

Interview Preparation

This project seeks to identify qualified applicants who reflect the communities served. In order to attract and identify a qualified and diverse pool of applicants, these hiring practices are strongly recommended.

At either 24 or 48 hours before the interview, send the background information AND the interview questions to the applicant. (Time frame must be the same for every applicant. You may have a preference of 24 vs 48). This levels the playing field for those with diverse adult learning styles. And it gives every applicant the opportunity to prepare and come to the interview feeling more comfortable. It also leads to more time-efficient interviews.

We encourage you to copy and paste the relevant information below into a document that you share with the applicants you will interview. Note that highlighted sections will need to be customized for your organization.

Background Information

Background about **the organization [RSP]**

[Add relevant information specific to your organization here. How does this position/program align with your organization's mission and/or strategic plan]

Background about IECMH Consultation

- IECMH consultation is not therapy with children or adults. IECMH consultants provide support to adults who care for children in early care and education (ECE) settings, both center- and home-based.
- The consultant works with the provider (caregiver/teacher) to build their capacity to respond to infants and young children to promote the social and emotional development of all infants and young children in the setting.
- IECMH consultants spend much of their time in the field working with caregivers. [This can be modified based on region-specific travel expectations.]
- IECMH consultation requires a unique and specialized set of competencies. We understand that applicants may not have all the skills and knowledge they need at the time they are hired. Professional development will be provided in the forms of supervision, on-boarding, and ongoing training.
- Supervision is an important part of the work. All consultants meet regularly with their program supervisor.
- Consultants will also participate in reflective supervision (RS) which consists of regularly scheduled sessions during which the consultant and their reflective supervisor establish a collaborative and reflective alliance. [Many consultants will participate in group RS provided by ORIMHA]

- The RS relationship, in which the supervisee feels seen, heard, and understood, provides a model for strengthening relationships and promoting the growth and development of babies, young children, their parents, and caregivers.
- The Consultative Stance is a pillar of mental health consultation. We recommend you review [this resource](#) to learn more.
- The project for which you are being hired is centered on equity. The broad goals are to reduce the number of young children who are suspended or expelled from ECE. And more specifically, to reduce the race disparities in suspension/expulsion rates. Therefore this position will require a strong commitment to equity, anti-bias, and anti-racist practices.
- To learn more about the suspension/expulsion crisis known as the “preschool to prison pipeline,” you can view this [12 min Ted Talk](#)

What to expect [If the interview will happen over Zoom]

- The interview will be conducted via Zoom.
- If you are having difficulty joining the Zoom meeting, please text [redacted] at [redacted].
- You will be placed in a Zoom waiting room until all interviewers are logged in.
- In addition to [redacted], there will be [X] representatives of the [name of RSP]
- Interviewers will take turns asking questions.
- All interviewers will be completing a rubric based on the applicant's responses to the questions.
- We anticipate that the interview will last between 60-75 minutes.
- Tips for video interviews: <https://online.hbs.edu/blog/post/virtual-interview-tips>

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- We want every applicant to have an opportunity to present their best responses in the interview. We are sharing the questions here, giving you time to consider your answers ahead of the scheduled interview.
- Our interviewers are not expecting applicants to be knowledgeable or have experience in all areas. A part of our interview process is to evaluate an applicant's strengths AND gaps. Identifying gaps will help us customize the training that we will develop. Therefore, we are looking for authentic responses that reflect an applicant's self-awareness about what they do know and what they have yet to learn.

Suggested Interview Questions Based on IECMH Consultation Critical Competencies and Attributes (to be shared with applicant ahead of time)

Pick the questions that feel most relevant to your RSP for a first or second interview and put them in the order that makes the most sense to you. But keep in mind that the most equitable interview practice is to ask the same questions, in the same order for every applicant. We suggest 12-14 questions/scenarios for each interview. Because equitable

practices and cultural humility are so critical to this role, we strongly recommend using at least one question/scenario related to equity and/or cultural humility at both 1st and 2nd interviews.

Beginning of Interview Questions for First Interviews

- [Introductions]
- Do you have questions we can answer that came up as you reviewed the background material?
- Tell us about what excites you about this position and why you applied.
- What is your experience working in early care and education settings?

Competency & Attribute Aligned Question Options

- Do you have experience screening and/or assessing infants or young children for developmental delays or disabilities?
- How is IECMH consultation distinct from other services such as coaching?
- Describe how early development is impacted by caregiving relationships, culture, and community.
- How do you define cultural humility?
- Tell us about a case you worked on or a child or provider you supported where you felt you were particularly effective. What went well? Anything you would have done differently, in retrospect?
- In your previous professional roles, how have you supported the emotional well-being and relational health of infants, young children, caregivers, and/or families?
- What does it look like when you develop a good relationship with a client/caregiver? How do you know the relationship is successful? Can you give an example?
- What racial and ethnic groups have you worked with? Have you had an opportunity to incorporate a client's cultural beliefs and experiences in your work with them?
- What is your understanding of how trauma impacts infant/young child and family development?
- Tell us how you partner with caregivers to make meaning from an infant or young child's behavior.
- Have you received and/or provided reflective supervision or reflective consultation? If yes, what do you see as the value of receiving it?
- How do you understand parallel process? Can you provide an example from previous professional roles?
- How do you foster reflection or engage in reflective practice for yourself? In others?
- Tell us about a time you observed how caregivers interact with infants or young children. How did those observations help you understand the child's relational (or emotional) health?
- Describe your understanding of IECMH consultation and its role in building reflective capacities.
- How can IECMH consultation help address race disparities? How can it improve inclusion for infants and young children with delays and/or disabilities?

- Describe a work situation in which you felt unsure of what was going on and what you ought to do. What thoughts and feelings did you have? What did you do?
- How have you partnered with colleagues in the past to achieve more equitable outcomes for the infants/young children, caregivers, and families you served?
- Describe your understanding of the term "implicit bias."

Competency & Attribute Aligned Scenario Options

- In some centers or homes, you may see teachers, staff, or caregivers speaking to infants and young children in ways that seem harsh or insensitive. What strategies might you use to manage your own emotional response to seeing infants and young children in less-than-ideal environments?
- A teacher you are consulting with complains to you about the center director. She says she will not speak with the director about her concerns. You can relate to the teacher's concerns and understand why she feels as she does. What are some things you would consider when deciding what to do next? What do you think would be the best course of action?
- Have you ever seen a child treated differently or be the subject of bias due to race, disability, gender, or language? How did you approach the issue?

End of Interview Questions

- Based on your understanding of this position, what training or resources do you think you will need to be successful?
- What questions do you have for us?