

Barnard Center



for Infant & Early Childhood Mental Health

1959 NE Pacific St. Health Sciences Bldg. F-356, Seattle, WA 98195

www.barnardcenter.nursing.uw.edu T: 206-543-8528

Spotlight

Barnard Center Free Lecture Series

We are excited to launch our free, online lecture series. Lectures will be offered throughout the year and are presented by the Barnard Center for Infant and Early Childhood Mental Health and Parent-Child Relationship Programs at the Barnard Center. We aim to provide timely, brief educational offerings on topics relevant to providers serving families with children under the age of five. Our first on-line lecture was, “Perinatal Mental Health: Bridging the Gap,” by Dr. Amritha Bhat, a perinatal psychiatrist and Assistant Professor in the



Department of Psychiatry and Behavioral Science at the University of Washington. This lecture “sold out” in 48 hours to 475 participants. We will bring Dr. Bhat back in the winter of 2022 so if you missed this round you will have another opportunity! Stay tuned and watch for announcements from either the Barnard Center or Parent-Child Relationship Programs (PCRP) at the Barnard Center for more free lectures.

New Funding to Support Diverse Home Visiting Providers

Dr. Jean Kelly, professor emeritus from the University of Washington, has established a fund to support the recruitment and training of diverse home visiting providers across Washington State to become certified providers and trainers in her program *Promoting First Relationships*® a brief-Evidence-Based home visiting program for families with children under the age of five. Dr. Kelly’s interest is to support diverse providers who work within a community setting and serve families with young children. This is the first fund of its type at the Barnard Center for Infant and Early Childhood Mental Health and will support our work to diversify the pipeline of infant mental health specialists in Washington State.



August 2021 marks the completion of the Advanced Clinical Training (ACT) Program's inaugural Foundations Phase. Over these first 6 months of the program, enrolled clinicians engaged in grounding infant and early childhood mental health (IECMH) content areas that integrates principles of diversity-informed practice.

We are excited to transition our enrolled clinicians to the Advanced Clinical Training (ACT) Phase for the coming 9 months. Through the ACT Phase, clinicians will engage with and draw on the expertise and experience of many international experts in the IECMH field, including Kandace Thomas, MPP PhD, Arietta Slade, PhD, Gloria Castro, PsyD, Helen Egger, PhD, and our ACT Program clinical mentor, Maria Seymour St. John, MFT PhD. Enrolled clinicians will engage in clinical content topic areas that continues to address the needs of families with small children from a lens that recognizes the contextual and structural impacts of race, gender, and social class.

ACT Program Foundations Phase Content

- Infant and Early Childhood Mental Health (IECMH) Ethics
- Facilitating Attuned Interactions (FAN) Model & Reflective Function
- Observation Skills Development
- Early Relational Development
- Reproductive Health, Equity, and Justice
- Prenatal through Early Childhood Development
- Attachment Theory & Concepts
- Foundations of Trauma, Resilience, & Healing
- DIR/Floortime & Functional Emotional Assessment Scale
- NeuroRelational Framework (NRF) - Foundations

The ACT Program has begun outreach, marketing, and recruitment efforts for our 2022-2023 cohort and we strongly encourage interested BIPOC licensed or license-eligible mental health clinicians to apply! The next cohort begins June, 2022.

To learn more about the ACT Program, e-mail us at BCact@uw.edu, or attend one of our OPEN HOUSE on the dates and times listed below by visit our website to sign up ([see Upcoming ACT Events](#)).

ACT Program Virtual OPEN HOUSE

October 13, 2021 at 9am-10am

November 12, 2021 at 9am-10am

December 8, 2021 at 12pm-1pm

January 14, 2022 at 4pm-5pm

(all times in PST)**



Parent-Child Relationships Programs at Zero to Three: We have a booth and presentation October 25-29, 2021

We hope to see you at the Zero-to-Three on-line conference. Look for Parent-Child Relationship Programs booth to learn about the many programs we offer or to

talk to one of our staff about workforce development activities in infant and early childhood mental health. Our Director of Education, Denise Findlay, will also be presenting *Hospital to Home: Supports for Medically Fragile Infants, Young Children, and Families (Kathryn Barnard Legacy Session)*, Tuesday, October 26th beginning at 4:15 PM with Dr. Joy Browne, Dr. Paula Zeanah, and Dr. Debbie Cheatham. We hope you have a chance to visit our booth!



Translation of Promoting First Relationships® Program Materials into Somali and Arabic



Exciting work is happening at Promoting First Relationships® (PFR) in our efforts to best support providers and families who speak Somali and Arabic. The PFR handouts and BabyCues® video are being translated into Somali to help us better serve the Somali community. A 2017 report noted that 23,400 King County residents speak Somali. These translated materials will help us better serve our local community as well as the Somali community across the US and the world. Additionally, PFR is beginning to partner with our Australian providers to translate the PFR handouts into Arabic to increase our access for caregivers who speak Arabic.

Research and Evaluation

Mothers, considered at risk of postnatal depression, and their infants were found to benefit from a parent-child home visiting program



The study published in *Developmental Psychology*, showed that women who experienced mood disorders after the birth of a child needed caregiving support themselves to ensure the baby was not adversely affected by their own mental health needs. According to researchers, mood disorder treatment alone does not guarantee a healthy mother-child relationship won't be impacted by the mother's symptoms.

The study, led by Dr. Susan Spieker at the UW School of Nursing, found that a brief, 10-week home visiting program, Promoting First Relationships®, delivered soon after the infant's birth improved the mother's sensitive and responsive care and understanding of child social and emotional development. *The home visiting program*, (disseminated by the Parent-Child Relationship Programs at the School of Nursing's Barnard Center for Infant and Early Childhood Mental Health), also showed that these children were less likely to have behavioral problems by the time the infant reached one year of age. Improvements in maternal sensitive and responsive care and understanding of social and emotional development also continued at infant's one year of age.

"Although the program was not primarily designed to improve mothers' mental health, a byproduct of the study was that the mothers in the home visiting program reported a trending reduction in depression and anxiety symptoms," said Dr. Spieker. Eligible participants in the study received prenatal care and mental health referrals at a federally qualified health center. The study team enrolled 254 Spanish- and English-speaking mothers when their infants were eight-12 weeks of age.

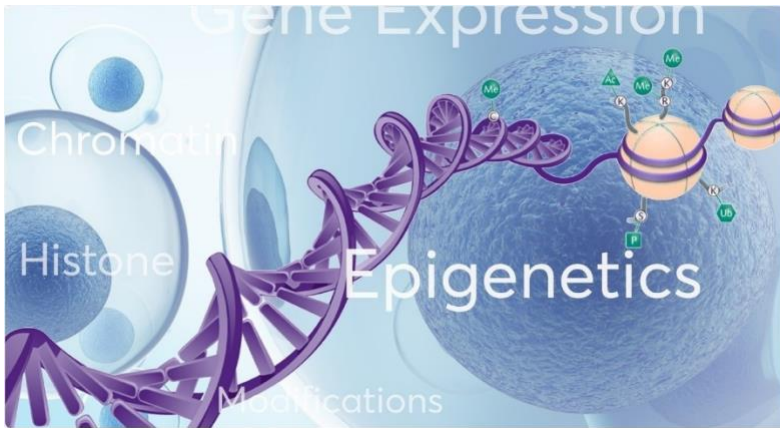


Innovations in Assessment and Research

We are excited to share that we have received a generous contribution from **John and Nancy Sabol Foundation** to help leverage technology to better understand Parent/Infant Face-to-Face Communication. For

this project, we will be working closely with software developers to train algorithms to identify patterns of parent-child behavioral items and infant cues from previously recorded videos of PCI interactions. The goal is to advance our research into characteristics of the parent-child interaction that are still not well documented but may provide stronger predictive models in parent-child relationship outcomes. The Barnard Center is grateful for John and Nancy Sabol’s partnership in this work. To learn more about this project, please contact Dr. Oxford, mloxford@uw.edu. If you would like to learn more about how you can support the Barnard Center, please contact Jenny Vincent at jennywh@uw.edu.

New Research Plot into the Impact of Early Life Adversity and how Stress “Gets Under the Skin”



Dr.’s Carrie Dow-Smith at WakeMed in North Carolina, Dr. Monica Oxford at University of Washington, and Dr. Idan Shalev at Pennsylvania State University form a partnership to understand how early life adversity impacts biological aging and risk factors for health outcomes for infants and toddlers being served by WakeMeds Launch+ Project. Launch+ Project provides additional support services to families with four or more ACEs to reduce the effect of exposure to adversity. Parents will be offered a range of services including Promoting First

Relationships® home visiting and pediatric intervention. The pilot study was funded by the Wake Med Foundation for Clinical Research. As we know early adversity has been linked to range of negative social, cognitive, physical, and mental health outcomes across the life span. The purpose of this study is to better understand the underlying mechanism between early adversity and accelerated biological aging as the process begins in infancy and toddlerhood. Once pilot data is collected to measure epigenetic markers of aging, telomere length, and markers of inflammation the investigators will seek funding from the National Institutes of Health to investigate the effectiveness of Launch+ to ameliorate the impact of adversity on the developing child’s biological aging and inflammation.

Barnard Center Research at Educare in Seattle

Researchers at the Barnard Center have partnered since 2009 with Educare Seattle, an early learning program serving culturally and linguistically diverse children and families in the White Center community, collecting national research data and supporting local practice and improvement. The 2020-2021 pandemic year presented significant challenges including school closures, high levels of family and staff stress, and reduced funds. Yet data showed the considerable strengths of the children, families, and staff with whom we are privileged to work.



Children’s Learning, Teacher Insight, and Collective Effort

Preschool children achieved very high scores on standardized measures of language in 2021. Scores typically ranged from 94 – 98. This spring, mean scores in receptive vocabulary and total language skills were 108 and 100! Teacher ratings

of children’s social-emotional skills on the DECA (*Devereux Early Childhood Assessment*) were also elevated. Higher than parents’ ratings, they suggest teachers saw considerable strengths during this unusual year.

A Fond Goodbye to Educare Research Efforts at the Barnard Center

Researchers from the Barnard Center have been privileged to direct research activities at Educare Seattle since 2009. Our work with this innovative center and its awesome staff has been a joy and a journey. Our research efforts end December, 2021. Although we will no longer direct research, we look forward to continued partnership with the evaluators at the Puget Sound Educational Service District who will continue supporting the Educare program and research agenda in coming years.



In the News

Expanding Our Reach in Pediatrics

In February 2021, a profile of Promoting First Relationships®-Pediatrics (PFR-PEDS) was highlighted on the National Center for Children in Poverty website, <https://www.nccp.org/washington-state/> for its important work in bringing Infant and Early Childhood Mental Health practices into the pediatric clinic visit. Pediatric health care practitioners who have been trained in PFR-PEDS report increased confidence in discussing social-emotional development with parents, improved family engagement/decreased no shows, and improved job satisfaction. PFR-PEDS developed an online classroom to support practitioners in their deeper understanding of the concepts. This classroom is paired with 6 months of follow-up consultation post-workshop to support pediatricians with implementation into their practice.

Considerations on Racism, Implicit Bias, and Improving Care for Maternal and Infant Providers!

October 12 and 13, 2021

Dr. Sayida Peprah

This workshop will focus on increasing the sensitivity of providers, to promote the establishment of trauma-free, supportive care, and service environments for communities who have been affected by transgenerational/historical trauma.

On **Day 1**, the audience will be taken on a journey through historical traumas affecting African Americans, Native Americans, and Immigrant communities. There will be a dissection of both the mental and physical health impacts of transgenerational/historical trauma. There will also be an exploration of the resilience and strengths evidenced by the various group’s survival through the generations.

Day 2 will focus on increasing cultural competence, sensitivity and humility, and broadening the participant’s awareness of their own implicit bias and equip them with tools to engage with pregnant, birthing, and



postpartum people of color in more open, respectful and empathetic ways. Recommendations for providing services, care, and treatment will be offered.

COST: **\$40.00** per person

DATE/TIME: Tuesday October 12th from 9am - 11am

Wednesday October 13th from 9am - 12noon

This is a live virtual training via **Zoom** and a recording will NOT be sent out after the training.

*Parent-Child Relationships Program is providing this workshop at a **reduced fee** relative to our other trainings. We want providers to have access to this important content which aligns with our anti-racist activities at the Barnard Center for Infant and Early Childhood Mental Health.*

[Find out more about Diversity, Equity and Inclusion at the University of Washington School of Nursing](#)