



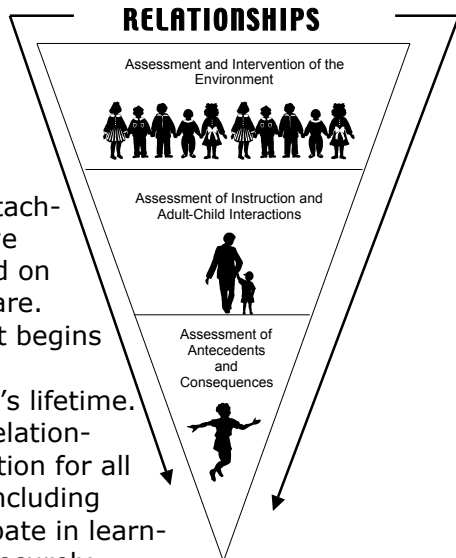
BEAM Newsletter

Bridging Education and Mental Health



BEAM topic: Relationships

In the BEAM model, meaningful relationships with children, families and colleagues are seen as essential for successful outcomes. This is why the project focuses on helping teachers build positive relationships with children, their families and each other. It is important to understand that we all experience the present through our past relationship history. This relationship history began with our first attachment as infants to those who cared for us. Forming a secure attachment is an interactive process that is based on the consistency of care. Although attachment begins at birth, it continues throughout a person's lifetime. In this view, then, relationships lay the foundation for all of our experiences including our ability to participate in learning. If children are securely attached, they may be more willing to participate in new learning experiences because they are trusting and expect adults to protect them from harm. On the other hand, if children are insecurely attached, they may be more fearful and less willing to try new activities because they are uncertain whether or not they will be protected. The BEAM project stresses the important role that both parents and teachers have as attachment figures for children. The attachment relationships between the parent and child and the child and teacher set the stage for learning. BEAM works to support and nurture these relationships in order to enhance the child's ability to benefit from the educational opportunities provided in their child care or preschool classrooms.



Featured BEAM program

Northside Child Development Center

A BEAM coach is currently working with four Pre-K teachers at the Northside Child Development Center. Northside serves approximately 139 children ranging in age from six weeks to 13 years. It is a Sound Beginnings site, which allows them to have a smaller teacher to child ratio, all teachers are certified, and they offer both a parent and a child services program.



Northside staff help at parent night

In November Lilly Duran led a workshop for parents at Northside on the theme of spending quality time with your child to help foster more secure relationships and to build early literacy skills. Using the book, "You are My I Love You" by Maryann Cusimano as a guide, parents were able to make books about how much they love their child. The books were laminated and bound so that parents could take them home that night to read with their child.



Parent night at Northside Child Development Center

Featured BEAM coach: Lilly Duran



Lilly is currently a coach at Northside Child Development Center. She graduated with an M.A. in Early Childhood Special Education from The George Washington University in Washington D.C. in 1999. She has worked for 10 years as an Early Childhood Special Education Teacher. She is currently pursuing a Ph.D. in Educational Psychology with a focus on studying best practices with children learning English as a second language in early childhood settings. At CEED she is a Project Assistant working on various projects related to bridging education and mental health and positive behavioral support for children.

BEAM Tips & Resources:



Cusimano, M.(2001). *You are my I love you*. New York: Philomel Books.

Tip Sheets you can download:

Making Time for Reading Together available at:

<http://www.ymca.ca/downloads/English-Raising-kids-who-read-tip1.pdf>

Spending Quality Time with your Kids available at:

<http://ohioline.osu.edu/hyg-fact/5000>

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Thank You for your participation in BEAM!

Watch for the 3rd BEAM Newsletter in late December 2005.

BEAM is a program at the Center for Early Education and Development (CEED) at the University of Minnesota. The mission of CEED is to improve developmental outcomes for children through applied research, training, and outreach. BEAM is funded by the FY04 federal Early Learning Opportunities Act (ELOA) Grant provided to the Minneapolis Youth Coordinating Board. The pilots will run in 2005-2006, with evaluation results available in late 2006.