About this series

Infants and children develop in a complex living matrix of self-emergence, embodiment, genetic expression, interactional experience, and family and global cultures. Changes in contemporary developmental theory and infant-parent clinical practice are mirroring this complexity. Models based on dynamic living systems approaches and holistic models that more accurately track these complex developmental processes are emerging. These new models of psychobiological interactions are supplanting one-dimensional developmental and clinical models.

Over the past year and a half we have presented a four part series that brought nationally known and innovative presenters to the East Bay to enhance the practice clinicians and others working with infants and young children who are interested in learning more about early develop. Our first series included a workshop on enhancing empathy through somatic resonance presented by Alan Fogel, a presentation on the Circle of Security—a group model designed to enhance security of attachment presented by Kent Hoffman, Fussy Babies—a model designed to address early regulation problems presented by Linda Gilkerson, and a workshop on creating capacity for authenticity and connection presented by Deborah Weatherston and William Schafer. These workshop series have been successful in expanding awareness and skills of our community.

We are pleased to announce part two of this series offering advanced educational and training opportunities to the Infant Parent Mental Health community of the East Bay. Our intent is to bring innovative clinicians, emerging models and current developmental research to enhance the exciting work being done in the Bay Area on behalf of children birth to 5 and their families. Our new series focuses on the importance of the body and regulatory systems in developing positive relationships. The series includes Suzi Tortora, EdD, ADTR, CMA, KMP; Marie Anzalone, ScD, OTR, FAOTA; and Edward Z. Tronick, PhD.

Save these dates

April 25 and April 26, 2008

Families in motion: understanding movement, gesture, and pre-verbal communication in young children

Suzie Tortora, EdD, ADTR, CMA, KMP

July 11 and July 12, 2008

Sensory integration and self-regulation in the infant and young child: creating goodness-of-fit between children and environments

Marie E. Anzalone, ScD, OTR, FAOTA

November 13, 2008

Relational psychophysiology: physiological dimensions of dyadic states of consciousness and potential applications to psychotherapy research

Edward Z. Tronick, PhD

Location and registration information to come. For more information, please contact Lorraine Watts at 510-428-3407.
Families in motion: understanding movement, gesture, and pre-verbal communication in young children
Suzie Tortora, EdD, ADTR, CMA, KMP
Friday, April 25 and Saturday, April 26, 2008 • 9 a.m. – 4:30 p.m.

About the program
From an infant-parent mental health point of view, attunement to early developmental, non- and preverbal cueing may be the essential skill for caregivers and therapists alike. We know that attachment and attunement are multi-sensory and shared experiences. In our professional trainings, in supervision and in our work with families, we strive to become more sensitive receivers of these communications and better able to use our observations, live and through videos, to help family members understand each other.

A movement-inclusive model of an infant-parent therapy session enables the child to actively participate through its own evolving nonverbal and verbal communicative system. The initial goal is to broaden the child’s social and communicative base by first helping the child experience their movements as communications, enabling exchange and interaction with others. The therapist and parent enter into a physical dialog with the child to develop a socially and emotionally supportive relationship as a way to gain insight into how the infant may be experiencing their world. Special attention is paid to those aspects of the experience that may be causing difficulties for the child.

Through lecture, video, worksheets and experiential participation, participants will understand the role of movement in development, and learn age appropriate movement, dance and play activities that support the attachment relationship while enhancing physical, cognitive, communicative and social/emotional development. These activities can be used with families in group, dyadic, individual, therapeutic, hospital, preventative, and daycare settings.

About the presenter
Suzie Tortora, EdD, ADTR, CMA, KMP, has a private dance movement psychotherapy practice in New York City and the Hudson Valley area of New York. She has over 23 years experience working with infants and young children (and their parents and caregivers). Dr. Tortora is a therapist, teacher and movement educator, who has spent more than 20 years thinking about movement and how movement patterns express the developmental of children and adults. She developed the Integrative Medicine Services dance therapy program for pediatric patients at Memorial Sloan-Kettering Cancer Center; and is currently involved in research studying the multisensory pain management protocol she created for infants and young children. Dr. Tortora trains allied professionals and lectures about her dance therapy work with infants and families at national and international professional meetings and universities. She is on the board of the New York Zero-to-Three Network; and on the Advisory Board of MarbleJam Kids, Inc, a non-profit serving children with Autistic Spectrum Disorders, where she is currently directing the adaptation of her Ways of Seeing program for their art, music and dance therapy programs. Dr Tortora has been featured on “Good Morning America,” Eyewitness Five-O’Clock News, WABC –TV, Women’s Day magazine, The New Yorker magazine and has twice been guest editor of the Zero to Three Journal. Dr. Tortora recently published a book with the Paul H. Brookes Publishing Company titled, “The Dancing Dialogue: Using the Communicative Power of Movement with Young Children”. Dr. Tortora received her degree in child development, education and psychology from Tufts University; her dance movement therapy masters degree at New York University; and her doctorate with a specialization in infancy/early childhood development, psychology and education from Teachers College, Columbia University. She has done extensive study and training in the field of infancy and early childhood research, development, education, communication and intervention through the Zero to Three Institute. She has studied Authentic Movement with Janet Adler and Body-Mind Centering with Bonnie Bainbridge Cohen. Dr Tortora is also a certified Laban Movement Analyst, and Kestenberg Movement Profiler.

“My approach in working with young children is to regard the child’s nonverbal behaviors as a form of communication portraying their experiences and sense of self. Specifically, I respond to the child’s particular movement expressions as he or she interacts within the surrounding spatial environment and the people in it. From such observations and interactions I am able to derive an understanding of the “whole child.” This enables me to be open to all aspects of the child’s development and experience – motoric, sensorial, verbal/communicative, emotional, cognitive and relational – which may influence how they perceives and responds to their surroundings.”
Sensory integration and self-regulation in the infant and young child: creating goodness-of-fit between children and environments

Marie E. Anzalone, ScD, OTR, FAOTA
Friday, July 11 and Saturday, July 12, 2008 • 9 a.m. – 4:30 p.m.

About the program

This session will describe a way of understanding individual differences in sensory-based self-regulation based on sensory integration theory and discuss how this model can be integrated across discipline boundaries to help foster goodness-of-fit during educational, play, and therapeutic interactions.

A child’s sensory integration profile is a fundamental dimension of their unique inner experience and often informs their behavioral choices. The manner in which a child experiences and responds to sensory experiences, including those involving close interpersonal interactions, can mimic a variety of mental health concerns and confuse the relational and clinical picture. Working from a Sensory Integration, informed infant – parent mental health model can help us in creating effective approaches that not only recognize and meet “special needs” when necessary but also help us appreciate the unique nature of each child’s manner of encountering and organizing their world.


About the presenter

Marie Anzalone, ScD, OTR, FAOTA, is Assistant Professor of Occupational Therapy at Virginia Commonwealth University and a LEND faculty member at the Albert Einstein Medical School in the Bronx, New York. Marie has presented and published extensively in the area of sensory processing in infants and young children. Dr. Anzalone is a Graduate Fellow of Zero-to-Three: National Center for Infants, Toddlers, and Families, and a Fellow of the American Occupational Therapy Association. She has served as a consultant to the New York State Department of Education in the development of preschool service guidelines, the New York Early Intervention system in the development of practice guidelines, and a contributor to the Zero-to-Three and ICDL diagnostic taskforces, a member of the Early Head Start Infant Mental Health Taskforce, a member of the Virginia Infant and Child Mental Health Taskforce, and the American Occupational Therapy Association Taskforce on Neonatology. Her current research is focuses on mother child interaction during play, goodness of fit between parents and children with regulatory or sensory processing disorders, and the efficacy of sensory integration intervention with children who have autism. She, along with Gordon Williamson, is the author of Sensory integration and self-regulation in infants and toddlers: Helping very young children interact with their environment, published by Zero-to-Three.
An On-going Clinical Education Series in Infant and Early Childhood Education  •  Page 4

Relational psychophysiology: physiological dimensions of dyadic states of consciousness and potential applications to psychotherapy research
Edward Z. Tronick, PhD • Thursday, November 13, 2008 • 9 a.m. – 4:30 p.m.

About the program
Ed Tronick, PhD, is a leader in the field of Infant Parent Mental Health and for the past decades has been among the preeminent researchers of infant parent interaction and child development. Ed has researched and written extensively about cross-cultural patterns of child rearing; coping, stress and resilience; the developmental impact of drug-exposure; maternal depression and infant development, and is among the foremost researchers of the mutual regulation-dysregulation-repair process using the “Still Face” experimental design which to developed. He was a member of the Process of Change Study Group and continues to be interested in the implications of early development research for the practice of adult psychotherapy.

Dr. Tronick’s current research with Jacob Ham PhD focuses on the area of Relational Psychophysiology. In this research they measure cardiac and skin conductance variables simultaneously in mothers and infants during interaction, and discuss how this work relates to our theory on dyadically expanded states of consciousness and consider how their results might inform understandings of the psychotherapy process and methods for psychotherapy research.

In this daylong program Dr. Tronick will present his infant-parent interaction model, introduce his new work and discuss applications of his work to the current practice of early intervention professionals attending the program.

We eagerly invite you to participate in what we expect to be a profound day of learning and thinking together with this dynamic writer and researcher.


About the presenter
Edward Z. Tronick is a developmental and clinical psychologist and is recognized internationally as a researcher on infants and children and parenting. Dr. Tronick is a University Distinguished Professor, University of Massachusetts, Boston, the Director of the Child Development Unit at Children’s Hospital and Associate Professor of Pediatrics and Psychiatry, Harvard Medical School, an Associate Professor of Maternal and Child Health at the Harvard School of Public Health, an Associate Professor of Human Development at the Harvard School of Education. He is a faculty member at the Fielding Graduate Institute and a member of the Boston Psychoanalytic Society and Institute. Over the course of his career, Dr. Tronick has co-authored and authored more than 200 scientific papers and chapters. Dr. Tronick’s research is on social-emotional development and self-regulatory processes in normal and compromised infants and young children. He developed the Face-to-face Still-Face Paradigm and the Model of Mutual Regulation. More recently he has worked on co-creative processes of the expansion meaning in the infant-adult in the therapeutic dyadic. He has carried out research in Zaire, Peru, and India on child rearing and development. He co-developed the Neonatal Behavioral Assessment with Berry Brazelton and is a master trainer on it. Recently, he and his colleague, Barry Lester published the NICU Network Neurobehavioral Assessment, a standardized instrument for assessing the neurobehavioral status of the newborn. His research has been funded by NIMH, NICHD, NIDA and NSF as well as by the McArthur and Spencer Foundations.