



The Harris Network

Early Childhood/Infant Mental Health Training Programs
Funded by the Irving B. Harris Foundation

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The Harris Network at ZERO TO THREE

Welcome to the first newsletter of the newly created Harris Network at ZERO TO THREE! As you read through this newsletter, you will become acquainted with the 17 training programs across the United States and in Israel that comprise what is called the Harris Professional Development Network (PDN). This newsletter and the other opportunities offered graduates of network programs have been developed by ZERO TO THREE through a grant from the Foundation. Our hope is that this Network will encourage you as graduates to become familiar with all the programs in the PDN, learn about other graduates across the country who share your professional interests and perspectives, seek opportunities to collaborate across sites, and continue to expand your skills and leadership roles in the infant/family field.

As many of you know, the Irving Harris Foundation has a rich tradition of investing in training programs and institutions of higher education that equip front-line service providers, administrators, and advocates with the intellectual and practical tools necessary to provide high quality services to families with very young children. The Foundation invests in training and professional development because Irving Harris has recognized that the quality of programs supporting young children and their families is directly related to the quality of the individuals providing the services. He has steadfastly maintained that the individuals who care for, educate and advocate for young children and families must be well prepared for their jobs. Irving knows that the infrastructure of the early childhood field depends on sound policies and that sound policies depend on a well trained work force with the skills necessary to accomplish an ambitious agenda for very young children and families.

The leadership of programs in the PDN represent some of the best minds and talents in the field of early childhood development. These leaders have been eager to see a Network established that would provide their graduates with information about other Harris graduates and promote their identification with these talented individuals. So this first issue of our twice-yearly newsletter provide a brief description of each program along with a website address or contact for more information. This information will also be posted on the Harris website at Harrisnetwork.org. In addition, ZERO TO THREE has solicited data from the 300+ graduates of the PDN and is in the process of establishing an online database that graduates can access. In order to keep graduates informed about new grants, job opportunities, calls for presentation proposals, etc., ZERO TO THREE is setting up a listserv to allow timely communication. For those who will be attending NTI 2004 in Sacramento, ZTT will host a get-acquainted reception. More information to follow on all these opportunities.

We invite your thoughts about content for subsequent newsletters. Please be in touch with Betty Johnson at bjohnson@zerotothree.org with your ideas. We hope that the Harris Network will play an important part in your evolving role in the infant/family field.

Phyllis Glink
Irving B. Harris Foundation

Infant-Parent Program

University of California San Francisco

Judith Pekarsky, Ph.D., *Acting Director*

Kadija Johnston, L.C.S.W., *Program Coordinator*

Established in 1979 under the leadership of Selma Fraiberg, the Infant-Parent Program is a multifaceted IMH program offering direct clinical services; case-centered and programmatic consultation; intensive professional training; and local, state, national and international presentations and workshops.

Direct clinical service comprises a major part of the work of the Infant-Parent Program. The program provides home and office-based assessment and infant-parent psychotherapy to approximately 140 families a year when concerns exist regarding the relationship between a child under three years and his or her parents. Cases include failure-to-thrive infants; abused or neglected children; instances of extreme parental psychopathology; and cases involving legal custody and placement of youngsters. A multi-ethnic primarily low-income population is served. The approach is a psychotherapeutic one including help with access to concrete assistance, emotional support, non-didactic developmental guidance regarding child development, and insight-oriented psychotherapy focused on the relationship between parent and child.

The Infant-Parent Program's long-standing commitment to training has been enhanced and sustained by generous support from the Harris Foundation. Each year the program offers eight to ten part- and full-time, year-long traineeships to mental health and early childhood education professionals and graduate students wishing to receive intensive training in infant-parent assessment and treatment. The hours spent qualify as supervised hours for purposes of licensing in psychology, social work, and marriage and family therapy. For full-time interns with appropriate experience, specialized training in mental health consultation to childcare or developmental neuropsychological assessment is available.

The formal half-time training program consists of 4½ hours a week of seminars, 3 hours a week of individual supervision, and 1½ hours a week of group supervision, in addition to 6-8 hours a week of direct clinical service delivery. Trainees participate in a weekly 1½ hour Case Conference attended by all staff and trainees. There are two other weekly 1½ hour seminars. The first of these focuses on infant and toddler development, along with the parallel evolution of parent-child interaction. The other seminar is devoted in the first half of the training year to the theory and practice of assessment and intervention in infant-parent difficulties. The second part of the year focuses on psychoanalytic theory and technique and the relation of these to infant-parent psychotherapy.

In keeping with Irving Harris's vision regarding the critical importance of the earliest years of life, the philosophy of the Infant-Parent Program holds that vulnerable children are best assisted in the context of the influential early relationships that mediate their experiences of themselves and the world. Simultaneously, vulnerable adults are often uniquely receptive to and in need of clinical intervention when struggling to manage the demands of early parenthood. Trainees are accordingly supervised intensively on each contact with a family, and they are guided in writing reports for referring agencies describing their assessment and treatment of families. Liaison and coordination of multiple agency involvement is a major effort in each case. At every level, the quality and character of the network of relationships surrounding infants and toddlers are the focus of close clinical attention.

For more information visit:

www.infantparentprogram.org

The Irving Harris Program in Child Development and IMH

University of Colorado

Health Sciences Center

Robert J. Harmon, MD, *Director*

Karen A. Frankel, PhD, *Associate Director*

In 1996, the Irving Harris Program in Child Development and IMH was established in the Department of Psychiatry at the University of Colorado School of Medicine. The program offers consultation and training in IMH, partnering with early childhood agencies in Denver and rural Colorado to provide direct consultation in staff development, reflective supervision, and direct mental health services to families and very young children. It has provided IMH services in the Denver metro area to Early Head Start programs, the Kempe Center Therapeutic Preschool, The Haven Therapeutic Community, and the Colorado Psychiatric Health Infant Psychiatry Clinic. Recently, it was also funded to begin a community-based doula intervention program at The Haven, a therapeutic community for substance-dependent women. The goal of this new program is to train Haven graduates to become doulas and provide services and support to the pregnant women and mothers of young children currently in treatment at The Haven. The Harris Program has also made concerted efforts to provide consultation and training state-wide, working with Developmental Opportunities Early Head Start in Canon City, West Central Mental Health Center in Canon City, and the Good Start Group in Grand Junction. Currently, it is collaborating with JFK Partners at the University of Colorado Health Sciences Center on their SAMSA/Project BLOOM in support of developing a network of trained IMH specialists throughout the state. In addition, IMH training and consultation has been provided to mental health agencies and child health programs in other states as well as internationally.

The Harris Program also offers a year-long multidisciplinary, postdoctoral clinical fellowship program in IMH. Fellows can be post-graduate level psychologists and psychiatrists or mid-career trainees. Doctoral-level fellows have completed their graduate training and residencies and are seeking specialized training with children birth to five. Mid-career fellows are seasoned professionals (Master's level with at least 5 years experience) in the disciplines of social work, occupational therapy, and early childhood education who have been working in infancy and early childhood but lack the specific academic and clinical advanced training to adequately cope with the demands of their jobs. Mid-career trainees working in community agencies outside of Denver can travel to Denver to participate in the fellowship. These fellows make a commitment to their sponsoring agency for several years of service to their community in return for the release time and training. Both types of fellows gain expertise in working with the clinical problems of young children and their families. The primary focus of the training is understanding growth from the multiple perspectives of cognitive and developmental theories, attachment theory, psychoanalysis, and family development. The fellowship provides rigorous didactic training in normal and atypical development, assessment of young children, developmental psychopathology, and cultural and policy issues related to infancy and early childhood. Fellows receive intensive group and individual clinical supervision from experienced program faculty in the provision of direct clinical services and agency consultation.

For more information visit:

www.uchsc.edu/sm/psych/dept/training/harris.htm

**Harris Center for IMH
Health Sciences Center
Louisiana State University**
Joy D. Osofsky, Ph.D., *Director*

Since 1998, the Harris Center for IMH in the Department of Psychiatry at Louisiana State University Health Sciences Center (LSUHSC) in New Orleans has been offering training, consultation, and services for young children and families from birth through 5 years of age. In addition to general training in evaluation and treatment of young children, specialized training has been provided to work with traumatized children and families including those exposed to community violence, domestic violence, child physical and sexual abuse, and neglect. The work of the Harris Center at LSUHSC has been collaborative, including involvement of child welfare, juvenile courts, law enforcement, the child care community and education systems, and community agencies:

- Intensive year-long training in IMH is offered to child psychiatrists, clinical psychologists, predoctoral psychology interns, postdoctoral psychology fellows, clinical social workers, and, at times others including doulas and licensed mental health professionals. The training program includes an APA approved predoctoral internship in infant/child clinical psychology and a postdoctoral psychology fellowship.
- Training through a rotation for all child psychiatry residents that is being expanded to include training and consultation for pediatricians, pediatric residents, and primary care physicians. Social work interns from Tulane University, LSU, and Southern University participate in the training as well.
- In conjunction with the Louisiana Rural Trauma Services Center, a SAMHSA grant to LSUHSC that is part of the National Child Traumatic Stress Network, the Harris Center provides training to social workers from the three designated rural parishes to help build capacity and sustainability of services for the program and parishes.
- Program development consultation as well as training, consultation and supervision for the Early Childhood Supports and Services program, a state IMH program. Trainees in this program include child psychiatrists, clinical psychologists, social workers, and licensed mental health professionals who are developing skills to work in rural underserved areas. Trainees also include parents from Families Helping Families who outreach through home visiting to parents of children with special needs, especially in rural areas. At present, we are exploring the use of telemedicine to expand this training, provide consultation and supervision.
- Helping develop and support Florida's Strategic Plan for IMH and assist with training and consultation for the Harris Institute for IMH Training at Florida State University.
- Leading efforts across the country to provide training for judges, lawyers, and other court personnel in IMH and interventions for young abused and neglected children who present in dependency court.
- Working with others to develop "Court Teams" to spread the training, intervention, and treatment programs begun in Miami juvenile court around the country.

Planned expansion: Training in Louisiana and Florida to build infrastructure and capacity and consultation across the country.

For more information contact: jsofs@lsuhsc.edu
or visit: www.futureunlimited.org

**Harris Training Programs in
IMH Institute of Infant
Early Childhood Mental Health
Tulane University**
Charles H. Zeanah, Jr., M.D., *Director*

Comprehensive Training Program:

This program includes a clinical psychology pre-doctoral internship (one year) in IMH (2 0.5 FTEs), a one to two year postdoctoral fellowship in IMH for child and adolescent psychiatrists (2 FTEs), and a one year postdoctoral fellowship in IMH for clinical psychologists (1 FTE).

Intensive Training Program:

This training is designed for experienced mental health professionals from throughout Louisiana and is 50% time for one full year. This involves 6 months in New Orleans and 6 months of supervised clinical work at the home site of each professional.

Introductory Training Program:

This is a 30-hour overview of IMH for those with little previous knowledge about or experiences in this area. Videotapes supplement lectures and stimulate discussion about development in early childhood, caregiver-infant relationships, psychopathology, assessment, treatment and prevention.

Focused Trainings:

Periodic, focused trainings are offered on various methods of assessment (e.g., Working Model of the Child Interview, Disturbances of Attachment Interview, Crowell Interactional Paradigm) or treatment (e.g., Infant Parent Psychotherapy; Cognitive Behavioral Therapy for Traumatized Preschoolers).

The focus of the first 3 programs is on understanding the relational approach to IMH, understanding the child as developing within multiple, interrelated contexts. Both the Comprehensive and the Intensive Programs includes a didactic series in IMH, clinical supervision about case work, and an opportunity to work collaboratively with multiple systems impacting young children and their families. The purpose of each of these training programs is to enhance mental health professionals' competence in working with infants, young children, and their parents.

In fact, we strive to ensure that each graduate of the Comprehensive and Intensive Programs will develop an identity as an IMH clinician. They observe and work with IMH professionals in several contexts, and they develop expertise in working with numerous systems that interface with caregivers and very young children. Finally, they develop a network of IMH professionals from whom they will receive ongoing support as they further hone their skills. Distinguished Tulane faculty with expertise in IMH provide support and direction to trainees.

The major, long-term goal of the Harris Programs at Tulane is to build a network of trained professionals with the interest and expertise to serve young children and their families. A related goal is that through their training experiences, these clinicians will establish relationships with several systems, including mental health services (including the Office of Mental Health) health services (including the Office of Public Health and the New Orleans Health Department), social services (e.g., Office of Community Services), and educational systems (nurseries, daycare settings, public school programs for preschool children). Realizing these goals is particularly important because it will make possible comprehensive, integrated, family focused service delivery for very young children and their families.

For more information visit: www.infantinstitutione.org

The Irving B. Harris Program Infants, Toddlers and Their Families (ITF)

Bar-Ilan University (Israel)
Cilly Shohet, *Early Childhood Specialist*

The ITF Program is a university-based program in education that combines an educational and clinical multidisciplinary approach to early education, prevention and intervention. The overall objectives of the ITF program are to enhance the quality of early infant care and education through the following two functions: 1. Training educational leaders in infant and toddler care. 2. Collection, organization, research and sharing of knowledge about infants, toddlers, their families and those caring for them. The Harris program supports training and research as part of the B.A., M.A. and Ph.D. programs in Early Childhood Education at Bar-Ilan University.

In-service training for graduate students as well as for professionals who are already working in the field of early childhood is provided throughout the academic year. The objective of the program is to combine theoretical knowledge and practical experience in caring for infants and toddlers, to help evaluate existing conditions and to plan effective interventions.

Model projects involving student training, research and provision of educational services to infants and families include:

1. Early identification and intervention. Early intervention programs for mothers of infants identified as having developmental difficulties (e.g. children with sensory integration problems) have been developed, applied and followed by research, in collaboration with the National Board of Health.

2. Distant Consultation and In-Service Training Model. The objectives of this program are to enhance the quality and reduce the cost of training infant caregivers, primarily through in-service training programs.

3. Programs for Special Populations. These programs include training programs for caregivers and parents of typically developing children, and of children with special needs as well as special populations (e.g. parents from the ultra-religious sector or Russian and Ethiopian immigrants).

4. The MISC (Mediational Intervention for Sensitizing Caregivers) is an innovative educational approach applied with different populations of infants, toddlers, young children and their families. The program is based on the identification and enhancement of specific types of behaviors that are essential for the creation of developmentally appropriate learning opportunities for infants and young children.

5. Dissemination of Information about Childcare and Development. Providing parents and others working with young children information (posters, pamphlets, books, videotapes, etc.) regarding developmental issues and quality of childcare.

6. Integrating Young Children with Special Needs in Regular Educational Settings. Training of educational staff to integrate young children with special needs into regular educational settings.

7. Conferences and Workshops: The Annual National ITF I.B. Harris Conference is held annually in November.

For more information contact:

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Boston Institute for Early Child Development Division of Developmental and Behavioral Pediatrics Boston University School of Medicine Margo Kaplan-Sanoff, Ed. D. *Child Development Specialist*

The Boston Institute for Early Child Development at Boston Medical Center has been, in large part, funded through the Harris Foundation. Our mission is to provide training and technical assistance to all who care for infants and young children, with a special focus on the training of health professionals. Child development rotations are now required in accredited pediatric residency training programs in the United States.

To meet this new need for training, the Institute has and will continue to:

- 1) develop videos, slides and other curriculum material for directors of developmental and behavioral pediatric training programs and academic pediatric residency programs such as the *Educational Tools for Pediatric Residency: The Preschool Years DVD* with power point presentations, video clips and supporting written material on 24 child development topics;
- 2) train child development fellows at Boston University School of Medicine to provide academic leadership in early child development;
- 3) train pediatric clinicians around the country on strategies to promote early literacy through the Reach Out and Read program; and
- 4) facilitate a partnership of all higher education programs in greater Boston who are currently training students in IMH.

The second focus of the Institute is to develop written and video materials and training for other front-line providers in the Boston and New England region. Activities include offering free monthly community evening seminars; workshops at child care centers, and Head Start and early intervention programs; on-going mentoring of child care teachers at their sites; conferences; and roundtables with pediatricians for home and center-based child care providers. Our goal is to provide all of these groups with a theoretical understanding of early development that informs and enriches their everyday work and inspires them to achieve new levels of expertise.

For more information visit:

www.bmc.org/pediatrics/services/Specialty/Development/fellowship

**The Harris Institute
for IMH Training**
Florida State University
Anne Hogan, Ph.D., *Director*

**The Graduate Certificate
Program in IMH**
University of Washington
Donna Weston, Ph.D., *Director*

Although there is a tremendous need for IMH services, the State of Florida has lacked infrastructure for pre-service or in-service training. With the Harris Institute for IMH Training at Florida State University's Center for Prevention and Early Intervention Policy (CPEIP), the development of a systematic framework for IMH training can begin.

As a guide, the FSU Harris Institute relies on Florida's Strategic Plan for IMH. In conjunction with state and national experts and stakeholders, CPEIP developed a blueprint for the development of mental health services for children under age 6. A key aspect of the plan was a 3-level approach to conceptualize training needs. To address adequately the IMH needs of young children, we need to train:

- Frontline caregivers to support optimal social-emotional development in all children
- Professionals who work with children who are most vulnerable to developing social-emotional problems
- Therapists who provide assessment and treatment for young children and families with identified mental health needs

Goals of the FSU Harris Institute include training activities at all three levels. In this first year, a focus has been on Level 3 activities, including the training of licensed therapists to provide IMH assessment, diagnosis and treatment. This training program, conducted in conjunction with the LSU Harris Center for IMH, provides a multidisciplinary approach in a yearlong series of 2-3 day workshops. By training licensed therapists, this approach can begin to build capacity quickly to provide needed services. Brief workshops are also provided around the state to address IMH topics identified by local agencies and therapist-providers. In future years, the Institute will work with the FSU School of Social Work and FSU's Marriage and Family Therapy Program to build IMH concepts and skills into ongoing coursework and practicum experiences for students in mental health.

Another area of effort in this first year has been the initial development of a competency framework for IMH therapists. Feedback will be gathered from experts, practitioners, and service funders in the development process. Identifying the important knowledge and skills needed for IMH therapists in the context of Florida's regulations and requirements for mental health service provision and reimbursement will assist future preservice and in-service training across multiple mental health disciplines.

The FSU Harris Institute also participates in CPEIP's development and refinement of IMH trainings for frontline caregivers and professionals working with high-risk children. In the past, over 300 caregivers around the state have received 2-day trainings, and over 1,000 professionals from early intervention settings have received 1-day trainings since 2002. With the Institute's additional resources and expertise, these trainings will be expanded and developed for new audiences.

Finally, we are beginning collaborative work with the FSU School of Medicine. The organization of the school's curriculum and biopsychosocial approach to medical education provides opportunities to acquaint medical students and supervising physicians with IMH concepts.

This program was launched in January 2002 to educate and train professionals from a broad range of disciplines. The goal of the program is to train specialists to support the healthy emotional and mental development of infants and their families through direct intervention services and through consultation to professionals in related fields. The Graduate Certificate Program is a two-year, part-time program designed for working professionals and for current students who wish to augment their programs of study.

The training includes learning through baby observation, reading in the exciting, evolving literature on infancy and parent-child relationships, and in the expanding knowledge in developmental psychopathology. Training experiences include a clinical seminar, clinical cases, and clinical supervision. The skills of infant-parent psychotherapy are special adaptations of psychotherapy skills experienced clinicians have developed for older children and adults. Graduates will bring new knowledge about infancy and infant parent psychotherapy to the work they already do, to community agencies, and to communities, helping to develop needed services to support parents and their very young children.

Areas of study include:

The child in context

Students are trained to focus on both the unique qualities of individual children and the context of family and community that surrounds them. Emphasis is given to the study of the intergenerational transmission of emotional well being through relationships and parenting practices.

Diagnosis, treatment and prevention

Students gain experience in the diagnosis of mental health problems found in infants and toddlers, including disorders of relationships and self-regulation. They are exposed to a variety of preventive and treatment strategies with an emphasis on models that use the therapeutic relationship as a tool for supporting the infant caregiver relationship. Intensive, in-depth clinical experience, supervised by senior faculty, is a central component of the training.

Organizational development and consultation

Students consider organizational and staff development issues related to integrating IMH into community service delivery programs. They learn about the challenges of creating a common language for addressing the emotional well-being of infants when consulting with other professionals who work with very young children and their families.

For more information visit: www.cpeip.fsu.edu

For more information visit:
www.son.washington.edu/cert-imh

**Harris IMH
Training Program
Department of Psychiatry
The University of Chicago
Lauren Wakschlag, Ph.D., *Director***

The University of Chicago Irving B. Harris IMH Training Program provides predoctoral and postdoctoral clinical research training to young scholars interested in a variety of topics related to early development. The program brings together faculty from the University whose disciplinary affiliations include child psychiatry, developmental/behavioral pediatrics, clinical psychology, developmental psychology, social work, public policy, and developmental biology. Postdoctoral fellows may come from any of these disciplines. Current faculty research focuses on identification and treatment of early emerging mental health problems including autism and disruptive behavior problems, biological and social factors contributing to early developmental risk, mental health during pregnancy and postpartum, long-term follow-up of high-risk infants, clinic and community-based interventions with young children and their parents, animal models for mother-infant interaction, prenatal exposure to drugs, early perceptual-motor development, parenting infants with disabilities, colicky and fussy babies, maternal depression, infant attachment, and development of social understanding during infancy.

The goals of the Harris Training program are 1) to build a strong, inter-disciplinary community of IMH researchers within the University of Chicago, 2) to provide advanced training experiences in IMH research for predoctoral and postdoctoral students, and 3) to encourage faculty and student research on topics relevant to IMH. Specifically, the Harris funding allows us to offer a sequence of graduate seminars in IMH, to fund postdoctoral fellows, to provide research-training opportunities for doctoral students, and to support a colloquium series. Although the primary focus of the program is on training in clinical research, clinical opportunities are an integral part of the program and will be tailored to the individual needs and disciplines of the trainees.

Students who wish to pursue graduate studies in the Harris training program should consult admissions and degree requirements for the School of Social Service Administration, the Committee on Human Development, the Department of Psychology, the Irving B. Harris School of Public Policy Studies, or the Master of Arts Program in the Social Sciences at the University of Chicago. Postdoctoral fellowships begin in the fall academic quarter, and interested scholars should submit a letter of interest and a CV to the Harris IMH Training Program by November 30th.

For more information contact:
Director Sydney Hans, Ph.D.: shans@yoda.bsd.uchicago.edu

**The Irving B. Harris
Infant Studies Program
Erikson Institute – Chicago
Linda Gilkerson, Ph.D., *Director***

Since its inception in 1984, the Irving B. Harris Infant Studies Program has graduated over 300 infant specialists to meet the burgeoning needs of the infant/family field. Currently, three academic tracks are offered.

The core academic program is a post-baccalaureate certificate program to prepare experienced professionals from a range of disciplines to work with children ages birth to three and their families in early intervention, prevention, and child care. The program consists of 4, 3-credit courses: Infant/Toddler Typical and Atypical Development, Family Studies, Infant/Toddler Screening and Assessment, and Early Intervention/Prevention Methods. In addition, students take a 6-credit, supervised internship in an early intervention or prevention program for 10 hours a week. Students are assigned an Erikson academic advisor who will work with them to develop a plan for coursework and internship goals. Master's students are able to have an infancy specialization by embedding the assessment and methods courses within their 38-credit degree program.

The IMH program is an 18-credit certificate program for experienced infant/family specialists and mental health professionals. The program prepares specialists to support the emotional health and development of infants, toddlers, and their families in a range of settings. Specialists are trained to identify, intervene, and collaborate with others to intervene with troubled parent/child relationships and child social/emotional behavioral concerns. Further, specialists are prepared to help programs move toward a relationship based approach and to mentor others in the infant/family field.

An On-line Certificate in Infant Studies Program was successfully launched in 2003. The on-line courses are designed to meet professional development needs of those who require coursework through distance learning. Courses are the same as in the core academic certificate program and may be taken for academic or professional development credit.

In addition, the Harris Grant has allowed the program to continue to offer its Advanced Practice Seminars Series annually for experienced infant/family practitioners. These seminars include presentations on state-of-the-art practice and research by national leaders in the infant/family field.

The Infant Studies program also includes a range of research, clinical services, and policy initiatives related to infants, toddlers, and families.

For more information visit: www.Erikson.edu

**The Institute for
Infants, Children & Families**
Jewish Board of
Family & Children's Services

Rebecca Shahmoon Shanok, Ph.D., *Director*

**Child Trauma Research Project
San Francisco General Hospital**
University of California San Francisco
Alicia F. Lieberman, Ph. D., *Director*

The Institute for Infants, Children & Families provides state-of-the-art training, consultation and services to professionals and programs in the New York region and beyond. Bridging domains of knowledge to create an attuned, generic and holistic approach to working with children and families, the Institute's programs are transdisciplinary and strengths-based. Dedicated in particular to the improvement of services for underserved populations, the Institute is a change-agent, weaving a safety net for all young children and their families, especially those who are diagnosable or at-risk for widely varying challenges. Our core commitments include: 1) Individualizing services along psychodynamic, social-emotional and physiological-sensory developmental dimensions; 2) relationship as a unit of development, observation, assessment and intervention; 3) viewing individuals and systems from multiple perspectives; 4) intensive, reflective supervision; and 5) building a collegial network of support and continuing education.

The Institute is comprised of several interrelated programs which include two training centers:

The Infant-Parent Study Center, established in 1996, provides advanced post-degree training for experienced professionals to further develop their clinical and leadership strengths in 0-3 programs. Designed to deepen the capacities of program directors, trainers, other senior personnel and potential leaders in infant, toddler-family agencies and in private practice, the Center is a unique state-of-the-art transdisciplinary program bringing together psychologists, early childhood and special educators, social workers, physicians, nurses, and language, occupational, physical and arts therapists and parent/child developmentalists. Candidates represent a wide range of agencies and programs throughout the larger New York metropolitan area and beyond. Seminars are held one afternoon through evening per week over a two-year period. The training includes observationally-based infant assessment and intervention; parent development, outreach, assessment and intervention; infant-parent psychotherapy; intervention with PDD-autistic spectrum children and their families; trauma identification and treatment; and leadership, consultation and program design skills.

A flexible model of identification, outreach, assessment and intervention services since 1967, the Early Childhood Group Therapy Program (ECGT) reaches at-risk, troubled and traumatized children ages two through nine, as well as their parents, teachers and schools. An essential aspect of this model is meeting the children and families where they are daily -- in preschool centers, at home, and at work. Simultaneously, ECGT provides intensive two-year advanced professional development for professionals in bridging individualized mental health services into childcare and preschools.

For more information contact:

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All other programs: Amy Hatkoff, ahatkoff@jbfc.org

In the last five years, there has been significant progress at UCSF in highlighting the importance of infancy and early childhood in the training of psychiatry residents and psychology interns and post-doctoral fellows. The Harris Foundation funds have allowed us to conduct activities such as:

- The Clinical Psychology Training Program, a two-year post-graduate internship and fellowship accredited by the American Psychological Association, has incorporated the Child Trauma Research Project as a mentoring site.
- The UCSF Psychiatry Residency Program, psychiatry residents do a research rotation in infancy and early childhood at the Child Trauma Research Project.
- The UCSF Psychiatry and the Law Program has requested that we provide training in infancy and early childhood forensic psychiatry to their fellows.
- The Child Trauma Research Project teach infancy and early childhood mental health to psychiatry residents.
- The field of infancy and early childhood development and mental health is being incorporated for the first time as a core topic in the training of psychiatry residents in the current revision of the training curriculum.
- A Yale University-trained child psychiatrist with specific training in infancy and early childhood has been recruited by the UCSF Department of Psychiatry Outpatient Children's Services.
- The Department of Psychiatry at San Francisco General Hospital has created a Division of Infant, Child and Adolescent Psychiatry, and the Child Trauma Research Project has collaborated in the creation of a training curriculum that incorporates infancy and early childhood development and mental health.
- Two treatment guides: [Guide to Child-Parent Psychotherapy in Infancy and Early Childhood](#), to be published by the Guilford Press, and [Losing a Parent to Death in the Early Years: Guidelines to Treating Traumatic Bereavement in Infancy and Early Childhood](#), published by the ZERO TO THREE as its first hardcover book publication.
- Stipends to minority trainees in order to enhance the training opportunities for bilingual, bicultural mental health professionals who want to specialize in infant and early childhood mental health.
- Trained staff at local domestic violence shelters in recognizing and addressing the needs of infants, toddlers and preschoolers in the shelter, and making timely referrals for assessment and intervention.
- Exploring the possibility of a partnership with the Department of Public Health to train doulas and pair them with visiting public health nurses.

For more information contact:

Patricia Van Horn, Ph.D.
Director of Training
(415) 206-5377

The Harris Foundation Project

The Hebrew University of Jerusalem

Charles Greenbaum, Ph.D., *Director*

The Irving B. Harris Training Center for Infant and Toddler Development

University of Minnesota

Rich Weinberg, Ph.D., *Director*
Terrie Rose, Ph. D., *Associate Director*

1. Training of professionals involved in care of high-risk newborn infants: This program concentrates on training medical center professionals who are involved in the care of high risk newborns in techniques of both assessment and intervention, including Kangaroo Care of premature infants. We emphasize assistance to families in creating and sustaining appropriate parenting styles needed for these infants. Training include seminars, lectures and demonstrations at the Department of Neonatology of the Sha'arei Zedek Medical Center in Jerusalem and its nurseries, including the newborn intensive care unit (NICU) and its follow up clinic facilities. A major focus of the training is providing emotional encouragement for the families of the infants.

2. Prevention of risk in early childhood: Professional development and parent intervention: Department of Psychology:

· *In-service Professional Development of Public Health Nurses and Physicians:* The goal of the program is to strengthen and make tangible to Israeli and Arab public health nurses and physicians in well-baby clinics the principles of flexible developmental thinking (taking into account context and culture in assessing the state of the infant), and of providing emotional support for parents.

· *Protection of children in times of ethnic conflict:* This project concentrates on educating teaching and mental health professionals about the dangers to children on both sides in the current conflict, including the risks to children in political demonstrations and confrontations, and ways of reducing danger to children.

3. Relationship-based home-visiting for support and professional enrichment: The Visiting Moms project is a volunteer, home-visiting project that aims at 1) providing ongoing support to mothers of young infants during the first postpartum year; 2) training professionals and students in developmental theory and relationship-based practice; 3) dispensing curricula and information to offshoot-projects that have been established in other parts of the country; and 4) connecting women from different communities in Jerusalem.

4. Training of health professionals at the Jerusalem Child Development Center in parental involvement in treatment: The Jerusalem Child Development Center is a service center associated with the Ministry of Health and serves as a diagnostic and treatment center for children from birth to 9 years of age with developmental disorders, including neurological and pervasive disorders, and retardation. We are currently carrying out a new training program to enable professionals, including psychologists, psychiatrists, occupational therapists and others, to increase parental involvement in their children's treatment.

5. The Harris Video-Aided Supervision Project: Working with At-Risk Children: The project is carried out in the context of the Schwartz Graduate Program in Early Childhood Studies at the Hebrew University of Jerusalem. Video-aided supervision, is adapted for nonprofessional caregivers who are in child-care settings that have less than optimal standards of care receive bi-weekly video-aided supervision.

The Harris Center is an educational facility dedicated to blending research with practice and policy to better serve infants, toddlers and families. Housed in the College of Education and Human Development, the Center is active both at the University and in the community. Faculty share knowledge and expertise to benefit professional practice, enhance program design, and inform policy development. The Center focuses on prevention and intervention and is guided by attachment theory. It is grounded in more than 26 years of longitudinal research on risk and resilience conducted at the University of Minnesota's Institute of Child Development.

Members of the staff join professionals across the state to provide training and ongoing consultation that supports early intervention efforts focused on a number of challenging issues including parental mental illness, maltreatment, and poverty.

Anchoring the training activities conducted by the Harris Center staff is the STEEP™ program (Steps Toward Effective, Enjoyable Parenting), developed in 1986 by Drs. Byron Egeland and Martha Farrell Erickson. STEEP™ reaches out to parents through home visits and group sessions to help them learn to respond sensitively and predictably to their child's needs, and to make decisions that ensure a safe and supportive environment for the whole family. A unique strategy for encouraging parents to increase their sensitivity and response to their babies' cues is Seeing is Believing®, which is comprised of a manual and companion video set and was developed within the STEEP™ program. The Harris Center regularly offers coursework and training in both STEEP™ and Seeing is Believing® and has launched an online training course to help professionals learn to use videotaping and guided self-observation in work with families. The course, which provides either continuing education units or college credit, runs for 9-12 weeks and includes a combination of online reading, lecture, discussion and practice activities.

Geared for Growth is a training program aimed at helping community professionals build their skills in providing relationship-based services to children and families. A Training of Trainers Program provides sustained technical assistance and mentorship to a statewide network of infant/family professionals through tri-annual retreats, web-based support services, and Interactive Tele-Vision (ITV). These trainers, in turn, provide training to others on STEEP™ and Seeing is Believing®.

Each spring, the Harris Center sponsors the Visiting Scholar Forum, featuring a key field in the field and each summer it offers a number of short courses covering a variety of infancy topics. All courses are open to both advanced undergraduates and professionals who can receive either University credit or CEUs.

Harris Center initiatives also focus on improving the quality of child care. BABY'S SPACE Partnership is a unique model of joining together family support services and enhanced childcare within an attachment-based framework to create effective, responsible, and caring environments for young children. The BABY'S SPACE model is employed in five childcare centers in Minneapolis. Each center using the BABY'S SPACE model has a STEEP®/doula family facilitator to support the development of healthy relationships between parents and babies and childcare staff.

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The Harris Infant And Early Childhood Mental Health Training Institute Arizona State University

Jan Martner and Robert Weigand, *Co-Directors*

The Harris Infant and Early Childhood Mental Health Training Institute is a collaborative initiative between Southwest Human Development, a private non-profit community based organization serving children birth to five and their families, and Arizona State University (ASU).

The Institute has the following goals:

- To increase the number of mental health clinicians throughout the state of Arizona and the Southwest in general who are qualified to treat infants, toddlers and their families;
- To train professionals, other than mental health clinicians, who work with young children and their families to become IMH specialists;
- To advocate within the state of Arizona to build a service delivery system that is sensitive and responsive to the social and emotional needs of young children;
- To participate in high-level state agency meetings that influence policy and legislation related to serving very young children.

The clinical training for mental health professionals is a two year program. The class size is limited to fifteen trainees. Student interns are also eligible to participate in the training program. A set of competencies provides the framework for the training program. The first year of the program is designed to train clinicians on infant and toddler development; the interrelatedness of physical development and social and emotional health; the development of effective observation skills; and self-reflection. Assessment, diagnosis and treatment interventions are the focus of year two. Students are required to work with a minimum of three clients in year two.

Currently there are five faculty within the Institute and several adjunct faculty. The two year course is team taught. Two faculty members take the lead for each class of students, i.e. year one students have two faculty working with them and year two students have two faculty assigned to them. This model provides varied perspectives in the classroom, enhanced perspective on students, greater opportunities for individual consultation with the students and increased opportunities to further develop the curriculum.

The first class of eight mental health clinicians graduated in May, 2004. The second class will graduate in May, 2005.

The curriculum and delivery model for non-mental health professionals has not been finalized. It is anticipated this training will begin in January, 2005.

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Harris Programs in Early Childhood Yale University

Linda Mayes, M.D., *Director*

The Harris Programs in Early Childhood cover training activities and specific clinical programs in early childhood. Harris funds support stipends for the training of clinical fellows and portions of salaries for faculty members who are involved in that training. These same faculty members are also active participants in the clinical activities related to our early childhood programs. The training activities covered by the PDN are designed for candidates just beginning their work with young children, fellows with some clinical and/or educational experience, and those at an advanced level.

1. Harris Fellowship in Early Childhood Education and Urban Child Development: This fellowship is offered to undergraduates just completing their baccalaureate degree who are interested in pursuing a career working with young children. Two to three fellows per year participate in a year-long intensive training program in early childhood education that involves a placement both at the Child Study Center and at the Calvin Hill Daycare Center. Candidates apply from colleges around the country. The goal of the fellowship is to provide candidates with intensive training that integrates educational, child development, and child psychiatric perspectives. Certification in early childhood education is also available through collaboration between the Child Study Center and the Yale Teacher Preparation Program.

2. Basic training in early childhood development: We offer a basic training curriculum for clinical fellows from social work, psychology, pediatrics, and child psychology seeking an introduction to early childhood assessment and intervention. On average, each year we have 8 to 10 candidates for this level of training. Their primary training programs provide stipends for these fellows. Funds from the PDN are used to support portions of the supervisory activities of faculty.

This training is closely integrated with an extensive portfolio of research and clinical programs with infants, young children, and their families and provides a diversified approach to the assessment and treatment of young children with behavioral, developmental, and psychiatric disorders. The intent is to foster a truly synthetic approach to early development and related impairments that is more difficult to learn and maintain in current climates of specialization and fragmentation of knowledge and services. Participants are provided training in theories of early development grounded in a tradition of integrating basic models of biological or brain development with perspectives on social development, the construction of a mental world, and the interaction between that inner world and nurturing parenting relations as well as community and cultural environments.

3. Harris Advanced Clinical Fellows in Early Child Development: The Harris program also includes advanced clinical training for fellows interested in a career in early childhood. We accept applications from all disciplines including child psychiatry, psychology, social work, pediatrics, nursing, and early childhood education. Candidates have the opportunity to learn more advanced therapeutic approaches including parent-infant psychotherapy as well as home-based work with families and their children. Additionally, fellows may choose from a range of clinical placements including work in some of the new perinatal parent development programs. Through supervision and guided readings, fellows are exposed to thinking about the social policy implications of work with young children and also to basic principles of developmental research. Fellows are expected to define an individual project that may be, for example, a clinical review, designing an intervention curriculum, or a small empirical study. The goal of this fellowship is not only to train individual clinicians about work with infants, toddlers and their families but also to train individuals who will become teachers and leaders in the field. This is why in this particular training we have chosen to seek fellows who are already experienced clinicians.

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Early Childhood Mental Health Training Program

Children's Hospital & Research Center at Oakland
Mary Claire Heffron, Ph.D., *Clinical Director*

The Early Childhood Mental Health Training Program is a community-based effort that focuses on development of individual skills and knowledge as well as on development of programs to better promote the social emotional wellness of infants, young children and their families. The program has been designed for mental health clinicians and other professionals working with children 0-5 who are seeking to develop knowledge and clinical skills that will allow them to serve infants, children and their families in community-based programs that serve diverse, often multilingual, populations. Participants are selected from a variety of programs including community mental health clinics, teen parenting programs, child care mental health consultation groups, foster care and social service programs, drug treatment settings, Early Head Start, early intervention, and public health nursing programs. Several clinicians in private practice have also participated. Dialogue and discussion are promoted among the participants in order to encourage collaboration and understanding of various systems serving infants, young children and families in the community.

In the first year, program participants attend a weekly three-hour seminar, receive weekly individual clinical supervision and read selected materials in a curriculum that covers developmental and attachment theory, family systems issues particular to infants and young children, assessment including the DC 0-3, treatment and preventive intervention approaches, and a variety of specialty topics. The first year also includes a strong focus on observation skills, use of self, awareness of multicultural factors that influence child-rearing practices and clinical approaches, and the use of reflective questions that are addressed through journals and discussions. In the second year, trainees attend twice-a-month small clinical case discussion groups, complete selected readings and continue to receive individual supervision twice a month. Third-year activities include a monthly clinical case consultation and a monthly group for those providing supervision and consultation to others. Community conclaves are held throughout the year. These are special training seminars that are for participants in the training program as well as for graduates of the program and others in the community who are interested in early childhood mental health topics. The conclaves are developed collaboratively with The Alameda County Children and Families Commission.

Participants entering the program complete a competency assessment instrument with their supervisors. This instrument is revisited several times during the training program, and used to structure opportunities for reflection about development of competency in key areas, such as intervention skills and use of self.

Faculty and supervisors in the program are all practicing infant mental health clinicians some with specialty backgrounds in early intervention, consultation, assessment and treatment. These staff have expertise in working with vulnerable infant populations, including medically fragile infants, infants with developmental disabilities, infants in the foster care system, infants exposed prenatally to drugs and alcohol, and infants exposed to domestic violence.

The Alameda County Children and Families Commission, and local foundations also support the program. The program receives collaborative support from Alameda County Behavioral Health and the Alameda County Children and Families Commission.

For more information, please call at (510) 428-8426 or (510) 428-8424.

Dialogue With the Experts

In April 2003, ZERO TO THREE hosted a select gathering of leaders from the infant/family field and philanthropy in Washington, D.C. This forum, our first "Dialogue with the Experts," was designed to present key issues affecting babies, toddlers and their families and to provide a special opportunity for networking and learning. We are delighted to be able to share the five stimulating presentations, entitled *Hearts and Minds--The State of America's Babies and Toddlers*, with you through our Web site.

1. The Science of Brain Development--featuring T. Berry Brazelton, M.D., Megan Gunnar, Ph.D., and Jack Shonkoff, M.D.
2. Learning How to Learn: Getting Ready for School--featuring Dolores Norton, Ph.D., and Samuel Meisels, Ed.D.
3. Healing the Child in Juvenile Court--featuring Judge Cindy Lederman and Joy Osofsky, Ph.D.
4. Babies and Public Policy and the conference wrap up --featuring J. Ronald Lally, Ed.D., and Harriet Meyer, M.A.
5. Early Childhood Prospectus--featuring Matthew E. Melmed, Executive Director of ZERO TO THREE.

Your comments and suggestions on this forum will be taken into account for future efforts and are much appreciated. Simply log onto www.zerotothree.org, look for "Spotlight" and click on Dialogue with the Experts.

Leadership Development Initiative Applications Being Accepted

We are pleased to announce that we are now recruiting for the 2005 class of ZERO TO THREE's Leadership Development Initiative, *Leaders for the 21st Century*. This national fellowship program identifies and supports a diverse group of multi-disciplinary leaders to develop innovative solutions to the challenges facing vulnerable infants, toddlers and their families.

We seek outstanding individuals from a range of professions who are passionate about building exemplary services and systems to improve the lives of infants, toddlers and their families.

The fellowship program is a 20-month experience that develops leadership, link participants with other committed infant/family professionals and experts in the field, and sharpens their ability to shape research, policy and practice affecting very young children. The class will consist of two groups: professionals in early stages of their careers who demonstrate strong potential for future leadership in the infant/family field, and experienced professionals with established records of achievement in their respective disciplines and communities, who can use the experiences and knowledge they gain from participation in the project to move to the national stage.

Deadline for applications is October 29, 2004. The application can be found on our web site – www.zerotothree.org/ztt_professionals.html

Harris Award for Outstanding Book Proposals

The second competition of 2004 for the Irving Harris Award for outstanding proposals to the ZERO TO THREE Press is now underway. **September 7** (the day after Labor Day) is the deadline for electronic and hard-copy submission of proposals. The two winners will be notified no later than **October 31**, and manuscripts will be due **November 1, 2005**. The \$10,000 Harris awards are intended to help winning authors complete their manuscript on schedule.

Submission guidelines and additional information about the ZERO TO THREE Press are available at www.zerotothree.org/press.

