Brazelton Touchpoints Center

WHAT IS BRAZELTON TOUCHPOINTS?

Touchpoints is a practical approach for building strong family-child relationships from before birth through the earliest years, laying the vital foundation for children's early learning and healthy development.

PARTNERSHIPS

The Brazelton Touchpoints Center collaborates with providers, organizations, institutions, systems of care, and communities who understand that to improve outcomes for children, they must engage more effectively with families. To reach as many families and other caregivers as possible, we work with health and education providers who partner with families during children's most formative years.

Brazelton Touchpoints Center served from 2010-2015 as lead agency of the National Center for Parent, Family, and Community Engagement (NCPFCE) for the Office of Head Start. In 2015, the Center was again chosen to serve as lead agency for NCPFCE for the new National Early Childhood Training and Technical Assistance System. NCPFCE supports family well-being, effective family and community engagement, and children's school readiness, including transitions to kindergarten.

Other examples of our partnerships have included: Educare Learning Network, Harlem Children's Zone, California Resource and Referral Network, Colorado Department of Education (Quality Improvement Program), Utah State University (Utah Early Education Quality Improvement Program), Children's Services Council of Palm Beach County, Houston Children's Museum, California Library Association, American Indian College Fund, and Massachusetts Department of Early Education and Care.

BY THE NUMBERS

Since 1996, our work has reached over:

13 million children
1.5 million families
50,000 providers
1,000 community-based Touchpoints trainers
50 states and the District of Columbia
20 Tribal communities
5 continents

We have delivered professional and organizational development, training, and technical assistance to more than:

175 child care centers and family child care programs
160 Head Start/Early Head Start centers or programs
100 health care settings
23 institutions of higher education in health care or early education
In-home services in **19** states and **6** Tribal communities

AT A GLANCE

Founded:
1996 by T. Berry Brazelton, MD, and colleagues

Mission:
We partner with families of young children and the communities and systems of care that surround them so that all children—whatever their life circumstances, challenges, and resources may be—will be healthy, succeed as early learners, and have the opportunity to thrive.

Vision:
The vision of the Brazelton Touchpoints Center is that all children grow up to be adults who can cope with adversity, strengthen their communities, constructively participate in civic life, steward our planet's resources, and nurture the next generation to be prepared to do the same.

Type of Organization:
Brazelton Touchpoints Center (BTC) is a department within the Division of Developmental Medicine at Boston Children's Hospital, a Harvard Medical School teaching hospital. BTC is also home to the Office of Head Start and Office of Child Care National Center on Parent, Family and Community Engagement.

Brazelton Touchpoints Foundation is the current DBA name of the Brazelton Touchpoints Project, Inc., a 501(c)(3) organization registered in Massachusetts. The Brazelton Touchpoints Foundation was incorporated to raise and receive philanthropic resources to support the work of Dr. T. Berry Brazelton and the Brazelton Touchpoints Center.

Staff:
40 professional and support staff

Our work has been supported by:
The Buffett Early Childhood Fund, W.K. Kellogg Foundation, Annie E. Casey Foundation, A.L. Mailman Family Foundation, Irving Harris Foundation, Robin Hood Foundation, Amon G. Carter Foundation, Office of Head Start, Office of Child Care, and United Way

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Brazelton Touchpoints Center

BRAZELTON TOUCHPOINTS IS EVIDENCE-BASED

The Brazelton Touchpoints approach has undergone over a decade of extensive and in-depth evaluation of its effectiveness, applicability, and validity with a range of participants and organizations, and across providers from a number of different disciplines. Brazelton Touchpoints is recognized by the federal Substance Abuse and Mental Health Services Administration (SAMHSA) as an evidence-based practice among their grantees.

IMPACT

Our work has had a demonstrated impact on:

Improved measurable developmental outcomes (e.g., social/emotional and cognitive development)

Strengthened parent-child bond leading to higher scores on measures of attachment (linked to later learning and educational performance)

Improved parent-provider partnerships in service of children's health and early learning

Increased parent/family engagement in their child's healthy development and early learning

Reduced levels of parenting/caregiver stress

Increased parenting competence and confidence

Decreased risk of child abuse and neglect

Lowered incidences of parental depression

Increased incidence and duration of breastfeeding

Increased well-child care treatment adherence and childhood immunization rates

Reduced use of emergency room for routine health care

Increased parent/caregiver literacy activities with children

Increased parent/caregiver ability to recognize normative regressions and manage behaviors that require referrals for assessment for additional services

Increased timely follow through on referrals for early intervention services

Improved quality of early education programs

Improved collaboration and coordination of services across disciplines and organizations

Sustained organization-wide changes

WHAT WE OFFER

We collaborate with partners nationwide to establish **scalable and sustainable, low-cost, low-tech interventions** that propel children's healthy development and strengthen the collaborative relationships among families, parents, caregivers, providers, and communities.

Sectors:

Health and mental health

Public health (home visiting, child welfare, community mental health, early intervention, and other social services)

Early care and education

Children's museums and libraries

Cross-sector community-based initiatives

Our focus is:

Professional and Organizational Development

Leadership Development

Training and Technical Assistance

Research and Evaluation

Knowledge Generation and Dissemination

Our offerings include:

Professional Development Programs and Workshops

Newborn Behavioral Observations (NBO) Training Program

Parent, Family and Community Engagement Tools and Resources

Mental Health Consultation Tools and Resources for Child Care Programs

Speaker's Bureau

Brazelton Learning Network Membership Program

For more information, visit:
www.brazeltontouchpoints.org

Brazelton Touchpoints Center

Our goal is to engage entire communities and systems of care in being champions for strong families. We work with change agents in health, mental health and public health, early care and education, cultural institutions, and other social services to engage others in adopting the Touchpoints approach. We seek to build capacity across disciplines and throughout communities to meet the needs of families wherever they may look for support.

What does Brazelton Touchpoints offer communities?
Brazelton Touchpoints is a practical approach for building strong family-child relationships from before birth through the earliest years, laying the vital foundation for children's early learning and healthy development.

Working with communities and providers of services to children and their families in health, mental health and public health, and early care and education, our goal is to meet the needs of families, not just those of children, for it is within strong families and strong communities that healthy children grow, develop, and learn to succeed.

The Brazelton Touchpoints Center collaborates with providers, organizations, institutions, systems of care, and communities who understand that to improve outcomes for children, they must engage more effectively with families. Since its inception in 1996, the Brazelton Touchpoints Center has reached over 50,000 providers serving more than 1.5 million families in all 50 states, the District of Columbia, and over 20 Tribal communities.

Our primary strategies are:

To Change Practice
Research and experience have demonstrated that simply "telling" parents what to do is not effective. Touchpoints is a model of practice that enables providers to establish collaborative and encouraging relationships with families based on a shared interest in the healthy development of their child. Such a change in individual practice only can be sustained if organizations, systems and resources are aligned to reinforce it. The Brazelton Touchpoints Center offers proven strategies for organizing resources and building a culture that will sustain this effective way of working with children and families.

To Build Capacity within Communities
The Touchpoints approach is founded on the assumption that meeting the needs of children in the earliest years is an institutional and community imperative. If we fail to assure the healthy development of young children—especially those who lack the social, emotional and economic resources to do it alone—we suffer significant social and economic consequences as a society.

For more information, visit www.brazeltontouchpoints.org or email touchpoints@childrens.harvard.edu.

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A Systemic Mental Health Consultation and Professional Development Model:

Family Connections Training Program

Brazelton Touchpoints Center Training Institute

Upcoming Dates TBD

Brazelton Touchpoints Center

The Brazelton Touchpoints Center offers a two-day training program as a resource for **mental health practitioners, educational and family service worker supervisors, directors, program managers, and others working with young children and their families** to implement Family Connections into practice in community settings.

Objectives:

- Explore how Family Connections further enhances mental health consultation services to young children, their families, and early childhood staff.
- Explore how Family Connections supports further professional development for early childhood staff.
- Present the Family Connections practice framework, goals, objectives, and outcomes.
- Illustrate Family Connections and Tell Me A Story training modules for providers and parents through presentations, case vignettes, and interactive exercises. Touchpoints principles and assumptions will be highlighted to illustrate the power of using these tools to implement the Family Connections intervention and training.

Family Connections provides an evidence-based, system-wide model for mental health consultation and professional development specifically focused on supporting providers, promoting mental health in young children, and working with families facing depression and other adversities. It was developed with the support of a US Department of Health and Human Services Office of Head Start Innovation and Improvement Grant to Boston Children's Hospital.

What participants are saying about the training program:

"Entering the classrooms with the children and teachers has been a joy. But, I have been wondering about direction and methods to be effective with mental health consultations. Thank you for providing exactly those."
- Early Childhood Mental Health Consultant

"You have brought me hope, tools, and refreshed my enthusiasm to cope with/help in the area I get most questions: …But what do I do when there are real mental health issues? This has been powerful for me and I can't wait to share it with others as I know it will help them in the difficult challenges that they face on a daily basis."
- Early Intervention Service Coordinator

Registration: Please visit www.brazeltontouchpoints.org/calendar for upcoming training dates. For additional information, contact Mai.Nguyen@childrens.harvard.edu.

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Newborn Behavioral Observations (NBO) Training

The newborn period through the early months is a formative stage in the development of the parent-child relationship.

The Newborn Behavioral Observations (NBO) system was designed to give parents the confidence to read and understand their baby's cues and to promote positive interactions between parents and their infants from the very beginning. More and more, practitioners are using the NBO in hospital, clinic and home settings to help parents learn about their baby's competencies and their baby's ability to communicate.

How to Participate

If you wish to bring NBO training to your community or participate in regularly scheduled trainings in Boston, please contact Mai Nguyen at mai.nguyen@childrens.harvard.edu.

What NBO trainees are saying about the trainings:

"I was absolutely thrilled to attend, training was fantastic"

- Social Worker, USA

"Excellent presenters; took time to answer all questions, makes me feel confident"

- EI Specialist, USA

"This entire training exceeded my expectations. It is in line with the NFP model and brought clarity to our practice."

- NFP Nurse, USA

The Tribal Touchpoints Initiative

For nearly 15 years, the Brazelton Touchpoints Center has worked in partnership to support American Indian/Alaska Native community goals for all children to thrive. The overarching goal of the Tribal Touchpoints Initiative is to optimize Native American children's early learning and healthy development, ultimately positively affecting cognitive, and social emotional developmental outcomes by:

- strengthening families of young children and their positive cultural identities;
- strengthening the relationships/partnerships between families and providers;
- strengthening the connections and collaboration among and between providers and the community;
- building sustainable capacity in each community to fully integrate parents, families, and other caregivers and community members in partnership with the service providers educating and caring for young children and their families; and
- continuing to grow and support a self-directed learning community, among and between Tribal communities, that is sustainable

We are currently working with 26 tribal community partnerships anchored in strong community institutions, such as AI/AN Early Head Start or Head Start (EHS/HS) programs, Tribal Colleges and Universities (TCUs), and other community programs serving infants, toddlers, young children and their families.

Most recently, the Tribal Touchpoints Initiative has been involved in all aspects of the Brazelton Touchpoints Center American Indian/Alaska Native work through coordination of efforts with the National Center on Parent, Family, & Community Engagement, Family Connections, Newborn Behavioral Observations, and evaluation services.

Three projects supported by the Kellogg Foundation, the Buffett Early Childhood Fund, and the American Indian College Fund include:

- development of community partnerships through delivering Brazelton Touchpoints Center professional development activities in communities to improve the quality of early childhood workforce and to improve collaboration among and between child serving organizations;
- co-constructing culturally sensitive content in early childhood education in partnerships with Tribal Colleges and Universities (TCUs); and
- a community leadership development program for emerging leaders in the early childhood workforce.

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Our offerings include:

- Professional Development Programs and Workshops
- Newborn Behavioral Observations (NBO) Training Program
- Parent, Family and Community Engagement Tools and Resources
- Mental Health Consultation Model with Tools and Resources for child care (Family Connections)
- Speaker's Bureau
- Brazelton Learning Network Membership Program
- Evaluation services

Reflective Practice in Real-Time: Deepening the Dialogue to Strengthen Relationships

THE Early Learning Lab

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Parent Involvement Project

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Pre-Kindergarten Teacher, Ewing Elementary School, Fresno Unified School District

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Co-Director, Parent Involvement Project & Director PITC Home Visiting Institutes, Center for Child and Family Studies, WestEd

Sheryl Chan, MA
Coordinator of Child Development Programs, Moreland School District, Former Child Development Director, South San Francisco Unified School District & Parent Involvement Project Supervisor

Introductions

- What brings you joy in working with families and/or staff?
- Think about a positive experience you have had partnering with a family or families.

Family Involvement and Family Engagement

What is Family Engagement?

Family Engagement is:

- **Building relationships with families that support family well-being, strong parent-child relationships and ongoing learning and development of parents and children.**
- **A set of beliefs, attitudes, behaviors and activities of families that support their children's positive development from early childhood through young adulthood.**
- **Happening in the home, early childhood program, school and community**
- **A shared responsibility with all those who support children's learning.**

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Parent, Family, & Community Engagement is:

Systemic, Integrated, & Comprehensive

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What is *Systemic* PFCE?

PFCE beliefs & activities are carried out throughout the ***entire*** organization.

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What is *Integrated* PFCE?

PFCE attitudes & activities are connected to each other throughout programs in a way that support a ***holistic*** vision of engagement.

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What is *Comprehensive* PFCE?

The ***full range*** of strengths, interests, and needs of the adults and children are considered and staff support families by connecting them with services and resources to achieve their goals.

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Achieving excellence for children & families requires full engagement by all:

- Parents
- Family Service Workers
- Teachers/Home Visitors
- Bus Drivers, Cooks, Janitors
- Managers
- Program Directors
- Governing Boards
- Community Partners

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When grounded in foundations and impact areas, PFCE will support family outcomes

1. Family Well-Being
2. Parent-Child Relationships
3. Families as Lifelong Educators
4. Families as Learners
5. Family Engagement in Transitions
6. Family Connections with Community
7. Families as Advocates and Leaders

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And in turn, this will support child outcomes:

1. Children ready for school

2. Children sustain development and learning gains through third grade

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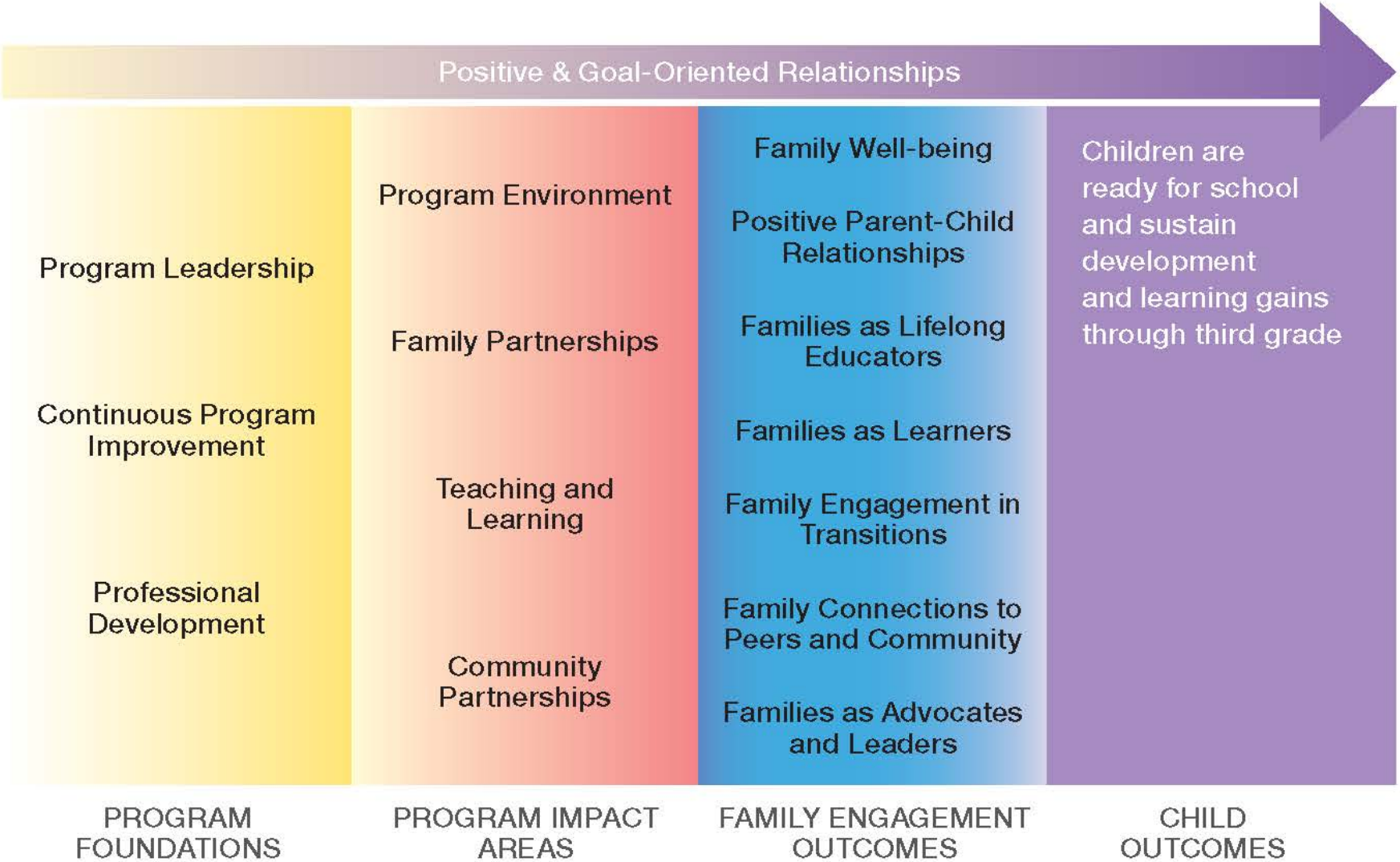
PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



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When we actively engage families…

…All Benefit.

- ***Children*** will be healthier and more ready for kindergarten
- ***Families*** will be more engaged in your program & in the public school
- ***Programs*** will achieve higher levels of quality
- ***Communities*** will provide stronger supports to the next generation

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Contrasts

Family involvement

- Behaviors we can see and count
- Behaviors that may occur as a result of a range of different motivations, including complying with requirements
- Behaviors that may occur when material barriers (transportation, childcare, scheduling) are removed

Family engagement

- Behaviors that result from attitudes and feelings that we may not be able to see or count
- Attitudes and feelings exchanged in Interactions between families and staff, and between families and children that lead to involvement outputs as well as family and child outcomes

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Differences

Family involvement

- Parents show up
- Parents bring their bodies
- Staff identify and help remove material barriers

Family engagement

- Parents (and staff) actively participate
- Parents (and staff) bring and offer their hearts and minds
- Parents participate in identifying and removing material barriers

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Family Involvement and Family Engagement

You can have family involvement without family engagement, but you can't have family engagement without family involvement.

Parents can show up without actively participating, but they can't actively participate until they show up.

Other people can make a parent show up, but parents' active participation is within their power alone. It is an experience of taking control of their own lives and of their children's futures.

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Family Involvement and Family Engagement

Family Involvement

- a necessary first step to engagement: you have to show up in order to have the interactions of engagement

Family Engagement

- can lead to more involvement (that is more showing up)
- with engagement, the quality of involvement changes, and brings the potential for change, for new behaviors beyond just showing up

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One way and two way interactions

Family involvement

- A one way behavior: parents come to the center
- Or parents let the home visitor in

Family engagement

- A two way interaction: parents and staff come toward each other
- Parents and staff are both changed, both change each other through this interaction

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Engagement is a relational process

- engagement is relational
- the experience of engagement includes specific qualities of the relationship – safety, trust, encouragement, mutual respect and caring and hope
- the experience of engagement leads to changes in attitude, motivation, and sense of positive possibility
- the experience of engagement leads to changes that promote PFCE family and child outcomes

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Barriers to involvement and engagement are different

Examples of barriers to involvement

- Transportation
- Child care
- Work obligations
- Scheduling conflicts
- Bad weather

Examples of barriers to engagement

- Fear
- Suspicion
- Distrust
- Feelings of being unwelcome, disrespected, or at risk of being overpowered
- Power imbalance
- Misunderstandings
- Beliefs about parent and teacher roles

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Parent Involvement Project

Reflective Practice to Support Family Engagement

WestEd, Center for Child and Family Studies &
South San Francisco Unified School District

Elita Amini Virmani
Sheryl Chan
Ann-Marie Wiese
Peter Mangione

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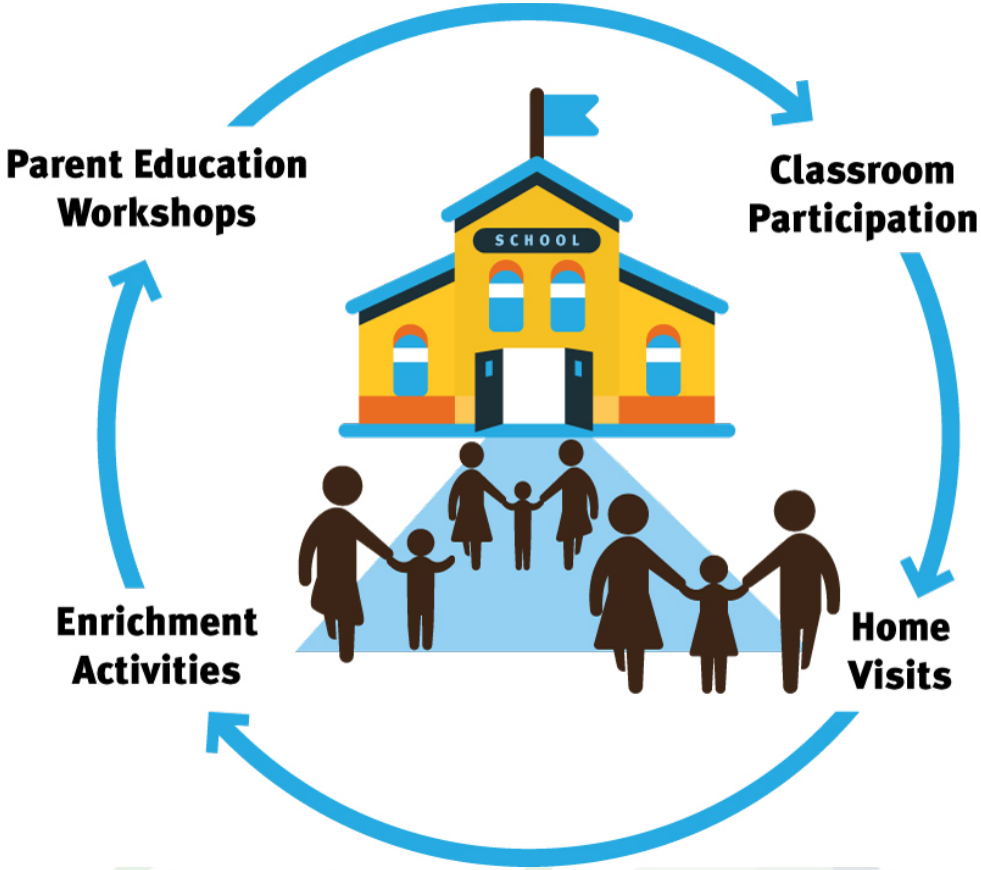
What is PIP?

The Parent Involvement Project (PIP) aims to facilitate high-quality early learning experiences for low-income families and their preschool-aged children through four essential integrated areas:



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Reflective Practice Efforts

- Reflective practice training for PIP Staff
- Reflective Dialogue:
  - PIP Co-Directors with PIP Supervisors
  - PIP Supervisors with PIP staff
  - Among PIP staff
- Reflective Prompts with Children and Families

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What is Reflective Practice?

Stepping back from your interactions and examining them

- Observing
- Listening
- Wondering
- Responding

Tomlin, A., Strum, L., & Koch, S. (2009). Observe, listen, wonder, and respond: A preliminary exploration of reflective function skills in early care providers. *Infant Mental Health Journal*, *30(6),* 634-647.

Why Reflective Practice?

REFLECTIVE PRACTICE Enhances Reflective Capacities

SENSITIVE INTERACTIONS

- between parents and children
- between teachers/ staff and children
- between teachers/ staff and families
- between supervisors and teachers/staff
- between program directors and supervisors

FOUNDATION for learning & development

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Reflective Practice Fosters Cultural and Linguistic Responsiveness

"By engaging in reflective practice, one builds reflective capacities that lead to linguistic and cultural responsiveness in meaningful ways among, staff, children, and families."

Virmani, E.A., Wiese, A., Mangione, P.L. (in press). Pathways to Relational Family Engagement with Culturally and Linguistically Diverse Families: Can Reflective Practice Guide Us?, in John A. Sutterby (ed.) *Family Involvement in Early Education and Child Care (Advances in Early Education in Day Care, Volume 20*). Emerald Group Publishing Limited.

Key Skills for Engaging in Reflective Dialogue

- Pay attention to non-verbal messages:
  - Eye contact
  - Physical distance
  - Tone of voice
- Use open-ended questions & statements:
  - Tell me more about why you think that did/didn't work…
  - You mentioned _____, can you say more about that?
  - I am wondering…

Real-Time Reflection

Elita Sheryl

- What do you notice?
- What do you find yourself wondering about?
- How is this relevant to your work?

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Connecting Reflective Conversation to Your Own Work

- Take a moment to think about how you might integrate reflective conversation into your own work
- Turn to a partner, share your ideas

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Using The Family Language and Interests Interview

The Fresno Language Project

Deepening Relationships for Meaningful Engagement with Families

Namaste
مرحبا
Willkommen
Bem Vindo
Selamat Datang
Namaste
Croeso
Bienvenue
Bienvenue
Welcome
Bienvenidos
أهلا وسهلا
Bienvenidos
Benvenuti
Welcome
Welkom
Bienvenue
Bem Vindo
مرحبا
Welcome
Welkom
Croeso
Bienvenidos
Namaste
Welkom
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مرحبا
أهلا وسهلا
Selamat Datang
Bienvenue
Welcome
Bem Vindo
Willkommen
Willkommen
Selamat Datang
Croeso
добре дошъл
Benvenuti
Willkommen
Καλώς ήλθατε
Benvenuti

THE Early Learning Lab

- Supports development of new and improved professional development and early learning solutions
- Helps spread them
- Works to build early childhood innovation capacity

Fresno Language Project Partners

Fresno Unified School District

CSN Central Valley Children's Services Network

Fresno Economic Opportunities Commission

Lighthouse for children

THE Early Learning Lab

Aim of the Fresno Language Project

- **Grade level academic achievement and English language proficiency for all children by fourth grade with continued development in home language**

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Myth or Fact?

THE Early Learning Lab

http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf

Based on Evidence and Approach developed by Dr. Linda Espinosa

- Personalized Oral Language Learning (POLL) Strategies
- Targeted Language Model for each classroom or home
- Family Engagement
- Family Language and Interests Interview

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Real-Time Reflection
Renee Chris

What strikes you most about this conversation? (Non-verbal, verbal, attitude, stance, etc.)

Are there points made that you want to apply to your own work with families? Others?

Small Group Discussion

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