

## MAKE A NOTE...

We've moved...across the street, that is. Our telephone and fax numbers will not change. But please make note of our new address:

Children, Youth & Family Consortium  
201 Coffey Hall  
1420 Eckles Avenue  
St. Paul, MN 55108



# CONSORTIUM CONNECTIONS

## In this issue

### Public interest in infants and toddlers is at an all-time high

Public interest in infants and toddlers is at an all-time high, thanks to the much-publicized research findings about early brain development and the calls for quality child care and early intervention programs. Not surprisingly, parents, professionals, policymakers and researchers share similar questions about infant and toddler development. Clearly, it is an opportune time to expand the public's awareness in and knowledge of these issues.

With that goal in mind, this issue of Consortium Connections, produced in cooperation with the Irving B. Harris Training Center for Infant and Toddler Development, focuses on the development of infants and toddlers and the current research, programmatic, and policy activities related to this age group.

## Oh, Baby!

We're learning more about you everyday

### What are the developmental questions in the study of infants and toddlers?

We begin by outlining some of the key developmental questions researchers.

- How do nature and nurture work together to drive development?
- What kinds of early experiences support or hinder healthy developmental outcomes? How?
- How "plastic" is the developing child? That is, to what extent can the effects of early experience be changed or offset by later experience or intervention? Is there a point when the "window of opportunity" closes, and is that different for different aspects of development?

Although we don't yet have the complete answers to these questions, what we do know and what we are learning lead to a greater understanding of infant and toddler development and to information that guides policies and our everyday practice.

### What are researchers studying?

Research on infants and toddlers spans many areas of development, including language development, early brain development, and attachment, emotional and social development. There is often a focus on how the environments in which children live (e.g., home, child care, neighborhoods) affect their development.

### Language Development

Research on how infants perceive speech tells us a lot about how infants and toddlers learn language. Amazingly, infants are born with the capacity not just to learn language, but to learn *all* languages. As researcher Patricia Kuhl of the University of Washington puts it, infants are "citizens of the world." When babies are born, they are able to perceive the different sounds and patterns of speech. For example, at birth, although only the "r" sound exists in Japanese, Japanese babies can hear both the "l" sound and the "r" sound. Between the ages of 6 and 12 months, they "lose" the ability to hear the "l" sound. As infants grow and gain experience in their native language, they become "socialized" to the language sounds they hear each day. However, at young ages, children still have the ability to learn multiple languages easily because their brains remain primed for language learning until around the age of 10.

Additional research has shown that when parents talk frequently with their infants and toddlers, children's language skills are stronger. And parents who tend to talk with their children a lot also tend to have warm, supportive relationships with them.

### Mission Statement

*The Children, Youth & Family Consortium was established in fall 1991 in an effort to bring together the varied competencies of the University of Minnesota and the vital resources of Minnesota's communities to enhance the ability of individuals and organizations to address critical health, education, and social policy concerns in ways that improve the well-being of Minnesota children, youth, and families.*

Volume 7, Number 1, Winter 1998

# Irving B. Harris Center for Infant and Toddler Development

Training is the name of the game at the Irving B. Harris Training Center for Infant and Toddler Development. Since our inception in September, 1997, we have begun a number of training activities designed to meet the needs of people who work with infants and toddlers and their families. They include:

- co-sponsoring the CEED Colloquium (with the Center for Early Education and Development (CEED)), a public presentation of findings from a state-wide survey of infant and toddler mental health services, with commentary from Betty Tableman and Deborah Weatherston, infant mental health experts from Michigan;
- co-sponsoring the Harris Forum (with CEED, CYFC, and the Division of

Maternal and Child Health), featuring the Harris Visiting Scholar, Dr. David Olds, nationally renowned home visiting scholar, and various local experts (see Consortium Connections for date, time and location);

- quarterly training seminars run by Marti Erickson and Byron Egeland for trainers, supervisors, and direct service providers that focus on research and practice issues, including case consultation and discussion about reflective supervision;

- becoming part of the Touchpoints "expansion team" to train professionals in the Touchpoints model and bring the model into preservice classes at the University;
- organizing an informal seminar for representatives of communities of color to study the brain development research;
- coordinating behavioral pediatrics and neuropsychological assessment training for psychology graduate students through partnering with a pediatrician at Hennepin County Medical Center as well as the Institute of Child Development and Department of Pediatrics; and
- organizing through the Institute of Child Development summer school coursework in attachment, inclusion and behavioral issues in young children.

For more information about the Harris Center or its activities, please contact Amy Susman-Stillman at 612-624-3367 or via email at [asusman@tc.umn.edu](mailto:asusman@tc.umn.edu).

*"I really think that children's eyes tell so much. Even as adults you look into another's eyes and see faith or lost feeling. With children, you can see illuminating lights in their eyes. There's nothing they don't want to do."*

Andrew Garcia, MELD for Young Dads Parent Representative



## CONSORTIUM CONNECTIONS

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## Early Brain Development

Have you ever wondered what is going on inside someone else's head? The work on early brain development has changed the ways in which we used to think about the brain and thus how we view the process of early child development. We used to think that the brain is mainly influenced by genetic factors, that the effects of early experience on the brain are limited, and that the relationship between the primary caregiver and the infant solely sets the context for healthy brain development.

Thanks to improvements in high technology, we now know that the brain is the active result of both nature and nurture, or biology and culture, that early experiences have a strong and significant influence on the architecture of the brain, and that the quality of the attachment between the primary caregiver and the infant has a direct impact on how the brain is wired.

This research also reminds us that brain development is an integral piece of the development of the "whole" child. The brain both influences and is influenced by children's social, intellectual, language, and physical development and experiences.

## Attachment/Social and Emotional Development

How do we learn to trust the world, love and care for others? The roots of security, empathy and intimacy are laid down during the first years of life, and are cultivated through children's relationship with their primary caregivers. The key factor in the formation of secure parent-child attachments is sensitive, responsive, consistent care from a primary caregiver. As a result, infants and children are better able to take on and master challenges, form relationships with others, and deal with life's inevitable stresses and conflicts. And there is an intimate connection between the attachment relationship and the development of the "whole" child. Researchers are finding that attachment plays a critical role in the actual wiring of the brain and in helping children learn how to control their emotions and behavior.

## What does research tell us about infant and toddler development?

What makes this research so exciting is that it helps us put together the pieces of the developmental puzzle. For example, the early brain research informs us that the formation of a secure attachment between primary caregiver and child helps brains lay down the neural pathways that are the basis for learning to control emotions and relate to others. We have also learned that experiencing stress and trauma during the infant and toddler years has a negative effect on brain structure and physiology, and that a secure attachment can help buffer infants and toddlers from the harmful effects stress has on their brains and their behavior.

The recent findings from research on both infants and toddlers are both reassuring and awe-inspiring. They reinforce a message that the relationships infants and toddlers have with adults strongly affect all aspects of their development. More and more programs are strengthening their programs by incorporating the new understanding of infant and toddler development into the design and delivery of their services.

## In this issue...

A number of different programs that support the well-being of infants and toddlers and their families are highlighted in this issue. Birth-to-Three Head Start (BTHS), a federal and state-funded program, provides comprehensive social, medical, and educational services to low-income families with infants and toddlers. Early Childhood Family Education (ECFE) provides parent education in all school districts throughout the state, and is trying new modes of programming for parents with infants and toddlers. Both programs recently awarded grants specifically for innovative infant/toddler programming. The Infant Toddler Training Intensive Project (ITTI), under the auspices of Minnesota Child Care Resource and Referral, has the mission of statewide training of quality, culturally sensitive infant and toddler care providers. The Touchpoints Project, is a collaborative effort between the Consortium, the Irving B. Harris Training Center for Infant and Toddler Development, St. David's Child Development and Family Services, and Hennepin County Medical Center to train medical, education, and social service professionals who work with infants, toddlers and their families to build better relationships with parents and to teach parents how to better understand their children's development.

Exciting research at the University of Minnesota is also occurring. A new center comprised of researchers from a variety of disciplines has recently been formed to study how adversity during the infant and toddler periods affects the development of brain and behavior. And the Center for Early Education and Development (CEED), following up on the growing recognition of an infant mental health perspective, has recently completed a state-funded study of infant and toddler mental health services around the state.

*"One of the best things I've learned so far when I went to a parenting class is that when you want to be a father or a mother, you need to get inside and see what makes your child grow."*

Andrew Garcia, MELD for Young Dads  
Parent Representative



# Adversity's Effects on Brain and Behavioral Development

The University of Minnesota's Institute of Child Development (ICD) houses a new Center one with an imposing title: "The Center for Study of Neurobehavioral Development in the Context of Adversity." For short, its members call it the *Adversity Center*. The Center, which in June, 1997, received 3 years of funding with seed money from the Graduate School, draws together an interdisciplinary team of researchers from across the campus. These researchers share the goal of understanding how adversity in the zero-to-three age period impacts brain and behavioral development. The Center reflects the current concern about the effects of early experience on the brain.



The Center's current research projects include studies of NICU graduates, young children exposed to leads and toxins, and internationally adopted children who are graduates of orphanages or other institutions. In trying to understand the impact of early adverse conditions on the brain, Center researchers are equally interested in understanding what hurts brain development and what fosters recovery. Researchers are also interested in studying the effects of the different settings in which children live and how the combination of the child, the setting, and the experience of early adversity shapes children's brain development and their behavior. What makes this Center unique is its capacity to bring together a variety of

specialists who can weave the current understanding of brain development into the rich fabric of children's intellectual, emotional, and social lives.

Two faculty members in the ICD direct the Center. They are: Megan R. Gunnar, Distinguished McKnight-University Prof. of Child Development, and Charles A. Nelson, Prof. of Child Psychology, Neuroscience and Pediatrics. Members include Ann Masten, Prof. in the ICD; Byron Egeland, Prof. in the ICD and co-director of the Harris Center; Michael Georgieff, Director of the NICU follow-up clinic and Prof. in the Department of Pediatrics and the ICD; Dana Johnson, Prof. of Pediatrics and Director of the International Adoption Clinic; Elsa Shapiro, Prof. in the Department of Neuropsychology; Cathy Jordan, Asst. Prof. in Neuropsychology and Director of the DREAMS project to study early lead exposure in the Philips Neighborhood; Susan Hupp, Chair of the Special Education Department; Susan Warren, Asst. Prof. in Child and Adolescent Psychiatry and Director of the Infant Mental Health Clinic; Carrie Borchart, Assoc. Prof. in Child and Adolescent Psychiatry; and Charles Truwit, Prof. of Neuroscience and Director of the Magnetic Resonance Imaging Center.

*Brain Development (continued on back cover)*

## Infant Toddler Training Intensive Project Highlights

- The 1996 ECFE/Learning Readiness Fall in-service training sessions, designed by five ITTI trainers who are also ECFE staff, were attended by over 1,200 people at 13 sites around the state.
- In Rochester, the Intercultural Mutual Assistance Association (IMAA) began work with Child Care Resource and Referral, Inc. to train Southeast Asian refugees who are interested in becoming family child care providers.
- Four ITTI trainers who work for Tri-Valley Migrant Head Start provided in-service training to staff from the 24 sites in Minnesota.
- Through Neighborhood House in St. Paul, the Chicano/Latino Program Coordinator (an ITTI trainer) for Resources for Child Caring began providing training to a group of women interested in becoming licensed family child care providers.
- The ITTI team of trainers in Scott and Carver counties developed a new mode of training delivery to family child care providers. Termed "ITTI Parties," they ask individual providers to host a training session in their home in exchange for free training. This popular option has now been offered in other regions of the state as well.

## Minnesota Infant Toddler Training Intensive Project

The Minnesota Infant Toddler Training Intensive (ITTI) Project, initiated and funded by the Bush Foundation since 1994, seeks to improve the quality of infant/toddler care through delivery of high quality training to caregivers. The Minnesota Child Care Resource and Referral Network provides project staffing and local coordination; the Department of Children, Families and Learning contributes funding to make the training affordable to caregivers and to recruit new infant/toddler child care providers; and WestEd provides the curriculum, called the Program for Infant Toddler Caregivers, (PITC) and prepares trainers to present this curriculum to caregivers.

Through the project, 150 trainers who represent the diversity of geography, culture and early care and education services in every region of the state have received training from WestEd in the PITC curriculum. Training delivery and trainer support is coordinated in each region through one of the 23 child care resource and referral agencies in Minnesota. Regional planning committees representing services for families and children in that region assist the planning and implementation of training delivery.

Since training delivery began in 1995, over 4,000 caregivers have been reached. While the largest audience for the training has been family child care, child care center staff and Head Start staff, trainings have also been attended by parents and grandparents, Early Childhood Family Education staff, foster caregivers, health care staff, and college and high school students. Training has been offered at conferences, as a series of in-service hours, in community education settings and in credit-base classes. Sessions have been offered in English, Spanish, Hmong, Lao and Cambodian (and one joint session was held in English and Spanish). A few program highlights are described in the left column.

As the ITTI training becomes further integrated into the system of professional development for caregivers, we expect to see the impact of the project continue to ripple throughout early care and education in Minnesota. For more information about this project, please call Beth Menninga, Project Director, at (612) 290-9704, or call your local Child Care Resource and Referral agency to arrange for training in your region.

# ECFE Infant Development Grants

The 1997 Minnesota Legislature appropriated \$2 million for Early Childhood Family Education (ECFE) Infant Development grants for use through June 30, 1999. ECFE is a parenting education program offered through the Minnesota Public Schools for all Minnesota parents with young children from birth to kindergarten entrance. High interest in the latest research about the importance of early brain development led to directing funds to more parenting education for parents of the very youngest children. These funds are intended to provide learning experiences for parents of infants from birth to twelve months that focus on methods and information that stimulate and nurture the intellectual and emotional development of infants. Proposals representing 174 of the 350 Minnesota school districts were fully or partially funded.

The ECFE Infant Development grants provide a special opportunity for existing Early Childhood Family Education programs to build on their years of experience working with infants and their families and experiment with innovative outreach and programming for infants and their families. ECFE programs are using the funds for a combination of efforts aimed at reaching and involving

parents during the later stages of pregnancy or as soon as possible after birth. This includes a great deal of communication and collaboration with other community programs and agencies working with families with infants such as public and private health care systems including hospitals and clinics, WIC clinics, social services and other community groups.

Common outreach strategies include hospital visits and home visits to deliver "baby packets" with items such as bibs and blankets made by community volunteers. Some programs are offering "baby showers" to provide new parents with information, resources and opportunities to create informal support networks.

A major goal of all ECFE programming during infancy is to support and nurture the development of a strong parent-child relationship. Topics of discussion include nurturing and attachment; safety; breast feeding and nutrition; health; social, intellectual and language development and making homemade toys. Specific classes offered include sessions for Hmong and Spanish-speaking families, teen parents and new fathers. For more information about the ECFE infant programming, contact your local school district's ECFE office.

## Tax Credits for Working Families

You or people you work with may qualify for Earned Income Credit or Working Family Tax Credit refund even if you don't earn to file an income tax return. You can get more information about tax credits by calling the MN Department of Revenue at 296-6417 or 1(800) 937-5437 (Greater Minnesota). Ask about Childcare Credits, MN Property Tax and Renters Refunds

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## Touchpoints Training: Phase Two

Touchpoints is a training model based on the work of T. Berry Brazelton, M.D. which emphasizes professionals and parents working together as a team toward optimal child development and healthy functioning families. The Touchpoints model is based on several principles including respecting parental strengths and expertise and being authentic with parents. The Touchpoints model also helps parents better understand their young children's development by explaining a particular view of infant and child development which describes the process of development as having periods of spurts and regressions, especially as children put enormous amounts of energy into learning new skills.

St. David's Child Development and Family Services is the lead agency in a collaborative effort to bring the Touchpoints model to Minnesota that started in 1996 with the Children, Youth and Family Consortium and Hennepin County Medical Center's Pediatric Department. Dr. Brazelton chose this collaborative group as one of 13 sites in his national Touchpoints Project. "Dr. Brazelton chose our three organizations to work with him because he recognized the importance of a multi-disciplinary approach to teach his Touchpoints model. He also knew that each of our organizations had a heart for his mission to help parents and professionals learn to work more as a team in order to respond most effectively to children's needs in the process of development," says Julie Sjoldal, Touchpoints Director at St. David's. "We agreed that combining our broad range of educational, medical and social service expertise would allow us to learn from each other as we developed programs to, in turn, teach others the insights we've gained through training, mutual discussion and our varied experiences in working with children and families."

As part of the local project, a multi-disciplinary trainer team provided intensive training and consultation to over 200 staff representing the medical, educational and social service communities. With the entry into "Phase Two" of the project, which includes a recent expansion of the training team to six professionals from the three collaborating organizations, there will be additional Touchpoints training opportunities for professionals working with children and families in the Minnesota community. "We are looking forward to talking with individuals who want to learn more about Touchpoints and to lead staff who are interested in bringing Touchpoints training to their organizations," says Sjoldal. If you are interested in learning more about the local Touchpoints program or in scheduling a training for yourself or your staff, call Julie Sjoldal at St. David's at (612) 939-0396.

*I am concerned with how professionals are prepared to deal with infant mental health issues. Little formal training is available. How can we move forward without educating and preparing professionals?*

Debra Saxaug, Director, Minnesota Association for Children's Mental Health

## Consortium Calendar

### March

March 18-20

Minnesota Social Service Association conference. Radisson South Hotel, Bloomington. Call MSSA for registration/program information (612) 644-0556.

### April

April 2

"The Development and Prevention of Conduct Problems in Children" with Kenneth Dodge, of Vanderbilt University. 12:15 - 1:15, University of Minnesota, 172 Child Development, Hartup Room. Call Institute of Child Development (612) 625-6549.

April 3

"Linking Families and Schools" with Dr. Stanford Dornbusch of Stanford University. University of Minnesota School Psychology Spring Reception; Cowles Auditorium, Humphrey Institute. For more information call Deb Lavoie at (612) 624-4156

April 6

"Counseling and Mental Health Issues in Various Countries," Noon - 1:30, 250 Wulling Hall, U of MN campus. Presentation by John Romano and panel of graduate students; sponsored by Committee on International Education. For more information call Brenda Ellingboe at (612) 626-9512.

April 19-21

"Parenthood in America;" Monona Terrace Convention Center, Madison, WI; Sponsored by University of Wisconsin-Madison. For further information call 1-800-442-4617 or 608-262-4509.

April 19-22

Ninth Annual National Service-Learning Conference: "One World: Youth at the Center." Minneapolis Convention Center. For conference info call NYLC at 612-631-6372

April 23

"Developmental Psychology Goes to Court: Adolescent Development and Juvenile Justice" featuring Laurence Steinberg of Temple University. 12:15 - 1:15, University of Minnesota, 172CD Hartup Room. Call the Institute of Child Development (612) 625-6549.

April 27-28

"Every Piece of the Puzzle Counts: Put All the Pieces Together." Ramada Plaza, Minnetonka, MN. 7th Annual Conference of MOAPP - Minnesota Organization on Adolescent Pregnancy, Prevention and Parenting. For more information call (612) 644-1447.

## CONNECTION CORNER

### Harris Forum Scheduled

On Thursday, May 28, 1998, from 12:30-3:30 p.m. Irving B. Harris Training Center for Infant and Toddler Development will be presenting the Harris Forum, "Home Visiting: Research and Practice" at the Minnesota History Center in St. Paul. The program will feature David Olds, Professor of Pediatrics and Director of the Prevention Research Center for Family and Child Health at the University of Colorado. Also on the program are: Byron R. Egeland, Irving B. Harris Professor of Child Development, Institute of Child Development, University of Minnesota; Martha Farrell

Erickson, Director, Children, Youth and Family Consortium, University of Minnesota; Betty Cooke, Early Childhood and Initiatives Specialist, Minnesota Department of Children, Families and Learning; Tene Jones, Executive Director, Minneapolis Way To Grow; Lavonne Josten, Associate Professor, School of Nursing, University of Minnesota; and Bonnie Brueshoff, Public Health Nurse, Dakota County Public Health

There are no registration fees. Application has been made for CEUs. For further information and to register for these events call 612-624-4510.

### Children's Home Society of Minnesota

#### Make A Friend - Make A Difference

Women who care about young single mothers will be trained in April to act as Befrienders through a unique collaborative program created by Children's Home Society of Minnesota and Health Start. The program introduces young mothers who have little support to older women who can bring a unique friendship into their lives. Those who may have been in similar life

situations as a parent, perhaps confronted with loneliness or a lack of direction themselves at that time, are particularly effective in providing affirmation and positive role modeling to a new mother facing the task of parenting alone.

Call Children's Home Society of Minnesota, Volunteer Services at 612-646-6393 for more information on how you can help.

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## Birth-to-Three Head Start

In recognition of the powerful body of research that recognizes the period from birth to three as critical to healthy growth and development and to later success in school and life, the 1997 Minnesota Legislature dedicated \$2 million in state funding during the FY 98-99 biennium for a Birth-to Three Head Start Initiative. The Minnesota Department of Children, Families and Learning/Office of Economic Opportunity administers the Birth-to-Three Head Start funding as part of its overall Head Start activity, which is funded through state dollars at \$37.5 million for the FY98-FY99 biennium.

Minnesota is the first state in the nation to provide state Head Start funding specifically aimed at providing services to low income families with infants and toddlers.

The services provided by Birth-to-Three Head Start programs are designed to reinforce and respond to the unique strengths and needs of each child and family. Services include quality education in and out of the home; home visits, especially for families with newborns and other infants; comprehensive health services, including nutrition; and ongoing support for parents through case management and peer support.

Head Start programs are coordinating with a wide variety of local partners including child care, public health, early childhood family education, early childhood special education, and other community-based services to provide these comprehensive services to low-income families with infants and toddlers. Each Birth-to-Three Head Start program reflects the unique needs of the community it serves, while at the same time complying with the federal Head Start Program Performance Standards. The performance standards, which have recently been updated to include a single set of standards for Head Start programs serving children ages birth to 5, are organized into three areas: early childhood development and health services, family and community partnerships, and program design and management.

The state Birth-to-Three Head Start awards are competitive, two-year grants to local Head Start programs. Among the models funded are programs that emphasize center-based, family child care and home-based approaches to serving infants and toddlers and their families. For the FY98-99 biennium, the following Birth-to-three Head Start grants have been awarded to local Head Start programs around Minnesota: Arrowhead Economic Opportunity Agency, Inc. in Virginia; Bi-County Community Action Program, Inc., in Bemidji; Lakes and Pines Community Action Council, Inc., in Mora; Mahube Community Council, Inc., in Detroit Lakes; Parents in Community Action, Inc., in Minneapolis; Reach-Up, Inc., in St. Cloud; and Three Rivers Community Action, Inc., in Zumbrota.

For more information about the state-funded Birth-to-Three Head Start activities, contact your local Head Start program or call Julie Keller at (612) 296-1477 or Francie Mathes at (612) 297-2206.

# CONSORTIUM UPDATE

## Consortium Presents Annual Award.

On November 5, 1997 the Consortium presented its annual award to Marcie Brooke. Marcie has been involved with the Children, Youth and Family Consortium for several years. In 1996 she helped coordinate the Minnesota delegation to Family Re-Union V: Balancing Work and Family. After the conference, Marcie continued to give of herself to the Consortium by pushing the work-family agenda forward in the state, exploring new opportunities with the private and public sectors. She has assisted in the development of the Consortium's Electronic Clearinghouse section Work-Life Interactions.

## Models of Family Involvement: How do families and schools work together?

On March 16 the Consortium will be sponsoring a public forum, entitled *Models of Family Involvement: How do families and schools work together?* The purpose of the forum is to continue the rich dialogue around family involvement in children's education begun at the national family policy conference, Family Reunion 6: Families and Learning. Family Reunion 6 had as one of its main tenets the idea that parents play a vital role in the successful education of their children. Conference sessions focused on how families and schools can work together to support children's education from early childhood to adolescence.

The March 16 we will continue this important discussion here in Minnesota. Dr. William Doherty, Professor of Social Science at the University of Minnesota, will discuss his thinking about how parent and family education can be integrated into collaborative family-school activities. Presentations of different models of family involvement "in action" across both urban and suburban metropolitan Twin Cities elementary and middle school settings will be made. Conversation and questions will be moderated by Kathleen O'Donnell, Coordinator, Office of Family Involvement, Minneapolis Public Schools, and will focus on current models of family involvement as well as future directions for collaborative work between families and schools. After the discussion, students from Dr. Sandra Christenson's Home-School Collaboration course at the University of Minnesota will be exhibiting posters featuring their recent work.

## Forum on the UN Convention on the Rights of the Child

On Monday, April 7, from 4:00 - 6:00 PM the Consortium will be hosting a forum focused on the UN Convention on the Rights of the Child. The forum is designed to open debate and discussion about the UN Convention and offer educational, legal, psychological, and medical perspectives as they relate to children's rights, health and well-being

To date, speakers include Dr. David Parker, a physician with the MN Dept. of Health who is also a photojournalist and has published a book on child labor around the world; Barbara Frey, JD, an adjunct professor of law at the University of MN Law School and Hamline Law School and who has a special interest in the Convention; Peter Verbeek, Ph.D., a developmental psychologist who has spoken and written about the Convention; a representative from the Human Rights Center at the University of Minnesota Law School; and a representative from the Center for Victims of Torture.

The Forum will be held in Room 140, Nolte Center, 315 Pillsbury Drive SE on the Minneapolis campus of the University of Minnesota. For more information contact the Consortium office at (612) 626-1212 or [cyfc@tc.umn.edu](mailto:cyfc@tc.umn.edu)

## May

May 12

"We know Who, When, Where and Why ... Now What? Research and Evaluation for Organizational Learning." Annual conference of the MN Chapter of the American Evaluation Association. Keynote speaker: Michael Q. Patton. For registration information call Marilyn Conrad at Wilder Research Center (612) 647-4603.

May 14

"Effects of Maternal Depression on Children's Behavior and Psychological Development," 12:15-1:15, 172 Child Development, UofMN. Institute of Child Development Visiting Scholar presentation by Geraldine Dawson, U of Washington. For more information contact LuJean Huffman-Nordberg, (612) 625-6549.

## June

June 12-13

"Parent Education: State of the Art Parent Education Institute III," designed to assess the present delivery of parent education in the USA and to consider future directions for the field. Earle Brown Continuing Education Center, St. Paul Campus, Uof MN. For more information call co-directors Marty Rossmann, (612) 624-3082, or Jerry McClelland (612) 624-1273

## July-August

July 9-11

"Violence Intervention and Prevention Institute." Second Biennial Institute sponsored by the University of Wisconsin-La Cross. Invited keynote speaker: US Attorney General Janet Reno. For more information call (608) 785-6506 or visit [www.uwlax.edu/vip](http://www.uwlax.edu/vip).

July 31-August 1

"Baby Summit: Healing Birth, Healing Earth." Sponsored by the Association for Prenatal and Perinatal Psychology and Health. Earle Brown Continuing Education Center, St. Paul Campus, University of Minnesota. For further information call Millie Adams Dosh, (612) 827-1818.

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MN Chapter of the American Evaluation Assn. presents

## We know Who, When, Where & Why... now What? Research & Evaluation for Organizational Learning

An evaluation conference designed to help staff, board members or elected officials from the public, private and nonprofit sectors and evaluators explore how evaluations can help organizations learn more about and improve their work.

For a brochure with a complete listing of exhibitors, presenters and session descriptions along with information about the Sheraton Midway conference site please contact Marilyn Conrad at 612-647-4603.

### Space is Limited. Register Early.

- Registration will be by check only.
- Registration without payment will not be accepted.
- Please check one presentation for each session

Make check payable to, and mail it with this registration to:

**Wilder Research Center**  
Marilyn Conrad  
1295 Bandana Boulevard North, Suite 210  
St. Paul, MN 55108

For further information contact Marilyn Conrad at 612-647-4603.

Name \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Daytime phone \_\_\_\_\_

Check here if you would like a vegetarian lunch

\_\_\_\_\_ \$40.00  
Registration Fee  
(received by April 30, 1998)

\_\_\_\_\_ \$45.00  
Registration Fee  
(received by May 1, 1998 or later)

\_\_\_\_\_ \$25.00 Student Registration (received by April 30, 1998)

### Concurrent Session I:

- Evaluation 101
- Using Evaluation for Learning A
- Using Evaluation for Learning B
- Consultants and Clients:  
Learning the Two Step

### Concurrent Session II:

- Evaluation 101
- Using Evaluation for Learning A
- Using Evaluation for Learning B
- Consultants and Clients:  
Learning the Two Step  
(repeated session)

# Infant Mental Health Service Framework

CEED, the Center for Early Education and Development in the College of Education and Human Development at the University of Minnesota, has been conducting a Feasibility Study on infant mental health. Funded by the Minnesota Departments of Health, Human Services, and Children, Families and Learning, the final report will include a set of recommendations as to what type of service framework Minnesota should create to address infant mental health issues. The study was funded partly in response to the provisions of Part H (now Part C) of IDEA, the federal Individuals with Disabilities Education Act. Part C is the Infants and Toddlers with Disabilities Program, which targets children who are identified as having a “diagnosed physical or mental condition that has a high probability of resulting in developmental delay.”

A consultation team is exploring Minnesota’s capacity to provide treatment services to parents and infants who are having difficulty developing healthy parent-child relationships. In addition, the team is studying preventive measures to support healthy environments and relationships for infants. The consultation team is facilitated by Christopher Watson, Coordinator of CEED, and includes professionals from the fields of psychology, social work, nursing, early childhood special education, developmental pediatrics, and county early childhood services, as well as a parent representative.

The consultation team distributed over 300 mail-in survey forms to professionals in many fields throughout the state to determine the availability and accessibility of infant mental health services in Minnesota. Watson conducted focus groups of professionals and parents in five Minnesota communities: Marshall, Worthington, Cass Lake, Cloquet and Dakota County. Members of the team conducted more than 20 individual interviews with professionals and parents.

When submitted to the State, the Infant Mental Health Feasibility Study Report will be examined by a work group composed of representatives from the Departments of Health, Human Services, and Children, Families and Learning, as well as local service providers. It will be their task to take the report and its recommendations to their respective constituents and to communicate how the identified outcomes can benefit children and families in Minnesota.

Preliminary findings confirm that Minnesota is rich with programs and services for families with young children. However, in the public and among professionals, there is great need to raise awareness about infant mental health issues. In addition, there is a need to better coordinate services and accessibility to services, and to train more professionals across disciplines who can serve families with infant mental health needs. For more information on the Feasibility Study, contact Christopher Watson at (612) 625-2898 or watso012@gold.tc.umn.edu.

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## Brain Development (continued from page 4)

The Center is sponsoring the Minnesota Symposium on Child Psychology in the fall of 1998. The topic of the symposium will be “The Effects of Early Adversity on Neurobehavioral Development.” Charles Nelson is its organizer. He has invited an impressive array of speakers, including Geraldine Dawson, who will discuss her work on the development of children of severely depressed mothers, and Mary Schneider, who will describe her work on the effects of maternal stress during pregnancy in rhesus monkeys on the subsequent immune, cognitive, and social development in offspring. For more information, contact LuJean Huffman-Nordberg at (612) 625-6549 or huffm001@maroon.tc.umn.edu.

# Who’s the Consortium?

**Dana E. Johnson**, professor of pediatrics at the University of Minnesota, directs the neonatology program and neonatal intensive care unit at Fairview-University hospitals. In addition, Dr. Johnson is a member of the Adversity Center at the University and founded and directs the International Adoption Clinic. Dr. Johnson has worked with the Consortium on developing its AdoptINFO web site.

**Ellen Shelton** is the Coordinator for the Minnesota Coalition on Family Policy. Ms. Shelton has focused her entire career on how society organizes itself to raise and educate its children. Currently, she is working on a policy briefing paper to provide state legislators with information about the importance of attachment and consistency to the development of very young children.

**Christopher Watson** is the Coordinator of the Center for Early Education and Development (CEED) at the University of Minnesota. Christopher began his work with CEED on a federally funded project providing early childhood staff development in the area of violence prevention and intervention, and recently has begun collaborating with the Harris Center on training professionals on infant and toddler issues.

*And the Consortium is You!*

## Consortium Listserve

Do you have email? Would you like to be kept informed on what is happening at the Consortium and its related activities? The Consortium has established a new email listserv that will send you periodic notices about conferences, trainings, research and other child and family related information occurring between newsletters. All you have to do is sign up! Email your name and desired email address to cyfc@tc.umn.edu and we will add your name to the distribution list.

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