Parent-Infant
FOUNDATION

Online Infant Mental Health Training Resources for Professionals

June 2020

COMMUNITY FUND

This document describes and reviews some of the infant mental health training resources available online. The nature of online content is such that it evolves continually and therefore this guide is not promoted as a comprehensive summary, but rather aims to:

- Describe a range of current online Infant Mental Health training opportunities and materials (available as of May 2020)
- Support trainers to identify pre-existing content for use in their own training or to recommend to their delegates
- To recognise strengths and gaps in the current provision
- Where possible, review the content of online training resources in light of the **AIMH-UK Infant Mental Health Competency Framework**.

Resources were identified through the following means:

- Recommendations from specialists in the field
- Recommendations from other professionals via social media
- Internet searching using common phrases (Infant Mental Health, attachment, early years mental health)

Searching and reviews were completed by a Consultant Clinical Child Psychologist with extensive knowledge of parent-infant work.

We would like to express our gratitude to the National Lottery Fund for their funding of this work as part of our partnership with Essex, Thurrock and Southend CCGs and the Together with Baby Service at EPUT NHS Trust. We hope that you find this resource useful and look forward to hearing from you about other high-quality Infant Mental Health resources online.

You can contact us at admin@parentinfantfoundation.org.uk

Disclaimer

The Parent-Infant Foundation Limited does not accept responsibility for the quality or accuracy of material on websites linked in this resource guide and does not sponsor, approve or endorse materials on such websites. Links to such websites are provided for information only. Please check all terms and conditions of use with each resource provider via their website before use.

Where it is included, any information about clinical practice in this resource guide is provided only to share learning and information, not as a recommendation or clinical guidance. Practitioners are expected to adhere to their professional body's requirements and this will include professionally assessing the applicability of any relevant guidance or resource to any given clinical situation. This document will be reviewed again in June 2021.

Online training courses

Table 1 outlines each of the courses reviewed and some of their key features. Table 2 summarises the features of the AIMH-UK competency framework and identifies which of these are missing from the online resources covered in this review. Finally, Tables 3 and 4 identify how the content of each course maps onto these competencies.

Table 1: Course Overviews

	Provider / Course name / URL	Country	Cost	Time*	Overview
1	**Institute of Health Visiting** Infant Mental Health Online Training (3 modules) *Copyright prohibits sharing of any materials*	UK	Free	1hr per module	**Format:** Slides with voiceover. Some use of video, links to wider documents and websites to support learning. **Target audience:** Health visitors. Relevant to a wider range of health and social care professionals but acknowledgement that it is designed to build on core professional HV training. **Focus / strengths:** Three modules, focusing primarily on: 1. Antenatal period, representations of self and baby, understanding the family in their social context 2. Attachment and brain development 3. Processes involved in attuned interaction, baby states, observation. Good introduction to key IMH concepts. Accessible materials, easy to navigate. Includes some practical application.

2

Provider / Course name / URL	Country	Cost	Time*	Overview
Solihull Approach Understanding Attachment *Copyright prohibits sharing of any materials*	UK	£44	4hrs	**Format:** Interactive pages of written information. Use of 'fellow delegates' comments to make it feel more interactive. Lots of opportunities for personal reflection. **Target audience:** All professionals working with families. Recommends having first completed the **Solihull Approach foundation training**. **Focus / strengths:** In-depth introduction to attachment theory and the longer-term impact of attachment insecurity – including intergenerational transmission, introduction to the Dynamic Maturational Model and epigenetics. Accessible materials and lots of opportunity for reflection and application to practice.

3

Provider / Course name / URL	Country	Cost	Time*	Overview
Emerging Minds Supporting infants and toddlers *Copyright prohibits sharing of any materials*	Australia	Free	1½-2hrs	**Format:** Written material, broken down into helpful segments and laid out clearly. Several videos with parent and professional perspectives, plus one of role-played assessment material. **Target audience:** Adult mental health professionals and those working with children whose parents have mental health difficulties. **Focus / strengths:** Focus on parent-infant relationships where parent has mental health difficulties.

4

Provider / Course name / URL	Country	Cost	Time*	Overview
Wayne State University Infant Mental Health: Attachment theory *Copyright prohibits sharing of any materials*	USA	Free/$15 for cert	1½hrs	**Format:** Video – recorded PowerPoint with presenter, plus four external videos. **Target audience:** Health and social care professionals new to infant mental health. **Focus / strengths:** Introduction to attachment theory, brain development, serve and return, what to look out for within the parent infant interaction. Clear, concise overview of several key areas.

5

Provider / Course name / URL	Country	Cost	Time*	Overview
First 3 Years Infant and early childhood mental health *Copyright unclear – contact provider*	USA	Free	1hr per webinar	**Format:** Recordings of four webinars – speech over slides including video clips. **Target audience:** Early years professionals. **Focus / strengths:** Four webinars: Relational Health / Brain Development / Sensitive Caregiving and Regulation / Screening, Infant and Toddler Development.

	Provider / Course name / URL	Country	Cost	Time*	Overview
6	**The Ounce** Foundations of Infant Mental Health Practice in Home Visiting *Copyright prohibits sharing of any materials*	USA	US $95	3hrs	**Format:** Slides with voiceover, activities, video clips, reflective journal with prompts throughout. **Target audience:** US 'Home Visitors' but relevant to any UK health and social care professionals supporting families with infants and young children. **Focus / strengths:** Relationship based approach with discussion of parallel process – outlining core relational needs and then how to meet these for parents so they can for child. Emphasis on supervision and reflective practice. Good overview of key theoretical concepts; clear and easy to navigate, well-paced, focus on practice as well as theoretical knowledge.

	Provider / Course name / URL	Country	Cost	Time*	Overview
7	**Harvard: Center on the Developing Child** What is early childhood development? A guide to the science *Copyright limits sharing but some may be possible*	USA	Free	Not specified (2hrs?)	**Format:** Series of short summaries and videos and longer written pieces. Interactive game with goal to improve community outcomes. **Target audience:** Anyone with an interest (more focused on sharing information than 'training'). **Focus / strengths:** Clear, succinct and accessible introduction to the neuroscience of early relationships, importance of 'serve and return' and impact of toxic stress on development. Focus on community and systemic.

	Provider / Course name / URL	Country	Cost	Time*	Overview
8	**The Brain Story Toolkit and Certification Course** *Permission to use content if properly credited*	UK/ Canada (but available globally)	Free	20hrs for course	**Format:** Course: Nineteen Modules each with engaging written and video resources. Modules 1, 2, 4, 5, 6, 15, 19 most relevant to IMH practitioners. Metaphor animations: explain key concepts to parents and families. **Target audience:** All health, education and social care professionals working with families. **Focus / strengths:** In-depth description of the neuroscience and to the theory of what matters in / supports parent infant relationships. Systemic approach to supporting families, communities, services. Good quality, evidence-based and engaging materials, fairly lengthy but can be selectively viewed.

	Provider / Course name / URL	Country	Cost	Time*	Overview
9	**Kate Cairns Associates** Attachment and brain development *Copyright unclear – contact provider*	UK	£16 +VAT	10hrs	**Format:** Written content with use of drop downs, diagrams etc. to aid accessibility. Integrated worksheets for developing own ideas and reflections – shareable with local supervisor if required. Numerous supporting links and resources. **Target audience:** Professionals (inc. foster carers) working with children and young people with attachment difficulties. **Focus / strengths:** Relatively detailed introduction to attachment and brain development, attunement. Particular focus on the impact of attachment insecurity on infants and older children and how to identify / intervene – both with families of origin and looked after children. Clearly structured and easily navigated.

	Provider / Course name / URL	Country	Cost	Time*	Overview
10	**Kate Cairns Associates** Five to Thrive: Brain development and positive parenting *Copyright unclear – contact provider*	UK	£16 +VAT	10hrs	**Format:** Written content with use of drop downs, diagrams etc to aid accessibility. Integrated worksheets for developing own ideas and reflections – shareable with local supervisor if required. Numerous supporting links and resources. **Target audience:** All professionals working with families of infants and young children. **Focus / strengths:** Introduces the 'Five to Thrive' model – accessible model of key aspects of parent infant interaction that support attachment security. Includes several practical ideas about assessment and intervention and how to embed in practice. Clearly structured, good use of prompts for developing practice.

	Provider / Course name / URL	Country	Cost	Time*	Overview
11	**The Open University** Attachment in the early years *All OU content here under Creative Commons Licence (free to use) but not external content*	UK	Free	6hrs	**Format:** Short chunks of information on each page, relatively few images, audio of interview with Prof. Elizabeth Meins. **Target audience:** Undergraduate students / anyone with an interest (more focused on sharing information than 'training'). **Focus / strengths:** Overview of attachment theory and classification and some of the theoretical constructs that support it (e.g. sensitivity, mind mindedness). Brief references to research around assessment and intervention. Theory and research rather than application focused.

How the resources available relate to the AIMH-UK Competencies

The **AIMH-UK framework** is a valuable overview of key Infant Mental Health competencies that professionals should aspire to. It is divided into seven domains (see table 2).

Three levels of competence are outlined for each domain. Level one refers to knowledge required and levels two and three to the application of knowledge in practice.

Given that real-world competency in applying knowledge cannot be confirmed simply through the completion of an online training course, all the online resources were reviewed according to level one (knowledge) rather than levels two or three (application).

Table 2: Overview of AIMH-UK Competencies and degree to which the courses covered these

	Sub-domain	Notes
1 **Relationship based practice**	1.01 Working collaboratively with whole family 1.02 Establishing respectful and trusting relationship 1.03 Practitioner / family boundaries 1.04 Importance of sensitive caregiving 1.05 Keeping In mind the needs of parent, infant and relationship 1.06 Interaction between practitioner, parent and infant 1.07 Infant verbal and non-verbal behaviour as communication 1.08 Awareness and appreciation of baby's feelings 1.09 Barriers and reasons for non-engagement 1.10 Problems with engagement	Most of the online resources we reviewed covered the majority of this content at least briefly. Very few referenced boundaries or the barriers to engagement specifically although these might be seen as more broad professional training issues rather than infant mental health specific.

	Sub-domain	Notes
2 **Normal and atypical development**	2.01 Knowledge that development occurs in relational context 2.02 Knowledge of developmental milestones and normal variation 2.03 Rapid and environmentally dependent neurobiological devt 2.04 Development of secure and insecure attachment 2.05 Parental reflective functioning 2.06 Infant's ability to form a number of key relationships 2.07 Impact of parents' histories on interaction with infant 2.08 Ecological systems' impact on family relationships and devt. 2.09 Impact of cultural beliefs and practices on caregiving rel. 2.10 Impact of social and economic factors on caregiving rel. 2.11 Environmental / family factors that promote resilience 2.12 Caregivers beliefs / feelings and behaviour and resilience 2.13 Factors relating to the infant that promote resilience	Most of the online resources we reviewed covered the majority of this content at least briefly. Very few explicitly mentioned the impact of cultural beliefs and practices which might be an important omission for future programmes to remedy.

	Sub-domain	Notes
3 **Factors that influence caregiving**	3.01 Parents' experiences can impact on experience of baby 3.02 Emotional and psychological changes occurring for parents 3.03 Individual parent factors that can affect parenting 3.04 Impact of substance use / DA / MH on interaction and development. 3.05 Changes in the couple dynamic and impact on parenting 3.06 Factors in baby that impact vulnerability 3.07 Knowledge of Perinatal MH difficulties in both parents 3.08 Impact of culture and stigma on help for PMH difficulties	Most of the online resources we reviewed introduced the factors that can affect parenting, including mental health, substance misuse etc. However, there was generally limited reference to parents' own experiences of being parented or of parenting, the couple relationship or issues around perinatal mental health. Future courses may benefit from further integrating these factors.

	Sub-domain	Notes
4 **Assessment of caregiving**	4.01 Observational stance of the infant, parent and their interaction 4.02 Formal assessment of interaction and infant development 4.03 Different methods of formal assessment 4.04 Information gathering for assessment 4.05 Confidentiality and information sharing 4.06 Awareness of potential for personal professional bias 4.07 Awareness of signs of abuse and neglect 4.08 Awareness of caregiver behaviours associated w abuse/neglect 4.09 Knowledge of impact of abuse on child development 4.10 Importance of prioritising infant's welfare and safety	Several of the online resources we reviewed did not cover the majority of these domains in detail. While a comprehensive approach to assessment might be beyond the realm of most online training, further practical support to develop observational skills and knowledge of key screening tools may be relatively simple and effective to cover.

	Sub-domain	Notes
5 **Supporting caregiving**	5.01 Different kinds of support that can be offered to families 5.02 Different targets and types of intervention 5.03 Basing intervention on assessment of need 5.04 Intervention must be socially/culturally acceptable and inclusive 5.05 Importance of assessing benefit of intervention 5.06 Importance of focusing intervention on interaction/rel. quality 5.07 Benefits of team around the child approach	The majority of online resources we reviewed gave only a brief introduction to support and intervention. There were particular gaps in relation to the links between assessment and intervention and the need for intervention to be socially and culturally acceptable. This reinforces the need (see above) for future provision to further consider IMH in cultural contexts.

	Sub-domain	Notes
6 **Reflective practise and supervision**	6.01 Importance of working reflectively and self-appraisal 6.02 Benefits of supervision as core component of reflective practice 6.03 Importance of maintaining and updating skills and knowledge 6.04 Fitness to practice 6.05 Importance of representing knowledge, skills accurately 6.06 Working collaboratively to shared understanding with MDT	Few of the online resources we reviewed covered these competencies in any detail, if at all. These may represent broader professional competencies rather than being IMH specific, but in some cases reflective practice and supervision were helpfully outlined when considering the concept of parallel process.

	Sub-domain	Notes
7 **Working within relevant legal and professional framework**	7.01 Relevant legislation and guidelines: children and families 7.02 Relevant legislation and guidelines: protection of infants 7.03 Drawing on child protection standards, policies, procedures 7.04 Importance of responding to child protection concerns 7.05 Seeking advice and supervision re: child protection concerns 7.06 Continuous review of risk of harm 7.07 Involving parents/caregivers in decision making 7.08 Listening to the parents/caregivers responses 7.09 Developing intervention plan collaboratively with the family	Whilst several of the online resources referenced the importance of engaging parents and caregivers and developing collaborative intervention plans, almost none made explicit reference to child protection or other legislation. While this might well be appropriate in a brief training, it may be helpful for future training to consider what 'red flags' professionals can look out for.

Inevitably, rating is a subjective process and the aim here is simply to give a flavour of which areas each resource has a greater focus on. None of the resources (unless otherwise specified) are designed as an in-depth training therefore we simply report the degree to which they specifically address each domain of knowledge.

- 🔴 No references to this area
- 🟡 Brief or implicit references to this area
- 🟢 Specific introduction to this area

Tables 3 and 4: Extent to which each course covered AIMH-UK sub domains of competence

Prog	D1: Relationship based practice										D2: Normal and atypical development													D3: Factors that influence caregiving							
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8
1	🟡	🟡	🔴	🟢	🟡	🟡	🟢	🟢	🔴	🔴	🟢	🟡	🟢	🟢	🟢	🟡	🟡	🟢	🔴	🟡	🟢	🟡	🟡	🟡	🟢	🟡	🟢	🟢	🟡	🔴	🔴
2	🟡	🟡	🔴	🟢	🟢	🟢	🟡	🟢	🔴	🔴	🟢	🔴	🟢	🟢	🟡	🟡	🟡	🟡	🟢	🟡	🟡	🟢	🟢	🔴	🔴	🟡	🟡	🔴	🔴	🟡	🔴
3	🟢	🟢	🔴	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟡	🟡	🟢	🟢	🟢	🟢	🟢	🟢	🔴	🟡	🟢	🟢	🟢	🟢	🟢	🟢
4	🔴	🔴	🔴	🟢	🟡	🔴	🟢	🟢	🔴	🔴	🟢	🔴	🟢	🟢	🔴	🟢	🟢	🟢	🟡	🟡	🟡	🟡	🟢	🔴	🔴	🔴	🔴	🔴	🔴	🟢	🟢
5	🟢	🟢	🔴	🟢	🟢	🟢	🟢	🟡	🟡	🔴	🟢	🟢	🟢	🟢	🟢	🟡	🟢	🟢	🟡	🟢	🟢	🔴	🟡	🔴	🟢	🔴	🟢	🔴	🔴	🟢	🟡
6	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟡	🟢	🟢	🔴	🔴	🟢	🟢	🔴	🟡	🟢	🟢	🟢	🟢	🟢	🟢	🔴	🔴	🟢	🔴	🟡	🟢	🔴	🔴
7	🟢	🟡	🔴	🟢	🟡	🟢	🔴	🔴	🔴	🔴	🟢	🟢	🟡	🟢	🟢	🟢	🟢	🔴	🟡	🔴	🔴	🟡	🔴	🔴	🔴	🟢	🔴	🔴	🔴	🟡	🟢
8	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟡	🟡	🟢	🔴	🟢	🟢	🟢	🟢	🟢	🟡	🟢	🟢	🟢	🟢	🔴	🔴	🟢	🔴	🟡	🟢
9	🟢	🟡	🔴	🔴	🟢	🟢	🟢	🔴	🔴	🔴	🟡	🟢	🟢	🟢	🟢	🟡	🟢	🔴	🟢	🔴	🟡	🔴	🔴	🔴	🔴	🔴	🟢	🔴	🔴	🔴	🟢
10	🟢	🟢	🟡	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟡	🟢	🟡	🟡	🟢	🟢	🟡	🟡	🔴	🟢	🔴	🔴	🟢	🔴	🟡	🟡
11	🔴	🔴	🔴	🟢	🟢	🟢	🟢	🔴	🔴	🔴	🟡	🔴	🟢	🔴	🟢	🟢	🟡	🔴	🔴	🟡	🟡	🔴	🔴	🔴	🔴	🔴	🔴	🔴	🔴	🔴	🔴

Prog	D4: Assessment of caregiving										D5: Supporting caregiving							D6: Reflective practise and supervision						D7: Working within relevant legal and professional frameworks								
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9
1	G	Y	R	R	R	R	R	R	R	R	Y	Y	R	R	R	G	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
2	Y	R	R	R	R	R	R	Y	Y	Y	R	R	R	R	R	Y	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
3	G	Y	R	Y	G	R	G	R	Y	Y	G	G	G	Y	G	G	G	G	Y	Y	G	R	G	R	Y	G	G	R	Y	Y	G	G
4	G	R	R	R	R	Y	R	R	R	R	R	R	R	R	R	R	R	R	R	G	R	R	R	R	R	R	R	R	R	R	G	R
5	G	Y	R	R	R	R	R	R	R	R	G	Y	R	G	Y	G	R	Y	R	R	R	R	G	R	R	R	R	R	R	R	G	G
6	G	R	Y	R	R	G	R	R	R	R	G	G	Y	R	Y	G	Y	G	R	Y	Y	R	Y	R	R	R	R	R	Y	G	R	R
7	R	R	R	R	R	Y	R	R	G	Y	Y	Y	R	R	Y	R	R	R	R	R	R	Y	R	R	R	R	R	R	R	R	R	R
8	G	Y	Y	R	Y	R	R	G	G	G	G	G	G	R	R	G	G	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
9	G	Y	G	R	R	Y	R	G	G	G	Y	Y	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	Y	R
10	G	Y	Y	R	R	G	G	G	G	Y	G	R	G	G	R	R	R	G	Y	R	R	R	G	R	R	R	Y	R	R	G	G	R
11	Y	Y	Y	R	R	R	R	Y	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R

Additional resources

The resources below are not reviewed in detail but are simply listed to support professionals and trainers to access materials that may help to develop their knowledge and practice in this area.

None of the resources have sufficient information in them to meet any one competency area in its' entirety, but they do each contribute towards some competencies so we have included the three most relevant below.

Stand-alone video resources (not part of a training programme)

TED talks / individual YouTube or Vimeo videos

Name and provider	Overview	Most relevant competencies
TED Talk: Amy Huffer Infant mental health	6½ minutes. Introduction to what infant mental health means and why it is important.	2.01, 1.04, 1.07
TED Talk: Sharon Oughton Seeing the baby: The wealth in early relationships	8½ minutes. Psychotherapist introducing the importance of early relationships and impact on brain development.	2.01, 2.03, 2.04
TED Talk: Terrie Rose From the baby's point of view	18 minutes. Introducing importance of 'going up river' to prevent later difficulties through early intervention for vulnerable families.	2.01, 2.03, 2.08
TED Talk: Annie Murphy Paul What we learn before we're born	16½ minutes. Looking at the learning and development that takes place antenatally and what can impact on that development.	2.03, 3.01, 3.03
TED Talk: Vonda Jump Dear Bianca: Use your heart to build your baby's brain	9½ minutes. Looking at what babies need to develop, importance of being held, talked to, observed.	1.04, 1.08, 2.01
Centre on the Developing Child: Harvard InBrief: The Science of Neglect	6 minutes. Impact of neglect on baby brain development (including still face experiment).	2.01, 2.03, 2.08
Berry Brazelton: The basic needs of children	2-part interview with Berry Brazelton (Paediatrician and developer of the **Neonatal Behavioral Observation and Neonatal Behavioral Assessment Scale**).	2.01, 2.03, 2.05
Jeremy Holmes: The neuroscience of attachment	8 minutes. Including mirror neurons, using relationships to learn to modulate and regulate emotion.	2.01, 2.03, 2.04
Circle of Security International Tour of the circle	4½ minute animation introducing the Circle of Security.	1.08, 2.01, 2.04
Colwyn Tervarthen Early Mother and Infant Interaction	9 minutes. Presentation illustrating very young babies' capabilities.	1.04, 1.07, 2.01
Edward Tronick Still Face Experiment	3 minutes. Overview of the still face experiment.	1.04, 1.07, 4.01

Video collections

Provider and name	Brief overview	Most relevant competencies
Best Beginnings Understanding your baby Cannot be reproduced without permission	Series of 12 videos aimed at parents focused on reading cues and soothing baby. Part of a wider series of parent videos (e.g. perinatal mental health, feeding etc).	1.07, 1.08, 2.02
AIMH-UK Getting to know your baby Cannot be reproduced without permission	Series of 23 videos aimed at parents – why IMH is important and what helps, Including Bonding before birth / Baby States / Early interactions / Sleeping and soothing.	1.07, 1.08, 2.02
Tameside & Glossop Healthy Young Minds 'Getting it right from the start' Cannot be reproduced without permission	Series of 10 video 'chapters' introducing the principles of infant mental health for parents. Including Soothing Your Baby / Baby States / Playing and Talking with Baby.	1.07, 1.08, 2.02
Tavistock & Portman Video Playlist	14 videos including TED talks, interviews with Beatrice Beebe, Harvard videos.	1.04, 2.01, 2.03
Dad Matters YouTube channel	Series of videos giving fathers' perspectives on the transition to parenthood. Two which specifically ask dads 'How does your baby communicate?'.	1.07, 1.08, 3.05
Raising Children Network Cannot be reproduced without permission	Video and written resources to help parents understand and get to know their baby. Including bonding and attachment, relationships and child development, baby cues, baby development.	1.07, 2.01, 2.02
Zero to Three Cannot be reproduced without permission	Video and written resources to help parents understand and get to know their baby. Including social and emotional development, brain development, 'ages and stages' and positive parenting.	1.07, 1.08, 2.02
BBC Tiny Happy People	Series of videos, 'top tips' and activities to share with your baby (or child). Including 'What's going on in your baby's brain', '8 reasons your baby may be crying' 'Why touch is important to a newborn'.	1.07, 1.08, 2.02
NSPCC Look Say Sing Play	Opportunity for parents to sign up for 'Baby Brain Building Tips' in 4 categories 'Look' (observing baby), 'Say' (talking to baby), 'Sing' (singing to baby) and 'Play' (simple games to play with babies).	1.04, 1.07, 2.01

Individual video clips to illustrate babies communicating

Content	URL
Dad and toddler talking	**https://tinyurl.com/ya9k3pch**
3 month old baby talking with mum	**https://tinyurl.com/y8j93lqa**
Twin Toddlers talking	**https://tinyurl.com/4r4tmsa**
Dad and baby talking	**https://tinyurl.com/y89b2ze2**
Baby imitating Dad 1 month	**https://tinyurl.com/ydel6aze**
Mum and baby talking (not English)	**https://tinyurl.com/y7egq6m5**

Podcasts

Organisation / speaker	Overview	
Tavistock and Portman IMH playlist	Playlist of different infant mental health related podcasts – including 'Listening to the baby's voice', Melanie Klein biography, 'Think babies'.	2.03, 1.08, 2.04
Emerging Minds What is infant and child mental health?	Interview with psychiatrist Dr Nick Kowalenko exploring what infant and child mental health is, what places it at risk, what can help (more diagnostic / medical language).	2.01, 2.07, 3.04
Zero to Three Dan Siegel	How our history influences how we raise our children. Introduction to attachment strategies, intergenerational transmission of attachment, reflective functioning, rupture and repair.	2.04, 2.05 2.07
Anna Freud Centre Child in Mind	Podcast series relating to children's mental health: mostly older children including 'Bonding with your Baby'. Experience of pregnancy and transition to parenting, physical and emotional changes in both parents, importance of attunement.	2.01, 2.08, 3.02
All in the Mind Sally Watson, Kathy Lu, Professor Louise Newman	Mental health in infancy. Impact of early stress on longer term development; parent's perspective on developing emotional literacy and awareness; importance of relationships – primary carers and community.	1.04, 2.01, 2.08
Harvard Center on the Developing Child Podcast series	'Laying the foundation' of brain architecture; Toxic stress; Serve and Return.	1.04, 1.07, 2.03,

Other identified high-quality resources that aren't included in this review

Resource	Reason not included
University of Warwick Infant Mental Health Online (IMHOL)	One of the strengths of this programme is that it runs in fixed periods with instructor availability. Unfortunately, it wasn't running within timescale of this project and was not available off-schedule.
University of Warwick Babies in Mind	Not currently running.
Anna Freud Centre Futurelearn: Child Adversity and Mental Health	Helpful programme but not specific to infants / early years and therefore not designed to aligned with the AIMH-UK competency framework.
Centre for Perinatal Psychology Perinatal and Infant Mental Health Intensive online	This is a live and interactive training which wasn't accessible to this project during the timescale.

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