

CURRICULUM VITA

**FRANCES STOTT**

**Barbara T. Bowman Professor of Child Development**

Erikson Institute  
451 N. LaSalle Street  
Chicago, Illinois 60654  
(312) 893-7130

**EDUCATION**

1980 Ph.D. Northwestern University, Child Development/Educational Psychology  
1974 M.A. The University of Chicago, Educational Psychology  
1963 B.A. The University of Chicago

**CERTIFICATION**

Licensed Clinical Psychologist, State of Illinois

**PROFESSIONAL HISTORY**

2007-present Barbara T. Bowman Professor of Child Development  
1993-2007 Vice President of Academic Affairs and Dean of Faculty, Erikson Institute  
1986-1993 Director, Doctoral Program, Erikson Institute  
1984-1993 Co-Director, Infant Studies Program, Erikson Institute  
1979-Present Professor, Erikson Institute  
1979-1981 Thresholds Psychiatric Rehabilitation Center, Chicago, Illinois - Research/Clinical Psychologist: Mother's Project - NIMH Research and Demonstration Program for Mentally Ill Mothers and Their Young Children  
1979 Northwestern University, Evanston, Illinois - Instructor: Early Childhood  
1970-1976 Pritzker Children's Psychiatric Hospital and School, Chicago, Illinois - Learning Disabilities Diagnostician  
1966-1968 Pritzker Children's Psychiatric Hospital and School, Chicago, Illinois - Teacher

**BOARD POSITIONS**

1997-2001; 2005-2009 Director, The Educational Foundation of America, Westport, Connecticut  
2004- 2007 Parent Magazine Advisory Board  
2003- present Director, Project Match, workforce development program  
2002- 2007 Scholastic National Early Childhood Advisory Board

## **SELECTED PRESENTATIONS**

- Children in Foster Care: Developmentally Informed Visitation Plans. (2006). Cook County Juvenile Court, Child Protection Division, Chicago, IL.
- Diversity in Research and Teaching: Teaching Knowledge Base for Human Development. (2004). Human Development Conference. Wheelock College, Boston, MA.
- Trust and Lying in Children. (2004, May). Scholastic Annual Meeting, New York, NY.
- Caregiver goals and societal expectations: perspectives from the Four College Early Childhood Consortium: Part Two. (2003, November). NAEYC National Association for the Education of Young Children, New York, NY.
- Looking at the Adoption and Safe Families Act. (2003, July). Loyola University Chicago's Fourth Annual Children's Summer Institute, Chicago, IL.
- Play With Violent Themes. (2003, March). Yale University, New Haven, CT.
- Supporting Grieving Families When Child Abuse is Suspected. (2003, February). Children's Memorial Hospital, Chicago, IL.
- Early development and parenting. (1999). Early Head Start Training Institute, Washington, D.C.
- Caregiver goals and societal expectations: Perspectives from the four college consortium. (2002, June). NAEYC National Institute for Early Childhood Professional Development, Albuquerque, New Mexico.
- Teacher Education. (2002, May). Scholastic Annual Meeting, New York, NY.
- Child development guidelines for visitation for children of divorce. (2001, July). Loyola University Chicago Child Law Center. Children's Summer Institute, Chicago, IL.
- Who safeguards the child's best interest? (2001, July). Loyola University Chicago Child Law Center. Children's Summer Institute, Chicago, IL.
- Interviewing children at three developmental levels. (2001, June). State of Illinois Circuit Court of Cook County Domestic Relations Division. Child Representative Seminar, Chicago, IL.
- Family preservation/severing family ties. (2001, March), with Anita Weinberg, J.D. Illinois Association for Infant Mental Health Seminar, Chicago, IL.
- Pre-conference workshop: Institutional mentor group. (2001, March). 106<sup>th</sup> Annual Meeting: North Central Association Higher Learning Commission, Chicago, IL.
- Strategies that support facilitating healthy parent-child relationships. (2001, January). Fifth Annual Head Start and Child Care Birth to Three Institute, Washington, D.C.
- Child development: Interviewing children and visitation issues. (2000). State of Illinois Circuit Court of Cook County, Domestic Relations Division: Child Representative Seminar.
- Developing an approach to intervention informed by parenting goals in an inner-city African-American community. (1999), with L. Gilkerson & T. Hawley. Presented at the biennial conference of the Society for Research in Child Development, Albuquerque, NM.
- Infants, toddlers, parents, supporting their growth: Educating infant specialists. (1999). Bank Street Infancy Institute, New York, NY.

## **SELECTED PUBLICATIONS**

- Stott, F. & McCollum, J. (2007). Healthy Emotional Beginnings: Teaching About Early Relationships. In Winton, P., McCollum, J. & Catlett, C (Eds.), *Preparing and Supporting Effective Professionals: Evidence and Applications in Early Childhood*. Washington, DC: Zero to Three.

- Capser, V., Stott, F., Cooper, R., & Finn, C. (Eds.). (2003). Culture and Caregiving Goals, Expectations and Conflict. *Zero to Three*, 23(5)
- Stott, F. & Halpern, R. (2003). Listening to the voices of families: Thoughts, hopes and fears in a Latino Community. *Zero to Three*, 23(5).
- Stott, F. (2001, June). Balancing the perspectives. *Juvenile Justice*, 13 (4).
- Stott, F., & Gilkerson, L. (2000). Meeting a desperate need: One man's vision of training for the infant family field. In J.D. Osofsky & H.E. Fitzgerald (Eds.), *WAIMH handbook of infant mental health, Vol. 2: Early intervention, evaluation, and assessment*. New York: Wiley.
- Glink, P., Stott, F. & Eggbeer, L. (2000). Selecting staff for infant/family programs: Issues and strategies. *Zero to Three*, 21 (2).
- Gilkerson, L., & Stott, F. (2000). Parent-child relationships in early intervention with infants and toddlers with disabilities and their families. In C.H. Zeanah, Jr. (Ed.), *Handbook of infant mental health* (2<sup>nd</sup> ed.). New York: Guilford.
- Stott, F., & Gilkerson, L. (1998, April/May). Taking the long view: Supporting higher education on behalf of young children. *Zero to Three*, 18 (5).
- Gilkerson, L., & Stott, F.M. (1997, October/November). Listening to the voices of families: Learning through caregiving consensus groups. *Zero to Three*, 18 (2).
- Stott, F., & Bowman, B. (1996). Child development knowledge: A slippery base for practice. *Early Childhood Research Quarterly*, 11 (2), 169-184.
- Cohler, B.J., Stott, F., & Musick, J. (1995). Adversity, vulnerability, and resilience: Cultural and developmental perspectives. In D. Cicchetti & D.J. Cohen (Eds.), *Manual of developmental psychopathology*. New York, NY: Wiley.
- Bowman, B.T., & Stott, F.M. (1994). Understanding development in a cultural context: The challenge for teachers. In B. Mallory & R. New (Eds.), *Diversity and developmentally appropriate practice: Toward more inclusive theory, teaching, and social policy*. New York, NY: Teacher College Press.
- Stott, F.M., & Musick, J.S. (1994). Supporting the family support worker. In S.L. Kagan & B. Weissbourd (Eds.), *Family support in a changing context*. San Francisco, CA: Jossey-Bass.