



## **Syllabus for The Professionals Intensive Course in Hand in Hand Parenting**

presented by Hand in Hand Parenting

### **General Information**

Hand in Hand Parenting, also known as Parenting by Connection, is an emotion-focused, attachment-based, and trauma-informed parenting approach. It was developed by Patty Wipfler between 1975 and 1982. She founded the organization Hand in Hand Parenting, formerly the Parents Leadership Institute, as a nonprofit in 1989 as a vehicle for teaching a non-punitive, connection-centered approach to supporting the core needs of parents and their children. The Professionals Intensive course was developed by Maya Coleman, Ph.D., and Robin Setchko, LMFT, both trainers with Hand in Hand Parenting.

The approach posits that parents are always doing their best, as are children. Both parents and children need close, rewarding connections with others in order to learn, grow, and thrive. But the societal lack of support for parents and for young children makes parenting difficult, so emotional stress mounts. Children pick up emotional stress when accidents, illnesses, and mishaps occur, and from the stress and reactive behavior of the people around them. Fortunately, both children and adults have a natural, inborn way to recover from stress and adversity. If offered a safe, warm, relationship with a respectful person, both parents and children can release stored emotional tension through talking, crying, trembling and perspiring, tantrums, and laughter. They become better able to resist falling into reactive behavior, and their resilience rises.

The Hand in Hand Parenting approach offers parents five simple, easily explained “Listening Tools”—strategies that build closer connections, parent-to-child and parent-to-parent. These tools help improve relationships, bring fun to family life, and furnish both children and parents with access to the emotional support they need to recover from hurt and emerge from rigid behaviors. It takes time to build good emotional support in parenting, but doing so makes parenting far less confusing and deeply rewarding as children begin to thrive.

### **Course Structure and Accessibility**

The Professionals Intensive is an eight-week course, designed for Licensed Marriage and Family Therapists, Licensed Clinical Social Workers, Licensed Professional Clinical Counselors, and/or Licensed Educational Psychologists. We also accept Occupational Therapists, Speech Therapists, Early Childhood Educators, clergy, community outreach workers, parent coaches, and medical professionals, including MDs working in Pediatrics or Family Medicine, but we are not currently accredited to offer CEUs to any of these professionals. Maya Coleman, Ph.D. and Robin Setchko, LMFT, supervise the two other Instructors whose experience with using Hand in Hand Parenting in their professions was gained in medicine and early childhood education.

The Professionals Intensive is accessible by anyone with an internet connection and a computer. The course materials—booklets, articles, audio presentations, and videos—are all housed in a dedicated online

classroom. These materials are listed, class by class, in the syllabus below, with the length of the content of each.

In addition, and perhaps most importantly, each participant has a highly qualified, experienced mentor who leads a conference call-based group of between two and six professionals weekly for eight weeks. On these calls, the materials, the theory, the practice, and the adaptations of Hand in Hand Parenting are explored and discussed. The research that supports the approach is also presented and referenced. Each call offers participants a mix of experience-sharing, discussion, Q and A, and a support group, involving them personally, experientially, and intellectually in the course.

## **Instructors**

Our Instructors are Maya Coleman, Ph.D., Clinical Psychologist practicing in Washington, D.C., Robin Setchko, LMFT, practicing in Santa Rosa, California, Shelley Macy, M.A., retired Instructor in Early Childhood Education at Northwest Indian College in Bellingham, Washington, and Pamela J. Oatis, MD, a Pediatrician specializing in Palliative Care and Medical Ethics, practicing at Mercy St. Vincent Hospital, Toledo, Ohio. Their CVs follow in another section of this application.

## **Course Description**

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### **Class 1 – Basic Theory of Hand in Hand Parenting; Introduction to Listening Partnerships and Listening Groups**

#### **Goals:**

- *By the end of this program, participants will be able to describe and employ the main concepts and tools of the Hand in Hand Parenting approach in their practice with a stressed parent and/or child in a therapeutic setting, increasing parent satisfaction and improving the parent-child relationship.*
- *By the end of this program, participants will be able to assist a stressed parent in a therapeutic setting to release stored tension and improve their relationship with their child by replicating the Hand in Hand learning environment model in the therapist-client dyad or therapist-led support group;*

#### **Objectives:**

- 1) Participants working with a stressed parent in a therapeutic setting will be able to describe “Parent-Child Connectedness” to their client and cite three reasons it promotes healthy child development, learning, and parental satisfaction.
- 2) Participants working with a stressed parent in a therapeutic setting will be able to name three positive effects of listening with warmth and respect to a parent who is experiencing difficulty or stress.
- 3) Participants working with a stressed parent in a therapeutic setting will be able to list the three attitudes that maximize the participant’s power to establish a supportive emotional environment and relieve a parent’s stress in a therapeutic setting.
- 4) Participants working with a stressed parent or parents in a therapeutic setting will be able to name and accurately employ three listening guidelines that help ensure

emotional safety in a therapeutic parent support group or one-on-one therapy session with a parent under stress.

- 5) Participants working with a stressed parent in a therapeutic setting will be able to anticipate and name five of the feelings that a stressed parent is likely to disclose in a therapy session or support group.
- 6) Participants working with a stressed parent in a therapeutic setting will be able to explain three reasons a child can fall into off-track behavior, and what single non-punitive intervention a parent can initiate to help restore their child's ability to think and reason.
- 7) Participants working with a stressed parent in a therapeutic setting will be able to identify four negative effects on brain function and/or behavior that can result from any incident in which a child feels unsafe, overwhelmed, injured, alone, or disempowered.
- 8) Participants working with a stressed parent in a therapeutic setting will be able to list five physical signs, observed in any setting, that a parent or a child has initiated the process of healing from past hurt and emerging from rigid behaviors..
- 9) Participants working with a stressed parent in a therapeutic setting will be able to list five different comments or observations they could make to validate the parent's emotional experience, to bolster their understanding of their child's emotional functioning, and/or to validate the parent's efforts and caring.
- 10) Participants working with a stressed parent in a therapeutic setting will be able to provide five examples of a reliable Hand in Hand Parenting technique to direct their client's attention away from emotional material and provide emotional containment at the end of their therapy session or support group meeting.

**Class videos: 48 minutes**

Parents' wants and needs

The importance of connection for children's development and wellbeing

The limbic system and its function as gatekeeper for learning and social-emotional health

How connection builds intelligence

**Course Manual:**

Hand in Hand Starter Class Parent Manual: Chapter 1, *13 pages*

**Booklets:**

Listening Partnerships for Parents, *52 pages*

Crying, *12 pages*

Tantrums & Indignation, *10 pages*

Leading a Parent Resource Group, *22 pages*

**Articles:**

How to Use the Listening Portion of Your Weekly Call

A General Overview of Parenting Approaches as They Relate to Parenting by Connection

**Optional Video Course:**

How to Build a Listening Partnership, *8 hours and 15 minutes*

**Mentoring Call:**

Length depends upon number of participants: 50 to 90 minutes

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## Class 2 – Staylistening

### Goals:

- *At the end of this program, participants working with a stressed parent in a therapeutic setting will be able to describe and demonstrate the connective aspects of Staylistening, and reference interactions between the three main parts of the brain to explain how this strategy helps a child spend more time learning and less time displaying off-track behavior.*
- *In anticipation of the challenges inherent in a parent experimenting with a new approach, participants working with a stressed parent in a therapeutic setting will be able to list and demonstrate the responses children commonly exhibit during Staylistening, and will offer listening to a stressed parent's feelings as part of their treatment strategy.*

### Objectives:

- 1) Participants working with a stressed parent in a therapeutic setting will be able to explain three negative effects on a child's ability to learn and cooperate when, in response to a child's off-track behavior, the parent tries to stifle a child's crying, tantrums, or other intense emotions.
- 2) Participants will be able to describe to a stressed parent in a therapeutic setting the overall purpose of Staylistening, and list four necessary activities that comprise this Listening Tool, a co-regulatory strategy to be used when their child is having an emotional episode. In their explanation, they will be able to demonstrate a confident, warm parental tone, and show in body language, tone, and gestures, how one supports an upset child with both non-verbal and verbal strategies.
- 3) Using their own clinical experience and/or examples from this class, participants working with a stressed parent in a therapeutic setting will be able to recount three of the positive effects that a warm adult listener's offer of connection can have upon a child who, in the clinical or home setting, has become highly emotional.
- 4) Using their own clinical experience or referencing experiences in this program, participants will be able to offer a stressed parent in a therapeutic setting at least two examples of a child's increased level of executive functioning after their parent has employed this simple but highly connective strategy.
- 5) In a therapeutic setting with a stressed parent or parents, participants will be able to demonstrate in words and tone at least four useful verbal supports that could be used by a parent to co-regulate with their child during their child's emotional episode.
- 6) Participants working in a therapeutic setting with a stressed parent will be able to list four of the common responses a child might have during Staylistening, and outline choices a parent has in addressing those responses.
- 7) Participants working in a therapeutic setting with a stressed parent will be able to propose guidelines that help a parent know when, because of their own emotional state, it is not wise to attempt to be a connective listener during their child's emotional episode, and will be able to list three good alternatives to using this Listening Tool.
- 8) Participants working with a stressed parent in a therapeutic setting will be able to recognize when a parent's need to release stored tension is greater than their need for information and guidance, and participants will assist the parent through listening for as long as the situation allows.

**Class videos: 55 minutes**

Connection builds sound judgment over time  
 The effects of a disruption in connection  
 The remedy for a disruption in connection  
 Listening is a powerful tool for restoration of intelligence  
 How to Staylisten

**Course Manual:**

Hand in Hand Starter Class Parent Manual: Chapter 2, 12 pages

**Booklets:**

How Children's Emotions Work, 16 pages  
 Healing Children's Fears, 18 pages

**Article:**

What to Say During Staylistening

**Mentoring Call:**

Length depends upon number of participants: 50 to 90 minutes

## Class 3 – Special Time

**Goal:**

*In a therapeutic setting with one or more parents under stress, using concise and vivid examples from this class and/or their clinical experience, participants will be able to describe the purposes of Special Time, the main actions that comprise Special Time, and the three ways children commonly use Special Time, to prepare a stressed parent to offer child-led connection time. As an effective intervention strategy, they will be able to help the parent offload stored feelings about the child who triggers the most stress for them.*

**Objectives:**

- 1) Participants will be able to describe to a stressed parent in a therapeutic setting the purpose of Special Time, and explain how it bolsters a child's thinking and learning capacity in simple terms, by using basic attachment theory and the model of the triune brain.
- 2) Participants working with a stressed parent in a therapeutic setting will be able to name the four activities that, together, comprise Special Time.
- 3) Participants working with a stressed parent in a therapeutic setting will be able to tailor their description of when to use this strategy to the exact incidents of stress that the parent has recounted.
- 4) Participants working with a stressed parent in a therapeutic setting will be able to demonstrate four aspects of parental demeanor that make Special Time most effective.
- 5) Using experiences from this program and/or their own clinical experience, participants working with a stressed parent in a therapeutic environment will be able to recount two positive effects Special Time has on the regulatory capacities of a child prone to off-track behavior.
- 6) Using experiences from this program and/or their own clinical experience, participants working with a stressed parent in a therapeutic setting will be able to recount at least two anecdotes illustrating the kinds of results parents can obtain when they employ this simple strategy for promoting connection.

- 7) Working with a stressed parent in a therapeutic setting, participants will be able to briefly but clearly cite and explain three current research-based sources that emphasize the importance of connection and co-regulation in promoting executive function.
- 8) To prepare a stressed parent to experiment with Special Time, participants working in a therapeutic setting will address three common barriers to implementation of Special Time, and identify three strategies for lowering those barriers.
- 9) Participants working with a stressed parent or parents in a therapeutic setting will be able to explain the phenomenon of “emotional safety,” and explain how a safer bond between parent and child promotes more and deeper expression of emotion.
- 10) In a therapeutic setting with a stressed parent, participants will be able to briefly but vividly explain that, under stress, small incidents can trigger deep and intense feelings in both children and adults. In their explanation they will cite the fact that children’s minds record every single thing that happens in their lives, from birth onward, and will explain the two types of memory.
- 11) In a therapeutic setting with a stressed parent, participants will call upon experiences from this program or from their own clinical experience to vividly exemplify how the feelings associated with a childhood experience, long-held in emotional memory, can be unintentionally ignited in a parent or child by current experiences.
- 12) In a therapeutic setting with a stressed parent, participants will be able to list five questions that can lead a parent toward emotional expression and/or toward helpful insights about why their child’s behavior has become emotionally challenging for them.
- 13) In a therapeutic setting with a stressed parent, participants will be able to name two non-verbal actions they can employ to signal to a stressed parent in an individual session or to a support group of stressed parents that they are safe, respected, and are not being judged.

**Class videos: 58 minutes**

Why parents “lose it” with their children  
 The avenue toward stress reduction  
 Offloading emotions  
 Special Time builds connection  
 How to give a child Special Time

**Course Manual:**

Hand in Hand Starter Class Parent Manual: Chapter 3, *12 pages*

**Booklet:**

Special Time, *10 pages*

**Mentoring Call:**

Length depends upon number of participants: 50 to 90 minutes

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## Class 4 – Setting Limits

### Goals:

- *In a therapeutic setting with one or more parents under stress, using concise and vivid examples from this class and/or their clinical experience, participants will be able to describe and demonstrate a connection-based perspective on the purpose of setting limits with a child, explain and effectively demonstrate how to set limits with the intention to connect, and contrast this approach with the “control and punish” model that many stressed parents have grown up with.*
- *In a therapeutic setting with one or more parents under stress, participants will be able to, through physical demonstration and use of key connective actions and attitudes, prepare a stressed parent to begin to set limits without harshness or punishment. Participants will also be able to outline the three most likely responses a child will have when they set a limit with warmth but very few words. Participants’ intervention strategy will include listening to the parent’s feelings about setting limits, and about how limits were set with them in their childhood.*

### Objectives:

- 1) Working with a stressed parent in a therapeutic setting, participants will be able to briefly but clearly discuss the benefits of authoritative parenting versus permissive or authoritarian approaches.
- 2) In a therapeutic setting with a stressed parent, participants will be able to demonstrate in tone and demeanor the difference between authoritarian, control-oriented limit-setting, and setting limits with the goal of repairing their connection with a child to help the child regain their ability to think.
- 3) To prepare a stressed parent in a therapeutic setting to recognize when their child is signaling that they can’t think, participants will list four definitive behaviors that show that a child would benefit from a limit.
- 4) Participants will be able to describe to a stressed parent in a therapeutic setting the three necessary activities comprising the Hand in Hand way of Setting Limits to build a child’s sense of safety and promote the child’s executive functioning
- 5) Participants will be able to demonstrate to a stressed parent in a therapeutic setting three aspects of firmly but gently *bringing* a limit to reduce parental frustration and speed reconnection between parent and child.
- 6) Using their own clinical or personal experience, participants will be able to recount two positive effects Setting Limits has on the regulatory abilities of a child prone to off-track behavior.
- 7) Using their own clinical or personal experience, participants will be able to offer a stressed parent in a therapeutic setting at least two anecdotes illustrating the kinds of results parents can obtain when they employ this simple strategy for setting limits.
- 8) In a therapeutic setting with a stressed parent, participants will call upon experiences in this program and/or their own clinical experience to vividly exemplify to the parent they are working with two ways to set a non-punitive but effective limit on the exact behavior that most stresses the parent. They will use this demonstration to illustrate four vital aspects of an adult’s demeanor that signal caring, firmness, confidence, and the intention to connect.

- 9) Participants will be able to communicate at least two strategies to a stressed parent in a therapeutic setting for handling their own frustration, anger, or other intense emotions, so they and their children can get through the episode safely.

**Class videos: 49 minutes**

A new approach to limits  
 How children signal when they can't think  
 More on how children signal for a limit  
 Listen, limit, listen  
 Partnering with a child who needs a limit  
 How children's judgment improves with the use of Listening Tools

**Course Manual:**

Hand in Hand Starter Class Parent Manual: Chapter 4, *15 pages*

**Booklets:**

Setting Limits with Children, *19 pages*  
 Reaching for Your Angry Child, *14 pages*

**Article:**

The Vigorous Snuggle

**Video:**

Setting Limits in Play, *10 minutes*

**Mentoring Call:**

Length depends upon number of participants: 50 to 90 minutes

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## **Class 5 – Playlistening, Consistency, and Emotional Projects**

**Goals:**

- *In a therapeutic setting with one or more parents under stress, using concise and vivid examples from this class and/or their clinical experience, participants will be able to describe and demonstrate the four main actions that comprise Playlistening in order to improve a child's ability to function well.*
- *In a therapeutic setting with one or more parents under stress, participants will be able to prepare a stressed parent to begin to Playlisten with their child by citing the three most likely responses a child will have when the parent intervenes to promote laughter and let the child take the lead. This preparation will also include listening to the parent's feelings about play as a connective intervention.*
- *In a therapeutic setting with one or more parents under stress, participants will be able to explain the concept of an emotional project: how to identify one, how to address parental needs when supporting a child through one, and the eventual outcomes possible if a parent uses Listening Tools are used to assist their child.*

**Objectives:**

- 1) In a therapeutic setting with a stressed parent in a group or one-on-one, participants will be able to name and explain two general benefits of promoting a child's laughter without tickling them.
- 2) In a therapeutic setting with a stressed parent, participants will be able to demonstrate in tone and demeanor at least three ways that a parent can the less powerful role in play to help a child release stored tension through laughter.

- 3) To help a stressed parent in a therapeutic setting to experientially grasp what it's like to have the upper hand in play, participants in a therapeutic setting will be able to use simple props to give their clients the upper hand in short role-plays.
- 4) Participants will be able to describe and demonstrate to a stressed parent in a therapeutic setting the three necessary features of Playlistening.
- 5) Participants will be able to demonstrate to a stressed parent how they might bring limits playfully to their particular child with their child's particular persistent behavioral issue.
- 6) Using experiences from our program and/or their own clinical experience, participants will be able to recount two positive effects Playlistening can have on the regulatory abilities of a child prone to off-track behavior.
- 7) Using experiences from our program and/or their own clinical experience, participants will be able to offer a stressed parent in a therapeutic setting at least two anecdotes illustrating the kinds of results parents can obtain when they employ Playlistening to build their child's confidence.
- 8) Participants working in a therapeutic setting will be able to brief a stressed parent on the three most common outcomes of offering Playlistening to a child full of stored tension.
- 9) In a therapeutic setting with one or more parents under stress, using concise and vivid examples, participants will be able to explain the benefits of being flexible and explaining their thinking to their children, rather than adhering to ironclad sameness in day-to-day matters.
- 10) Participants will be able to communicate three strategies to a stressed parent in a therapeutic setting for handling their own frustration, anger, or other intense emotions, so they and their children can get through the episode safely..
- 11) Participants will be able to delineate the three signs that a child is working through an emotional project, two ways a parent can adjust their routines to allow for this kind of healing opportunity, and will be able to tell two anecdotes that illustrate the kinds of results parents can get when they use Listening Tools to assist their child to heal.

**Class videos: 50 minutes**

Emotional projects  
 A new perspective on children's need for consistency  
 Introduction to Playlistening  
 When to Playlisten  
 Playlistening Games

**Course Manual:**

Hand in Hand Starter Class Parent Manual: Chapter 5, *17 pages*

**Booklets:**

Playlistening, *15 pages*  
 Supporting Adolescents, *31 pages*

**Article:**

The Science Behind Playlistening

**Video:**

Playlistening to Release Aggression, *18 minutes*

**Mentoring Call:**

Length depends upon number of participants: 50 to 90 minutes

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## Class 6 – Review

### Making a Connection Plan, and Using Hand in Hand Parenting with Children with Special Needs

#### Goals:

- *To help improve a child's executive function, participants working with a stressed parent in a therapeutic setting will be able to help a parent devise a Connection Plan at home, and will be able to suggest adaptations of this plan that are appropriate for child care, medical, and other settings when necessary.*
- *Participants working with a stressed parent in a therapeutic setting will be able to explain when Time Out is an effective strategy, and cite this strategy's main disadvantage. They will explain using Listening Tools as "Time In," and explain to the parent what one core human need "Time In" fills for an off-track child.*
- *Participants will obtain further clarity in their understanding of how to use Hand in Hand Parenting in their practice with parents of children with special needs and with the children themselves through Q & A, supplemental articles, and experience-sharing.*

#### Objectives:

- 1) Participants working with a stressed parent in a therapeutic setting will be able to employ the Hand in Hand approach's Connection Plan framework to help parents build attunement with their child and to generally improve their child's executive functioning.
- 2) Participants will be able to use the Connection Plan framework to devise practical, non-punitive strategies using Hand in Hand Listening Tools to address specific behavioral difficulties a child might display in various kinds of settings. They will also be able to devise Connection Plan strategies aimed to support a parent working through specific issues he or she faces that create disconnection between parent and child.
- 3) Upon request, participants working in a therapeutic environment will be able to employ the mentoring they received during this class to bring connective strategies and use of the Listening Tools to stressed parents of children with special needs, and/or to the children themselves.
- 4) Participants will note the changes they have noticed in their own parenting and/or in their practice due to their experiments with Hand in Hand Parenting, and will identify areas in which they would like to do further experiments and learning.
- 5) Participants will identify and state the adaptations of Hand in Hand Parenting and/or the particular uses of the approach in their situation, practice, or community, that they wish to have addressed in the final two classes. From those requests, additional goals and objectives for the final two weeks will be formulated.
- 6) Participants will help craft the content of the final two classes by identifying any areas of Hand in Hand adult-to-adult listening theory and practice that they wish further information on in order to consolidate their understanding of this aspect of the approach.
- 7) Participants will be able to name three major underlying assumptions of behaviorism-based parenting approaches, and contrast them with three major underlying assumptions of Hand in Hand's connection-based approach.

#### Class videos: 44 minutes

Time in  
 Time out  
 Making a connection plan  
 Appreciation  
 Summary of the Hand in Hand Parenting perspective

**Course Manual:**

Hand in Hand Starter Class Parent Manual: Chapter 6, *18 pages*

**Audio:**

Incorporating Hand in Hand Tools in Therapy Sessions with Parents,  
*60 minutes*

**Mentoring Call:**

Length depends upon number of participants: 50 to 90 minutes

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## **Class 7 – Neurobiology of Attachment and <sup>a</sup>(usually) Supporting Adolescents, Young Adults, and Their Parents**

**Note on the curriculum for Class 7**

The Instructors poll their participants on the topics they most want to focus on in classes 7 and 8. These classes have a didactic backbone, which is fleshed out by the interests and particular needs of the professionals in each call group.

In almost every Professionals Intensive Course, there are emphatic requests for information on adapting Hand in Hand principles and Listening Tools for therapeutic work with stressed adolescents and young adults and/or stressed parents of adolescents and/or young adults. This topic is the usual additional focus of Class 7. The booklet on Supporting Adolescents is assigned in Class 5, but is not discussed except by request in Class 7. We have written these goals and objectives as though the usual focus on stressed adolescents/young adults and stressed parents of adolescents/young adults has been requested.

**Goals:**

- *Working with a stressed parent of an adolescent and/or young adult in a therapeutic setting, participants will be able to adapt the Listening Tools of the Hand in Hand Parenting approach with the goal of mentoring parents in rebuilding trust and recognizing opportunities to partner with their growing child to release stored emotion and rebuild mutual respect and warmth.*
- *Working with a stressed adolescent and/or a young adult in a therapeutic setting, participants will be able to employ effective verbal and nonverbal attitudes and/or adaptations of Listening Tools that result in growing trust between themselves and the young person they are treating.*
- *Participants will be able to discern the fundamental differences between how the Attachment Parenting approach is most often practiced, and the practice of Hand in Hand.*
- *Participants will be able to locate and cite research backing the Hand in Hand approach and each of its Listening Tools.*

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**Objectives:**

- 1) In their work with a stressed parent of an adolescent and/or a young adult in a therapeutic setting, participants will be able to employ listening prompts that can often lead to a release of stored tension at this particular stage of parenting.
- 2) In their work with a stressed parent of an adolescent and/or a young adult in a therapeutic setting, participants will be able to name four key perspectives and one Listening Tool that help parents offload tension and help them keep reaching for connection with their offspring and, at the same time, setting appropriate limits.
- 3) In their work with a stressed adolescent and/or young adult in a therapeutic setting, participants will be able to find three ways to adapt Special Time and Playlistening to build trust and connection that aids the therapeutic process.

- 4) Participants will be able to delineate two ways that Attachment Parenting is commonly practiced that are not in alignment with Hand in Hand,
- 5) Participants will be able to cite two sources of validating research on the Hand in Hand approach, and be able to locate and refer to a number of research articles that validate Hand in Hand's five Listening Tools.
- 6) In a therapeutic setting with a stressed parent or group of parents, participants will be able to use interesting research to encourage parents to try connective attitudes and the Listening Tools to address their children's off-track behavior. To this end, participants will be able to explain in simple terms the neurobiology of attunement and co-regulation, to introduce the concept that no human mind operates well in isolation, and to present the well-researched fact that children who are for any reason isolated from supportive adult attention face difficulties in learning and thriving.

**Articles:** Can Attachment Parenting Make Us Better Parents?

Hand in Hand Literature Review

Hand in Hand Overview of the Literature Review

Recommended Reading List

**Mentoring Call:**

Length depends upon number of participants: 50 to 90 minutes

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## **Class 8 – Practical Implications for Professionals**

**Note on the curriculum for Class 8:** The content of this class will be based on the specific interests of the participants, and on their experiences applying Hand in Hand Parenting in their families and in their work. The most common additional topic requested for this class is how to adapt Hand in Hand Parenting for children, and for parents of children, struggling because of a history of early adversity.

**Goals:**

- *Participants will be able to counter parental feelings of guilt, frustration, confusion, and isolation by presenting key aspects, both emotional and economic, of the systematic neglect of the work of parenting in our society.*
- *Participants will be able to apply the basic insights of Adverse Childhood Experiences research to better assess the therapeutic needs of the parent, and the most and least appropriate strategies for helping that parent connect effectively with their child.*
- *In their work with stressed parents and/or stressed children, participants will be able to apply the concepts of emotional projects, and of supporting both a struggling child and the adults caring for that struggling child in flexible and creative ways.*
- *Participants will be able to offer hope to parents affected by their own early adversity or that of their child through anecdotes from therapists who have gone through intensive Hand in Hand-based work with young people affected by early adversity.*
- *In conversation with one another, participants will experience and be able to replicate a learning environment in which any question is a good question, any feeling has importance and validity, and every individual is given respect, warmth, and time for the group to support their exploration of their issues, their growth, and their inestimable value as a thinking person.*

**Objectives:**

- 1) In working with a stressed parent or group of parents in a therapeutic setting, participants will be able to counter parental feelings of guilt, frustration, and isolation by presenting four key points of contrast between the work of parenting and any paid job that help to illuminate the systematic neglect of the work of parenting.
- 2) In working with a stressed parent or group of parents with a history of early adversity, participants will be able listen at length to the parent's story, told both verbally and through non-verbal behavior and body language. Participants will be able, with increasing accuracy, to choose which Listening Tools and/or Hand in Hand insights would be most compatible with the parent's current strengths, and which would be most challenging for that parent to explore, in order to set up success with the approach.
- 3) In their work with stressed parents and/or a stressed child with a history of early adversity, participants will be able to listen in depth to the parent's feelings without hurrying them toward solutions, so that the therapeutic priority at first is lowering the parent's burden of stored emotion and softening their trigger points for intense feelings.
- 4) Participants working with a stressed parent and/or a stressed child with a history of early adversity will be able to offer hope to parents whose attention is riveted to their child's unworkable behavior, in the form of true stories about parents who have lifted severe hurt left by early mistreatment from their children using Hand in Hand.
- 5) Participants will gain an understanding of the kind of emotional work it takes for a child to shed the emotional residue from having been caught in a terrifying situation, so the participant can normalize these extremes of emotion, better equipping the parent to anchor their child emotionally during the healing process.

**Articles:**

The Current Situation for Parents and the Work of Parenting  
 Articles from the supplementary materials list below, and from Hand in Hand trove of over 200 articles on a wide variety of parenting topics, will be added as appropriate.

**Mentoring Call:**

Length depends upon number of participants: 50 to 90 minutes

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## Supplementary Materials

**Articles and Handouts:**

Do Children Manipulate their Parents?  
 The Process a Listener Initiates  
 Habits of Thought Common Among Parents  
 Key Questions and Directions for Parents  
 Hallmarks of Parents' Oppression  
 Science of Playlistening and Thoughts about How it Relates to Psychoanalytic Theory  
 Bibliography for Professionals' Intensive Course

**Audio:**

Parenting by Connection and Adoption Podcast, *60 minutes*

Total Class Participation Time: *8 to 12 hours*

Total Time with Video & Audio Materials: *6 hours 32 minutes*

Total Time with Reading: *approximately 6 hours*

Total Time with Optional Supplementary Materials: *approximately 10 to 20 hours, if desired*

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This course is taught by at least two of the following Instructors: Maya Coleman, Ph.D, Robin Setchko, LMFT, Shelley Macy, M.A., and Pamela J. Oatis, MD

17 Continuing Education Units from the California Association of Marriage and Family Therapists will be offered for full completion of the instructional components of this course when we become accredited.

## CURRICULUM VITAE

**Maya Braden Coleman**  
**1867 Ingleside Terrace, NW**  
**Washington, DC 20010**  
**202-413-6853**  
**contact@mayacolemanphd.com**  
**www.mayacolemanphd.com**

### EDUCATION

- 1/2010                    **Ph.D., Clinical Psychology**  
**Specialization in Children, Families & Cultures**  
The Catholic University of America, Washington, DC
- Dissertation Research: **Cognitive and Executive Functioning in 15-Month-Old Children Following Traumatic Brain Injury Prior to Age One Year**
- Master's Thesis Research: **Face Processing in Autism**
- Comprehensive Exams Passed with Honors
- 5/2002                    **M.A., Special Education/Learning Disabilities**  
The American University, Washington, DC
- Student Teaching: The Lab School of Washington DC
- 5/1992                    **A.B., Psychology**  
Bryn Mawr College, Bryn Mawr, PA
- 5/1988                    **International Baccalaureate Certificates, Anthropology and English**  
International School of Duesseldorf, Germany

### CLINICAL EXPERIENCE

- 10/2012-Present      **Clinical Psychologist, Private Practice**  
Provide support to families of children age birth to ten years who have had challenging early experiences including pre-term birth, perinatal complications, illness and medical trauma, accidental and non-accidental injury, separation from a caregiver, and developmental challenges. Provide trauma-informed, attachment-focused therapeutic services to foster and adoptive families.

9/1/2009-3/2012

**Resident in Psychology/Psychology Associate, Child Development Program, Children's National Medical Center, Washington, D.C.**

- Provided developmental evaluations for children age birth to 5 years referred for developmental and behavioral concerns
- Conducted neurodevelopmental evaluations for pre-term infants at 25 weeks to 48 weeks gestational age using the NICU Network Neurobehavioral Scales (NNS)
- Coordinated follow-up visits and provided developmental outcome testing (at 15, 21, 30, and 40 months of age) for children who had experienced accidental or non-accidental traumatic brain injuries in their first year of life
- Coordinated follow-up visits and provided developmental outcome testing (at 14 days and 4, 9 and 18 months of age) for children enrolled in a study of neurodevelopmental outcome following therapeutic hypothermia
- Served as site study coordinator for multi-site clinical trial of liver cell transplantation for children with inborn errors of metabolism

7/2007-6/2008

**Child Psychology Pre-Doctoral Intern, University of Maryland School of Medicine, Center for Infant Study and Outpatient Psychiatry Programs, Baltimore, MD**

*Supervisors: Laurel Kiser, Ph.D., Sheridan Phillips, Ph.D., Sharon Stephan, Ph.D.*

- Provided individual, family, and multifamily group therapy services to children ages birth to eighteen years and their families
- Provided intake, consultation, and therapy services to families and individuals dealing with the aftereffects of trauma through UMD Outpatient Psychiatry Trauma Clinic
- Provided intake and therapy services to children with mood disorders through UMD Outpatient Psychiatry Mood Disorders Clinic
- Administered a wide range of psychoeducational and psychological measures to children ages six to eighteen years as a member of the Maryland Psychological Assessment and Consultation Clinic; wrote evaluation reports for use by families, treating therapists, and school personnel
- Provided consultation services to the Baltimore Infants and Toddlers Program with regard to social and emotional development of children age birth to three who were being screened for delayed or atypical development
- Served as a consultant to therapists via video monitoring and phone as a member of a family therapy consultation group
- Presented educational talks in clinic case conferences, seminar series, and early childhood mental health certificate program; presentations included sleep disorders in infancy and early childhood, improving sleep hygiene for infants and toddlers, improving adolescent sleep hygiene in inpatient settings, and trauma treatment case studies

- Examined the feasibility of a Q-sort measure to classify family mealtime interactions

9/2005-5/2006

**Psychology Extern, Pediatric Neuropsychology Program/Safe Concussion Outcome, Recovery, & Education (SCORE) Clinic Children's National Medical Center, Rockville, MD**

*Supervisor: Tanya Diver, Ph.D., Post-doctoral Fellow*

- Administered batteries of computerized and non-computerized neuropsychological tests to children and young adults ages four to twenty-one with mild traumatic brain injuries.
- Administered psycho-educational, neuropsychological, and behavioral assessment instruments to children dealing with the cognitive effects of chronic and acute medical conditions, developmental delays, behavioral difficulties, and psychiatric diagnoses.
- Wrote assessment reports for clinic and outpatient clients.

1/2006-5/2006

**Therapist, Family Therapy Practicum  
The Catholic University of America, Washington, DC**

*Supervisor: Barry Wagner, Ph.D., Associate Professor*

- Provided counseling to families from a community population.
- Participated in a family therapy team that served as a consultation group to other therapist pairs.

9/2004-5/2005

**Psychology Extern, Child Development Program  
Children's National Medical Center, Washington, DC**

*Supervisor: Penny Glass, Ph.D., Director*

- Evaluated children age birth to three years referred for developmental and behavioral problems, and preschool children with developmental and intellectual disabilities.
- Conducted structured caregiver interviews, including with caregivers of children involved with the DC Foster Care System.
- Formulated therapeutic plans, provided caregiver feedback and referrals to community resources, and wrote assessment reports.

**Therapist, Individual Therapy Practicum  
Counseling Center, The Catholic University of America,  
Washington, DC**

*Supervisors: Carol Glass, Ph.D., Professor, Cheri Marmarosh, Ph.D.,  
Joint Appointment in the Counseling Center & Department of Psychology*

Conducted structured interviews and provided individual counseling to graduate and undergraduate students seeking services at the University's Counseling Center.

## RESEARCH EXPERIENCE

- 9/2009-3/2012      **Resident in Psychology/Psychology Associate, Child Development Program, Children’s National Medical Center, Washington, DC**
- Study coordinator for multi-site clinical trial of liver cell transplantation in children with inborn errors of metabolism
  - Study coordinator for study of children who sustained a traumatic brain injury in infancy (“Neurodevelopmental Outcome Following TBI Prior to Age One Year”)
  - Provided research assistance for study of children following therapeutic hypothermia for hypoxic-ischemic encephalopathy (“Neurodevelopmental Outcome Following Therapeutic Hypothermia”)
- 9/2005-12/2009      **Research Assistant, Child Development Program  
Children’s National Medical Center**  
*Supervisor: Penny Glass, Ph.D., Director*
- Conducted research with subset of 15-month-old participants from on-going, prospective, longitudinal study of neurodevelopmental outcome after early traumatic brain injury. Focus of research was cognitive and executive functioning, with a particular emphasis on working memory and inhibitory control.
- 6/2002-8/2005      **Research Assistant, Autism Research Group  
The Catholic University of America**  
*Supervisor: Marc Sebrechts, Ph.D., Chair, Department of Psychology*
- Designed and conducted research project focused on the relationship between visual examination of faces by people with Autism Spectrum Disorders (ASD) and their performance on clinical measures of face recognition, visuospatial processing, and Autism symptom severity.
  - Involved in study documenting atypical face gaze in children and young adults with ASDs using eye-tracking technology; design of an interactive computer play environment to teach normative face gaze to very young children at risk for an ASD diagnosis; and development of a computerized “virtual mall” environment to assess social behavior.
  - Responsible for participant recruitment, intake assessment, administration of protocols and clinical measures (requiring proficiency with desk-top eye-tracker and related computer equipment), and data analysis for grant reporting.
- 9/1991-5/1992      **Research Assistant, Department of Sociology  
Bryn Mawr College, Bryn Mawr, PA**  
*Supervisor: Judith Porter, Ph.D., Professor of Sociology*
- Wrote research memos and summaries of research findings related to the applicability of the Health Belief Model to African-American populations with respect to HIV/AIDS.

- 5/1990-9/1990      **Research Assistant, Department of Psychology  
Bryn Mawr College, Bryn Mawr, PA**  
*Supervisor: Clark McCauley, Ph.D., Professor of Psychology*
- Coded and analyzed data for research published in journal article: *Stereotype Accuracy: Toward an Appreciation of Group Differences.*
  - Provided editing assistance for book: *Terrorism Research and Public Policy.*

## TEACHING & SUPERVISORY EXPERIENCE

- 9/2009-3/2012      **Clinical Supervisor, Child Development Program  
Children's National Medical Center, Washington, DC**  
Provided supervision to Psychology Externs & Interns conducting developmental evaluations for children age birth to five years of age who were referred for developmental or behavioral difficulties
- 1/2006-5/2006      **Teaching Assistant, Cultural Issues in Clinical Psychology  
The Catholic University of America, Washington, DC**
- 9/2005-12/2005      **Lab Instructor, Lifespan Development  
The Catholic University of America, Washington, DC**
- Developed curriculum and designed individual student research projects
  - Conducted all lectures for weekly lab section
- 9/2003-12/2003      **Teaching Assistant, Abnormal Child Psychology  
The Catholic University of America, Washington, DC**
- Graded papers and exams
  - Conducted class lectures on Autism Spectrum Disorders, research methods, and adoption

## PROFESSIONAL EXPERIENCE

- 5/2002-8/2002      **Summer School Instructor, Grades 2-6  
The Lab School of Washington, Washington, DC**  
Prepared lessons and provided instruction for second- through sixth-grade students with learning disabilities, ADHD, and behavioral disorders.
- 9/2001-5/2002      **Student Teacher, Grade 5  
The Lab School of Washington, Washington, DC**
- Prepared lessons and provided instruction to fifth-grade students in a private K-12 day school for children with learning disabilities, ADHD, and behavioral disorders.
  - Implemented classroom behavior management plans.

- 9/2001-5/2002      **Private Tutor (15 hours per week)**  
Worked with an 8-year-old girl with Asperger's Syndrome on educational, organizational, and social goals.
- 2/1998-8/2001      **Intake Coordinator, Legal Services Program**  
**The Whitman-Walker Clinic, Washington, DC**
- Conducted intake interviews for prospective legal clients living with HIV/AIDS. Provided legal information and referrals to community legal and social services.
  - Assisted staff attorneys with research and casework and represented clients in federal benefits appeals.
  - Conducted substantive legal trainings for attorneys and paralegals handling public benefits appeals.
  - Responsible for case tracking, statistical reporting related to contracts and grants, and management of client and volunteer databases.
- 8/1997-1/1998      **Acting *Pro Bono* Coordinator, Legal Services Program**  
**The Whitman-Walker Clinic, Washington, DC**
- Coordinated in-house legal clinics and placed *pro bono* cases with local volunteer attorneys and law firms.
  - Conducted substantive legal trainings for attorneys and paralegals handling public benefits appeals.
- 10/1994-8/1997      **Legal Assistant, Legal Services Program**  
**The Whitman-Walker Clinic**  
**Arlington, VA & Washington, DC**
- Conducted intake interviews for prospective legal clients living with HIV/AIDS.
  - Provided legal information and referrals to community legal and social services.
  - Conducted substantive legal trainings for attorneys and paralegals handling public benefits appeals.
  - Responsible for case tracking, statistical reporting related to contracts and grants, and management of client and volunteer databases.
- 6/1992-10/1994      **Database Manager, Case Management Program**  
**The Whitman-Walker Clinic of Northern Virginia**  
**Arlington, VA**
- Computerized case tracking and case management file system.
  - Maintained reporting system in accordance with federal, state, and local regulations.
  - Conducted client intakes for Case Management Program.
- 12/1991/1/1992      **Research Intern, Legal Services Program**  
**GMHC, New York, NY**  
Researched non-citizen eligibility for federal and state benefit programs.

- 9/1991-5/1992      **Clinical Intern, Early Intervention Case Management & HIV/AIDS Information Line Philadelphia AIDS Task Force, Philadelphia, PA**
- Assisted with public benefits applications and facilitated access to legal and social service resources.
  - Provided information about HIV prevention and treatment resources.
- 9/1991-5/1992      **AIDS Task Force Representative and Peer Health Educator Bryn Mawr College, Bryn Mawr, PA**
- Designed college-wide HIV/AIDS education program.
  - Presented general health information to peers and other Health Educators through small group meetings and seminars.

## **PUBLICATIONS & PRESENTED PAPERS**

**Coleman MB**, Glass P, Brown J, Kadom N, Tsuchida T, Scafidi J, Chang T, Vezina G & Massaro AN. (2013) Neonatal neurobehavioral abnormalities and MRI brain injury in encephalopathic newborns treated with hypothermia. *Early Human Development*, 89(9), 733-7.

Massaro AN, **Coleman MB**, Brown J, Kadom N, Vezina G & Glass P. (2012, Apr-May). *Neonatal neurobehavioral abnormalities and MRI brain injury in encephalopathic newborns treated with hypothermia*. Poster session presented at the bi-annual meeting of the Pediatric Academic Societies, Boston, MA.

**Coleman MB**. (2010). Cognitive and executive functioning in 15-month-old children following traumatic brain injury prior to age one year. *Dissertation Abstracts International*, (UMI No. 3391209).

Trepagnier CY, Sebrechts MM, Finkelmeyer A, **Coleman M**, Stewart W, Adler-Werner M. (2005). Virtual environments to address autistic social deficits. *Annual Review of CyberTherapy and Telemedicine: A Decade of VR*, (3), 101-108.

Trepagnier CY, Sebrechts MM, Ramloll R, **Coleman M**, Finkelmeyer A, Barker L, Jones-Paxton M, Stewart W & Gleeson K. (2004, May). Gaze at eyes and ADI-R. Presented at the International Meeting for Autism Research, Sacramento, CA.

## **PRESENTATIONS**

“Sleep Disorders and Improving Sleep Hygiene in Infants and Toddlers.” Presented at the University of Maryland Taghi Modaresi Center for Infant Study Seminar Series, March 2008.

“Improving Sleep Hygiene in Infants and Toddlers.” Presented through the Early Childhood Mental Health Certificate Program, University of Maryland School of Medicine, March & June 2008.

“Preschool Trauma Treatment” Presented through the Early Childhood Mental Health Certificate Program, University of Maryland School of Medicine, April 2008.

“Improving Adolescent Sleep Hygiene in Psychiatric Inpatient Settings” Presented at MYPIC Teleconference, University of Maryland School of Medicine, May 2008.

“Development of a Family Mealtime Interaction Q-Sort” Presented at VAMHCS/UMD Psychology Internship Consortium Research Day, May 2008.

“Trauma in Developmental Context: A Case Study” Presented at the Fifth Annual Maryland Mental Hygiene Administration Child & Adolescent Conference, June 2008.

### **HONORS/AWARDS**

- |               |  |
|---------------|--|
| 9/2008-8/2009 | Fellowship, Leadership Education in Neurodevelopmental Disabilities (LEND Program), Children’s National Medical Center |
| 6/2002-8/2005 | Graduate Research Assistantship, Department of Psychology<br>The Catholic University of America                        |
| 10/2004       | Comprehensive Exams Passed with Honors, The Catholic University of America, Clinical Psychology Ph.D. Program          |

### **CERTIFICATIONS**

- |         |   |
|---------|---|
| 05/2012 | Certified Hand in Hand Instructor,<br>Hand-in-Hand Parenting  |
| 10/2007 | NCAST Teaching Scales, certified at research reliability level  |
| 6/2007  | Trauma-Focused Cognitive Behavioral Therapy Clinician Certification,<br>National Child Traumatic Stress Network |

## Resumé

### **Robin Setchko** **Licensed Marriage and Family Counselor**

**1209 Hexem Avenue**  
**Santa Rosa, CA 95404**  
**(707) 545-0722**  
[rsetchko@sonic.net](mailto:rsetchko@sonic.net)

<b>BA, Education and French</b>	University of Oregon, 1979
<b>MA in Counseling</b>	Sonoma State University, 1990
<b>Private Counseling Practice</b>	1991 to present
<b>Co-Owner &amp; Co-Director, Farview Ranch Camp</b>	Co-owned and directed a summer camp for 50 young people ages 8 through 14 Worked as full-time onsite co-director Trained and supervised all counselors and staff 1987-1995
<b>Regular guest lecturer, Early Childhood Education Department</b>	Santa Rosa Junior College, Santa Rosa, CA
<b>Certified Instructor of Hand in Hand Parenting</b>	Hand in Hand Parenting, Palo Alto, CA, and online Speaker in preschools and to parent and community groups in Sonoma County, CA

## CURRICULUM VITAE

### **Shelley Macy, M.A.**

2630 Walnut Street  
Bellingham, WA 98225  
360-961-6170

Email: [shelley@macy-brandt.com](mailto:shelley@macy-brandt.com)

### EDUCATION

*Pacific Oaks College, Pasadena, CA*

Master of Arts in Human Development (1998)

Thesis: “*Caring, Listening, and Liberation: Re-evaluation Counseling for Early Childhood Educators*”

(Thesis committee chair: Elizabeth Jones, Ph.D.)

*Pacific Oaks College, Pasadena, CA*

Bachelor of Arts Equivalent in Human Development (1989)

*St. Nicholas Training Centre, London, England*

Montessori Infant Diploma. (1972)

(Coursework completed through University of Puget Sound, Tacoma, WA).

*Hand in Hand Parenting Instructor Certification, Palo Alto, CA.*

Certified Hand in Hand Instructor (2007)

Coursework completed online, and via phone conferencing, and weekend seminar.

### RESEARCH GRANT

2011-2015: Principal Investigator, *Wakanyeja “Sacred Little Ones” Early Childhood Initiative* and *Ké’ Family Engagement Initiative* Funded by the American Indian College Fund.  
Early Childhood Education Faculty, Northwest Indian College

### ACADEMIC AND PROFESSIONAL EXPERIENCE

2017-Present “Helping Children through Family Changes” Seminar Leader  
Whatcom Dispute Resolution Center

2016-Present Parenting and Early Childhood Education Consultant  
Hand in Hand Parenting.

- 2015-Present Independent Consultant, Parenting Education, Hand in Hand Professionals' Intensive Instructor.
- 1989-2015 Lead instructor, curriculum developer, ECE advisor, practicum advisor, ECE program assessment lead, early childhood associate's degree program.  
Early Childhood Education Faculty, Northwest Indian College.
- 1989-2015 Curriculum developer, lead instructor, parenting education.  
Parenting Education Faculty, Northwest Indian College.
- 2011-2015 Project Co-Director, *Wakanyeya "Sacred Little Ones" Early Childhood Initiative* . and *Ké' Family Engagement Initiative* Funded by the American Indian College Fund.  
Early Childhood Education Faculty, Northwest Indian College.
- 1999 Lead instructor, curriculum developer for Paraeducator Certificate program.  
Early Childhood Education Faculty, Northwest Indian College
- 1997 Early Childhood Individualized Learning Lab.  
Early Childhood Education Adjunct Faculty, Whatcom Community College.
- 1993-1997 Parent Educator/ECE Coordinator, *Lummi Indian Even Start Program*. Supervisor, Parents as Teachers (PAT) Home Visiting Program. Funded by United States Department of Education.  
Early Childhood Education Faculty, Northwest Indian College.
- 1999-2003 Principal Investigator and Project Director: *Head Start/Tribal College*  
2005 – 2010 *Partnership Project*. Funded by the Office of Head Start, Administration for Children, Youth, and Families. Providing services to Chehalis, Colville, Lower Elwha, Lummi, Muckleshoot, Nooksack, Nez Perce, Pt. Gamble S'Klallam, Quinault and Upper Skagit tribal nations.  
Early Childhood Education Faculty, Northwest Indian College.
- 1998-99 Program Coordinator, *TANF 250 Child Care Training Project*. Funded by Washington State  
Department of Social and Health Services. Providing services to Lummi, Nisqually, Nooksack, Skokomish, and Squaxin Island tribal nations.  
Early Childhood Education Faculty, Northwest Indian College.
- 1989-90 Principal Investigator, *Head Start Project to Take Child Development Associate*

*Training to Geographically Isolated Head Start Programs.* Funded by the Head Start Bureau. Providing services to Lower Elwha, Lummi, Makah, Muckleshoot, Nooksack, Nez Perce, Pt. Gamble S'Klallam, Quinault, Samish, Sauk-Suiattle, Squaxin Island, Stillaguamish, Swinomish, Tulalip, and Upper Skagit tribal nations.

Early Childhood Education Faculty, Northwest Indian College.

## COURSES TAUGHT

*Hand in Hand Parenting, Palo Alto/Bellingham WA, 2016-Present*

Hand in Hand Parenting Starter Class

Hand in Hand Parenting Professionals' Intensive Course

*Northwest Indian College, Lummi Nation, Washington. 1989-2017*

ECED 100 Early Educators and Young Learners

ECED 103 Practices and Plans to Nurture Development

ECED 104 Early Childhood Program Management

ECED 106 Guidance in Early Education

ECED 107 Frameworks for Early Childhood

ECED 108 Re-evaluation Counseling: Tools of the Trade

ECED 120 STARS Basics for Child Care

ECED 122 Introduction to the CDA

ECED 141 Introduction to Home Visiting

ECED 151 Preschool Curriculum

ECED 160 Caring for Infants and Toddlers

ECED 171 Introduction to Early Childhood Education

ECED 181 Children's Creative Activities

ECED 197A Practicum I: Expressing Warmth to Children

ECED 197B Practicum II: Playing Responsively

ECED 220 Communication, Language, and Literacy

ECED 206 Building Relationships: Culture, Family, and Community

ECED 210 Early Childhood Development

ECED 221 Health, Safety, and Legal Issues

ECED 227 Art and Movement

ECED 235 Math for Young Children

ECED 240 Science Exploration

ECED 297A Practicum III: Talking Informatively

ECED 297B Practicum IV: Attending to Initiative, Cooperation, and Perseverance

EDUC 161 Paraprofessional I: The Basics

EDUC 162 Paraeducator as Learning Assistant

EDUC 164 Strengthening Education

HUMS 107 Introduction to Re-evaluation Counseling

HUMS 108 Re-evaluation Counseling Theory and Practice

PRED 100 The Parent as Teacher

PRED 105 Topics for Parents

PRED 121 Listening to Children: Special Time

PRED 122 Listening to Children: Playlistening  
 PRED 123 Listening to Children: Crying  
 PRED 124 Listening to Children: Tantrums and Indignation  
 PRED 125 Listening to Children: Healing Children's Fears  
 PRED 126 Listening to Children: Reaching for Your Angry Child  
 PRED 127 Setting Limits with Children  
 PRED 128 Listening Partnerships for Parents  
 PRED 137 Building Emotional Understanding  
 PRED 188 Mastering Parenting by Connection  
 PRED 190 Parent Resource Seminar

*Whatcom Community College, Bellingham, WA. 1997.*

EDUC 105 Introduction to Education  
 EDUC 111 Introduction to Exceptional Children  
 EDUC 210 Curriculum Development  
 EDUC 215 Health Safety and Legal Issues  
 ECE 240 Science Exploration  
 ECE 235 Math for the Young Child

#### EARLY CHILDHOOD CLASSROOM AND ADMINISTRATION EXPERIENCE

1989-1990 Director, Northwest Indian College Child Care Center.  
 Early Childhood Education Faculty, Northwest Indian College.

1984-1989 Preschool Teacher/Kindergarten Enrichment Teacher.  
 Laurel Parent Cooperative Preschool, Laurel, Washington.

1975-1979 Education Coordinator/ Toddler and Preschool Teacher.  
 Bellingham Day Care, Bellingham, Washington.

1974-1975 Licensed Montessori Family Child Care Owner/Operator.  
 Whatcom Creek Children's House, Bellingham, Washington.

1972-1973 Montessori Preschool Teacher.  
 Spring Valley Montessori School, Tacoma, Washington.

#### REPRESENTATIVE WORKSHOPS/PAPER PRESENTATION/TRAININGS

September 2015. Paper Presentation--*Our Precious Babies: What Our Children Can Show Us about Supporting Them and One Another in Early Learning Settings*. Native Children's Research Exchange. Denver, CO.

June 2015. Workshop—Shelley Macy, Nahrin Aziz Parsons, Shirley Bob. *Honoring Our Children through Connection and Collective Inquiry*. Native ECE Symposium. Albuquerque, NM.

March 2015. Workshop, *Helping Children with Big Feelings during Challenging Times*. Native American Conference on Special Education. Albuquerque, NM.

November 2014. Workshop—Shelley Macy and Kelsie Lawrence. *Setting Limits, Staylistening, & Support Groups: Listening Tools for Transformation at a Tribal College Early Learning Center*. National Association for the Education of Young Children Annual Conference. Dallas, TX.

January 2014. Training for parents and staff. *What to Do When a Toddler Bites and other Juicy Topics*. Lummi Nation Teen Parent Child Development Center. Lummi Nation, WA.

August, 2012. Workshop. *Creating a Baby-Friendly Environment: Preserving Infant Mental Health*. Tribal Early Learning Conference, Grand Lodge, WA.

August, 2012. Workshop. *Bringing the Limit: Classroom Management by Connection*. Tribal Early Care and Education Conference, Washington Department of Early Learning. Grand Lodge, WA.

April 2010. Workshop, *Making Tribal College Work for You*. Tribal Early Education and Care Conference, Washington Department of Early Learning. Tulalip, WA.

November, 2009. Workshop—Patricia Wipfler and Shelley Macy. *Mitigating Stress for Families*. National Association for the Education of Young Children (NAEYC) Annual Conference. Washington DC.

February 2009. Workshop, *Tears and Tantrums: The Upside of Meltdowns*. Northwest Association for the Education of Young Children Conference. Bellingham, WA.

October 2007 & February 2008. Workshop, *Tantrums—Who Needs Them?* Washington Association for the Education of Young Children Conference. Seattle, WA. and Northwest Association for the Education of Young Children Conference. Bellingham, WA.

April 2007. Workshop, *Speaking our Values—Washington's Early Childhood Educators in Higher Education*. Washington Early Childhood Teacher Preparation Council Annual Retreat. Leavenworth, WA.

April 2007 and February 2008. Workshop, *Breaking Down the Barriers to College Success*. 2007 and 2008 Higher Education Grantees Meetings, Office of Head Start Tribal College Partnerships. Washington, DC.

May, 1992-1999. Trainer for Process Group Facilitators for annual NWIC Fetal Alcohol/Wellness Conference. Bellingham, WA.

## PUBLICATIONS

“Validating Lummi Children and Families: Connection as Foundational to Improving Family Engagement in Early Childhood Education.” *Tribal College and University Research Journal*, 1(2), p. 80-107.

“Our Precious Babies: What Our Children Can Show Us about Supporting Them and One Another in Early Learning Settings.” *Mellon Tribal College Research Journal* (2), p. 1-25. 2015.

“Interactions and Guidance” Module #8 in *Basics for Child Care—Model Curriculum for Licensed Child Care Providers*, (Washington State Training and Registry System –STARS) Washington State Department of Early Learning, Olympia, WA. 2013.

## AWARDS/ FELLOWSHIPS

2014 Ken Gass Community Builders Award Recipient, Whatcom County, WA.

2013-14 American Indian College Fund Mellon Faculty Research Fellowship

2009 Northwest Indian College Faculty of the Year

## VOLUNTEER ACTIVITIES

2018-Present Fifth Grade Classroom Volunteer, Lummi Nation School.

1989-2015 Child Development Associate (CDA) Advisor for staff of the Lummi Head Start, Lummi Teen Parent Child Development Center, and Lummi Nation Child Care.

United to End Racism (UER) Delegate

2013 White Privilege Conference, Presenter

2013 Seattle Race Conference, Presenter

2012 Tule Lake Pilgrimage, Klamath Falls, Oregon.

2006 World Peace Conference, Vancouver, BC. Canada

2001 United Nations NGO Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerances, Durban, South Africa

1990- present Regional Reference Person, Washington (outside King County)-Idaho-Montana Region, Re-evaluation Counseling Communities.

- 2011-12 Contributing author, Washington State Department of Early Learning Drafting Sub-Committee for the *Washington State Early Learning and Development Guidelines*.
- June 2011 Bias and Cultural Sensitivity Review Committee member for “Washington Kindergarten Inventory of Developing Skills (WaKIDS)” Kindergarten entry assessment. Washington State Office of the Superintendent of Public Instruction (OSPI).
- 2006-2011 Governing Board, Northwest Association for the Education of Young Children. Board Secretary, 2006-2009.
- 2007-2008 Lummi Ventures Day Care Development Committee.
- 11/2006 Tribal delegate, Governor Gregoire’s Summit on Early Learning. Seattle, WA. Tribal delegation spokesperson.
- 1998-99 Community Representative, Lummi Indian Head Start Policy Council.
- 1995 Lummi Women’s Domestic Violence Prevention Task Force
- 1992-93 Hotline volunteer. Lummi Victims of Crime.
- 1980-1987 Board of Directors, Whatcom County Child Care Services Secretary 1984-86, President, 1986-87.

**Pamela J. Oatis, MD**

1 419 410 0916 (mobile) pamelaoatis@mercy.com (e-mail)

**EDUCATION**

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- 2008-09 Harvard Program in Palliative Care Education and Practice, Harvard University, Cambridge, MA  
 1983-85 Pediatric Residency, Pittsburgh Children's Hospital, Pittsburgh, PA  
 1981-83 Flexible Internship and Pediatrics, Medical College of Ohio, Toledo, OH  
 1981 M.D., Medical College of Ohio, Toledo, OH  
 1975-77 Masters Program, Physical Therapy, Stanford University, Stanford, CA  
 1973 B.A., Human Biology, Stanford University, Stanford, CA  
 1969-71 Skidmore College, Saratoga Springs, NY  
 1969 H. S. Diploma, Maumee High School, Maumee, OH

**HONORS + AWARDS**

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- 2014 Research Excellence Award, Mercy St. Vincent Research Symposium "Building Emotional Understanding," a parenting course of "Hand In Hand Parenting"  
 2014 Research Excellence Award, Mercy St. Vincent Research Symposium "Hospital to Medical Home Project"  
 2013 March of Dimes Physician of the Year  
 2012 Research Excellence Award, Mercy St. Vincent Research Symposium "Come Home Project" to connect children in the emergency department with a medical home  
 2011-12 American Academy of Pediatrics Ohio Chapter Pediatrician of the Year  
 2011 Service Excellence Award Mercy St. Vincent Medical Center  
 2010 The Centenary Award for Outstanding Service from The Diocese of Toledo  
 2009 Spirit of Care Award Mercy St. Vincent Medical Center  
 1986-present Multiple Teaching Awards for Inpatient/Outpatient Pediatrics  
 2001 Summa Cum Laude Research Award, Mercy Health Partners Annual Scientific Assembly Research Symposium, "A Pediatric Practice Based Evaluation of the Steps to Prevent Firearm Injury Program"  
 1999 Women in the Trenches Award

**PROFESSIONAL INTERESTS & AFFILIATIONS**

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- 2014 Ohio American Academy of Pediatrics, "Building Mental Wellness," trainer  
 2002-present Lay Review Board, Catholic Diocese  
 1998-present CORE Clinical Faculty, Ohio University College of Osteopathic Medicine  
 1975-present Teacher/Regional Leader of Re-evaluation Counseling Community peer listening organization  
 1986-present Conference Presentations on general pediatric topics, ethics and palliative care, medical home, and emotional health  
 1986-present Clinical Faculty, The University of Toledo School of Medicine

**PROFESSIONAL EXPERIENCE**

---

- 2013-17 Task Force Member, Governor's Office on Healthcare Transformation  
 2011 Awarded HRSA Children Youth with Special Health Care Needs Implementation Grant for Ohio Teaching 700 providers about medical home and to use a listening based communication tool  
 2009-present Medical Specialist Ethics SVMMC, Chair Adult Institutional Review Board  
 2009 Awarded HRSA/AAP Healthy Tomorrows 5 year grant "Hospital to Medical Home"  
 2009 Certified Instructor Hand In Hand Parenting course "Building Emotional Understanding"  
 2008 Diplomat of first National Pediatric Pain Course  
 2006-present Instructor, End of Life Nursing Education Consortium Pediatric Palliative Care (ELNEC-PPC)  
 2004-present Physician Advocacy Committee  
 2005-09 Medical Champion for Medical Legal Partnership Collaboration with Mercy Children's Hospital, Medical College of Ohio and Advocates for Basic Legal Equality and Legal Aid to provide free legal services regarding issues affecting health issues of poor children  
 2005-present Ohio Pediatric Palliative Care Education Network Board Member  
 2005 Initiative for Pediatric Palliative Care (IPPC) Training with multidisciplinary team  
 2005-2015 Medical Director Pediatric Palliative Care  
 2004 Bright Futures Training Intervention Pilot Project  
 2003-08 Healthy Tomorrows Grant, Funded by HRSA and the American Academy of Pediatrics  
 1998-2000 Facilitator for Parent Groups, Growing up with Healthy Connections, SVMMC, Toledo, OH  
 1994-2006 Ask the Expert—weekly live television news feature on pediatrics  
 1990-present Ethics Specialist Mercy St. Vincent Toledo, OH  
 1986-2009 Primary Care Pediatrician with Pediatric Group, St. Vincent Mercy Medical Center Family Care Center urban, poor, community-based, tertiary care, teaching hospital; currently contingent care provider

**PROFESSIONAL EXPERIENCE, continued**

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- 1985** Pediatric Life Time Oral and Written Board Certification  
**1977-present** Leader of several hundred workshops, support groups, and classes through the peer counseling process of Re-Evaluation Counseling  
**1973-75** Volunteer, Peace Corps

**RESEARCH**

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- 2008** Listening with Connection - listening-based communication tool for care providers and consumers
- 2006** Principal Investigator, Needs Assessment, Pediatric Palliative Care statewide physician survey and qualitative parent interviews, Funded by American Academy of Pediatrics (AAP) and Community Access to Child Health (CATCH) Grant
- 2002** Principal Investigator, Needs Assessment, Emotional and Behavioral Health Services in Primary Care Settings, Funded by American Academy of Pediatrics (AAP) and Community Access to Child Health (CATCH) Grant
- 2002** Incidence of gun ownership before and after gun safety education program in primary care setting. Published in British Medical Journal Trauma Prevention  
Presented at National Trauma Association Meeting
- 1981** Nutritional status of hospitalized children at St. Vincent Mercy Medical Center

**SELECTED PUBLICATIONS & PRESENTATIONS**

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- 2014** Keynote Address, Presentations, and Workshops, International Conference for Marriage Counselors and Family Therapists, Ljubljana, Slovenia
- 2014** Presenter, Ohio Patient Centered Primary Care Collaborative, Statewide Annual Conference
- 2013** Healthy Tomorrows Hospital to Medical Home Project Poster Presentation, AAP Annual Conference
- 2011-present** Medical Home and Listening with Connection training for 200 healthcare providers in Ohio
- 2009-present** Multiple presentations on Ethics and Palliative care to physicians, nurses, pharmacists in training
- 2010** Institutional Ethics for Mercy St. Vincent Leadership University
- 2009** Listening with Connection Retreat for University of Pittsburgh Medical Center Palliative Care Team
- 2004** Healthy Tomorrows Emotional and Behavioral Health Services Outcomes Poster Presentation at AAP National Conference
- 2004** Presenter, National AAP Conference on Emotional Behavioral Health Services Integrated into the Medical Home Gun Safety Education Research Paper, also Published in British Medical Injury Prevention Journal
- 2002** Presentation, "Incidence of gun ownership before and after gun safety education program in primary care setting,"
- 1999** National Trauma Association Meeting
- 1996** Gun Safety Education Research Paper, Presented at Center for Disease Control
- 1995** Women Physicians, Presented Workshop at International Women's Forum, Hairou, China
- 1985** Women Physicians, Presented Workshop at International Women's Forum, Nairobi, Kenya
- 1982** Nutritional Status of Hospitalized Children Research Paper, Society for Pediatric Research Annual Meeting, Washington, DC

**PERSONAL / FAMILY**

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Married to John R. Kiely, III, for 35 years with three sons. Joss, 32, is a graduate of Connecticut College, with majors in French and Architectural studies, and the Taubman College of Architecture and Urban Planning at the University of Michigan, with two Masters in Architecture, and currently a Ph.D. candidate in architectural history and theory. Broer, 27, is a graduate of Stanford University with majors in philosophy and religious studies, and currently attending Harvard's School of Law. Olajuwon Brown, foster son, is a senior at Eastern Michigan University, and is married with three children. John owns and is the president of Vistula Management Company which develops and manages 1800 low-income housing units.

Dr. Oatis also enjoys training for Olympic distance triathlons. At the US Nationals in 2008, she qualified to compete in the 2009 Age Group World Championships in Australia where she placed 23 out of 50. In 2010 she placed 5th at the US Nationals, and in the 2013 World Championships in London, she placed 34th.