Crosswalk Between Pyramid Model Training Modules and Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health®

The Pyramid Model is a conceptual framework of evidence-based practices for promoting social emotional development and all children's ability to experience warm and responsive relationships with caregivers, create relationships with others, explore and learn, communicate in play, and express and regulate emotion. The Pyramid Model utilizes a tiered public health approach to providing universal supports to all children to promote wellness, targeted supports for children at risk, and intensive interventions for those who need individualized supports—all supported by an effective workforce. The Pyramid Model uses systems-thinking and implementation science to promote evidence-based practices and supports adults interacting with children in a range of settings and disciplines (including early intervention providers, mental health consultants, early educators, families, and other professionals). To date, 31 states have developed Statewide Pyramid Model Leadership teams that are developing cross-sector systems to build infrastructure that supports high-fidelity implementation of the Pyramid Model. Local, national, and global support exists to promote the dissemination, sustainability, scale-up and high fidelity use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

The Alliance for the Advancement of Infant Mental Health (Alliance) partners with the associations for infant mental health (AIMHs) who have licensed the use of the workforce development initiative that includes the *Competency Guidelines®* and the Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health®. As of January 2020, there are 30 US states and 2 international AIMHs who are members of the Alliance. Over 3,000 professionals have earned Endorsement® and over 2,500 are in the process of applying.

Meant to raise the professional standards for the infant and early childhood mental health (IECMH) field, the *Competency Guidelines®* define the knowledge, skills, and reflective practice experiences across disciplines and service sectors that touch the lives of infants, young children, and families. IECMH-informed professionals include those who work in behavioral health, child welfare, early care & education, early intervention, health, home visiting, and mental health consultation. Endorsement® is a credential that demonstrates an individual has specialized in IECMH by meeting the defined competencies through required experiences. Individuals can earn Infant Mental Health Endorsement® (IMH-E®) or Early Childhood Mental Health Endorsement (ECMH-E®)[1] in the category that is the best fit for one's scope of practice:

- **Promotion:** Infant Family Associate (IFA) & Early Childhood Family Associate (ECFA)
- **Prevention/Early Intervention:** Infant Family Specialist (IFS) & Early Childhood Family Specialist (ECFS)
- **Treatment/Intervention:** Infant Mental Health Specialist (IMHS) & Early Childhood Mental Health Specialist (ECMHS)
- **Leadership:** Infant Mental Health Mentor (IMHM) & Early Childhood Mental Health Mentor (ECMHM)—Clinical, Policy, & Research/Faculty

Alliance for the Advancement of
Infant Mental Health

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

The Pyramid Consortium and the Alliance agree to promote their mutual commitment to workforce development across the infant-early childhood and family field through competency informed training. To do this, the two organizations partnered to develop a co-branded crosswalk across the Pyramid Model training modules and the *Competency Guidelines®*.

The crosswalk serves as a valuable resource for Pyramid Model coaches, consultants, supervisors, program administrators, and others who wish to apply for and earn Endorsement® or as they support others in the Endorsement® process. Additionally, the crosswalk serves as a valuable resource for AIMHs who balance using both the Pyramid Model and *Competency Guidelines®* frameworks in their states' systems. The crosswalk highlights both commonalities and differences to illuminate the ways these two systems complement one another. Specifically, both frameworks highlight the importance of the following:

• Relationship-based support for infants/young children and their families is crucial
• Utilization of self-awareness can inform one's work with infants/young children and families
• Understanding family relationships and dynamics can provide integral information to infant's/young children's development and functioning
• The adult(s) in the lives of infants and young children are incredibly important
• The work of supporting infants, young children, and families necessitates specific professional development support and initiatives
• Knowledge about infant/young child development informs direct practice with young children

The Pyramid Consortium and the Alliance each appointed an infant mental health (IMH) endorsed representative to develop and complete the official co-branded crosswalk followed by review from endorsed and non-endorsed mentors that have expertise in the field of IMH and the application Pyramid Model. The

overall process included a thorough review of Pyramid Model training materials, including the Infant/Toddler modules, Preschool modules, Parents Interacting with Infants (PIWI) module, Positive Solutions for Families, and the Trauma Informed Care and the Pyramid Model emodules, and the *Competency Guidelines®*. As numerous topic areas comprise each Pyramid Model training module, the representatives first examined each component individually. They then looked closely at the module as a whole. This approach resulted in a comprehensive understanding of how the modules complement the *Competency Guidelines®*.

The crosswalk identifies the knowledge/skill areas, as identified in the *Competency Guidelines®*, that are addressed or met for each category of Endorsement®, across each of the Pyramid Model training modules.

One knowledge/skill area is listed per clock hour of training. For members of the Alliance: this crosswalk has been approved as a Tier 4 co-branded crosswalk in accordance with the Alliance Crosswalk Policy.

The Pyramid training modules were reviewed specifically for the purpose of addressing competencies that professionals applying for or renewing Endorsement® would require in their training record. Please see the Notes columns of the crosswalk for information about whether the identified knowledge/skill areas were met or partially met and for which Endorsement® categories. Recommended supplemental training for Infant Mental Health Specialist (IMHS), Infant Mental Health Mentor (IMHM), Early Childhood Family Specialist (ECMHS), and Early Childhood Mental Health Mentor (ECMHM) applicants are also listed in Notes.
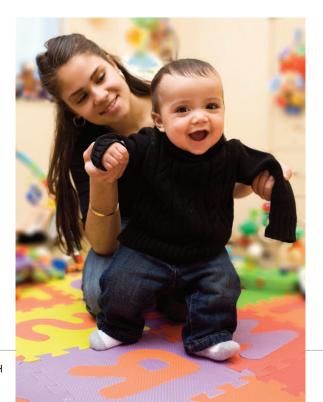
Throughout the entirety of the Pyramid Model training modules, the following tenets are foundational to the content: relationship-based practice, self-awareness, cultural responsiveness, and reflection. While support and ongoing efforts connected to Pyramid Model implementation (state, community, and program-levels) extend beyond content training to include systems building, connection to workforce policies and practices, and community services and resources, based on the modules reviewed for the purposes of this crosswalk, it should be noted that the following knowledge/skill areas are not covered in enough specificity to allow for competency being met as defined in the *Competency Guidelines®*:

· Disorders of Infancy/Early Childhood
· Ethical Practice
· Government, Law & Regulation
· Agency Policy
· Community Resources
· Screening & Assessment
· Responding with Empathy
· Advocacy
· Life Skills
· Safety
· Listening
· Speaking
· Writing
· Empathy & Compassion

We recommend that programs and staff utilizing the Pyramid Model training modules, and looking for further training, reach out to their local AIMHs to discuss their needs and explore additional possible training opportunities that may address the topics on this list. That said, for some professionals, many IECMH knowledge/skill areas will be covered by higher education coursework. In addition, our hope is to expand upon this first level crosswalk to further enhance understanding and connectedness to infant and early childhood mental health-informed work across systems and scopes of practice. Lastly, we acknowledge that this crosswalk is a dynamic document, and will likely be revised as training materials in Pyramid Model practices are revised and expanded as well as when future versions of the *Competency Guidelines®* are released.

For Pyramid Module Trainers:
Pyramid Model Trainers are encouraged to customize the Pyramid Model foundational module trainings and supplement content based on the existing trainer scripts across modules. If you add training content to any of the training modules included in this crosswalk, you are able to select additional knowledge/skill area(s) from the *Competency Guidelines®* that best align with the added content. When selecting the knowledge/skill areas, please keep in mind that the guideline through the Alliance is one knowledge/skill area for each hour of training, e.g., a 4-hour training would have no more than 4 knowledge/skill areas selected. If you are unsure which knowledge/skills ares should be assigned to the added content, we recommend you reach out to your local AIMH. If you shorten any of the training modules included in this crosswalk, it is your responsibility to inform training participants about which segments of the module were covered along with the corresponding knowledge/skill areas.

For Endorsement® Applicants:
Within the final column of the crosswalk, you will use an X to indicate the segments of the training module(s) you attended. Once you have completed the necessary Pyramid Model training modules as expected for your role and you are ready to apply for Endorsement®, you can submit a copy of your crosswalk to your AIMH's Endorsement Coordinator. This will be uploaded to your Endorsement® application.

It is important to note that the knowledge/skill areas that make up the *Competency Guidelines®* are the same for both IMH-E® and ECMH-E®; the competencies encompass a range of knowledge and skill areas that drive best practice with or on behalf of pregnant moms, children ages 0 up to 6 years old, and their caregivers/families. IMH-E® applicants are required to demonstrate competency from prenatal up to 36-months of age. Training experience specific to 3 up to 6-years old can be added to an IMH-E® application, however, the bulk of the training experience must be specific to prenatal up to 36-months of age. ECMH-E® applicants are required to demonstrate competency prenatal up to 6-years of age. This supports our core understanding that the first three years of life are the foundation for all subsequent development. Additionally, we believe that we come to understand better the needs of older children when we more fully understand infancy and toddlerhood.

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[1] All member AIMHs of the Alliance have licensed the use of the IMH-E®. The ECMH-E® is relatively new and only a small number of AIMHs have licensed it as of 2019. Please contact your local AIMH to find out whether the AIMH has licensed the ECMH-E®

[2] Member AIMHs of the Alliance have access to the Crosswalk Policy which outlines the crosswalk tiers.

[3] This list represents knowledge/skill areas for IFA, IFS, ECFA, and ECFS. There are other knowledge/skill areas for IMHS, IMHM, ECMHS, and ECMHM that are not included here and can be found in the *Competency Guidelines®*.

Infant Toddler Modules

Alliance for the Advancement of
Infant Mental Health

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Module 1: Social Emotional Development Within the Context of Relationships			
Setting the Stage; Understanding Social Emotional Development; Understanding Behavior: Making Sense of What you See & Hear; Forming & Sustaining Relationships with Children & Families; Essential Positive Messages; and Wrap-up, Reflection, & Action Planning	Maintaining perspective, infant/young child development & behavior, attachment, trauma, separation, grief & loss, observation & listening, self awareness, family relationships & dynamics, building & maintaining relationships, and supporting others	If training is completed, all skill areas in the previous column are met for IFA & IFS, with the exception being attachment, trauma, sepration, grief, & loss being partially met for IFS. Maintaining perspective, family relationships & dynamics, building & maintaining relationships, supporting others and contemplation are met for IMHS & IMHM. Infant/young child development & behavior is partially met for IMHS & IMHM. For IFS/IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	If training is completed, all skill areas in the previous column are met for ECFA. Maintaining perspective, observation & listening, self awareness, family relationships & dynamics, building & maintaining relationships, supporting others, and contemplation are met for ECFS, ECMHS, & ECMHM. Infant/young child development & behavior and attachment, trauma, separation, grief, & loss is partially met for ECFS, ECMHS, & ECMHM. For ECS/ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical development of preschoolers.
TOTAL TIME: 8 hours			
Module 2: Responsive Routines, Environments, & Targeted Strategies to Support Social Emotional Development in Infants & Toddlers			
Setting the Stage; Social Emotional Climate in Infant Toddler Care Settings; High Quality Supportive Environments; Forming & Sustaining Relationships with Children & Families; Targeted Strategies to Build Social Emotional Skills; and Wrap-up, Reflection, & Action Planning	Maintaining perspective, relationship-focused therapeutic practice, infant/young child development & behavior, supporting others, infant/young child family-centered practice, family relationships & dynamics, observation & listening, self awareness, emotional response, and developmental guidance*	If training is completed, all skill areas in the previous column are met for IFA & IFS. Maintaining perspective, family relationships & dynamics, supporting others, emotional response, and self awareness met for IMHS & IMHM. Relationship-focused therapeutic practice, observation & listening, infant/young child development & behavior, infant/young child family-centered practice and developmental guidance* are partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	If training is completed, all skill areas in the previous column are met for ECFA. Maintaining perspective, family relationships & dynamics, supporting others, emotional response, and self awareness are met for ECFS, ECMHS, & ECMHM. Relationship-focused therapeutic practice, observation & listening, infant/young child development & behavior, infant/young child family-centered practice and developmental guidance* are partially met for ECFS, ECMHS, & ECMHM. For ECFS/ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical development of preschoolers.
TOTAL TIME: 9 hours			

* *indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.*

Infant Toddler Modules

Alliance for the Advancement of **Infant Mental Health**

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Module 3: Individualized Intervention with Infants & Toddlers: Determining the Meaning of Behavior & Developing Appropriate			
Setting the Stage; What is Challenging Behavior?; A Relationship-Based Approach to Challenging Behavior; Developing an Individual Support Plan; and Wrap-up, Reflection, & Action Planning	Maintaining perspective, infant/young child development & behavior, building & maintaining relationships, planning & organizing, analyzing information, and curiosity	If training is completed, all skill areas in the previous column are met for IFA & IFS. Maintaining perspective, building & maintaining relationships, planning & organizing, analyzing information, and curiosity are met for IMHS & IMHM. Infant/young child development & behavior is partially met for IMHS/IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	If training is completed, all skill areas in the previous column are met for ECFA. Skill areas maintaining perspective, building & maintaining relationships, planning & organizing, analyzing information, and curiosity are met for ECFS, ECMHS, & ECMHM. Infant/young child development & behavior is partially met for ECFS, ECMHS, & ECMHM. For ECS/ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.
TOTAL TIME: 7 hours			
Module 4: Leadership Strategies for Supporting Children's Social Emotional Development & Addressing Challenging Behavior			
Introduction to Topic; Evidence-Based Practice & Resources; The Pyramid Approach; Inventory to Practice Activity; What is Challenging Behavior?; Role of Program Administrators; Evidence-Based Leadership Strategies; Three Levels of Change: Child, Program, System; and Summary	Maintaining perspective, service delivery systems, analyzing information, solving problems, exercising sound judgment, and supporting others/mentoring	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & IMHM.	If training is completed, all skill areas in the previous column are met for ECFA, ECFS, ECMHS, & ECMHM.
TOTAL TIME: 6.5 hours			

*   *indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.*

Preschool Modules

Alliance for the Advancement of Infant Mental Health

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Module 1: Building Relationships & Creating Supportive EnvironmentsResponses			
Introduction to Logistics; Creating Environments in Which Children can be Successful: The Pyramid; Understanding the Relationship Between Challenging Behavior & Social Emotional Development; Relationships: The Foundation of the Pyramid Model; Examining our Attitudes About Challenging Behaviors; Building Positive Relationships; Designing the Physical Environment; Schedules, Routines, & Transitions; Planning Activities that Promote Engagement: Large & Small Group Time; Giving Directions & Teaching Classroom Rules; Ongoing Monitoring & Positive Attention; and Summary & Completion of Action Plan	Contemplation, maintaining perspective, building and maintaining relationships, planning & organizing, and developmental guidance*	If training is completed, the skill areas in the previous column are partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it.	If training is completed, all skill areas in the previous column are met for ECFA & ECFS. Contemplation, maintaining perspective, building & maintaining relationships, and planning & organizing are met for ECMHS & ECMHM. Developmental guidance* is partially met for ECMHS & ECMHM. For ECS/ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas..
TOTAL TIME: 5.5 hours			
Module 2: Social Emotional Teaching Strategies			
Introduction; Identifying the Importance of Teaching Social Emotional Skills; Developing Friendship Skills; Enhancing Emotional Literacy; Controlling Anger & Impulse; Developing Problem-Solving Skills; Individualizing Instructions; Partnering with Families; and Action Planning	Infant/young child development & behavior, observation & listening, building & maintaining relationships, maintaining perspective, planning & organizing, and developmental guidance*	If training is completed, the skill areas in the previous column are partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it.	If training is completed, all skill areas in the previous column are met for ECFA. Building & maintaining relationships, maintaining perspective, and planning & organizing are met for ECFS, ECMHS & ECMHM. Infant/young child development & behavior, observation & listening, and developmental guidance* are partially met for ECFS, ECMHS, & ECMHM. For ECS/ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.
TOTAL TIME: 6 hours			

* *indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.*

Preschool Modules

Alliance for the Advancement of
Infant Mental Health

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior			
Introduction to the Topic; Group Discussion: Challenging Behavior Challenges; Overview of Positive Behavior Support; Dimensions of Communication: Form & Function; Activity: Behavior is Communication; Process of PBS: Building a Team; Introduction to Functional Assessment; Functional Assessment Observation; Activity: Observing the Function of Behavior; Conducting Observations, Data to Collect; Functional Assessment Interview; Hypothesis Development; Case Study Activity: Hypothesis Development; and Summary	Infant/young child development & behavior, observation & listening, collaborating, analyzing information, resolving conflict, maintaining perspective, and intervention/treatment planning*	If training is completed, the skill areas in the previous column are partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it.	If training is completed, all skill areas in the previous column are met for ECFA. Collaborating, analyzing information, resolving conflict, and maintaining perspective are met for ECFS, ECMHS, & ECMHM. The skill areas infant/young child development & behavior, observation & listening, and intervention/treatment planning* are partially met for ECFS, ECMHS, & ECMHM. For ECS/ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.
TOTAL TIME: 5 hours			
Module 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan			
Introduction to Topic; Process of PBS Overview; Activity: Think Outside the Box; Components of a Behavior Support Plan; Activity: Preventing & Addressing Challenging Behavior; Building the Plan: Prevention Strategies; Building the Plan: Teaching New Replacement Skills; Skill Instruction Throughout the Day; Responding to Challenging Behavior; Developing a Behavior Support Plan as a Team; Case Study Activity: Developing a Support Plan; Monitoring Outcomes; If Challenging Behavior Returns; and Summary; Optional Activity: PBS Game.	Infant/young child development & behavior, observation & listening, collaborating, analyzing information, planning & organizing, resolving conflict, and intervention/treatment planning*	If training is completed, the skill areas in the previous column are partially met for IFA, IFS, IMHS, & IMHM. Because the IMH-E® is focused on young children aged 0-36 months, a majority of the trainings for that credential must be specific to that age group in order for competency to be met. Trainings specific to 3 - 5 year olds strengthen an IMH-E® application a great deal, but cannot make up the foundation of it.	If training is completed, all skill areas in the previous column are met for ECFA. Collaborating, analyzing information, planning & organizing, and resolving conflict are met for ECFS, ECMHS, & ECMHM. The skill areas infant/young child development & behavior, observation & listening, and intervention/treatment planning* are partially met for ECFS, ECMHS, & ECMHM. For ECS/ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.
TOTAL TIME: 5.5 hours			

* *indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.*

Preschool Modules

Alliance for the Advancement of
Infant Mental Health

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Module 4: Leadership Strategies for Supporting Children's Social Emotional Development & Addressing Challenging Behavior			
Introduction to Topic; Evidence-Based Practice & Resources; The Pyramid Approach; Inventory to Practice Activity; What is Challenging Behavior?; Role of Program Administrators; Evidence-Based Leadership Strategies; Three Levels of Change: Child, Program, System; and Summary	Maintaining perspective, service delivery systems, analyzing information, solving problems, exercising sound judgment, and supporting others/mentoring	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & IMHM.	If training is completed, all skill areas in the previous column are met for ECFA, ECFS, ECMHS, & ECMHM.
TOTAL TIME: 5.5 hours			

* *indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.*

Parents Interacting with Infants (PIWI)

Alliance for the Advancement of
Infant Mental Health

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Infant Toddler Parent Module: Parents Interacting with Infants			
Introduction to the PIWI Model; Dyadic Interaction & Strategies; Triadic Interactions & Strategies; Parents as Observers: Developmental Observation Topics; Parents as Observers: Creating Responsive PIWI Environments; and Home Visiting & the PIWI Model	Infant/young child development & behavior, infant/young child & family-centered practice, relationship-focused therapeutic practice, family relationships & dynamics, observations & listening, and building & maintaining relationships	If training is completed, all skill areas in the previous column are met for IFA and IFS. Building & maintaining relationships and family relationships & dynamics are met for IMHS and IMHM. Infant/young child development & behavior, infant/young child & family-centered practice, relationship-focused therapeutic practice, and observation & listening are partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	If training is completed, all skill areas in the previous column are met for ECFA. Infant/young child & family-centered practice, relationship-focused therapeutic practice, family relationships & dynamics, and observation & listening are met for ECFS. Building & maintaining relationships and family relationships & dynamics are met for ECMHS & ECMHM. Infant/young child development & behavior, infant/young child & family-centered practice, relationship-focused therapeutic practice, and observation & listening are partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical development of preschoolers.
TOTAL TIME: 6 hours			

* indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.

Positive Solutions for Families Sessions

Alliance for the Advancement of **Infant Mental Health**

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Session One: Positive Solutions for Families: Making a Connection!			
Introductions and Parent Goals; Ground Rules; Relationships and Quality Time; Positive Comments and Encouragement as a Parenting Tool; and Things to Try at Home Activities	Pregnancy & early parenthood	If training is completed, the skill area early parenthood in the previous column is met for IFA & IFS. Skill area partially met for IMHS/IMHM. For IFA/IFS: Recommend additional training related to pregnancy. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	If training is completed, the skill area early parenthood in the previous column is met for ECFA & ECFS. Skill area partially met for ECMHS/ECMHM. For ECFA/ECFS: Recommend additional training related to pregnancy. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.
TOTAL TIME: 1 hour			
Session Two: Positive Solutions for Families: Making it Happen!			
Review Things to Try at Home activities; Discuss the Use of Play as a Powerful Parenting Practice; Discuss Ideas for Helping Children Develop Friendship Skills; Link Positive Comments, Encouragement, and Play to Children's Behavior; and Discuss Things to Try at Home Activities	Family relationships & dynamics	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & IMHM.	If training is completed, all skill areas are met for ECFA, ECFS, ECMHS, & ECMM.
TOTAL TIME: 1 hour			
Session Three: Positive Solutions for Families: Why Do They Do What They Do?			
Share What Happened When you Played with your child using the Powerful Parenting Tips; Share the Behaviors you Would Like to See Less of, More of and How You Might Encourage Your Child; Discuss How We Can Try to Determine the Meaning of our Child's Behavior; When behaviors are Attention Seeking; Discuss "Being clear about our expectations"; Discuss How to Develop and Teach Household Rules; and Talk about Things to Try at Home activities	Infant/young child development & behavior	If training is completed, all skill areas in the previous column are met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	If training is completed, all skill areas in the previous column are met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical development of preschoolers.
TOTAL TIME: 1 hour			

* *indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.*

Positive Solutions for Families Sessions

Alliance for the Advancement of Infant Mental Health

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Session Four: Positive Solutions for Families: Teach Me What to Do!			
Review Things to Try at Home; Teach Me What To Do! (Emotional Vocabulary, Controlling Anger and Handling Disappointment, Problem Solving); and Things to Try at Home activities	Infant/young child development & behavior	If training is completed, all skill areas in the previous column are met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas. In addition to typical/atypical cognitive and physical development of 0 - 36 month olds.	If training is completed, all skill areas in the previous column are met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas. In addition to typical/atypical development of preschoolers.
TOTAL TIME: 1 hour			
Session Five: Positive Solutions for Families: Facing the Challenge, Part One			
Review Things to Try at Home activities; Strategies That Help; Logical Consequences activity; and Things to Try at Home	Analyzing information	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & IMHM.	If training is completed, all skill areas in the previous column are met for ECFA, ECFS, ECMHS, & ECMM.
TOTAL TIME: 1 hour			
Session Six: Positive Solutions for Families: Facing the Challenge, Part Two			
Introduction; Behavior Has Meaning; Be a Detective; Developing a Plan; Using the Support Plan; and Making Your Own Plan	Intervention/treatment planning*	Skill area not required for IFA or IFS. If training is completed, all skill areas in the previous column are partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	Skill area not required for ECFA or ECFS. If training is completed, all skill areas in the previous column are partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.
TOTAL TIME: 1 hour			

* indicates competency areas specific to IMHS, IMHM, ECMHS, & ECMHM.

Trauma Informed Care and the Pyramid Model
(ePyramid Modules)

Alliance for the Advancement of Infant Mental Health

THE PYRAMID MODEL CONSORTIUM Supporting Early Childhood PBIS

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Module One			
Welcome to Trauma Informed Care; Your Well-being is Important; What is Trauma?; Shaken Baby Syndrome; What Is Toxic Stress?; How the Stress Response System Affects Development; The Signs and Symptoms of Trauma; Signs and Symptoms Within the Context of a Child's History; Trauma Triggers; Shifting to a Trauma-Informed Approach; Trauma-Informed Care	Attachment, separation, trauma, grief, & loss	If training is completed, the skill area trauma in the previous column is met for IFA & IFS. Skill area partially met for IMHS/IMHM. For IFA/IFS: Recommend additional training related to attachment, separation, grief, & loss. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	If training is completed, the skill area trauma in the previous column is met for ECFA & ECFS. Skill area partially met for ECMHS/ECMHM. For ECFA/ECFS: Recommend additional training related to attachment, separation, grief, & loss. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.
TOTAL TIME: 1.5 hours			
Module Two			
What Is Trauma Informed Care?; Principles of Trauma-Informed Care; Why Use Trauma-Informed Care?; The Trauma Informed Pyramid Model; Applying a Trauma Informed Care Lens - Paying Attention to Our Own Reactions; Resilience; Enhancing Protective Factors to Support Resilience	Infant/young child development & behavior	If training is completed, all skill areas in the previous column are met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	If training is completed, all skill areas in the previous column are met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.
TOTAL TIME: 1.5 hours			
Module Three			
Review Modules 1 and 2; Introduce Practice Areas; Create a Safe Learning Environment Using Positive Directions and Rules; Create Calm, Predictable Routines and Transitions; Help Children Regulate Their Emotions and Express Feelings Appropriately; Intensive Interventions that Consider the Child's Experiences; Introduce the Checklist and Action Plan; Trauma-Informed Care Summary	Relationship-focused, therapeutic practice	Skill area met for IFA & IFS. Skill area partially met for IMHS & IMHM. For IMHS/IMHM: Recommend additional training related to relationship-based principles and practices of IMH specific to the other knowledge/skill areas.	Skill area met for ECFA & ECFS. Skill area partially met for ECMHS & ECMHM. For ECMHS/ECMHM: Recommend additional training related to relationship-based principles and practices of IECMH specific to the other knowledge/skill areas.
TOTAL TIME: 1.5 hours			