

The Growth of Self-Regulation: A cornerstone of the first years.

Explore the world of the infant from both parent and infant points of view. This course will focus on the issues of self-regulation which infants are learning over the first years of life and the impact of poor self-regulation on older ages. Parents and infants are intertwined during this dynamic period of development, so parent perceptions will be an integral part of the day. Early models of infant assessment which use parent participation will be explored. Lectures, case studies and problem-based learning will be used to apply evidence to clinical case decision making and programming to enhance child development

Key points:

- Parents enjoy learning about their infant.
- Parents are focused on day to day issues of eating, sleeping and behavior.
- Early work with infants requires parent participation
- Self-regulation is a dynamic model for creating day to day intervention choices which parents can use
- Evidence supports actively involving parents in goal creation and decision making

Learning Objectives: Upon completion of this course, the student will be able to:

1. Appreciate both the parent and infant's point of view
2. Understand the importance of self-regulation as a foundation for development
3. Encourage and engage parents' participation early in intervention processes
4. Use parent models to create intervention choices and strategies for family environments
5. Be aware of the evidence available for involving parents.

Outline

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| 9:00 | INTRODUCTION: Who is this infant? Activity #1 |
| 10:00 | From Neurons to neighborhoods: Development based on self-regulation |
| 10:50 | Break |
| 10:45 | Engaging and involving parents early in assessment/intervention processes |
| 12:30 | LUNCH |
| 1:00 | Strategies for intervention: Activity #2 |
| 2:00 | Risk and resilience, parents and social capitol: considerations for programming to enhance child development |
| 2:45 | Break |
| 3:00 | Parent models: Activity #3 |
| 4:30 | END/Optional Questions |

Dr. Vickie Meade received her Doctoral Science Degree with a focus on screening infants using a two step process. Her award winning research was published in Pediatric Physical Therapy in 2009. Dr. Meade is a board certified clinical specialist in Pediatric Physical Therapy, with a Masters of Public Health in Maternal and Child Health. Dr. Meade was most recently active in research on early screening and innovative service delivery models for infants, young children and their families on the island of Kosrae in Micronesia before relocating to Australia. Dr. Meade has been teaching courses related to early screening and intervention for over 20 years; as Adjunct Professor in the Masters of Physical Therapy Program at the College of St. Catherine, St. Paul, Minnesota, Seattle Pacific University, Seattle, Washington and internationally. Publications include her new book 'Helping babies help themselves' through www.acer.edu.au; 'Partners in Movement: A family centered approach to pediatric kinesiology' and 'Handwriting: Anatomy of a Collaborative Assessment/Intervention Model' with Rhoda Erhardt, both available through Dr. Meade on the web at www.vickiemeade.com