

CURRICULUM VITAE

LINDA GILKERSON **Professor**

Erikson Institute
Graduate School in Child Development
451 North LaSalle Avenue
Chicago, Illinois 60654
(312) 893-7138
lgilker@erikson.edu

EDUCATION

1969	B.S. - University of Kansas	Elementary and Special Education
1970	M.Ed. - University of Missouri	Special Education
1978	Ph.D. - University of Illinois	Early Childhood/Special Education
2006	Chicago Center for Family Health	Advanced Certificate in Child, Family and Couples Therapy
2010	A.M.- University of Chicago	School of Social Service Administration--Clinical Track

LICENSURE

2010 Licensed Social Worker Masters
Illinois Lic # 150.012853

PROFESSIONAL HISTORY

1986-Present	Professor, Erikson Institute Director, Irving B. Harris Infant Studies Program Founder and Executive Director, Fussy Baby FAN Network
2011	Visiting Scholar University of California San Francisco Department of Psychiatry Child Trauma Research Program
1985-92	Director, Infant Care Program, Department of Pediatrics Division of Behavioral and Developmental Pediatrics, Evanston Hospital, Evanston, IL. Senior Consultant, Infant Care Program, Department of Pediatrics, Evanston Hospital.
1981-86	Assistant and Associate Professor, Wheelock College, Graduate School, Boston Coordinator, Early Intervention Master's Degree Program Co-Director, Birth to Seven Training Grant, OSERS Personnel Preparation Project Grant
1983-84	Director, Project WELCOME: Hospital/Community Coordinated Program for High-Risk Premature Infants and their Families/HCEEP Demonstration and Outreach Project (Joint Program with Children's Hospital, Boston) Co-Director, Project ACCESS: New England Regional Survey Project on Access to Developmental Care for Neonatal Intensive Care Graduates, OSERS-MCH Special Project
1978-79	Clinical Associate, Child Development Unit, Children's Hospital, Boston Field Specialist, Head Start Basic Educational Skills Project, East Boston

- 1977-78 Technical Assistance Coordinator, Technical Assistance Development System (TADS), University of North Carolina, Chapel Hill, NC
- 1970-76 Assistant Director, Retrieval and Acceleration of Promising Young Handicapped and Talented, BEH/HCEEP Demonstration Project, University of Illinois, Champaign, IL
- 1974-75 Teacher Consultant, Joint Early Education Program for Handicapped, University of Illinois, Champaign, IL
- 1973-74 Research Assistant, Head Start: Technical Assistance and Management Systems (TAMS), University of Illinois, Champaign, IL
- 1970-73 Disseminator, Head Teacher, Assistant to the Director, Precise Early Education for Children Education with Handicaps, BEH/HCEEP Demonstration Project, University of Illinois, Champaign, IL

SELECTED PROJECTS/PROGRAMS

- 2019-present Co-Director, Project TIP: Trauma-Focused Interprofessional Preparation in Early Intervention, funded by US Dept of Education Office of Special Education Programs (OSEP)
- 2015-2018 Principal Investigator, Trauma-Informed Early Intervention, Bright Promises Foundation.
- 2012-2017 Principal Investigator, Fussy Baby Network Enhancement of Healthy Families. Research and Training grant funded through Maternal and Infant Early Childhood Home Visiting (MIECHV) Competitive Grant awarded to Illinois Department of Human Services.
- 2007-2011 Co-Principal Investigator, Psychophysiological Correlates of Prolonged, Excessive Crying; an NICHD grant to University of Illinois Brain-Body Center, Stephen Porges, Ph.D., Principal Investigator
- 2003-present Founder and Executive Director, Fussy Baby FAN Network
- 2000-2001 Brain Wonders
- 1999-2002 Co-Principal Investigator, Unmet Needs Project, a joint project with the University of Illinois-Chicago, funded by the Illinois Planning Council on Developmental Disabilities
- 1996-2005 Project Director, Faculty Development Project on the Brain, funded by McCormick Tribune Foundation
- 1990-92 Co-Director, Erikson Institute Early Intervention Specialist Training Project, funded by Office of Special Education Programs, U.S. Department of Education
- 1989-94 Co-Director, National Collaborative Research Institute on Early Childhood Intervention, funded by Office of Special Education Programs, U.S. Department of Education, Boston Children's Hospital
- 1980-85 Director, Project Welcome Demonstration and Outreach Grant, funded by Office of Special Education Programs, U.S. Department of Education, a project of Wheelock College and Boston Children's Hospital

- 1983-85 Co-Director, Project ACCESS, funded by Office of Special Education Programs, U.S. Department of Education and Maternal and Child Health
- 1981-85 Co-Director, Wheelock College Birth to Seven Training Grant, funded by Office of Special Education Programs, U.S. Department of Education

SELECTED PUBLICATIONS

- Cardone, I.A. and Gilkerson, L. (1990). "Family Administered Neonatal Activities: An Exploratory Method for the Integration of Parental Perception and Infant Behavior." Infant Mental Health Journal, 11, 2, 127-141.
- Cardone, I.A. and Gilkerson, L. (1992). "Family Administered Neonatal Activities: An Adaptation for Infants Born with Down Syndrome." Infants and Young Children, 5(1), 40-48.
- Als, H. and Gilkerson, L. (1995). "Developmentally Supportive Care in the Neonatal Intensive Care Unit." Zero to Three Journal, 15, 6, 1, 3-10.
- Gilkerson, L. (1995). "Role of Reflective Process in the Implementation of Developmentally Supportive Care in the Newborn Intensive Care Nursery." Infants and Young Children, 7, 4, 20-28.
- Als, H. and Gilkerson, L. (1997). "The Role of Relationship-Based Developmentally Supportive Newborn Intensive Care in Strengthening Outcome of Preterm Infants" Seminars in Perinatology, 21, 3, 178-189
- Klein, N. & Gilkerson, L. (2000). Personnel Preparation For Early Childhood Intervention Programs. In S. Meisels & J. P. Shonkoff (Eds.) Handbook of Early Childhood Intervention 2nd Ed, Cambridge: Cambridge University Press.
- Als, H., Gilkerson, L., et al (2003) A Three-Center, Randomized, Controlled Trial of Individualized Developmental Care for Very Low Birth Weight Preterm Infants: Medical, Neurodevelopmental, Parenting, and Caregiving Effects. Developmental and Behavioral Pediatrics, 24(6) 399-408.
- Gilkerson, L. & Kopel, C.C (2005) Relationship-Based Systems Change: Illinois' Model for Promoting Social Emotional Development in Part C Early Intervention. Infants and Young Children, 18(4), 349-365.
- Gilkerson, L. & Ritzler, T (2005) The Role of Reflective Process in Infusing Relationship-Based Practice into an Early Intervention System. In K. Finello (Ed.) Handbook of Training and Practice in Infant and Preschool Mental Health, (pp.427-452). New York: Jossey-Bass.
- Cardone, I.A., Gilkerson, L. & Wechsler, N.(2008) Teenagers and Their Babies: A Perinatal Home Visitor's Guide . Washington, DC: Zero to Three Press.
- Gilkerson, L. & Klein, R. (Eds). (2008) Early Development and the Brain: Teaching Resources for Educators. Washington, DC: Zero to Three Press.
- Heller, S. & Gilkerson, L. (Eds). (2009) A Practical Guide to Reflective Supervision. Washington, DC: Zero to Three Press.
- Gilkerson, L, Hofherr, J., et al. (2012) Implementing Fussy Baby Network Approach. Zero to Three Journal, 33(2), 59-65.
- Gilkerson, L., Graham, M., Harris, D., Oser, C., Clarke, J., Hairston-Fuller, T.C. & Lertora, J. (2013). Trauma-Informed Part C: A Vision, A Challenge, A New Reality. Zero to Three Journal, 34 (2), 34-43.

- Gilkerson, L & Gray, L (2014) Fussy Babies: Early Challenges in Regulation, Impact on the Dyad and Family, and Longer-Term Implications. In K Brandt, B, Perry, S, Seligman, & E. Tronick (Eds). Infant and Early Childhood Mental Health, Alexandria VA: American Psychiatric Publishing, Inc., pp. 195-208.
- Gilkerson, L. & Wechsler, N. (2014). A Place to Begin: Engaging Parents With Their Baby Before Birth. Zero to Three Journal, 34(4), 60-62.
- Gilkerson, L. (2015). Facilitating Attuned Interaction: Using the FAN Approach to Family Engagement. Zero to Three Journal, 35(3), 46-48.
- Heffron, M.C., Gilkerson, L., Cosgrove, K., Heller, S.S., Imberger, J., Mueller, M., ... Wasserman, K. (2016). Using the FAN Approach to Deepen Trauma-Informed Care for Infants, Toddlers and Families. Zero to Three Journal, 36(6), 27-35.
- Gilkerson, L. & Imberger, J. (2016). Building Reflective Capacity in Skilled Home Visitors. Zero to Three Journal, 37(2), 46-52.
- Kallemeyn, L., Evenson, A., Heller, S.S., Taylor, C.A., Gilkerson, L., & Moran, T. (2018) Local Adaptation During Implementation: A Case study of the Fussy Baby Network® New Orleans & Gulf Coast Initiative. Early Childhood Research Quarterly, 42, 128-139.
- Pryce, J.M., Gilkerson, L. & Barry, J.B. (2018) The Mentoring FAN: A Promising Approach to Enhancing Attunement within the Mentoring System, Journal of Social Service Research, 44:3, 350-364, DOI: 10.1080/01488376.2018.1472174
- Cole-Mossman, J., Crnkovich, E., Gendler, L., & Gilkerson, L. (2018). Reducing Judicial Stress through Reflective Practice. Court Review, 54(2), 90-94.
- Cosgrove, K., Gilkerson, L., Leviton, A., Mueller, M., Norris-Shortle, C., & Gouvea, M. (2019). Building Professional Capacity to Strengthen Parent/Professional Relationships in Early Intervention: The FAN Approach. Infants and Young Children. 32: 4, 245–254.
- Gilkerson, L., Bukhardt, T., Katch, L. E., & Hans, S. L. (2020). Increasing parenting self-efficacy: The Fussy Baby Network® intervention. Infant Mental Health Journal, 41(2), 232-245.
- Hazen, K. P., Carlson, M. W. Hatton-Bowers, H., Fessinger, M. B., Cole-Mossman, J., Bahm, J., ... Gilkerson, L. (2020). Evaluating the Facilitating Attuned Interactions (FAN) approach: Vicarious trauma, professional burnout, and reflective practice. Children and Youth Services Review. 112, 1-12.
- Pillai, B.S., Barnes, M., Taft, H., Gilkerson, L., Pryce, J., Osta, A. (2020). Communication: A qualitative and quantitative analysis of resident response to communication training. Academic Pediatrics, 20 (7), 28.
- Walsh, T., Paris, R, Ribaldo, J., & Gilkerson, L. (2021) Locating Infant and Early Childhood Mental Health at the Heart of Social Work. Social Work, 66 (3), 187-196.
- Gilkerson, L. & Pryce, J. (2021). The Mentoring FAN: A Conceptual Model of Attunement for Youth Development Settings. Journal of Social Work Practice, 35 (3), 315-330.
- Pryce, J., Gilkerson, J., Baruah, N., & Solis, A., (2022) Adaptation of the Mentoring FAN Cross-Culturally: Lessons from India, Journal of Social Service Research, DOI: 10.1080/01488376.2022.2041534