



## **Washington Innovation Cluster**

### *Project Spotlights*

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## Attachment Vitamins (AV) – Parent Group Intervention

Attachment Vitamins is a 10-week psychoeducation group, designed for caregivers of children aged 0-5. It provides a supportive environment in which caregivers can learn about early childhood development and the effects of chronic stress and trauma in order to help them attune to their child's needs, set parenting goals, strengthen the parent-child attachment relationship, and understand and respond to challenging behaviors. The group is highly interactive and encourages parents to engage in a process of active reflection on their relationship with their children and on their own experiences while growing up.

The curriculum aims to increase a number of caregiver skills and capacities:

- **Trauma-Informed Parenting Knowledge.** Attachment Vitamins contains general information about early childhood emotional development, including what to expect during the infancy, toddlerhood, and preschool years. The curriculum is trauma-informed and specifically addresses the effects of chronic stress and trauma on young children and their parents. By building awareness about how stress and trauma affect the child's feelings and behaviors as well as the parent's own perceptions, feelings, and responses to the child, the program helps parents reframe their understanding of challenging child behaviors. Parents find new ways to interact with their child.
- **Emotional Attunement.** One of the main goals of the program is to increase parental awareness of and attunement to the emotional needs of their children. Emotional attunement to the child's traumatic stress responses as manifested in dysregulated behavior is a core focus of the intervention. Parents learn to respond in empathic, sensitive ways when their children express distress or frustration, and become knowledgeable about the possible roots of these emotional expressions in the child's experience of stress and trauma. They also become more mindful of positive interactions with their children, and develop ways to enhance the quality of the attachment relationship.
- **Mindfulness.** The program emphasizes a mindful awareness of the present moment, particularly with regard to positive parent-child interactions. One way this is done is through a weekly exercise in which parents share "moments of connection" with their children. This exercise is designed to help caregivers better attend to the strengths of the child-parent relationship. The curriculum also includes exercises such as mindful breathing and guided imagery to assist participants in bringing awareness to their inner states.
- **Executive Functioning.** The program provides parents with emotion monitoring and regulation skills, including cognitive reframing, relaxation techniques for stress management, and strategies for managing anxiety and frustration in their children.

- **Reflective Functioning.** While the program teaches specific parenting strategies and skills, it is intentionally designed to provide a space for caregivers to reflect deeply on their parenting experiences. By increasing reflective functioning, parents can become more intentional in their exploration and setting of parenting goals.

The curriculum includes reflective discussions, handouts, worksheets, video, and a weekly early literacy activity to emphasize these concepts.

Attachment Vitamins is based on the principles of Child-Parent Psychotherapy (CPP; Lieberman & Van Horn, 2005, 2008), a dyadic trauma therapy for children under the age of five that includes the caregiver in treatment with the child. CPP aims to support and strengthen the parent-child relationship as a means to restore the child's sense of security and attachment and to improve the child's socio-emotional and cognitive functioning. The extensive body of research behind CPP demonstrates its effectiveness in helping families overcome the effects of trauma and develop new skills to improve their parenting and family interactions (e.g., Lieberman, Van Horn, & Ghosh Ippen, 2005; 2006). While CPP is an effective treatment for young children who have been exposed to chronic stress and trauma, AV was created as a complementary, less resource-intensive model that can improve outcomes for vulnerable children and families on a larger scale. In addition, by making CPP strategies more accessible, families who require more intensive intervention may be more motivated to enroll in CPP or other needed mental health services following participation in the program.

Children's Home Society of Washington (CHSW); Rosemary Bernstein, PhD, at the University of California, San Francisco (UCSF); and Sara Waters, PhD, at Washington State University (WSU) are currently involved in a research partnership designed to test the effectiveness of this group intervention. Through this collaboration, they are testing the effectiveness of Attachment Vitamins in achieving the outcomes described among families who have experienced significant trauma.

## Attention Bias Modification Training (ABMT)

Using the research already completed in the field of cognitive neuroscience, Attention Bias Modification Treatment (ABMT) is an intervention for reducing anxious symptoms and/or anxiety disorders. ABMT targets a cognitive mechanism of anxiety - selective attention to threat stimuli – and consequently reduces symptoms of anxiety. Typical ABMT protocols use the dot-probe task. Over several treatment sessions, patients' attention is systematically redirected away from threat stimuli. Specifically, neutral and threat stimuli appear, followed by a target probe that consistently appears at the location of the neutral rather than the threat stimulus. Participants discriminate the shape of the probe as quickly and accurately as possible. This creates contingencies between the neutral stimuli and target location thereby thought to facilitate change in attentional patterns.

Children's Home Society of Washington (CHSW) and Dr. Nathan Fox at the University of Maryland are currently partnered in a project that seeks to assess the efficacy of ABMT as an intervention for reducing anxious symptoms and/or anxiety disorders in youth with anxiety disorders and in parents who have anxiety and who have young children age birth to five years old who are participating in a local child and family counseling program in Vancouver, WA.

Dr. Fox conducted a site visit to CHSW in August 2015 to meet with staff administering ABMT to discuss the program, understand how it will work in their child and family counseling program, train staff in the program and co-develop the program evaluation research design. This is the first time the ABMT intervention was being tested outside of a lab setting, so the site visit was critical in exploring with the practitioner and research team how to implement the program in a real-world context. The visit was a huge success in building a trusting, productive relationship between the research and practice teams in developing the protocol and conducting the training to implement the intervention, administer evaluations and collect data.

The project team has recently concluded their initial pilot, testing the feasibility of ABMT in a clinical setting. The program was offered to 55 selected youth and parents suffering from anxiety disorders. Out of the 33 who enrolled in the study, 22 completed all eight sessions along with pre- and post- test evaluations. The data from the pilot was consistent with other research showing that ABMT is an effective anxiety reduction tool. Following the principles of Human Centered Design, the project team is now combining the insights from the pilot with ideas gathered from the community to adapt ABMT for use as a stand-alone intervention for parents of young children.

## Filming Interactions to Nurture Development (FIND)

Filming Interactions to Nurture Development (FIND) is a video coaching program that aims to strengthen positive interactions between caregivers and children. FIND was developed by Dr. Phil Fisher and colleagues. It uses select clips of adults engaging with children to reinforce developmentally supportive interactions, or what's known as "serve and return." This simple, practical approach emphasizes caregivers' strengths and capabilities.

Science tells us that serve and return interactions are essential to the development of brain architecture. When adults interact with children in a caring, responsive way, they help build and reinforce neural connections in a child's brain that support the development of important cognitive, social, and language skills. The FIND program aims to increase Serve and Return interaction in order to boost parent sense of competence, decrease parent stress and, ultimately, promote positive outcomes for young children. This theory of change is described in detail in a paper in [Child Development Perspectives](#).

FIND coaches film families for 10 minutes as they engage in everyday activities, such as playing a game or having a snack. Short clips are then selected that highlight positive instances of parent-child interaction. Coaches share these clips with the caregiver in weekly structured coaching sessions. In reviewing clips, coaches facilitate caregivers' understanding of how engaging in serve and return can promote the child's development.

FIND is currently being evaluated in the context of several large scale research studies as well as a number of smaller scale studies based at the [University of Oregon](#). As part of the Frontiers of Innovation initiative, adaptations of the FIND program have been implemented in a number of different service systems including early childhood home visitation and home and center based childcare.

**FIND in Early Childhood Home Visitation.** From January to June of 2013, FIND was implemented in the Early Head Start home-visiting programs at the North and South King County offices of [Children's Home Society of Washington](#) (CHSW). CHSW is a statewide non-profit serving over 40,000 children and parents in a variety of center-based and home-based models. Interventionists were Early Head Start home visitors at CHSW. Building on this early pilot, the [FIND Father's \(FIND-F\) project](#) focused on testing FIND with low-income fathers. The FIND-F project team included researchers at the [University of Washington](#), practitioners at CHSW and the FIND development team. The project began with a co-creation process that involved a high level of collaboration between the research and clinical teams as well as semi-structured interviews with fathers and home visitors. This process led to a number of insights

and subsequent adaptations to the model such as offering sessions on nights and weekends and asking fathers about their preference of a male or female coach.

Fathers were referred from two home visiting programs serving low income families. The sample included 15 fathers with children ages 6 to 36 months who spoke English or Spanish fluently. Data on father participation suggests the model was acceptable to fathers and feasible to implement in the context of home visits. Of the 15 participants, 12 (80%) completed all six sessions of the program and the average length till completion was just over six weeks. Fathers who completed FIND-F reported lower stress and showed improvements in observed parenting skills. In addition, fathers who had experienced the most adversity in their own lives reported higher levels of parental involvement and decreases in their children's behavior problems. The results of this trial are in press, to be published by Child Development. You can also learn more in [this video](#) from UW.

Findings from this pilot provided further evidence of feasibility and supported many elements of the proposed Theory of Change. Though promising, the results should be interpreted with caution due to the small sample size and absence of a control group. In keeping with the FOI model of rapid-cycle testing, current projects are aimed at testing these effects in various populations with more rigorous study designs and larger sample sizes.

**FIND in home and center based childcare.** From September to December of 2013, FIND was implemented at a home-based childcare center in Richland, WA called [Hope for the Future Childcare](#). This project involved two phases. First, a provider at Hope for the Future participated in FIND via web-conference. Second, the childcare provider delivered FIND to parents with children attending the childcare. This small scale road-test demonstrated the feasibility and utility of implementing FIND in the context of childcare.

FIND is currently being implemented as part of the Washington state childcare quality rating and improvement system (QRIS), [Early Achievers](#). This project is one strategy for improving the quality of childcare for at risk infants and toddlers, including children qualifying for state child care subsidy, Early Head Start, and those in the foster care system. Leveraging the existing infant-toddler specialist network, regional Infant Toddler Consultants have been trained as FIND coaches. Currently FIND coaching is available in both English and Spanish, based on regional needs. These coaches engage child care providers in the FIND program to promote attentive- responsive interactions in the child care setting. Video editing is provided by specially trained staff at Children's Home Society of Washington.

Consultation to the FIND coaches is currently provided by the FIND development team and, over the course of the project, the CHSW team will be trained as consultants in order to ensure long term local capacity for sustainable implementation. In January of 2016 four randomly selected regions of the state began implementation. In July of 2016, the remaining six regions started implementing FIND, resulting in a statewide scale up of the intervention. An evaluation of the project is being implemented by the FIND development team and researchers at the [University of Washington](#).

**What We've Learned.** A fast-cycle learning approach has been important to the development and scaling of the FIND program. As researchers and practitioners learn more and share feedback about the program, they use these reflections to continually adapt and refine the program materials, theory of change and approach to evaluation. This constant incorporation of new learning has led to several key changes. First, based on feedback from the staff implementing the program, the FIND Development Team refined the program manual in order to simplify the text and clarify a number of concepts. Additionally, practitioner input helped to streamline the process for sending and receiving video files, resulting in a far more cost-effective and user friendly solution that maintained participant confidentiality. Finally, in order to increase scalability, the FIND development team have created protocols for coach, editor and consultant certification.



## Learning through Play

### Parent Child Home Program Plus (PCHP+) – Home Visiting Iteration

PCHP+ is a collaboration between Children’s Home Society of Washington, Professor Silvia Bunge’s laboratory at UC Berkeley, and Nell Robinson of Childhaven that seeks to build upon previous work at Childhaven engaging parents and their young children in *cognitive play* that is geared towards boosting executive function (EF) skills, to prepare them to succeed academically and beyond. The project draws on lessons learned in that earlier work to enhance the curriculum used by CHSW’s Parent-Child Home Program (PCHP)\* with the goal of increasing the impact of the program on supporting the development of children’s EF skills. The enhancements include redesigning supplemental reinforcement materials given to parents, training home visitors in scaffolding specific EF skills and modeling and reinforcing these skills with parents, and in selecting and sequencing program books and toys in order to maximize their effectiveness in supporting the development of executive function skills in participating children.

PCHP+ is an adjunct to the home visiting program that involves:

1. Educating parents about the importance of play as a key aspect of child development, rather than a frivolous add-on, as well as the importance of EF skills;
2. Teaching parents games that help them to get started/continue to develop their ability to play with their children, without having to come up with creative ideas on their own;
3. Explaining how these particular games relate to EF skills; and
4. Teaching parents ‘best practices’ for play, including the encouragement of turn-taking and striving to achieve one’s personal best rather than beating the other player.

Robinson and Bunge have carefully selected games that have been designed for use with young children and that they believe target key EF skills, despite not being advertised as such. These games require children to focus on specific rules, ignore distracting information, select appropriate responses, and alter their responses when the rules change. As such, they involve the two key elements of EF outlined above: the ability to (1) selectively attend to task-relevant information, (2) control impulses and flexibly update behavior as required. Additionally, they hypothesize that, through playing these games with their parent(s), children will have the opportunity to practice their social and emotional skills. Playing together with others requires ceding to the other player when it is their turn, collaborating on joint ventures, persisting as the game gets challenging, and managing frustration at their own performance and/or that of their partners.

\* Parent-Child Home Program (PCHP) is an early learning home visiting model designed to promote school readiness and boost academic achievement among children in low-income families. The program focuses on strengthening parent-child verbal interaction, supporting reading and play activities in the home, building language and literacy-rich home environments, and providing children with the language, early literacy, and social-emotional skills they need to enter school ready to be successful students. The program makes use of two half-hour home visits per week for two school years, for a total of 92 visits.

### **Learning through Play – Classroom Iteration**

Learning through Play is a collaboration between Dr. Silvia Bunge’s work exploring the effects of rule-based games on young children’s executive function skills and Childhaven’s need for an intervention to boost lagging executive function skills in the preschool-aged children served.

After two fast-cycle pilots, Childhaven continued the collaborative process and built out a ten-week sequence of games to be played for 15 minutes each day in a preschool classroom setting. The game sequence shifts between group EF skill-building games, partner play, and individual play. The games make more demand on effortful control, require more “waiting your turn” and manipulating a larger variety of game pieces. Week 3 and week 6 in the sequence focus on puzzles and more complicated visual discrimination, rather than a rule-based game, to promote better attention to tasks within the full 10-week game sequence.

Teaching staff receive training around executive function skills, scaffolding play, understanding the intentional sequence of the games, and using a chime as a mindfulness tool and an alerting cue. All teachers play the games together before playing with the kids. Staff review criteria for implementation: adherence, duration, quality of delivery, participant responsiveness, and program differentiation. A Childhaven developmental tester collects pre and post measurement data (NIH Toolbox: Flanker and DCCS, plus Brief-P). Data is currently being analyzed at UC Berkeley.

## **Mobility Mentoring®/Intergen at Children's Home Society of Washington**

Mobility Mentoring® is an intensive coaching and skill-building model for adults that draws on research on the development (and strengthening) of self-regulation and executive function skills. Developed by Economic Mobility Pathways (EMPath, formerly known as Crittenton Women's Union), the centerpiece of this model is the Bridge to Self-Sufficiency™, a visual tool that guides goal-setting across five domains—family stability, well-being, education and training, financial management, and employment and career management. The Mobility Mentoring® coaching model supports adults as they set, track, and achieve personal goals in both individual and group settings.

Mobility Mentoring® has generated extensive evidence of effectiveness in moving women from deep poverty to economic self-sufficiency. In the first five years (2009-2014) that Mobility Mentoring was first deployed at EMPath, overall new annual job starts increased from 3% to 23% of all unemployed participants; new education/training starts went from 1% to 45% of all participants; participants with family budgets went from 20% to 70% and the number of participants with savings rose from 1% to 57%. For those participants who were mentored for 3-5 years, their average earnings increased by 71% to an average of over \$22/hour. In FY'14, of the 730 goals that participants selected approximately 75% were successfully completed.

### **In Early Head Start (EHS) and Parents as Teachers (PAT) Home Visiting**

Through the FOI network, Children's Home Society of Washington (CHSW) learned about Mobility Mentoring® and, with funding from the Annie E. Casey Foundation, developed in 2014 and tested in 2015 a family goal-setting component to improve financial stability in CHSW's Early Head Start home visiting (EHS-HV) program in two sites. The goal was to create a transferable model that other EHS-HV providers could easily adopt. EHS-HV is by design a long-term two-generation strategy serving families with infants and toddlers living in poverty, many of whom have additional stressors in their lives. However, within CHSW and likely among other providers, the opportunity to provide parents with the knowledge and tools to move toward financial stability has only been offered by home visitors on a limited basis.

Through a design process involving the Office of Policy & Innovation team at CHSW, EHS-HV staff and parent participants, the decision was made to adapt key elements of Mobility Mentoring® as the primary strategy to test in the pilot. EHS home visitors and program coordinators received two days of training from staff of EMPath.

Home visitors began introducing Mobility Mentoring to families in May 2015, and the pilot service delivery phase was completed four months later. The pilot was conducted in an

urban/suburban area near Seattle and in a rural area in eastern Washington State, with a total of 51 families enrolled. Participants were families currently enrolled in EHS-HV. Most families had incomes below federal poverty level; children served were prenatal to age 3; participants were primarily Caucasian and Hispanic; primary languages were English and Spanish. Ten to twenty percent of families were homeless. Parental education levels were most commonly high school diploma/GED or below.

*Results:* Home visitors reported that 81% of families made meaningful progress on their goals (62% of families reached at least one of their goals; another 5% completed almost all of the action steps toward their goal; and another 14% completed some action steps).

*Family Feedback:* 100% of participants agreed the Bridge helped them understand the many things that affect financial security, and that it helped them look at broader goals to support family well-being for the long term.

Following the success of their first pilot, CHSW obtained additional AECF funding for an expanded pilot to continue offering Mobility Mentoring in the two initial pilot sites, and to add a third site that would test Mobility Mentoring within CHSW's Parents as Teachers (PAT) home visiting model. This pilot began in early 2016 and currently 92 families are enrolled out of a target of 100. All CHSW home visitors involved in the second pilot received Mobility Mentoring training from EMPATH and have also received training on Motivational Interviewing, an additional research-based strategy for goal setting and attainment. The second pilot offers some families a larger incentive if they wish to set a more challenging goal. CHSW has also refined its data collection tools and increased its data collection and analysis capacity.

In addition, CHSW received state home visiting funds to deliver Mobility Mentoring model in its PAT home visiting program with an additional 30 families, all of whom are receiving TANF. CHSW wants to continue to learn about differences in integration at various EHS-HV sites and with different families, and how integration into PAT is similar or dissimilar to integration into EHS-HV.

### **Mobility Mentoring in State Preschool Pilot Project**

One of CHSW's early learning centers located at a community college in south King County chose to participate in the Mobility Mentoring® option of a pilot project during 2015-16 within the ECEAP preschool program administered by the Washington State Department of Early Learning. Its purpose was to implement individualized family support and engagement services. The Family Advocate at CHSW's site offered Mobility Mentoring to 17 families, and found creative ways to work with families on assessment of various components of economic stability,

setting goals, and providing ongoing coaching to help them meet their goals – despite very limited face-to-face time with each family. The statewide evaluation of this project showed statistically significant pre/post differences for families in all 21 areas of family functioning.

### **The Intergenerational Mobility Project (Intergen)**

CHSW has just received a grant for a one-year capacity-building project for its comprehensive home visiting and center-based preschools in King County. This project will implement EMPATH's newly developed Intergenerational Mobility Project (the Intergen Project), which aims to significantly improve outcomes for low-income children and families in educational success and economic mobility. The Intergen model expands its Mobility Mentoring® model by enhancing the capacity of low-income adults to not only attain goals that move them toward economic independence, but also to build strong foundations for a more promising future for their children. CHSW will implement the Intergen model in early childhood programs in King County that serve about 420 families.

## Motivational Boost to Enhance Parenting Skills

Associate Professor of Psychology at the University of Oregon, Dr. Elliot Berkman, and his colleagues have joined with the Centralia College FOI team on this pilot project that will test the effect of a brief “motivational boost” as an add-on to a parenting intervention. The rationale for the project is that interventions will be more effective when they pair a motivational component with a knowledge/cognitive component than when they are only knowledge-based.

The broader theoretical framework for this intervention is Dr. Berkman’s valuation model of self-regulation, which posits that *subjective value* is a major determinant of behavior change, particularly when the ability, knowledge, and skills to change the behavior are in place. Humans place subjective value on primary and secondary rewards, such as food and money, respectively, but also value more abstract concepts such as core values (e.g., family and honesty). To the extent that a behavior is seen to align with one’s core values, then that behavior will have subjective value and be more likely to be enacted.

In this project, the intervention **targets** can be divided into knowledge-based and motivation-based components:

*Knowledge-based targets:* The existing parenting intervention focuses on increasing knowledge of (a) child development, (b) child health, safety, and nutrition, (c) communication and language, and (d) positive parenting guidance.

*Motivation-based targets:* The new *motivational boost* component focuses on increasing internalization of the class materials by connecting the class content and parenting skills more generally to the parents’ own core values. Thus, the motivational targets are increased motivation toward parenting and the course as indexed by greater course completion, course engagement, and course satisfaction.

Compared to the intervention alone, we expect that parents who complete the intervention with the motivational boost will have increased parental involvement, identity, and reward, and decreased parenting stress.

The target population for this pilot is parents who enroll their children in childcare at Centralia College, a population that is highly DSHS-involved. The parenting intervention is an online course, and the motivational boost will take place online with additional features delivered by text messaging. The project seeks to enroll 30+ participants beginning in January 2017 and follow them thru September 2017. Half will be randomly assigned to receive the intervention with the boost; the other half will receive the intervention as usual.

Over the course of the year, the motivational boost group will engage in the following activities:

1. A **core values ranking-and-writing** procedure, once per quarter (2 quarters in the 6-month intervention). Participants rank their core values from a list, and then write briefly about the top three.
2. A **5-minute writing exercise** inserted in every course module (approx. 5 modules per quarter). Participants set specific behavioral parenting goals related to the module topic, and then use an open-ended field to write about how their core values are linked to the parenting goal.
3. **Text-messages** between modules. Text generated from the 5-minute writing exercise is edited to be text-messaging compatible and then sent to participants via text-message at regular intervals. Intervals will be determined on a person-by-person basis depending on individual preferences, which will be gathered as part of the baseline questionnaire battery. Parents reply to each text message with a 1-to-5 “helpfulness” rating.

The specific outcomes related to this increased and sustained engagement in the course and parenting more generally are expected to be:

*Parent:* Increased parenting involvement, identity, and reward. Decreased parenting stress.

*Child:* Improved parent-child relationship, improved behavior / reduced problem behavior.

There are also a number of hypothesized **moderators** of the motivational boost intervention. Following our previous theoretical work, these moderators follow logically from our hypothesized mediating processes (Fisher & Berkman, 2016). Moderators include:

*Intrinsic parenting motives and reward:* We expect that parents with greater intrinsic parenting motives and greater parenting reward at baseline will show less change. This is consistent with a ceiling effect.

*Socioeconomic status:* Other immediate concerns take priority over parenting when resources are scarce. Boosting the subjective value of parenting should therefore have a larger effect for low-SES parents.

## Play for Success

The goal of the partnership between Children's Home Society of Washington (CHSW) and the Whitman Infant Learning and Development (WILD) Lab is to test a simple intervention for low-income infants to boost object exploration and, eventually, executive function.

The intervention, designed by Dr. Melissa Clearfield (director of the WILD Lab), is grounded in scientific literature. Recent studies document the negative impact of poverty on infants by 6 months of age, on skills ranging from attention and object exploration to cognitive flexibility and problem-solving, all components of executive function. Effective interventions thus must begin at this early stage. The literature suggests primacy in object exploration, such that infants with more sophisticated strategies for exploring objects have better attention, both in infancy and through 5 years of age, and better problem-solving skills. Because there is a robust literature on object exploration strategies and their developmental trajectory, the intervention targets that trajectory. The proposed intervention is similarly grounded in the scientific literature on increasing object exploration in delayed infants, so it caters both to infants who may be behind their age-matched peers but also to parents dealing with more challenging caregiving.

Currently being piloted in partnership with Children's Home Society of Washington (CHSW), the project seeks to strengthen the exploratory strategies, attention and problem-solving skills of infants to achieve the following outcomes:

- Increased amount and sophistication of object exploration techniques
- Promotion of attention to objects in low-income infants
- Promotion of later executive function skills in infants, where increased attention and exploration might lead to better problem-solving skills

The team is testing a 2-week, 15-minute per day, focused play intervention designed to help boost object exploration in low-income infants in an Early Head Start home visiting setting in order to strengthen focus of attention and problem solving skills in the infants.



## Social, Emotional, and Academic Success for Children and Parents (SEACAP)

ESD112 and the UW Center for Child and Family Well-being (CCFW) partnered to implement this new, innovative parenting program within the existing 123 Grow & Learn program offered by ESD 112, a weekly parent-child group designed to support school readiness and the transition to kindergarten. SEACAP was designed to promote young children's developing executive function by engendering effective parenting strategies known to contribute to the development of executive functioning (EF) and by supporting those parenting strategies by building parent self-regulation through mindfulness and emotion regulation practices. The SEACAP program was developed based on a series of longitudinal studies indicating that:

- a) the preschool period appears to be a prime developmental stage during which parenting impacts the development of children's executive functioning (EF);
- b) parents' scaffolding, consistent limit setting, and low negativity/high warmth relate to greater growth in EF and HPA-axis regulation; and
- c) stress, adversity and parental mental health problems can interfere with effective parenting.

As a result of this line of research, it was expected that, in families experiencing stress and adversity, parents would require tools for managing their stress and emotional reactivity to be able to successfully implement effective parenting strategies that promote child EF and social, emotional, and academic competence.

The SEACAP program was designed to ultimately enhance children's social, emotional and academic competence through the promotion of children's EF development by promoting parents' own self/emotion regulation, warmth, scaffolding and consistent limit setting, and through reducing parents' negativity. To promote effective parental self-regulation and parenting strategies, the program provides specific strategies and tools, including enhancing mindfulness and emotion regulation through paced breathing, present-mindedness, wise mindedness and management of negative emotions; promoting warmth through child-led time, active listening, and validation; increased scaffolding through strategies for stepping in-stepping back, supporting autonomy, and coaching; and increased consistency through communicating clear expectations, consistent contingency management, and appropriate use of time out. The program is designed with six group sessions and two to four individual coaching sessions. Group sessions provide parents with opportunities for sharing, discussion, practice and normalization

of experiences. Individual coaching sessions provide opportunities for individualization and generalization of skills, as well as video coaching.

The group's work is grounded in a strong scientific background supporting the idea that young children can be buffered against the harmful effects of persistent stress by building caregiver-child relationships and parenting skills, by strengthening the cognitive, self-regulatory, and decision-making skills of adult caregivers, and by increasing the regularity, predictability, and organization of children's daily environments. These skills can then be passed on to children, promoting their effective learning and development, while at the same time making adult caregivers more employable workers who are better equipped to manage the stresses of their daily lives and effectively plan for their futures.