

**Wisconsin Alliance for  
Infant Mental Health  
2020 Annual Report**

*“Your early experience is formative.  
It is crucial. It’s never left behind”*

*~ Alan Sroufe, 2020*



# A Crucial Time

## Support

- Reflective Practice
- Website resources for COVID and Racial Equity
- Pyramid Model Coaches Connection
- Pyramid Model Trainers Buzz

## Connection

- Wisconsin Infant and Early Childhood Mental Health Conference
- Chapter Webinars
- Monthly Newsletter
- Anti-Bias Book Study

## Training

- Pyramid Model Academy
- Positive Solutions for Families
- What About the Baby?: IMH Informed Considerations for Working with Adults in Mental Health Treatment

## Collaboration

- Participation in statewide and national work-groups focusing on equity and infant and early childhood mental health consultation

## Advocacy

- Speak for Wisconsin Babies Campaign
- Governor’s Early Childhood Advisory Council
- The Wisconsin Infant Toddler Policy Project



*“...I can’t think of another time when having emotionally present, loving adults is more critical. During the global pandemic and this historic time of heightened awareness of racial disparities and action to end racism – we need to support our infants and young children in making sense of the world, helping them be kind, empathetic, just, open, curious, healthy and safe; supporting families from the strength-based perspective; and creating systems of care that can nurture and support development and wellbeing.”*

*~Lana Shklyar Nenide, WI-AIMH Executive Director*

# Adapting to the pandemic with flexibility, creativity, and grace



## First Virtual Wisconsin Infant and Early Childhood Mental Health Conference

Number of registrants: 710  
Overall evaluation: 4.6 out of 5  
Avg. # attendees per live session: 298  
Registry credit hours: 458.5

## Infant Mental Health Endorsement®

WI-AIMH continues to support individuals pursuing [IMH Endorsement®](#). A special grant made it possible to provide full scholarships to 6 clinicians of color to the UW Capstone Program and financial support for 5 clinicians to earn IMH Endorsement®.

## Reflective Supervision Learning Collaborative

The third cohort of the [Learning Collaborative](#) was completed in June 2020. The fourth cohort begins in 2021.

## Creating Pathways for Equitable Access

Through the support of the Wisconsin Partnership Program, UW School of Medicine and Public Health, WI-AIMH was able to dedicate time and resources to create access for online training and IMH Endorsement® for Spanish-speaking Early Childhood Educators. This work improves health equity in Wisconsin communities by increasing the number of practicing bilingual Early Care and Education professionals who now have an opportunity to deepen their specialized knowledge in early childhood development and have access to the internationally recognized credentialing Endorsement system in their preferred language.

## Tips for Supporting Infants & Young Children's Transition as we Re-open



"Healing comes through repeated interactions with a compassionate, regulated other"  
-Bruce Perry, MD, PhD

### The global pandemic has affected everyone

The global pandemic has been stressful on everyone, including our children. As we look towards resuming life amidst evolving changes, it will take time as children and adults alike adjust. Our new normal may still include varying degrees of uncertainty, stress, change and exposure to trauma. As you support children in your care during this transition, the following may be helpful to keep in mind:

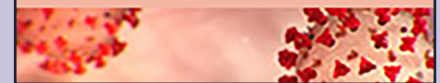
You might notice changes in behavior, emotions, and social interactions. These behaviors can be challenging (e.g., temper tantrums, hitting peers) or more subtle (e.g., withdrawing, seeking comfort or attention). It is common to see:

- Regressions, children acting younger than their age, losing or struggling again with a previously mastered skill
- Displaying a shorter attention span or having difficulty sitting still;
- Moodiness, children might display more frequent crying, angry outbursts, and express fears of being alone or getting sick;
- Increased clinginess or difficulty separating from caregivers, expressing worries of losing loved ones;
- Increased need for attention and/or reassurance;
- Social withdrawal and preference towards solitary activities;
- Sleep difficulties such as trouble falling or staying asleep and/or having nightmares;
- Repetitive play with themes involving illness such as doctor or re-enactments of social distancing, such as their doll needing to stay inside



You can help young children adjust and cope!

## COVID-19 Resources



# Our commitment to racial equity

## Embracing Anti-bias Classrooms

We purchased and distributed over 70 copies of *Don't Look Away: Embracing ANTI-BIAS Classrooms* and scheduled facilitated book discussions for 2021.

## Revised WI-AIMH Values

- Relationships are central to all aspects of our work
- Interactions with others are defined by mutual respect and trust
- We recognize the issue and impact of systemic racism and we are intentional in taking action to dismantle systemic racism
- Open, honest, and bi-directional communication is necessary for the lived experience of our values and the accomplishment of our mission
- Our work is driven by collaborative leadership and decisions are made through collective wisdom generated by diverse voices
- We are committed to promoting self-reflection to increase awareness of our respective personal roles and responsibilities in systems of oppression, acknowledging privilege, and taking action to combat discrimination and inequities in all forms
- Reflective practice is a critical component to enhancing professional capacities, resiliency, and a balanced outlook necessary to respond to the intense, emotionally evocative nature of Infant Mental Health work
- Self-care, flexibility and professional development are critical to quality work
- We use a strengths-based model to develop and support capacities of individuals, organizations, and systems
- We recognize that we cannot be completely objective in our effectiveness of embodying these values in practice and therefore commit to seeking and responding to feedback



## Racial Equity Resources

# Wisconsin Pyramid Model for Social & Emotional Competence

## Wisconsin Pyramid Model

Promoting the social  
and emotional  
well-being of  
infants and  
young children



The Pyramid Model works. With increased funding from the Preschool Development Grant and WI Department of Children and Families, we were able to provide a proven framework to professionals to enhance social and emotional learning for our youngest children.

### Staffing

Becky Buck and Tina Ruckdashel joined Jenny Durand to expand the PM team as Regional Leads in the spring and early summer. Even though some of the staff still have not met in person, we are truly a team dedicated to creating and expanding this important work!

### Pyramid Model Academy

In the early days of the pandemic, we were forced to cancel the Spring Academy, but forged ahead with the Fall Academy in a virtual format. 52 people, representing 7 leadership teams from across the state, joined in the Team Launch.

### Trainings and Attendees:

TPOT Reliability training – 12

TPITOS Reliability training –18

Practice-Based Coaching – 22

Individualized Interventions – 12

Birth to Five e-Modules – 19

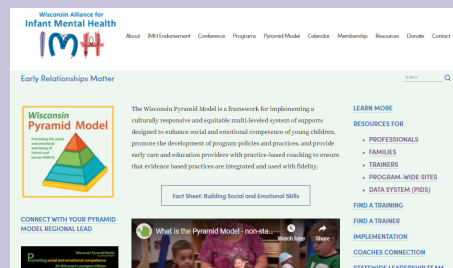
Parents Interacting With Infants (PIWI) – 29

### Pyramid Model Institute

As with all events, the Institute was held virtually, with two sessions in Fall 2020 and another two planned for 2021.

### Statewide Leadership Team

The Core and Advisory Leadership Teams met in the spring and fall to outline and prioritize recommendations to sustain and expand growth.



### Website

The state Pyramid Model website was redesigned and expanded to provide a single source “home” for all things Wisconsin Pyramid Model.

### Data System

We met with representatives from national and state Pyramid Model systems to make recommendations for a prototype of a national data system. Wisconsin is one of the pilot sites for the new Pyramid Model Information System (PIDS).

### Communications

We began *Coaches Connection*, a monthly virtual meeting with information and support for our PM Coaches and developed the *Pyramid Model Buzz*, a bi-monthly newsletter for our trainers.

## Staff

Lana Shklyar Nenide, *Executive Director*

Kathie Magin, *Director of Operations*

Julie Betchkal, *Wisconsin Pyramid Model Coordinator*

Ashley Bowers, *IMH Clinical Coordinator*

Jenny Durand, *Southern Region Pyramid Model Lead*

Becky Buck, *Northwestern Region Pyramid Model Lead*

Tina Ruckdashel, *Northeastern Region Pyramid Model Lead*

Tina Hogle, *Communications & Outreach Coordinator*

Jared Baldwin, *Special Projects Assistant*



## Board of Directors

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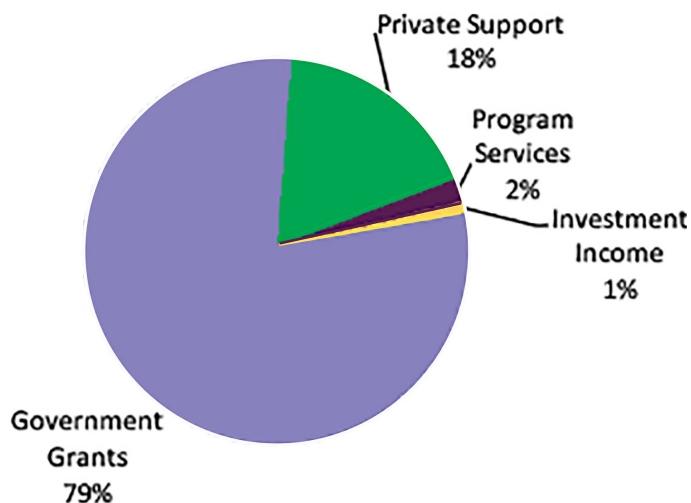
*We are extremely grateful to our donors and apologize if we inadvertently missed anyone.*



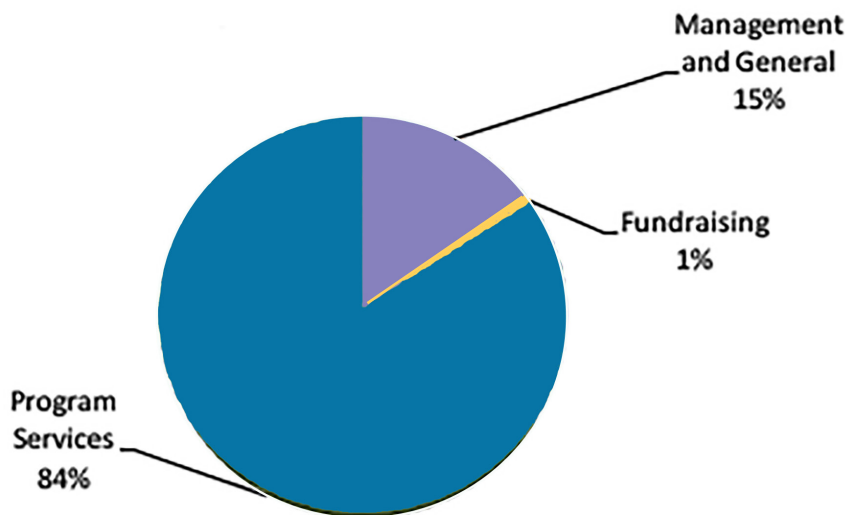
WI-AIMH is an affiliate of the World Association for Infant Mental Health (WAIMH) and the Alliance for the Advancement of Infant Mental Health (AAIMH)



## 2020 Income



## 2020 Expenses



## Major Funders

Greater Watertown Community Health Foundation  
Roots and Wings Foundation  
Tides Foundation  
Wisconsin Department of Children and Families  
Wisconsin Department of Health Services  
Wisconsin Partnership Program: UW School of Medicine & Public Health



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INFANT MENTAL HEALTH  
— Early Relationships Matter —

Wisconsin Alliance for  
Infant Mental Health

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