

# Smart Support

Arizona’s Early Childhood Mental Health Consultation System

## “What Do I Hear?”

**Instructions:** During supervision the supervisor should listen for the following items. This tool can be used to reflect on the developing skills of the supervisee after supervision. The tool can also be used to gage fidelity to the Smart Support model of consultation. Each sentence begins with “Do I hear my MHC..”

**When considering the relationship between the caregiver and the child:**

✓		Notes:
	Using the constructs of <b>attachment theory</b> when trying to understand the relationships between children and their caregivers?	
	Using the language of the <b>Emotional Availability Scales</b> , (“adult sensitivity, adult structuring, adult non-hostility, adult non-intrusiveness, and child involvement of the adult”) when discussing caregiver-child interactions?	
	Considering the “ <b>goodness of fit</b> ” between a caregiver and a child and the related constructs of <b>temperament</b> and <b>personality</b> ?	
	Considering the possibility that a child’s behaviors may be related to <b>trauma</b> ?	
	Considering challenging behaviors through the lens of the child’s <b>ability to self-regulate</b> ?	
	Considering the concept of finding “ <b>a port of entry</b> ,” when discussing how to broach the subject of children’s behavior with their caregivers.	

**When considering possible explanations for or contributing factors to a child’s behavior:**

✓		Notes
	Consider children’s <b>development</b> —what suggests normative development?	
	Discussing the child’s behavior from a <b>mental health</b> perspective?	

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## When considering possible explanations for, or contributing factors to a caregiver's behavior:

✓		Notes
	Noticed when the caregiver becomes overwhelmed and when he or she needs support to regulate his/her own emotional reactions?	
	Considering the " <b>backstory</b> " for a caregiver—the caregiver's own experiences which may provide an empathic context for the caregiver's stance toward children or a particular child and which may not be within (or fully within) the caregiver's conscious awareness	
	Considering the possibility of <b>situational factors</b> , rather than or in addition to, longer-standing or more deeply entrenched contributions to caregivers' struggles with a child or children (e.g., poverty, medical illness/concern, physical disability, partner violence, worries about the caregiver's own children, substance use, depression)?	
	Considering how the caregiver's role in the ecological system of the child care center or home care may affect the way she interacts with children, staff and others in the classroom?	
	Considering the caregiver's ability and/or confidence in communicating with the director, other staff, parents, children and/or the MHC?	
	Considering of concept of the " <b>parallel process</b> " when discussing his/her work with centers?	

## When considering the effects of the environment on a child's behavior and the caregiving relationship:

✓		Notes
	Using the framework of the CSEFEL pyramid to consider whether prevention, promotion or intervention is the best approach for a child or classroom?	
	Including the mental health lenses when considering when and how to include CSEFEL strategies in the classroom?	
	Noticing how staff relationships influence the emotional climate of the classroom?	

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## When considering the MHC's development of a Consultative Stance:

✓		Notes
	Use the <b>FAN Approach</b> (e.g. to describe instances of attunement and misattunement with consultees, to consider opportunities for or instances of reparations of misattunement, to structure encounters using the elements of the "Arc" of a visit).	
	Convey reasonable comfort with the notion that "how s/he is" is as important as what s/he does?"	
	Have a reasonable level of comfort with the slow pace of developing a relationship with a caregiver?	
	Indicate an understanding of how to provide expertise to caregivers without taking on or taking over the role of "expert"?	
	Considering the implications of the consultative stance with respect to the boundaries of that role?	