

Edited by
Barry M. Lester and
Joshua D. Sparrow



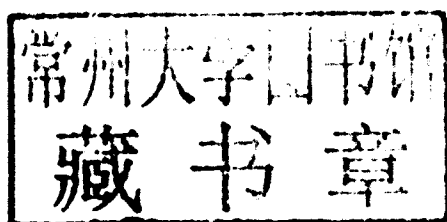
Nurturing Children and Families

Building on the Legacy
of T. Berry Brazelton

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T. Berry Brazelton*

Edited by Barry M. Lester
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Praise for *Nurturing Children and Families*

"All the contributors are leaders in their particular discipline, and all express their debt to Brazelton's broad, inclusive vision of the mother-infant dyad."

CHOICE

"The book is an astounding collection of thirty-one chapters that reflect Brazelton's influence on many fields including child development, pediatrics, infant mental health, nursing, psychology, child psychiatry, social work, physical and occupational therapy, and policy. ... I highly recommend this book to anyone – but especially to practitioners and teachers of infant mental health."

The Signal

"*Nurturing Children and Families* is a tribute to Brazelton's influence. It represents over half a century of work across disciplines, using the writing and teaching of this great man, and it presents key research and findings that reflect, tie to, or build upon his work."

Education, Practice, and Research

"In this marvelous collection of leading thinkers and practitioners, Lester and Sparrow have reflected the wisdom of T. Berry Brazelton in the words of the scholars he has inspired. *Nurturing Children and Families* is a timely volume which will undoubtedly enlighten both experts and students alike."

Matthew E. Melmed, Executive Director, Zero to Three

"This very impressive collection of papers by outstanding scholars is a fitting tribute to our nation's greatest living pediatrician. Like Brazelton himself has done, these papers move pediatrics from children's illnesses to their behavioral development with an emphasis on the all-important parent-child relationship."

Edward Zigler, Yale University

"This book is a treasure. Filled with the discoveries of brilliant scientists, it honors T. Berry Brazelton by mirroring his respectful approach to children and parents and his conviction that by really watching children we can find out what they need."

*J. Ronald Lally, Co-Director, Center for
Child & Family Studies, WestEd*

"The distinguished contributors in this volume reflect the diversity of disciplines and perspectives that both mirror and honor the scientific, clinical, practice, and policy contributions of T. Berry Brazelton. Those who want to bask in and relive the exciting engagement with infants and families throughout the second half of the 20th century, can do so in these chapters. Those who want to engage in the transformations required in the 21st century, read, imagine, and take action, knowing that Brazelton's footsteps, though wide and encompassing, move quickly."

Hiram Fitzgerald, Michigan State University

This book is dedicated to Christina Brazelton

Notes on Contributors

Heidelise Als, PhD is Associate Professor in Psychiatry, Harvard Medical School and Director of Neurobehavioral Infant and Child Studies at Children's Hospital Boston. Dr. Als has received numerous awards in recognition of her outstanding leadership in the developmental assessment and care of preterm and high-risk infants, and most recently was the recipient of the Stan and Mavis Graven Award for Leadership in Enhancing Physical and Developmental Environments for High-Risk Infants and their Families. She is the originator of the Newborn Individualized Developmental Care and Assessment Program (NIDCAP) approach for the care of preterm infants and their families, and the founder and President of the NIDCAP Federation International, a nonprofit organization which provides national and international training for advanced professionals in the field of NICU developmental care implementation.

Kathryn E. Barnard, RN, PhD is Professor Emeritus of Nursing and the founder and Director of the Center on Infant Mental Health and Development at the University of Washington. Her pioneering work to improve the physical and mental health outcomes of infants and young children has earned her numerous honors, including the Gustav O. Leinhard Award from the Institute of Medicine; the Lucille Petry Leone Award for Teaching; the M. Scott Award for Contributions to Nursing Science, Education and Service; the Martha May Eliot Award for Leadership in Maternal–Child Health; Nurse Scientist of the Year Award; and, from the American Academy of Nursing, both the Episteme Award, the highest honor in nursing, and the Living Legend Award.

Jessica Dym Bartlett, MA, MSW, LICSW is a psychotherapist who has worked with children and families, childcare programs, and school systems for over 15 years. She is an adjunct faculty member at the Boston University

School of Social Work where she teaches courses on resilience through the life span, human behavior in the social environment, and clinical practice with children and adolescents. Bartlett's research and publications focus on resilience, infant/early childhood mental health, and child maltreatment.

Rosemarie Bigsby, ScD, OTR/L, FAOTA is Clinical Associate Professor of Pediatrics and of Psychiatry and Human Behavior, and Coordinator of NICU Services at the Center for the Study of Children At Risk, Brown University, Alpert Medical School and Women & Infants' Hospital. Dr. Bigsby was named a Fellow of the American Occupational Therapy Association for her contributions to the practice of occupational therapy with infants and children. She is the author of a number of journal articles and book chapters, and is co-author of a textbook on NICU practice: *Developmental and Therapeutic Interventions in the NICU*, and a motor assessment tool: *The Posture and Fine Motor Assessment of Infants* (Psychological Corporation).

Kristie Brandt, CNM, MSN, DNP a board certified nurse-midwife, is the Director of the Parent-Infant & Child Institute in Napa, CA and co-developer and Director of the University of Massachusetts Boston Infant-Parent Mental Health Post-Graduate Certificate Program in Napa, CA, a 15-month training program for professionals. While Napa County's Chief Public Health Manager, she developed and researched the nation's first Touchpoints Perinatal Home Visiting Project, and she created and oversaw Napa's Therapeutic Child Care Center, serving high-risk children 0-5 in a full-day, full-year therapeutic program. Dr. Brandt is a visiting faculty member of the Brazelton Touchpoints Center at Children's Hospital Boston. She is author of the new book, *Facilitating the Reflective Process: An Introductory Workbook for the Infant-Family and Early Childhood Field* (2009).

Geoffrey Canada, MEd is the acclaimed author of *Fist Stick Knife Gun: A Personal History of Violence in America* and was the recipient of the first Heinz Award in 1994 for his work as President/CEO of Harlem Children's Zone in New York City. Since 1990, Mr. Canada has been the President and Chief Executive Officer for the Harlem Children's Zone. In a June 2004 cover story in the *New York Times Magazine*, the agency's Zone Project was called "one of the most ambitious social experiments of our time." The Project offers an interlocking network of social service, education and community-building programs to thousands of children and families in a 60-block area of Central Harlem.

Dante Cicchetti, PhD is McKnight Presidential Chair and Professor of Child Psychology and Psychiatry at the University of Minnesota. Dr. Cicchetti has received a number of awards, including the three highest honors of the Developmental Division of the American Psychological Association: the G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology, the Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, and the Mentor Award in Developmental Psychology. He has published over 400 articles, books, and journal Special Issues that have had far-reaching impact on developmental theory as well as science, policy, and practice related to child maltreatment, depression, mental retardation, and numerous other domains of development. Dr. Cicchetti is the founding and current editor of *Development and Psychopathology*.

M. Ann Easterbrooks, PhD is Professor in the Eliot-Pearson Department of Child Development at Tufts University. She is Co-Principal Investigator of the Massachusetts Healthy Families Evaluation, examining the efficacy of Healthy Families Massachusetts, a statewide child maltreatment prevention program. Dr. Easterbrooks's publications include chapters, research articles, and edited volumes on a range of topics, including: healthy social and emotional development in the context of psychosocial risk factors such as depression and trauma; father-child relationships in infancy and early childhood; the developmental course of parent-child attachment relationships; and promoting positive relationships in early education and care. She chairs the Publications Committee of the Society for Research in Child Development.

Tiffany Field, PhD is Director of the Touch Research Institutes at the University of Miami School of Medicine and Fielding Graduate University. She is recipient of the American Psychological Association Boyd McAndless Distinguished Young Scientist Award and has had a Research Scientist Award from the NIH for her research career. She is the author of *Infancy*, *The Amazing Infant*, *Touch*, *Advances in Touch*, *Touch Therapy*, *Massage Therapy Research*, and *Complementary and Alternative Therapies*, the editor of a series of volumes on *High-Risk Infants*, and on *Stress and Coping*, and the author of over 450 journal papers.

Myra D. Fox, BS is the former Director of Child Life Services at Children's Hospital Boston where she devoted her career to the special needs of hospitalized children and their families until her retirement in 2008. In later years

her responsibilities included Director of Volunteer Services, with responsibilities for the Big Apple Clown Care Unit, music and art therapy. She also developed a comprehensive educational/tutoring program for hospitalized children that also included home teaching. Fox has been a consultant to pediatric hospitals and to children's television programs and has helped establish a child life program in Sao Paulo, Brazil.

Stanley I. Greenspan, MD was, until his death in April 2010, Clinical Professor of Psychiatry and Pediatrics at George Washington University Medical School, Chair of the Interdisciplinary Council on Developmental and Learning Disorders, and Chair of the Psychodynamic Diagnostic Manual Task Force, which represented many major psychoanalytic organizations. He was the founding President of Zero to Three: The National Center for Infants, Toddlers, and Families, and past Director of the NIMH Mental Health Study Center and the Clinical Infant Development Program. Dr. Greenspan was the recipient of many national and international awards, including the American Psychiatric Association's highest honor for child psychiatry research, author of over 100 scholarly articles and chapters and author or editor of over 40 books, translated into over a dozen languages, including *The Irreducible Needs of Children* co-authored with T. Berry Brazelton, MD.

William W. Harris, PhD is a senior fellow at the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University. He founded KidsPac, a political action committee dedicated to sound public policies for poor children from birth to age six and their families. He has served on numerous advisory committees, including the American Psychiatric Association's Presidential Task Force on the Biopsychosocial Consequences of Childhood Violence. Harris has received several awards for his work on behalf of children, including the Advocacy Award, Division of Child, Youth and Family Services, from the American Psychological Association, the Dale Richmond Award from the American Academy of Pediatrics, the Leadership Award for Public Service from Zero to Three, and the Public Advocacy Award from the International Society for Traumatic Stress Studies.

Mikael Heimann, PhD is a Professor of Psychology at the Department of Behavioral Science, Linköping University, Sweden, Co-Director of the Swedish Institute for Disability Research, Linköping, and a senior researcher at the Norwegian Network for Infant Mental Health, Oslo, Norway. He worked clinically at the Clinic for Child and Adolescent Psychiatry, Gothenburg, Sweden, and was Professor and Head of a Centre of Child and

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Myron Hofer, MD is Sackler Professor and Director of the Sackler Institute of Developmental Psychobiology in the Department of Psychiatry at Columbia University College of Physicians and Surgeons. Throughout his research career, Dr. Hofer has worked at the interface of biology and psychology, and helped to define the new field of Developmental Psychobiology as it emerged in the 1970s and 1980s. Through an experimental analysis of the psychobiological events that enmesh the infant rat and its mother, he discovered hidden regulatory processes that have become the basis for a new understanding of the early origins of attachment, the dynamics of the separation response, and the shaping of development by that first relationship. Dr. Hofer has served on the editorial boards of *Behavioral Neuroscience*, the *Journal of Psychosomatic Research*, *Developmental Psychobiology* and *Psychosomatic Medicine*. He is the author/co-author of five books – including *The Roots of Human Behavior* – as well as numerous journal articles, book chapters, monographs, and theoretical papers.

John Hornstein, EdD has worked in the field of early child development for over 30 years. His research focuses on the emotional development in young children with additional interest in cross-cultural issues, parenting, and creativity. He participated in the development of the AIMS Indicators of Emotional Health, and conducted research on its psychometric properties. Dr. Hornstein was on the faculty of the Department of Education at the University of New Hampshire for 13 years, teaching in early childhood education, special education, and undergraduate honors programs. As a research associate at Children's Hospital and Harvard Medical School in Boston, Dr. Hornstein serves as a faculty member of the Brazelton Touchpoints Center. Areas of focus at Touchpoints include work with Native American sites and the development of training in working with families of children with special needs.

Francine Jacobs, EdD is an Associate Professor in the Eliot-Pearson Department of Child Development and the Department of Urban and Environmental Policy and Planning at Tufts University. Her research focuses on programs and policies meant to improve the life circumstances for children and families, including those in early childhood education, child welfare and child protection, juvenile justice, and family support; she has evaluated a range of these interventions in the United States and elsewhere. She is the co-Principal Investigator of the Massachusetts Healthy Families Evaluation.

Jerome Kagan, PhD is Emeritus Professor of Psychology at Harvard University. His research has addressed infant cognitive development, morality, the role of culture, and the contribution of temperamental biases to personality development. Kagan is a fellow of the American Academy of Arts and Sciences, a member of the Institute of Medicine of the National Academy of Sciences, and recipient of distinguished scientist awards from the American Psychological Association and the Society for Research in Child Development. He is the author or co-author of several hundred articles and many books including: *Galen's Prophecy*; *The Nature of the Child*; *Three Seductive Ideas*; *The Long Shadow of Temperament*; *A Young Mind in a Growing Brain*; *The Three Cultures*; and a forthcoming book titled *The Temperamental Thread*.

Constance H. Keefer, MD is Assistant Professor of Pediatrics at Harvard Medical School and on the faculties of Newborn Medicine at Brigham and Women's Hospital and the Brazelton Institute and Brazelton Touchpoints Center at Children's Hospital. Dr. Keefer has done research on newborn behavior and child development, culture and parenting, and communication in healthcare. She focuses her teaching on development and behavior in pediatric primary care and application of the Touchpoints Approach. She co-authored *Understanding Newborn Behavior and Early Relationships: The Newborn Behavioral Observation (NBO) System Handbook*, and has contributed chapters on child development, newborn behavior, cultural perspective on behavior and development, the shy child, and nursery care of the newborn.

Sara Lawrence-Lightfoot, EdD, a MacArthur-prize-winning sociologist, is the Emily Hargroves Fisher Professor of Education at Harvard University. Educator, researcher, author and public intellectual, Lawrence-Lightfoot has written nine books including *The Good High School: Portraits of*

Character and Culture; Balm in Gilead: Journey of a Healer; Respect: An Exploration; The Essential Conversation: What Parents and Teachers Can Learn From Each Other; and her most recent, *The Third Chapter: Passion, Risk, and Adventure in the 25 Years After 50*. Her volume, *The Art and Science of Portraiture*, documents her pioneering approach to social science methodology which bridges the realms of aesthetics and empiricism. Lawrence-Lightfoot is the recipient of numerous honors including Harvard's George Ledlie Prize for research that "makes the most valuable contribution to science" and is for "the benefit of mankind." She is a Spencer Senior Scholar; and was named the Margaret Mead Fellow by the American Academy of Political and Social Sciences.

Barry M. Lester, PhD is Professor of Psychiatry and Human Behavior, Professor of Pediatrics and founding Director of the Center for the Study of Children at Risk, Brown University Alpert Medical School and Women and Infants Hospital. His research has addressed processes of development in children at risk due to biological and social factors. His research has been continuously funded by the NIH for over 25 years. Dr. Lester was a member of the Council at the NIH National Institute on Drug Abuse. He directs the Infant and Child Mental Health Post-Baccalaureate Certificate Program at Brown University and is past President of the International Association for Infant Mental Health. He is the author of several hundred peer-reviewed publications and 16 books, including *Why is My Baby Crying?*

Robert A. LeVine, PhD is Roy E. Larsen Professor of Education and Human Development, Emeritus, Harvard University. He worked with Dr. Brazelton in Kenya from 1974 to 1976; they are co-authors of *Child Care and Culture: Lessons from Africa* (1994). Dr. LeVine's most recent book is *Anthropology and Child Development: A Cross-Cultural Reader*, co-edited with Rebecca Staples (New Malden, MA: Blackwell Publishers).

Alicia F. Lieberman, PhD is Irving B. Harris Professor Endowed Chair, Professor and Vice Chair for Academic Affairs at the UCSF Department of Psychiatry and Director of the Child Trauma Research Program at San Francisco General Hospital. She is President of the board of directors of Zero to Three: The National Center for Infants, Toddlers and Families, and author of *The Emotional Life of the Toddler* and senior author of *Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment; Losing a Parent to Death in the Early Years: Treating Traumatic Bereavement in Infancy and Early Childhood*; and *Don't Hit my*

Mommy: A Manual for Child–Parent Psychotherapy with Young Witnesses of Family Violence; and of numerous articles and chapters.

J. Michael Murphy, EdD is a psychologist with the Child Psychiatry Service at the Massachusetts General Hospital where he has worked for more than 25 years, and Associate Professor of Psychology at the Harvard Medical School where he teaches research methodology to psychiatric residents. He has collaborated with the U.S. Government Department of Agriculture, Maternal and Child Health Bureau, the Center for Disease Control (CDC), and numerous states and cities and is currently working with the government of Chile to evaluate a large school-based mental health program there. He has published more than 50 papers in academic journals. For more than a decade Dr. Murphy has been a research consultant to Napa County Health and Human Services, helping to evaluate the implementation of the Touchpoints program there as well as the county's nurse home visiting programs and a therapeutic childcare center.

Julie C. Novak, DNSc, RN, CPNP, FAANP is Associate Dean for Practice, University of Texas Health Science Center San Antonio School of Nursing and Crow Endowed Professor. She continues to support special projects in the Center for Instructional Excellence at Purdue University where she served as School of Nursing Head and Director, DNP program and nurse-managed clinics and has grant support for two rural nurse-managed clinics. Her research addresses global child and family health promotion, public health safety and quality improvement, rural healthcare, and nursing education and practice. Dr. Novak is a Fellow of the American Academy of Nurse Practitioners and the National Association of Pediatric Nurse Practitioners. The recipient of numerous awards, Dr. Novak has authored or co-authored over 70 articles, book chapters, and a textbook.

J. Kevin Nugent, PhD is Founder and Director of the Brazelton Institute at the Division of Developmental Medicine, Children's Hospital Boston. He is Professor of Child and Family Studies at the University of Massachusetts at Amherst and a Lecturer in Psychology at Harvard Medical School. He is co-author with Dr. Brazelton of the *Neonatal Behavioral Assessment Scale (NBAS)*, 3rd edition. Recently, Dr. Nugent and his colleagues developed the *Newborn Behavioral Observations (NBO)* system, an adaptation of the NBAS as a clinical tool for clinicians in pediatric and intervention settings. Dr. Nugent is author or co-author of many articles and books including *The Newborn as Person: Enabling Healthy Infant Development Worldwide*;

Understanding Newborn Behavior and Early Relationships: The Handbook of the Newborn Behavioral Observations (NBO) System; The Infant and Family in the 21st Century; The Cultural Context of Infancy; Using the NBAS with Infants and Families: Guidelines for Intervention.

David L. Olds, PhD is Professor of Pediatrics, Psychiatry, Preventive Medicine, and Nursing at the University of Colorado, Denver, where he directs the Prevention Research Center for Family and Child Health. He has devoted his career to investigating methods of preventing health and developmental problems in children and parents from low-income families. The primary focus of his work has been on developing and testing in a series of randomized controlled trials a program of prenatal and infancy home visiting by nurses for socially disadvantaged mothers bearing first children, known today as the Nurse–Family Partnership. A member of the American Pediatrics Society, the Society for Prevention Research, and the Academy of Experimental Criminology, Professor Olds has received numerous awards for his work, including the Lela Rowland Prevention Award from the National Mental Health Association, a Senior Research Scientist Award from the National Institute of Mental Health, the Brooke Visiting Professorship in Epidemiology from the Royal Society of Medicine, and the Stockholm Prize in Criminology.

Howard J. Osofsky, MD, PhD is Kathleen and John Bricker Chair, Department of Psychiatry at Louisiana State University Health Sciences Center. He has served as Co-Director of the Louisiana Rural Trauma Services Center, part of the National Child Traumatic Stress Network. In the aftermath of Hurricane Katrina, he was asked to be Clinical Director for Louisiana Spirit. Dr. Osofsky received the award as “Best Department Chair” from the American Academy of Child and Adolescent Psychiatry in recognition of his efforts for children and adolescents. He has received the Sarah Haley Award for Clinical Excellence from the International Society for Traumatic Stress Studies, the Public Citizen of the Year Award by the Louisiana Chapter of the National Association of Social Workers and the Department of Psychiatry, and the Distinguished Partners in Education Award by the Board of Elementary and Secondary Education of the State Department of Education for their work in schools following Hurricane Katrina.

Joy D. Osofsky, PhD is a psychologist and psychoanalyst and Professor of Pediatrics and Psychiatry at Louisiana State University Health Sciences Center (LSUHSC) in New Orleans. She is Head of the Division of Pediatric

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Daniel Pedersen, MA is founding President of the Buffett Early Childhood Fund, which invests in education where America is most underinvested: the first five years of life. Under Pedersen's leadership, the foundation also is helping to build a coast-to-coast network of independently evaluated, highly effective Educare schools. Each school serves nearly 200 infants, toddlers and preschoolers in families facing the most difficult odds. Each school also functions as a catalyst for broader policy change within its community and state. In addition, Pedersen chairs the Birth to Five Policy Alliance and the executive policy council of the First Five Years Fund. The Alliance galvanizes state-based advocacy groups and more than a dozen national organizations committed to improving state early childhood policies. The First Five Years Fund forges change in federal policy making and national communications about early childhood. Pedersen was instrumental in creating the Educare network and both policy entities. Today, all three enterprises are backed by several nationally significant charitable foundations which are intent on finding new ways to work together on behalf of children at risk of school failure.

Frans X. Plooij, PhD is Director of the International Research-Institute on Infant Studies. He studied animal psychology with Adriaan Kortlandt, University of Amsterdam, the Netherlands, and biology of behavior with Gerard Baerends, University of Groningen, the Netherlands. He worked with Jane Goodall in the Gombe National Park on infant development in free-living chimpanzees; with Robert Hinde in the MRC-unit on the Development and Integration of Behaviour, University Sub-Department of Animal Behaviour in Madingley, Cambridge, England; at the department

of Developmental Psychology, University of Nijmegen, the Netherlands, where he studied and filmed babies in the home environment. He has served as Vice-President for Information of the International Society for Human Ethology, Vice-President of the Institut Européen pour le Développement des Potentialités de tous les Enfants (IEDPE), and on the editorial board of the international journal *Ethology and Sociobiology*, and he is a member of the panel of assessors of the *Journal of Clinical Child Psychology and Psychiatry*.

Amy L. Salisbury, PhD, APRN, BC trained as a clinical nurse specialist in child and family psychiatry and holds a PhD in developmental psychobiology. Her research examines prenatal and postnatal neurobehavioral development within a larger biopsychosocial framework. Dr. Salisbury heads the Fetal Behavior Studies Program at the Center for the Study of Children At Risk, Brown University, Alpert Medical School and Women and Infants' Hospital examining fetal and infant neurobehavioral development. Dr. Salisbury and her colleagues have developed an organized a method of assessing fetal neurobehavior, called the Fetal Neurobehavior Coding System (FENS), which is currently being used to study the effects of fetal exposure to maternal depression, anxiety, antidepressant medications, opiates, and maternal smoking.

Allan N. Schore, PhD is on the clinical faculty of the UCLA David Geffen School of Medicine. He is author of three seminal volumes, *Affect Regulation and the Origin of the Self*, *Affect Dysregulation and Disorders of the Self*, and *Affect Regulation and the Repair of the Self*, as well as numerous articles and chapters. He is editor of the acclaimed Norton Series on Interpersonal Neurobiology, and a reviewer on the editorial staff of 35 journals across a number of scientific and clinical disciplines. He is a member of the Society of Neuroscience, and of the American Psychological Association Divisions of Neuropsychology and of Psychoanalysis, from which he received its Scientific Award.

Jack P. Shonkoff, MD is the Julius B. Richmond FAMRI Professor of Child Health and Development at the Harvard School of Public Health and the Harvard Graduate School of Education; Professor of Pediatrics at Harvard Medical School and Children's Hospital Boston; and Director of the university-wide Center on the Developing Child at Harvard University. He also chairs the National Scientific Council on the Developing Child, a multi-university collaboration comprising leading scholars in neuroscience, psychology, pediatrics, and economics, whose mission is to bring credible science to

bear on policy affecting young children. Under the auspices of the National Academy of Sciences, Dr. Shonkoff chaired a blue-ribbon committee that produced a landmark report entitled, *From Neurons to Neighborhoods: The Science of Early Childhood Development*. He has received multiple honors, including elected membership to the Institute of Medicine of the National Academy of Sciences, designated National Associate of the National Academies, the C. Anderson Aldrich Award in Child Development from the American Academy of Pediatrics, and the Award for Distinguished Contributions to Public Policy for Children from the Society for Research in Child Development. He has authored more than 150 publications.

Jayne Singer, PhD, a clinical psychologist, is Clinical Director of the Child and Parent Program in the Developmental Medicine Center at Children's Hospital Boston. She is an Assistant Professor of Pediatrics and Psychiatry at the Harvard Medical School, and serves as President of the Massachusetts Association for Infant Mental Health. Dr. Singer serves as a faculty member of the Brazelton Touchpoints Center where she provides leadership for the Early Care and Education (ECE) Initiative and is the primary contributor to the ECE Training Materials.

Joshua D. Sparrow, MD is Director of Special Initiatives at the Brazelton Touchpoints Center, Children's Hospital, Boston, and Assistant Professor in Psychiatry at the Harvard Medical School. He has co-authored eight books with Dr. T. Berry Brazelton, and revised with him the second edition of *Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development*. His work focuses on the social determinants of development and health, and culturally informed adaptations of interventions that catalyze community healing and self-strengthening processes.

Ann C. Stadtler, MSN, CPNP, one of the original faculty members and curriculum developers at the Brazelton Touchpoints Center (BTC), Children's Hospital Boston, is Director of Site Development and Training. She has received numerous awards including the Touchpoints Distinguished Leader Award. She co-designed "Toilet School," a group treatment approach to failure to toilet train. Stadtler's work at the Brazelton Touchpoints Center includes the integration of parent voices into a systems theory-based approach for infants and families.

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