

# Watch Us Grow!

*2007*

A Training Series for Professionals who Work  
with Infants and Toddlers

Presented by

Wayne State University's  
Merrill-Palmer Skillman Institute

and

The Metro-Detroit Association for  
Infant Mental Health



WAYNE STATE  
UNIVERSITY



Dear Colleague:

The Merrill-Palmer Institute's Infant Mental Health Program is dedicated to assuring a strong and nurturing attachment between infants and parents/caregivers by continually offering professional training to agencies and professionals who work with children in early childhood. Each training event will provide the opportunity for participants to learn how specific situations impact development and relationship needs of infants and families. In trying to accommodate the needs of agencies and professionals we are proud to offer this professional training series.

The Merrill-Palmer Institute founded in 1920, has developed new and innovative approaches to address the needs of children and families. In 1922, Merrill-Palmer opened one of the first model preschool programs in the United States. The Institute helped define national policy for childcare standards and worked on developing the philosophy for Head Start. Since the 1990's, Merrill-Palmer Institute, as a part of Wayne State University, has developed and operated programs, which continue the tradition of supporting families with young children through advocacy, service research and training efforts.

The Metropolitan Detroit Association for Infant Mental Health is committed to supporting, educating and mentoring our membership, community leaders and those interested in nurturing relationships for infants, toddlers and their families.

# 2007 Training Schedule

**February 9, 2007**

**Time: 12:30-2:30**

**Hoobler Room, Merrill-Palmer Institute**

## **"Attachment and Sensory Processing: A Collaborative Approach to Treatment"**

Difficulties with sensory processing during infancy and early childhood can influence emotional and behavioral regulation, and have a significant impact on attachment. Through case presentation Sandra and Lisa discuss collaboration between occupational therapy and infant mental health. This training will help professionals recognize how problems with sensory integration impact the parent-child relationship, and describe a unique attachment focused approach to sensory integration treatment.

Learning Outcomes:

Through discussion and case presentation, participants will be able to:

1. Identify behaviors that may indicate sensory processing problems in infancy and early childhood.
2. Gain an understanding of how sensory processing impacts attachment.
3. Understand the importance of involving parents in outpatient treatment.
4. Recognize the difference between traditional and attachment focused sensory integration treatment.

**Presenter: Lisa Garcia, MSW, LMSW** is an infant mental health therapist with the Special Beginnings Program at The Children's Center of Wayne County. Lisa has ten years of clinical experience providing home-based infant mental health services. She has worked with diverse populations, including Athabascan Native children / families in the remote villages of rural Alaska. Lisa has sixteen years experience working with the Wayne County Regional Education Service Agency, providing special education services to children with severe and multiple disabilities, and their families. Lisa is the parent of an adult son with multiple disabilities. She has more than twenty years experience working with parents, to advocate for their children with special needs.

**Presenter: Sandra Glovak, OTR** has been director of Sensory Systems Clinic for over 22 years. The clinic specializes in treatment of infants, children and adults with learning, behavioral problems, Autism, Autism Spectrum Disorder and Aspergers. Occupational therapy treatment using sensory integrative neurodevelopment, Interactive Metronome, cranial sacral therapy and Samonas sound therapy are among the specialties provided. Sandra also has 14 years of experience in several methods of cranial sacral therapies and has co-authored a chapter for a book published by *Zero-Three* and an article in *Infants and Young Children, in Interdisciplinary Journal of Special Care Practices*.

**February 23, 2007**

**Time: 12:30-2:30**

**Hoobler Room, Merrill-Palmer Institute**

**“Challenging Behaviors in Toddlers”**

This session will include information on toddler development with an emphasis on the social-emotional development of toddlers. Eating, sleeping, behaviors, and social challenges will be discussed from the perspective of attachment theory. Interventions designed to increase participant’s work with toddlers will be included.

Learning outcomes:

1. Participants will be able to identify the social –emotional developmental phases of toddler development.
2. Participants will learn ways to promote social-emotional development while dealing with common challenging toddler behaviors.

***Presenter: Kathryn Sims, LMSW***, is a private early childhood and certified infant mental health consultant and in private practice at the Interdisciplinary Center for Family in West Bloomfield.

**March 9, 2007**  
**Time: 12:30-2:30**  
**Senior Auditorium**  
**Robert A. VerKuilen Building**  
**21885 Dunham Road, Suite 6**  
**Clinton Township, MI 48036**

**“Fetal Alcohol Syndrome”**

This session will discuss the damaging affects of prenatal exposure to alcohol including its affect on infant and toddler behavior and development. Strategies for helping alcohol exposed children to meet their maximum potential will be presented.

Learning outcomes:

1. Participants will learn the spectrum of problems caused by intrauterine alcohol exposure.
2. Participants will learn how to help Fetal Alcohol Syndrome (FAS) children maximize their potential.

**Presenter: Colleen Noble, MD,** is a Developmental Pediatrician from North Oakland Medical Center in Pontiac. Dr. Noble is also the Director of the Developmental Assessment Clinic in Pontiac and Medical Director of Euro-Peds.

**March 30, 2007**

**Time: 12:30-2:30**

**Hoobler Room, Merrill-Palmer Institute**

**“Moving Along: Identifying and Promoting Appropriate Movement Development in Infants”**

This session will provide information on identifying important characteristics of gross motor development and indicators of early delays or atypical patterns of motor development. The audience will be given specific suggestions to assist them in the facilitation the appropriate postural and mobility development in the infant and young child. The audience will participate in a discussion of the unique problems that have been associated with “back to sleep” programs and activities to address these issues will be suggested.

Learning Outcomes:

1. The participants will be able to identify important early characteristics of postural and movement control that contribute to motor skill development.
2. The participants will be able to identify indicators of motor delay and/or atypical development in the infant.
3. The participants will learn ways to help families promote motor development in the typically developing infant and the child with special needs.

**Presenter: Christine Carlson, DPT PT** is an Assistant Professor in the Physical Therapy Program, Department of Health Care Sciences, Eugene Applebaum College of Pharmacy and Health Sciences, Wayne State University. Christine has extensive experience in working with children, parents, students and peers in a collaborative effort to facilitate optimal lifelong learning experiences for children with special needs. Her primary interest and experience is with infants and preschool children and considers early identification of motor problems and support for families vital in promoting optimal development.

**April 20, 2007**

**Time: 12:30-2:30**

**Hoobler Room, Merrill-Palmer Institute**

**“Facilitating Early Communication in Young Children”**

Current research in speech-language pathology points to the importance of prelinguistic and early language skills in creating the foundation for later speech and language development. This seminar will introduce techniques for optimizing communication during this crucial phase, with a special emphasis on using these strategies with children who may demonstrate inappropriate behaviors as a likely result of their communication challenges. The focus of the seminar will be on strategies appropriate for children at the prespeech, first-word, and two-word developmental levels. Strategies will be presented in various formats (e.g., description and video) and participants will be encouraged to share their own experiences for group problem solving.

Learning Outcomes:

1. Participants will learn strategies for communication that can enhance adult/child Interactions during specific developmental periods (i.e., prespeech, first-words, anword combinations).
2. Given video examples, participants will be able to identify a child' scommunication level and brainstorm strategies for communication

**Presenter: Heather Balog, Ph.D.** is an Assistant Professor at Wayne State University in the Department of Communication Sciences and Disorders and Merrill-Palmer Institute. She earned her Ph.D. from Purdue University in Child Language Disorders. Dr. Balog's primary area of expertise is speech and language development of infants and toddlers. Her research interests are in the areas of developmental prosody (an aspect of phonology). Specifically, she studies the development of intonation during early language acquisition and its relationship to the developmental processes of communicative intention, nonverbal behavior, and discourse.

**May 18, 2007**

**Time: 12:30-2:30**

**Hoobler Room, Merrill-Palmer Institute**

**“How do Infants and Parents Fall in Love? An Introduction to Early Relationship Development, Support and Intervention”**

Relationships between infants and their parents are greatly influenced by the uniqueness of each individual, the readiness of the caregiving environment and the reality of social, cultural and economic circumstance. Infant-parent attachments are woven with the fibers of these factors – both fluid and fixed – across time and experience. This session will consider what infant mental health theory and practice helps us to understand about supporting early relationships between infants and parents.

Learning Outcomes:

1. Participants will become familiar with infant mental health theory as a construct for understanding infant and parent contributions to the development of attachment relationships.
2. Participants will be able to identify indicators of healthy and at-risk attachment relationship development through observation and guided interpretation of videotaped infant-parent interactions.
3. Participants will become familiar with relationship based intervention approaches that guide the practice of infant mental health casework.

**Presenter: Kathleen Baltman, MA** is Director of Infant & Young Child Mental Health Services in The Center of Early Childhood at The Guidance Center, Southgate, Michigan. She has extensive professional experience as an infant mental health specialist clinician and trainer of community professionals from mental health, education, nursing and child welfare. From 1985 to 1990, Ms. Baltman was a member of The Guidance Center’s Parent-Infant Program, providing home-based infant mental health services and community-based training.

Through the 1990’s, Kathleen worked at Wayne State University, first as Clinical Coordinator for the Merrill-Palmer Institute Infant Mental Health Graduate Certificate Program. From 1994 until February, 2002, Ms Baltman was Executive Director of Parents and Children Together (PACT). PACT included programs for infants, children, youth and their birth families in the child welfare system, training post-bachelor level interventionists to provide child-focused, family-centered home and center-based services. In 2002, Kathleen returned to The Guidance Center as Project Director of CKI (Caring for Kids Initiative), funded to apply infant mental health theory and practice principles to develop a prevention-focused training and service model for relationship-based mental health consultation in community based early care and learning centers.

Her current role includes direction of services in infant mental health, child care expulsion prevention and an early literacy training/mentoring program for childcare providers and parents. Kathleen also provides reflective practice consultation to The Guidance Center’s Head Start program. She is a recipient of the MI-AIMH Selma Fraiberg Award and, in 2004, earned the MI-AIMH Level Four Endorsement as infant mental health specialist mentor.

**June 8, 2007**

**Time: 12:30-2:30**

**Hoobler Room, Merrill-Palmer Institute**

**"Infant Mental Health Treatment Strategies and Parent-Infant Attachment: Evidence for the Effectiveness of Services."**

Recently, research has suggested that parents may benefit more from shorter services and that attachment, particularly disorganized attachment is resistant to change and may not be changed by infant mental health services. At the same time, however clinicians feel strongly that they can and do improve parent-child relationships and infant emotional development. The relationships that parents form with their infants are critical to healthy infant development in all domains, particularly infant emotional development. The development of a secure attachment is an important emotional milestone and one that Infant Mental Health specialists work closely with parents to foster in infants. This presentation will briefly review attachment theory and discuss new findings from research related to the following: parent sensitivity and a secure attachment; the relationship between attachment and neurobiology; treatment strategies designed to enhance parent-child attachment relationships. Research supporting infant mental health services and challenging the effectiveness of these services will be reviewed.

Learning Outcomes:

- 1) participants will understand the relationship between sensitivity and attachment and learn when parent sensitivity seems to be most related to the development of a secure attachment.
- 2) Participants will be able to describe the relationship between trauma, attachment, and neurobiology
- 3) Participants will be familiar with attachment based interventions in home settings, clinic settings, and early childhood settings and evidence for the effectiveness of these interventions.

**Presenter: Ann M. Stacks, Ph.D.** is an Assistant Professor in the Psychology department at Wayne state University and is the Director of the Infant Mental Health Graduate Certificate Program at the Merrill-Palmer Institute. Dr. Stacks is a fully licensed Marriage and Family Therapist and earned a Post-Masters certificate in Infant Mental Health from the University of Michigan. She has 10 years of experience working in a variety of settings with high-risk families and their young children. dr. Stacks' research focuses on the relationship between preschool children's attachment representations and their behavior. She has conducted research with Head start and Early Head Start families and has experience evaluating community based programs for young children and families.

**June 22, 2007**

**Time: 12:30-2:30**

**Hoobler Room, Merrill-Palmer Institute**

**“Early relationships with Carrots, Twinkies and Broccoli:  
Healthy (and not so healthy) patterns of eating that start....in the Beginning”**

This training will focus on how and when adult behavior, attitudes, and knowledge about food and nutrition is transmitted to their children.

What is needed to promote life long healthy patterns of eating and life long healthy relationships with food will also be presented.

Learning outcomes:

1. Participants will have a clearer understanding of what is needed to build a strong eating and food relationship foundation for young children
2. Participants will learn what and how to establish healthy eating habits and what are healthy appropriate food choices for young children

**Presenter: Laurie K. Leeb, M.S. R.D.** is an Infant Mental Health Specialist. Laurie is currently an Early Childhood Consultant. She brings together her experiences from a wide variety of early childhood settings to discuss the impact of food and eating behaviors on the long term physical and emotional health of the young child.

## REGISTRATION

**COST:** \$15.00/training for members of Metro-Detroit Association for Infant Mental Health\*\*; \$30.00/training for non-members; \$10.00/per session for students.

\*Members of MCFARES may register for the March 9<sup>th</sup> session for \$15.00

\*\* To join Metro-Detroit Association for Infant Mental Health, please contact the Michigan Association for Infant Mental Health  
<http://www.mi-aimh.msu.edu/intro/index.html>

**PAYMENT:** Payment in the form of a check should be mailed to:  
Reta Collins, 71 East Ferry Street, Merrill-Palmer Institute, Detroit, MI 48202

All trainings (except March 9) will be held at Merrill-Palmer Skillman Institute, 71 E. Ferry Avenue, Hoobler Room, Detroit, MI 48202.

**SEND CHECKS PAYABLE TO:**  
Wayne State University/Merrill-Palmer Skillman Institute-IMH  
71 E. Ferry Avenue  
Detroit, MI 48202  
Attn: Reta Collins OR  
Email reservation to [reta.collins@wayne.edu](mailto:reta.collins@wayne.edu)

Each seminar is limited to 40 participants (March 9 limited to 150).

**TO RESERVE A SPACE:** Please provide the following information to Reta Collins ([reta.collins@wayne.edu](mailto:reta.collins@wayne.edu); 313.872.1790) at least 5 days prior to each training:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone \_\_\_\_\_ Email \_\_\_\_\_  
Organization/Profession \_\_\_\_\_

Sessions you plan to attend  
\_\_\_ February 9, 2007      \_\_\_ March 9, 2007      \_\_\_ May 18, 2007  
\_\_\_ February 23, 2007      \_\_\_ March 30, 2007      \_\_\_ June 8, 2007  
   \_\_\_ April 20, 2007      \_\_\_ June 22, 2007

\$\_\_\_\_\_ enclosed

I am a member of \_\_\_\_\_ MD-AIMH; \_\_\_\_\_ MCFARES; \_\_\_\_\_ I am a student  
\_\_\_\_\_ I will require CEUs

Questions? Contact Reta Collins at 313-872-1790 or [reta.collins@wayne.edu](mailto:reta.collins@wayne.edu)



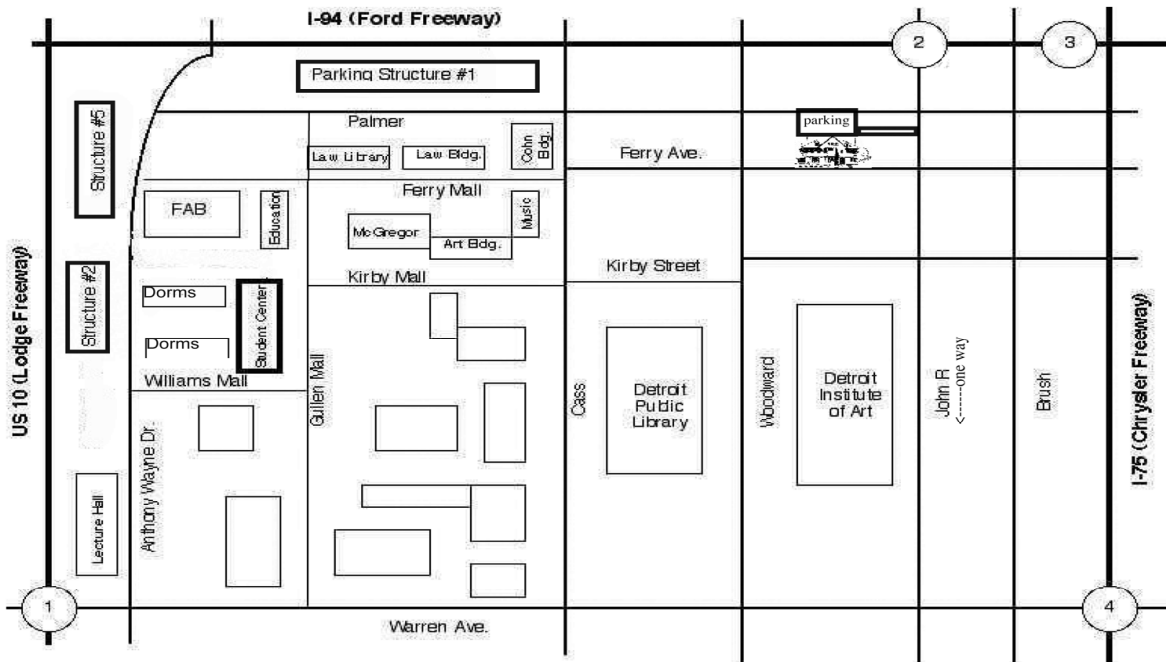
**DRIVING DIRECTIONS TO MERRILL-PALMER**  
71 EAST FERRY, DETROIT, MI 48202

**FROM THE DOWNRIVER AREA:** From I-75 north (Fisher Freeway), take US 10 (Lodge Freeway) north to the Forest St. exit (1) . Turn right on Warren and go 4 blocks to Woodward. Left on Woodward, to Palmer, turn rt. The first street is John R., turn rt. and the first drive on the right is the entrance to the parking lot.

**FROM THE WEST OR NORTH:** Take southbound US 10, (Lodge Freeway) from the north or from I-96 south to I-94 east. Exit John R(1). Turn rt. on John R. and go to one drive past Palmer to 1<sup>st</sup> drive which is the parking LOT entrance.

**FROM I-75 SOUTH (Chrysler Freeway):** Take the Warren Ave. exit(4) and go right on Warren to Woodward. Right on Woodward to Palmer, Turn rt. on Palmer The next street is John R., turn rt. Enter first drive on the right is the parking lot entrance.

**FROM THE EAST:** Take 1-94 (Ford Freeway) west to the Woodward/John R. exit (2) (just past the exit for the Chrysler Freeway). Take the service drive west to John R., Turn left. One drive past Palmer on the right is parking lot entrance.



**The Merrill-Palmer Institute**, 71 East Ferry, Park behind the Institute and enter parking lot off of John R. (Note, a \$3.50 parking fee is required. Bills are accepted, but quarters are recommended).