

Building Early Social and Emotional Relationships with Infants and Toddlers

Amanda Sheffield Morris • Amy C. Williamson
Editors

Building Early Social and Emotional Relationships with Infants and Toddlers

Integrating Research and Practice

 Springer

Editors

Amanda Sheffield Morris
Department of Human Development
and Family Science
Oklahoma State University
Tulsa, OK, USA

Amy C. Williamson
Department of Human Development
and Family Science
Oklahoma State University
Stillwater, OK, USA

ISBN 978-3-030-03109-1 ISBN 978-3-030-03110-7 (eBook)
<https://doi.org/10.1007/978-3-030-03110-7>

Library of Congress Control Number: 2018967451

© Springer Nature Switzerland AG 2018

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors, and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Nature Switzerland AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

*We dedicate this book to our children Caleb,
Mollie, Isabelle, and Cooper.*

Foreword

One of the distinguishing features of the field of infant mental health is its commitment to relationships, not just the earliest family relationships that are at the core of its practice but, as significantly, the relationships that infant mental health practitioners have with families in their care and with each other. The reflection on all of these relationships is central to contemporary infant mental health practice, and this volume joins that conversation, offering us an opportunity to focus on relationships in early development to appraise where we have come from, where we are, and where we might like to go.

The developmental transitions over the early years are well known, and contributions to the present volume make clear the fundamental ways in which these are shaped by relationships. This includes birth, sleeping, and feeding in the postpartum period, the transition to walking with all that entails for the toddler years, and the child's entry into language. Much of this research is guided by the foundational insights of John Bowlby and the suite of methods that have developed to measure attachment in the wake of Mary Ainsworth's pioneering Strange Situation. Modern developmental science in the early years is firmly rooted in these approaches. Our methods are increasingly subtle, able to clarify the impact of specific relationship dynamics on increasingly well-described developmental processes. There is much more that we would like to know, of course, and the developmental chapters here succeed not just as summaries but also as provocations for future work.

But contributions to the volume make equally clear how much we already know and how much we can already do. Chapters on individual intervention approaches focus on such influential models as the Attachment and Biobehavioral Catch-Up, Circle of Security, Legacy for Children™, Touchpoints, and Tulsa Children's Project. Mounting evidence from all of these interventions (as well as the exceedingly well-disseminated and supported Child-Parent Psychotherapy) emphasizes the transformative potential of working with parents and children in the context of their relationships. These chapters provide programs and communities with ready models to draw from as they seek to improve outcomes for children and their caregivers. And the chapter on culture underscores that this knowledge should be available to children and families from all backgrounds and that these interventions can

emphasize the unique values of distinct communities and the needs of each family and child. There is much more we would like to know about adapting interventions to specific cultural contexts and much we need to do to expand our respect for the parenting traditions of non-European people, but an awareness of, and commitment to, engaging culture has become a central tenet in infant mental health practice (e.g., the Harris Foundation's Diversity-Informed Tenets for Work with Infants, Children, and Families), and the opportunities for that work are well represented here.

As the editor in chief of the *Infant Mental Health Journal*, former president of the Oklahoma Association for Infant Mental Health (a member of the Alliance for the Advancement of Infant Mental Health), and incoming president of the board of Zero to Three, I especially want to elevate several of the themes in the final chapter on the practice of infant mental health. I count many of the contributors to this volume as colleagues, and the network that now exists for this work is significant and growing. The annual conference of Zero to Three and the biennial meeting of the World Association for Infant Mental Health offer important opportunities to connect with people across the planet who are engaged in this work, and the Alliance for the Advancement of Infant Mental Health provides important resources for professionals, programs, and communities looking to advance this work. With the Alliance, I share the view that the infant mental health workforce can and should include almost everyone who touches the lives of babies and their families, since it is difficult to imagine doing any of this work without the dedicated focus on relationships that is at the heart of infant mental health practice. This chapter, which concludes the volume, serves to point the way toward continued engagement with the field for anyone interested in deepening their involvement with the field.

As I write this, it has been nearly 60 years since the original publication of Selma Fraiberg's *The Magic Years* in 1959, and the *Infant Mental Health Journal* is beginning the production of its 40th volume (for 2019). I want to thank the editors and the authors here for the hard work of synthesizing this now quite large body of work and for the very specific reviews of interventions, culture, and practice. They have offered us a wonderful opportunity to take stock of what we have accomplished and what remains to be done in building this science of human relationships and translating it into action, and I look forward to seeing all the new works it will inspire.

University of Oklahoma
Norman, OK, USA

Paul Spicer

Acknowledgments

The work on this edited book was supported by the funding awarded to co-editor Amanda Sheffield Morris by the George Kaiser Family Foundation and co-editor Amy C. Williamson by the Ramona Ware Emmons Paul Professorship in Early Childhood. Drs. Morris and Williamson are grateful to the George Kaiser Family Foundation and Ramona Paul Professorship for their support and passion for helping all children reach their full potential.

Contents

1 Integrating Research and Theory on Early Relationships to Guide Intervention and Prevention.	1
Amanda Sheffield Morris, Amy Treat, Jennifer Hays-Grudo, Tessa Chesher, Amy C. Williamson, and Julia Mendez	
2 Laying the Groundwork for Social and Emotional Development: Prenatal Attachment, Childbirth Experiences, and Neonatal Attachment.	27
Tiffany N. Spierling, Lucia Ciciolla, Stacy Tiemeyer, and Karina M. Shreffler	
3 Building the Foundation in Early Infancy, 1–6 Months	59
Tracy Moran Vozar, Anna R. Breuer, Amie Lofton, Sherry S. Heller, and Amber Evenson	
4 Deepening Connections in Later Infancy: 6 to 12 Months	81
Amy C. Williamson, Laura Hubbs-Tait, Janna Colaizzi, and Amy Huffer	
5 The Impact of Primary Relationships and Early Experiences in Toddlerhood: 12 to 18 Months.	103
Ann M. Mastergeorge and Katherine W. Paschall	
6 Middle Toddlerhood: Autonomy and Peer Awareness in the Context of Families and Child Care	133
Christine N. Lippard and Karen M. La Paro	
7 Terrific Twos: Promoting Toddlers’ Competencies in the Context of Important Relationships	157
Holly E. Brophy-Herb, Erika London Bocknek, Hailey Hyunjin Choi, Neda Senehi, and Sarah N. Douglas	

8 Supporting Early Social and Emotional Relationships Through a Public Health Parenting Program: The Legacy for Children™ Intervention 183
 Lara R. Robinson, Sophie A. Hartwig, D. Camille Smith, Akilah H. Lee, Lauren W. Forbes, Ruth Perou, Lynne Katz, and Dane Fitzmorris

9 Attachment and Biobehavioral Catch-Up 213
 Amanda H. Costello, Caroline K. P. Roben, and Mary Dozier

10 The Circle of Security Intervention: Building Early Attachment Security 237
 Glade L. Topham

11 Enhancing Early Care Provider’s Capacity for Building Early Relationships with Families and Their Children: Touchpoints-Informed Practice 259
 Catherine Ayoub and Elisa Vele-Tabaddor

12 Tulsa Children’s Project: Applying Evidence-Based Interventions in Early Childhood Settings 277
 Jennifer Hays-Grudo, Ruth Slocum, Jerry D. Root, Cara Bosler, and Amanda Sheffield Morris

13 Building Early Relationship Programming Across Cultures 305
 Lana O. Beasley, Dolores S. Bigfoot, and Hannah K. Curren

14 Promoting Early Relationships in Infancy and Early Parenthood: Integrating Social and Emotional Policy, Practice, and Research 325
 Deborah Weatherston and Katherine L. Rosenblum

Index 343

Contributors

Catherine Ayoub Brazelton Touchpoints Center, Division of Developmental Medicine, Boston Children's Hospital, Harvard Medical School, Boston, MA, USA

Lana O. Beasley Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

Dolores S. Bigfoot Center on Child Abuse and Neglect, University of Oklahoma Health Sciences Center, Oklahoma City, OK, USA

Erika London Bocknek Department of Educational Psychology, Wayne State University, Detroit, MI, USA

Cara Bosler Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

Anna R. Breuer School of Public Health and Tropical Medicine, Tulane University, New Orleans, LA, USA

Holly E. Brophy-Herb Department of Human Development and Family Studies, Michigan State University, East Lansing, MI, USA

Tessa Cheshier Department of Psychiatry and Behavioral Sciences, Oklahoma State University, Center for Health Sciences, Tulsa, OK, USA

Hannah K. Curren Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

Hailey Hyunjin Choi Department of Human Development and Family Studies, Michigan State University, East Lansing, MI, USA

Lucia Ciciolla Department of Psychology, Oklahoma State University, Stillwater, OK, USA

Janna Colaizzi Department of Psychology, Oklahoma State University, Stillwater, OK, USA

Amanda H. Costello Department of Psychological and Brain Sciences, University of Delaware, Newark, DE, USA

Sarah N. Douglas Department of Human Development and Family Studies, Michigan State University, East Lansing, MI, USA

Mary Dozier Department of Psychological and Brain Sciences, University of Delaware, Newark, DE, USA

Amber Evenson School of Medicine and Public Health, University of Wisconsin, Madison, WI, USA

Dane Fitzmorris Department of Pediatrics, University of California, Los Angeles, Los Angeles, CA, USA

Lauren W. Forbes National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, USA

Oak Ridge Institute for Science and Education, CDC Research Participation Programs, Oak Ridge, TN, USA

Sophie A. Hartwig National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, USA

Oak Ridge Institute for Science and Education, CDC Research Participation Programs, Oak Ridge, TN, USA

Jennifer Hays-Grudo Department of Psychiatry and Behavioral Sciences, Oklahoma State University, Center for Health Sciences, Tulsa, OK, USA

Akilah H. Lee National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, USA

Oak Ridge Institute for Science and Education, CDC Research Participation Programs, Oak Ridge, TN, USA

Sherry S. Heller School of Public Health and Tropical Medicine, Tulane University, New Orleans, LA, USA

Laura Hubbs-Tait Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

Amy Huffer Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

Lynne Katz Department of Psychology, University of Miami, Miami, FL, USA

Karen M. La Paro University of North Carolina at Greensboro, Greensboro, NC, USA

Christine N. Lippard Iowa State University, Ames, IA, USA

Amie Lofton School of Public Health and Tropical Medicine, Tulane University, New Orleans, LA, USA

Ann M. Mastergeorge Department of Human Development and Family Studies, Texas Tech University, Lubbock, TX, USA

Julia Mendez Department of Psychology, University of North Carolina at Greensboro, Greensboro, NC, USA

Amanda Sheffield Morris Department of Human Development and Family Science, Oklahoma State University, Tulsa, OK, USA

Katherine W. Paschall Child Trends, Bethesda, MN, USA

Ruth Perou National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, USA

Caroline K. P. Roben Department of Psychological and Brain Sciences, University of Delaware, Newark, DE, USA

Lara R. Robinson National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, USA

Jerry D. Root Center for Integrative Research on Childhood Adversity, Oklahoma State University Center for Health Sciences, Tulsa, OK, USA

Katherine L. Rosenblum Department of Psychiatry and Department of Obstetrics and Gynecology, University of Michigan, Ann Arbor, MI, USA

Neda Senehi Department of Psychiatry, University of Colorado-Denver, Anschutz Medical Campus, Denver Colorado, USA

Karina M. Shreffler Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

Ruth Slocum Tulsa Educare, Inc., Tulsa, OK, USA

D. Camille Smith National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, USA

Tiffany N. Spierling Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

Stacy Tiemeyer Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

Glade L. Topham School of Family Studies and Human Services, Kansas State University, Manhattan, KS, USA

Amy Treat Department of Human Development and Family Science, Oklahoma State University, Tulsa, OK, USA

Elisa Vele-Tabaddor Brazelton Touchpoints Center, Division of Developmental Medicine, Boston Children's Hospital, Harvard Medical School, Boston, MA, USA

Tracy Moran Vozar Graduate School of Professional Psychology, University of Denver, Denver, CO, USA

Deborah Weatherston Alliance for the Advancement of Infant Mental Health, Inc., Southgate, MI, USA

Amy C. Williamson Department of Human Development and Family Science, Oklahoma State University, Stillwater, OK, USA

About the Editors

Amanda Sheffield Morris, Ph.D. is the George Kaiser Family Foundation Chair in Child Development and a Regents' Professor at Oklahoma State University. She is a developmental scientist and a cooperative extension child development specialist with research interests in parenting, socio-emotional development, and infant and early childhood mental health. Her research focuses on the role of emotion regulation in children and adolescents' adjustment and the ways in which children learn successful regulation skills. Another focus of her work is child and family resilience, and she is particularly interested in how early experiences shape later development with an emphasis on the parent-child relationship. Dr. Morris has published more than 60 articles and book chapters on child development, and her work has been funded by the National Institutes of Health, the Administration for Children and Families, and the George Kaiser Family Foundation. She is endorsed as a Level IV research mentor by the Oklahoma Association for Infant Mental Health.

Amy C. Williamson, Ph.D. is the Ramona Ware Emmons Paul Professor in Early Childhood in the Department of Human Development and Family Science at Oklahoma State University. She earned her doctorate in Human Development and Family Studies at the University of North Carolina at Greensboro. Her research interests include infant social and emotional development, early childhood mental health, teacher-child relationships, and early childhood teacher well-being and professional development. She regularly publishes and presents on these and related topics. The overall focus of her work is to improve outcomes for children and families by improving the relationships between very young children and the significant caregivers in their lives. Prior to academia, she worked in a variety of settings in the field of early care and education, including time as an early childhood center director, kindergarten teacher, and early care and education teacher.