinary service providers and agencies for the infusion, promotion and preventive intervention of infant-family and early mental health
- Identification of funding resources and barriers to long-term service delivery

Unique Features
Sacramento County’s model involved a 10-session clinical training series designed to develop capacity in the assessment, diagnosis and intervention approaches needed for working with very young children and their families. Sample training topics included:

- Relationship-Based Service Delivery: Focusing on Family Strengths
- Assessing Young Children and Families
- Attachment in the Early Years: Theory and Practice
- Infant/Parent Psychotherapy
- Starting Early: Promoting the Social and Emotional Well-Being of Infants, Toddlers and Preschoolers

Following this training series a six-session training on clinical supervision was provided for supervising clinician’s working with the birth-to-5 population and their families. Monthly case consultation and review meetings for mental health clinicians were also provided by a mental health consultant hired through resources from the local First 5 Children and Families Commission. Additional workgroups on funding and collaboration were also established to build capacity and sustainability.
SACRAMENTO COUNTY

TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

August 2001

Infant-Family Mental Health Clinical Training Series
River Oak Center for Children:
Beth Limberg, Ph.D., RPT-S
Billie Jean Glover, MS, MFT

October 2001 to June 2002

Case Consultation Series with Birth and Beyond Child Development Specialists and Family Counselors
Chris Wright, Ph.D.

December 2001

Strengthening Families: A Focus on Relationship-Based Approaches to Working with Very Young Children and Their Families
Victor Bernstein, Ph.D.

March 2002

Assessment of Services: What to Consider in Assessing Young Children and Families
Beth Limberg, PhD, RPT-S
Billie Jean Glover, MS, MFT

Assessment in Therapy and Intervention: I Have a Referral, Now What?
Beth Limberg, Ph.D., RPT-S
Billie Jean Glover, MS, MFT

April 2002

Developmental Disorders: Considerations in Working with Very Young Children and Families
MIND Institute: Tracy Stackhouse, OT
Sarah Scharfenaker, MA, CCC-Speech
Beth Goodlin-Jones, Ph.D.
Tom Anders, M.D.

May 2002

The Use of Videotape: Strengthening Families
Victor Bernstein, Ph.D.
SACRAMENTO COUNTY

TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES CONT’D

July 2002
Diagnostic Classification of Mental Health and Developmental Disorders in Infancy and Early Childhood (DC:0-3)
Jean Thomas, M.D., MSW

September 2002
Attachment in the Early Years: Theory and Practice
Judith Solomon, Ph.D.

Infant/Parent Psychotherapy
Mary Claire Heffron, Ph.D.

December 2002
Introduction to Interaction Guidance:
Treatment Approach Focusing on the Parent-Child Relationship
Susan McDonough, Ph.D., MSW

January 2003
Intervening Relationally: Watch, Wait and Wonder
Mirek Lojkasek, Ph.D.

May 2003
Starting Early: Promoting the Social and Emotional Well-Being of Infants, Toddlers and Preschoolers
Mary Claire Heffron, Ph.D.

April 2003 to May 2003
Consultation and Training on Mental Health
Consultation in Child Care
Kadija Johnston, LCSW

January 2003 to April 2003
Training and Consultation on Clinical Supervision
Mary Claire Heffron, Ph.D.
Donna Davidovitz, Ph.D.
SAN FRANCISCO COUNTY

APPROACH TO BUILDING CAPACITY:
TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

TARGET AUDIENCE FOR CAPACITY BUILDING
San Francisco County targeted mental health providers to develop in-depth expertise and specialization in working with very young children and their families.

CONSIDERATIONS IN DEVELOPMENT
• Geographic and demographic factors of the county, i.e., size/area, population, diverse communities and languages
• Participation and collaboration with the Infant-Parent Program, an existing Center of Excellence that provides a training program for infant mental health specialists
• The county’s goal of providing additional training on screening and assessment techniques for mental health and medical professionals.
• Existing community resources for mental health consultation to child care agencies

UNIQUE FEATURES
The lynchpin of San Francisco County’s approach to building capacity was intensive supervision for trainees involved in a year-long comprehensive training program with didactic seminars and clinical work with young children and families experiencing significant trauma and early mental health difficulties. This model served to shape new service providers in the field of infant mental health and to acquaint other clinicians with the needs and resources in this area. The county’s approach to building capacity was both comprehensive and intensive and included:

• Individual weekly supervision of seven community mental health clinicians
• Consultation to multidisciplinary San Francisco General Hospital (SFGH) Nursery Rounds Team
• Consultation to mental health clinicians in SFGH screening/referral meetings
• Consultation to interagency staff involved in the Unified Family and Criminal Domestic Violence Courts
• Intensive clinical training and stipends for 10 trainees involved in the SFGH Infant/Parent Program
• Community interdisciplinary training on The Nature of Nurturing: Strengthening Families Through Strengthening Relationships and the mutual competence model
SAN FRANCISCO COUNTY

TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

February 2003

The Nature of Nurturing: Strengthening Families Through Strengthening Relationships
Victor Bernstein, Ph.D.

2001-2003

University of California at San Francisco, Infant Mental Health Training Program
Judith Pekarsky, Ph.D.

2001-2003

Weekly Supervision and Case Consultation for Community Mental Health Clinicians
Judith Pekarsky, Ph.D.
Patricia VanHorn, Ph.D.
STANISLAUS COUNTY

APPROACH TO BUILDING CAPACITY:
TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

TARGET AUDIENCE FOR CAPACITY BUILDING
Stanislaus County initially targeted county and community mental health providers and parent mentors. Interdisciplinary providers and representatives from other agencies serving young children and their families were involved through consultation and community collaborative activities.

CONSIDERATIONS IN DEVELOPMENT
Stanislaus County's model focused on strengthening the county’s existing Leaps and Bounds Program, and early mental health program. As a result, capacity-building goals included:

• A priority to hire and develop staff reflecting the cultural, linguistic and ethnic demographics of the county
• Increasing linkages and coordinated planning with local agencies and the First 5 Children and Families Commission
• Building upon previous training efforts about infant-family and early mental health
• Targeted for mental health providers
• Developing parent mentors and case coordinators to assist mental health practitioners with resources and direct service delivery.

UNIQUE FEATURES
Stanislaus County's approach included a variety of trainings, consultation, supervision and outreach activities including:

• Communitywide trainings on The Impact of Drug and Alcohol Exposure During Pregnancy and Use of Self and Reflective Process in Infant and Early Childhood Mental Health
• Monthly consultation to mental health clinicians working with child care agencies
• Monthly supervision and case consultation for the Leaps and Bounds team to increase the skills of assessment and treatment intervention with very difficult child and family situations
• DC:0-3 Assessment Training for community mental health providers to expand expertise and capacity within the county
• Parent Mentor Workshops and training on interventions and access to services for children birth to 5 and their families.
• Consultation and training from other counties and Centers of Excellence
STANISLAUS COUNTY

TRAINING, TECHNICAL ASSISTANCE, CONSULTATION AND SUPERVISION ACTIVITIES

December 2001

Using the Denver II Developmental Screening Test:
Theory and Practice
Nancy Clark, MPA, MSN, BSN

January 2002 to June 2002

Consultation and Reflective Supervision
Mary Clare Heffron, Ph.D.

July 2002 to April 2003

Case consultation and Reflective Supervision
Sue Ammen, Ph.D., RPT/S

April 2003

Diagnostic Classification of Mental Health and Developmental Disorders in Infancy and Early Childhood (DC: 0-3)
Chris Wright, Ph.D.

The Nature of Nurture: Biology, Environment and the Drug-Exposed Child
Ira Chasnoff, M.D.

May 2003

Use of Self and Reflective Process in Infant and Early Childhood Mental Health
Mary Claire Heffron, Ph.D.

April 2003 to May 2003

Consultation and Training on Mental Health
Consultation in Child Care
Kadija Johnston, LCSW
APPENDIX A: IPFMHI COUNTY AND STATE TEAM ROSTER
<table>
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<tr>
<th>COUNTY</th>
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<th>ADDRESS</th>
<th>TEL</th>
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<tbody>
<tr>
<td>ALAMEDA COUNTY</td>
<td>Margie Gutierrez-Padilla</td>
<td>Alameda County Behavioral Health Care 303 Hegenberger Rd. #312 Oakland, CA 94606</td>
<td>510-777-2103</td>
<td>510-383-1760</td>
<td><a href="mailto:padilla@bhcs.mail.co.alameda.ca.us">padilla@bhcs.mail.co.alameda.ca.us</a></td>
</tr>
<tr>
<td>FRESNO COUNTY</td>
<td>Arlene Costa</td>
<td>Fresno County Children's Mental Health Center Mall Court–3rd Floor 2011 Fresno St., Suite 3, Fresno, CA 93721</td>
<td>559-453-8405</td>
<td>559-453-8243/8485</td>
<td><a href="mailto:acosta@fresno.ca.gov">acosta@fresno.ca.gov</a></td>
</tr>
<tr>
<td>HUMBOLDT COUNTY</td>
<td>Jovonne Price</td>
<td>Humboldt County Department of Human Services, Mental Health Branch, Children, Youth and Family Services, 1711 Third St., Eureka, CA 95501</td>
<td>707-268-2867</td>
<td>707-445-7270</td>
<td><a href="mailto:jprice@co.humboldt.ca.us">jprice@co.humboldt.ca.us</a></td>
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<tr>
<td>LOS ANGELES COUNTY</td>
<td>William Arroyo</td>
<td>LA County Department of Mental Health Office of the Medical Director 550 S. Vermont Ave., Los Angeles, CA 90020</td>
<td>213-738-6152</td>
<td>213-736-5802</td>
<td><a href="mailto:warroyo@dmh.co.la.ca.us">warroyo@dmh.co.la.ca.us</a></td>
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<td></td>
<td>Sam Chan</td>
<td>LA County Department of Mental Health Office of the Medical Director 550 S. Vermont Ave., Los Angeles, CA 90020</td>
<td>213-738-3201</td>
<td>213-639-1804</td>
<td><a href="mailto:scan@dmh.co.la.ca.us">scan@dmh.co.la.ca.us</a></td>
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<td></td>
<td>Ilda Rueda De Leon</td>
<td>LA County Department of Mental Health Children and Family Services 550 S. Vermont Ave. Fourth Floor Los Angeles, CA 90020</td>
<td>213-351-7712</td>
<td>213-427-6166</td>
<td><a href="mailto:lRuedadeleon@dmh.co.la.ca.us">lRuedadeleon@dmh.co.la.ca.us</a></td>
</tr>
<tr>
<td>RIVERSIDE COUNTY</td>
<td>Chris Home</td>
<td>Riverside County Department of Mental Health Children Services, 9707 Magnolia Ave. Riverside, CA 92503</td>
<td>909-358-6357</td>
<td>909-358-6176</td>
<td><a href="mailto:chome@co.riverside.ca.us">chome@co.riverside.ca.us</a></td>
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<tr>
<td>SACRAMENTO COUNTY</td>
<td>Kathie Skrabo</td>
<td>Sacramento County Mental Health 7001 E. Parkway Sacramento, CA 95823</td>
<td>916-875-4179</td>
<td>916-875-9775</td>
<td><a href="mailto:skrabok@saccounty.net">skrabok@saccounty.net</a></td>
</tr>
<tr>
<td>SAN FRANCISCO COUNTY</td>
<td>Sai-Ling Chan-Sew</td>
<td>Community Mental Health Services Child, Youth &amp; Family Section 1380 Howard St., 5th Floor San Francisco, CA 94103</td>
<td>415-255-3439</td>
<td>415-255-3567</td>
<td><a href="mailto:sai-ling_chan-sew@dph.sf.ca.us">sai-ling_chan-sew@dph.sf.ca.us</a></td>
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<td></td>
<td>Marcia Spector</td>
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### CA DMH

<table>
<thead>
<tr>
<th>Name</th>
<th>California Department of Mental Health</th>
<th>Tel:</th>
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<th>E-mail:</th>
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<tbody>
<tr>
<td>Penny Knapp</td>
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### CIMH

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<thead>
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### WestEd

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<thead>
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