

Barnard Center

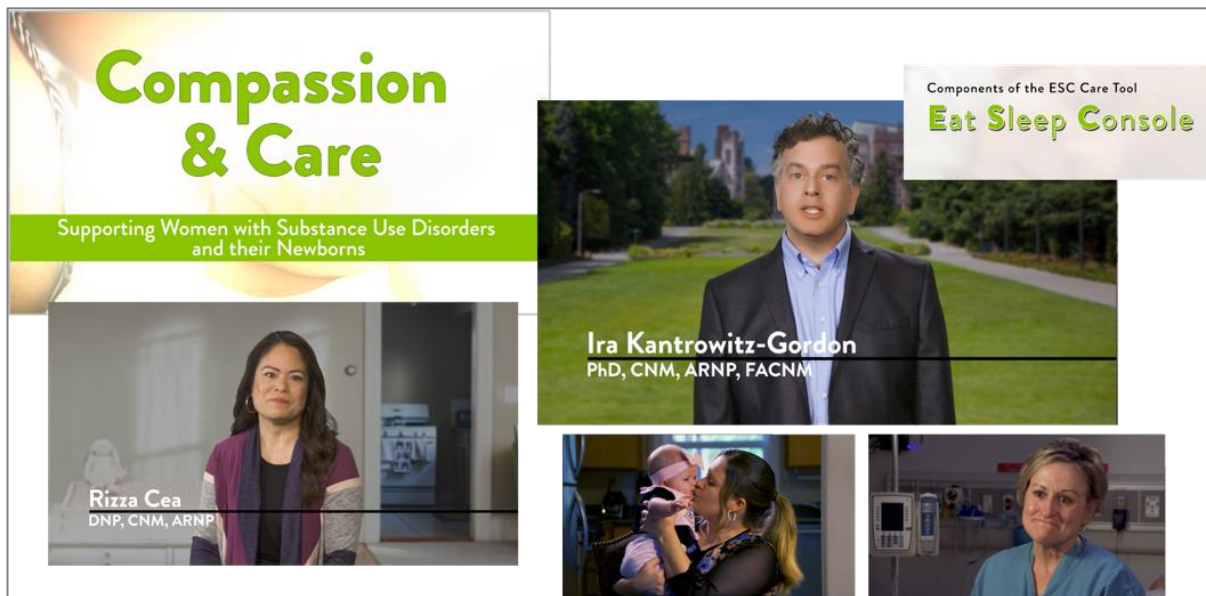
for Infant & Early Childhood Mental Health

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Spotlight

Free Video Training—In-Service Idea for Labor & Delivery and Postpartum Recovery



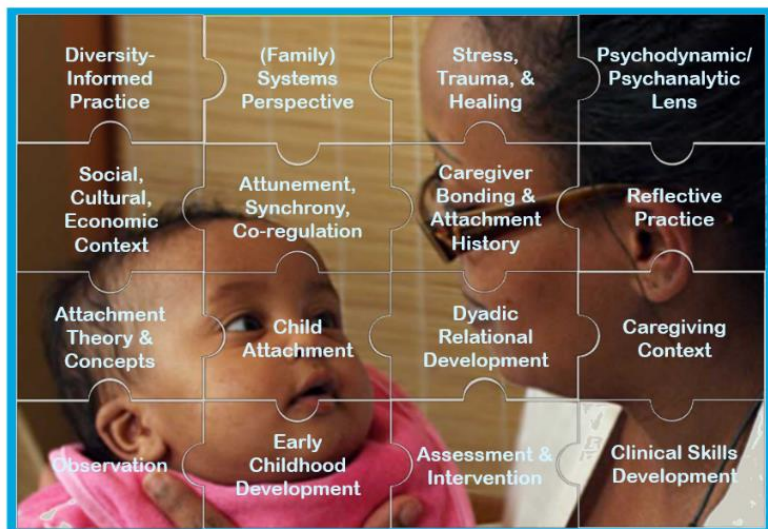
The educational video, *Compassion & Care: Supporting Women with Substance Use Disorders and their Newborns*, funded by the Washington State Health Care Authority, is now available for free on the Parent-Child Relationship Program at the Barnard Center YouTube site, as well as on Vimeo and the [Parent-Child Relationship Programs website](#). Wider dissemination of this video across the state is ongoing. This collaborative project with Dr. Monica Oxford, Dr. Ira Kantrowitz-Gordon, and Dr. Rizza Cea led to an outstanding educational video, available to all doctors and nurses in Washington state that encounter and care for women with substance use disorders, primarily during labor and delivery and their newborn babies. The video highlights the experience of one woman's journey to recovery, her labor and delivery, and the care provided by her nurse. There is also information on the Eat, Sleep, Console method of caring for newborns with opioid withdrawal syndrome. Watch for free [here](#).

Workforce Development

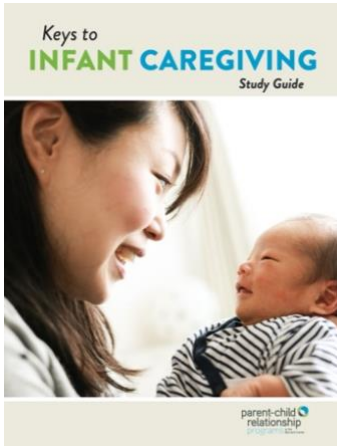


In March 2021, the Barnard Center launched the ACT Program, a 15-month professional development initiative, in virtual format with 16 licensed and license-eligible mental health professionals from across the state of Washington, Idaho, Oregon, and Alaska. As a learning community, this inaugural cohort of enrolled clinicians has engaged with foundational knowledge and skills in infant and early childhood mental health that include fundamentals of reflective practice and reflective functioning, diversity-informed practice and decolonization principles, the science and application of relational developmental processes, and child development within relational and socio-cultural contexts from prenatal to early childhood (P-5). We are excited to incorporate the recent developments in neuroscience and epigenetics to understanding the everyday caregiver-child relational experiences and processes that can promote or put at risk children’s physical and mental health, school, and life outcomes in later childhood and adulthood. The remainder of the ACT Program’s 6-month Foundations Phase includes topics such as attachment theory and concepts, trauma, resiliency, and healing, and orientation to and training on DIR Floortime, FEAS (Functional Emotional Assessment Scale), and NRF (Neurorelational Framework). These are the core knowledge and skills that a recent landscape survey indicated as gaps for the state’s mental health professionals.

In September 2021, the ACT Program begins the 9-month Advanced Clinical Training Phase with our enrolled clinicians. The ACT Phase engages enrolled clinicians in clinical training and mentoring in the provision of intergenerational, relationship-based, diversity-informed mental health treatment from a community/social psychodynamic/psychoanalytic perspective. This work will carry forward the ACT program’s unique integration of diversity-informed practice principles based on the Tenets ([Diversity-Informed Tenets for Work with Infants, Children and Families](#)) in all infant and early childhood mental health topics and content areas. There’s more updates to come. In the meantime, if you want to learn more about the ACT Program, visit our website at <https://barnardcenter.nursing.uw.edu/advanced-clinical-training-act/> or email us at BCact@uw.edu!!



Dissemination



Revised and Updated Award-Winning Keys to Infant Caregiving!

The *Keys to Infant Caregiving* video series has been completely revised. This program has all new video footage, quicker-paced content, a greater range of ethnically and racially diverse families, and has preserved some of the most valuable archival footage for further learning. The updated educational series provides readily accessible content for both professionals and other caregivers. The content will be available in two formats: DVD self- or group-study and as an online learning course accessible through the Parent-Child Relationships Program at the Barnard Center (pcrprograms.org website/web store).

Research and Evaluation



Moms & Babies Program
Programa Para Mamás y Bebés

UNIVERSITY of
WASHINGTON
FAMILY & CHILD NURSING

New Research Results

Exciting results are in press in the journal *Developmental Psychology*. Dr.'s Spieker (Principal Investigator) and Oxford (Co-Investigator) completed a randomized control trial (RCT) of *The Mom's and Babies Program/Programa Para Mamás y Bebés*, adding more evidence to the effectiveness of Promoting First Relationships® (PFR) home visiting program. This RCT consisted of home visiting to new mothers who received prenatal care at federally qualified health centers in King County. English and Spanish speaking mothers were eligible to enroll in the study if they had received mental health services while pregnant and

now had an 8-12-week-old infant. At baseline 51% of the sample reported mild to severe depressive symptoms, 54% reported mild to severe anxiety, and 35% had PTSD; the median family income was less than \$20,000. The results showed that PFR significantly improved caregiver observed sensitive and responsive care as measured by the Parent-Child Interaction Teaching Scale at both follow up research visits when the infant was 6 and 12 months of age. PFR also improved mother's knowledge of child social and emotional development at both follow up time points. By infant age 12 months, mothers in the PFR group reported their toddlers had significantly less externalizing behavior. The results show it is both effective and feasible to provide brief parenting intervention for mothers experiencing perinatal distress within community primary care settings. The publication is forthcoming: Oxford, M. L., Hash, J. B., Lohr, M. J., Bleil, M. E., Fleming, C. B., Ünützer, J., & Spieker, S. J. (in press). Randomized trial of Promoting First Relationships® for new mothers who received community mental health services in pregnancy. *Developmental Psychology*.

New Evaluation Outcomes

Barnard Center researchers track family experience during Pandemic

Educare Seattle is an evaluation project within the Barnard Center with Dr. Miriam Hirschstein (Principle Investigator), Dr. Susan Spieker (Co-Investigator) and Andrea Brudvig, Project Coordinator. Educare provides early learning services to 140 low-income children and their families in White Center, a vibrant racially, culturally, and economically diverse community in South Seattle. Researchers at the UW Barnard Center measure and support engagement of families, children, and staff in Seattle Educare, and participate in the National Educare Evaluation with over 20 Educare sites across the country. In fall of 2020, the team began tracking Seattle Educare family experiences specific to the pandemic. This helped program staff address immediate needs, and continues to inform program priorities to support child and family mental health and well-being. Educare Seattle families reported:

Family Life During COVID-19

based on 2020-2021 Educare Family Interviews

Work Life

- 70% of families reported an adult in the household was as essential worker (required to work in person)
- 62% of households reported loss of job or reduced work hours



Family Health & Well-Being

- In nearly 1 in 4 households, a family member tested positive or had COVID symptoms
- Over half of parents reported reduced emotional wellbeing
- 73% of parents reported their child had little or no anxiety
- 25% of parents reported their family got along better during pandemic; most said family relationships stayed the same
- 41% reported parenting was better; 24% said it worsened
- Parent stress and resilience were similar to pre-pandemic levels



Family Resources

- 91% of households had reliable access to internet service
- Relative to previous 2 years, families reported reduced food insecurity (18% of sample) and fear of losing their home (12%)
- 3% reported being homeless during past year
- 100% of families reported receiving vital support from Educare staff





Educare teacher sewing masks (Spring 2020)



Educare staff distributing diapers (Summer 2020)

In the News

IECMH expert on ELAC appointed by Barnard Center

The Fair Start for Kids Act conference committee made up of a small group of legislators from the House and Senate agreed on a compromise version of the bill. As part of the bill, the Barnard Center will appoint the infant or early childhood expert representative on the Early Learning Advisory Council which will have oversight, advisory, and accountability functions for the Fair Start Account (p12 lines 3-5).

The full House and full Senate will vote yes or no on the final bill language which can be viewed [here](#).

Prenatal to Five Relational Health Subgroup’s (P5RHS) Recommendations Lead to Policy Win

The Prenatal to Five Relational Health Subgroup (P5RHS), which is a part of the Children and Youth Behavioral Health Work Group, was formed to identify IECMH systems challenges and policy solutions to better address the needs of the youngest children. All of P5RHS’s legislative recommendations have been included in the 2021-2023 operating budget:

- Infant and early childhood mental health consultation: \$2.4M to expand the full program at Child Care Aware including the hiring of 6 more consultants, reflective supervision, and professional development.
- Complex needs fund: A total of \$9.674M for both the child care fund and the ECEAP and Early ECEAP fund.
- Medicaid: \$1.257M to implement the following 0-5 best practices:

- up to 5 assessments
- travel reimbursement for assessments in home and natural settings
- training on DC

Telehealth standards: \$410,000 in one-time funds to complete a review of data and research on telehealth best practices for behavioral health services for children prenatal-25.

