

Conference Schedule: Thursday, September 14, 2017

7:00 – 7:45 AM	Breakfast and Registration
7:45 – 8:30 AM	Welcome and Opening Remarks
Grand Hanalei Ballroom	Pradeep Gidwani, MD, MPH, Early Childhood Mental Health Conference Committee Member Alfredo Aguirre, LCSW, Director of Behavioral Health Services, San Diego County
8:30 – 9:00 AM	(CME) The Art and Science of Healing – Setting the Stage
Grand Hanalei Ballroom	Jeff Rowe, MD, Co-Chair, Early Childhood Mental Health Conference
<i>IF-ECMH Competency Domain C</i>	<p>This session of the conference sets the stage for Thursday’s presentations by describing the multiple needs of young children, the valuable role that professional, scheduled therapy plays, but also the valuable therapeutic events that occur outside of the office in a variety of settings by a variety of people. These efforts are not written about in clinical journals, but are mentioned by children and youth, later, to have been vital in their development.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify the need for multiple therapeutic events to occur to facilitate healing and that these events don’t always happen in a professional office• Describe the essential components of therapy and healing• Explain how positive, fun, and supportive activities facilitate positive internal arousal and how that aids in negative arousal reduction, ability to self-regulate, and the ability to facilitate other components of development like mastery and well-being
9:00 – 10:30 AM	(CME) The Art and Science of Being Therapeutic – Part One – Brain Science and Therapeutic Experiences
Grand Hanalei Ballroom	Kristie Brandt, CNM, MSN, DNP
<i>IF-ECMH Competency Domain C</i>	<p>These two keynote sessions will provide an overview of key human development concepts related to neurobiology, relationships, interaction, psychodynamics, attachment, and other developmental areas. The complexity of understanding the dynamic interplay of a child’s chronological, adjusted, developmental, and functional age will be explored, as well as the influence of the stress response system on these age-related functions. After these core foundations are established, the concept of neurobiologically respectful and trauma-informed therapy will be processed both conceptually and clinically. The notion of “Therapy” will be discussed, along with age-appropriate therapeutic approaches, the sequential nature of development, and the reflective processes essential to conceptualizing, reflecting on, and planning effective therapy.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Define the concepts of chronological, adjusted, developmental and functional age, and the impact of the stress response system on these categories• Conduct an analysis of a child’s developmental status through novel strategies and prioritize these areas for therapeutic work• Describe developmental “Stretch Activities” and the concepts that underpin the approach• Identify a child’s “Therapeutic Capital” and the “Developmental Support Capacity” of caregivers in the child’s environment, and how the stress response system relates to functional/developmental age identity
10:30 – 10:45 AM	Break – Visit Exhibits and Bookstore
10:45 – 12:15 PM	(CME) The Art and Science of Being Therapeutic – Part Two
<i>IF-ECMH Competency Domain C</i>	Kristie Brandt, CNM, MSN, DNP
	Keynote session continues. See description above.
12:15 – 1:30 PM	Lunch – Visit Exhibits and Bookstore

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1:30 – 3:00 PM	Breakout Sessions A	<i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
Tropic	A-1 (CME) Application and Q&A from Keynote – The Mobius Care Model and Tile & Grout Approach Kristie Brandt, CNM, MSN, DNP	
<i>IF-ECMH Competency Domain F</i>	<p>This workshop will provide an opportunity for attendees to more deeply explore the Mobius Care model and Tile & Grout therapeutic approach as it relates to their own practice context. Case examples of the Mobius Care model and Tile and Grout approach will be discussed in both large and small groups to support integration of related concepts.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Describe developmental “Stretch Activities” and the concepts that underpin the approach• Estimate a child’s “Therapeutic Capital” and the “Developmental Support Capacity” of caregivers in the child’s environment• Explain the concept of Integrated Therapy and the steps for using this approach	
Pacific	A-2 (CME) Dance to Support Child Development Using DIR Floortime Josh Feder, MD and Lillian Elbaz	
<i>IF-ECMH Competency Domain B, F</i>	<p>Participants will learn and practice the Developmental-Individual Differences – Relationship-based approach (DIRFloortime) to support social-emotional and social communication development in children. This will be done by using dance – whole body movement – as an accessible activity for using these ideas in a fun and engaging manner. Discussion will be about how to observe, join, and build on interactions together with children to help increase their functional developmental capacities using a fun and engaging activity.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify the child’s level of regulation, connection, and interaction• Outline a general method of applying DIR techniques to support development• Explore possible ways to intervene in the context of an activity (dance)• Practice using these concepts through role play and movement to enhance a relationship-based approach	
Bay	A-3 Expressive Art and Music for Healing Diane Lowrie, MA	
<i>IF-ECMH Competency Domain F</i>	<p>In this interactive workshop, participants will discover materials and methods used in Expressive Arts Therapy. Be prepared to get a little messy as the presenter invites you to experience ways these applications can be used within Early Childhood Mental Health practice. Resource and reference handouts will be presented alongside take-home hands-on activities.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify different types of Expressive Art Therapy methods and modalities• Review evidence-based research presented with links to articles and videos• Explore practical ways to apply Expressive Arts within the providers’ scope of practice• Examine the role of Art and Music as healing modalities• Practice Expressive Arts methods	



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Lahaina

A-4 Bringing OT Strategies to Life

Brooke Olson, OTR/L

*IF-ECMH
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Domain
F*

Attendees of this intermediate workshop will walk away with real life usable ideas for helping children and youth to regulate in any situation. A basic knowledge of sensory processing and self-regulation will be helpful. This workshop will be interactive so come with questions. The workshop will feature case studies, role play, and videos to reinforce concepts.

Attendees will be able to:

- Review sensory processing disorders and their influence on self-regulation
 - Explore a variety of take-home sensory strategies for any situation
 - Practice using sensory strategies
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Lagoon

A-5 (CME) Integrating Mindfulness Into the Parenting Relationship with Children

Rochelle Calvert, PhD, BCBA-D

*IF-ECMH
Competency
Domain
F*

This workshop will explore mindfulness practices that can be used with parents and children and its effects on supporting mental health and healing. Participants will be taught mindfulness meditation practices to support more responsive living as parents/care-providers, and how to cultivate mindfulness practice with children. This workshop will help clinicians learn various practices that can be integrated into their work with caregivers, children and families.

Attendees will be able to:

- Explore mindfulness practices and examine scientific research to support efficacy
 - Experience and practice mindfulness meditation
 - Discover ways to integrate mindfulness into everyday life
 - Identify and access support for continued development of mindfulness practice
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Surf

A-6 The Physical and Psychological Benefits of Martial Arts

Stamatia Daroglou, PhD

*IF-ECMH
Competency
Domain
G*

Dr. Daroglou is a clinical psychologist specializing in cross-cultural psychology, forensic psychology, and psychological assessments. She has worked in the mental health field for over 20 years and as a licensed psychologist for the last 12 years. She has been training in traditional Karate-do for over two decades. She was a recipient of an athletic scholarship during her time in college for Karate and was Collegiate National Champion. She is a Black Belt and continues her Karate practice to this day. She will present a review of the physical and psychological benefits of martial arts training and its value as additional treatment/alternative therapy for children. She will describe both traditional and non-traditional martial arts and explore recommendations for use.

Attendees will be able to:

- Identify the health benefits of martial arts
 - Outline the psychological benefits of martial arts
 - Examine research findings from the literature describing the connection of mind and body and the impact martial arts can have on a child's life
 - Observe a demonstration by young Karatekas
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Reef/Harbor	A-7 Therapeutic Parenting Deb Stolz and Maryanne Paschal
<i>IF-ECMH Competency Domain A, F</i>	Participants will explore interventions and strategies to support parents in providing a therapeutic home to children who have been exposed to trauma. Attendees will be able to: <ul style="list-style-type: none">• Explore the power of empathy and teach it to parents• Define needs and assess strengths of children and caregivers• Demonstrate parental therapeutic interventions• Discover ways to manage crises• Identify ways to recognize and celebrate success

Coral	A-8 (CME) Temperament – Part One Jeff Rowe, MD
<i>IF-ECMH Competency Domain B, C</i>	The purpose of this workshop is to discuss the multiple causes of challenging behavior and then focus on what is unique and specific to temperamental causes of these behaviors and the mismatch that can occur between child and caregiver. These mismatches of both temperament and understanding about the root cause of the challenging behavior serve to prevent the resolution of these behaviors. Attendees will be able to: <ul style="list-style-type: none">• Identify the ten temperamental factors that can lead to challenging behavior• Outline a useful approach to identifying these factors, planning interventions, and then executing these interventions• Explore the consequences of incorrectly identifying the cause of challenging behavior and then intervening based on that incorrect hypothesis• Examine the feelings and reactions of seeing challenging behaviors being incorrectly managed and then more helpfully managed

3:00 – 3:15 PM **Break – Visit Exhibits and Bookstore**

3:15 – 4:45 PM **Breakout Sessions B** *Note: All Sessions CE Approved. CME Approved as Noted.*

Lagoon	B-1 (CME) Relationship Development Intervention (RDI) for Autism Spectrum Brooke Wagner, MA
<i>IF-ECMH Competency Domain F</i>	The purpose of this workshop is to provide an overview of Relationship Development Intervention. RDI® programs teach parents how to guide their child to seek out and succeed in reciprocal relationships, while addressing core issues such as motivation, communication, emotional regulation, episodic memory, attention shifting, self-awareness, appraisal, executive functioning, flexible thinking, and creative problem-solving. In this workshop we will spend time reviewing the structure of an RDI® program and the philosophy and strategies used, while sharing video clip samples of families engaging in interactions with their children. Participants will leave with a better understanding of how to apply some of the core RDI® principles during meaningful and authentic interactions with children with ASD. Attendees will be able to: <ul style="list-style-type: none">• Explore the philosophy and strategies of RDI®• Review the structure of an RDI® program• Examine RDI® in action via video clips and case studies• Identify application of RDI® during interaction with children

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Tropic

B-2 (CME) The Primacy of Relational Interactions in Early Childhood Dyadic Assessments

Ruth P. Newton, PhD

*IF-ECMH
Competency
Domain
E*

The first year of life is critical for healthy, secure attachment and the brain development needed to support emotional regulation. When all goes well, infants move into toddlerhood with a secure foundational base on which all future development rests. Because of the exquisitely entwined, evolutionary-led interactions between lived experience and brain development in infancy, assessment of infant development cannot be accurately made without an assessment of the primary caregiver(s) and the family system that both are embedded in. This session will focus on the tripartite elements involved in assessing dyadic interactions and include ways to begin assessing complex trauma in the parent(s) through obtaining developmental histories.

Attendees will be able to:

- Identify the six developmental stages of infancy
- Explore the assessment levels involved when evaluating two (or more) individuals and their relationship(s)
- Consider how ongoing dyadic assessments are embedded within intervention
- Explore the clinical qualities needed to observe and monitor individual and relational development

Pacific

B-3 (CME) Yoga: Alignment, Balance, Flexibility, and Strength for Mind and Body

Pradeep Gidwani, MD, MPH

*IF-ECMH
Competency
Domain
G*

The purpose of this workshop is to introduce health care providers, mental health professionals, caregivers and social service providers to basic yoga principles, involving breath and movement, that can be used to regulate the nervous system, support the quality of caregiver/client interactions and increase the options for coping tools that providers can use for themselves and/or teach to others. Caregiving and service delivery in ECMH is often a demanding role than can easily tax a person's stress response system. This can lead to fatigue, illness, and other concerns that stem from accumulated stress. These simple and routine practices can help to release the accumulated effects of stress, support the nervous and immune systems and promote more effective interventions and relationship connections between providers and clients.

Attendees will be able to:

- Identify the pathways to resetting the nervous system before, during and after stressful situations
 - Develop skills to activate the parasympathetic nervous system, bringing the body and mind back into a window of tolerance for greater efficacy in the work
 - Practice breathing and movement activities that can be applied in and out of the workplace to support the caregiver and/or service provider's capacity to regulate stress
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Lahaina

B-4 Improving Educational Outcomes by Integrating Diagnosis With School Practice

Marta Leyva, MA and Kathryn Deane, EdS, MA

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Competency
Domain
G*

The purpose of this workshop is to integrate the art and science of healing and being therapeutic to classroom practice. After having learned about various supports available in public schools, such as academic interventions, social skills groups, and counseling for children exposed to trauma and/or toxic stress, attendees will be given the opportunity to use clinical diagnosis and educational evaluations to determine what best teacher/staff practices support student healing. Educators will learn strategies that will result in improving student engagement, raising academic outcomes, and enhancing social/emotional development while lowering incidence of re-traumatization, maladaptive behaviors and academic underachievement. Therapists and other clinical staff will learn how to collaborate with schools to promote healing beyond the therapeutic setting.

Attendees will be able to:

- Recognize the importance of clinical diagnoses and educational evaluations on the educational outcomes for children exposed to trauma and/or toxic stress
- Identify school supports available for children who are not making academic or social/emotional progress at school as a result of exposure to trauma and/or toxic stress
- Distinguish between teacher/staff practices that lead to emotional healing, positive relationships and increased learning outcomes versus re-traumatization, lost learning opportunities and increased behavioral concerns

Bay

B-5 Harnessing the Power of Rhythm to Change the Lives of Children and Families

Sundiata Kata

*IF-ECMH
Competency
Domain
G*

The HealthRHYTHMS programs help reduce stress and were developed to be a creative outlet for the challenging emotions that children process on a daily basis. Presenter will demonstrate a 9-step drum protocol using HealthRHYTHMS as a therapeutic tool for working with at risk youth. Each attendee will experience firsthand the power of music and wellness. Every participant will take part in the HealthRHYTHMS drum circle that will create a dialog for music expression and well-being which contributes to positive individual change in how we look at creative therapeutic activities in working with our most troubled youths.

Attendees will be able to:

- Discover the therapeutic impact of drums and rhythm as a creative outlet for challenging emotions
- Examine the connection between music expression and well-being
- Explore the value of creative therapeutic activities in working with troubled youth

Surf

B-6 (CME) Introduction to Hypnosis

Ran D. Anbar, MD

*IF-ECMH
Competency
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G*

Participants will explore the efficacy of hypnosis with children. A majority of children with medical illness can benefit from the use of hypnosis to help them cope better with psychosocial stressors that complicate or underlie their symptoms. A brief history of hypnosis will be provided, and medical research cited, including the utility of hypnosis in the treatment of asthma, headaches, and irritable bowel syndrome. The steps of hypnosis will be described and caveats provided regarding when hypnosis should not be utilized. A video of a patient learning about hypnosis will be shown. Finally, participants will learn how hypnosis can be introduced to patients through child friendly instructions and imagery.

Attendees will be able to:

- Provide a definition of hypnosis
 - Identify children who might benefit from work with hypnosis
 - Explain when hypnosis is not an appropriate therapy
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Reef/Harbor

B-7 Minding the Parents: Supporting Your Most Challenged and Challenging Parents

Abby Brewer-Johnson, PsyD, ABPP and Stacey Annand, PhD

*IF-ECMH
Competency
Domain
F*

Attendees will be guided through an experiential learning process to explore the various ways in which they can intervene with their most challenged and challenging parents. They will learn about the unique role of mentalization, or parental reflective functioning, in the development of resiliency and attachment security. They will also be exposed to the concept of epistemic trust and learn how epistemic distrust or attachment insecurity may underlie parental resistance, and follow through with treatment recommendations.

Attendees will be able to:

- Define concepts such as mentalization, reflective functioning and epistemic trust
 - Explore the role of these in the development of resiliency and attachment
 - Describe interventions used to promote parental mentalization
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Coral

B-8 (CME) Temperament – Part Two

Jeff Rowe, MD

*IF-ECMH
Competency
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B, C*

The purpose of this workshop is to demonstrate the ways a child with difficult temperament and challenging behaviors may be managed. The audience will receive a brief refresher concerning the components of temperament, the methods a caregiver should use to identify the active factors of temperament involved in challenging behaviors, and then witness both unhelpful and helpful ways of intervening in challenging behavior situations. Handouts, demonstrations, opportunities to ask questions and offer observations about the simulated child/caregiver interactions will be provided.

Attendees will be able to:

- Identify the ten temperamental factors that can lead to challenging behavior
 - Outline a useful approach to identifying these factors, planning interventions, and then executing these interventions
 - Explore the consequences of incorrectly identifying the cause of challenging behavior and then intervening based on that incorrect hypothesis
 - Examine the feelings and reactions of seeing challenging behaviors being incorrectly managed and then more helpfully managed
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4:45 PM

Evaluations and Sign Out

5:00 PM

Networking Reception with Refreshments in the Courtyard



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7:00 – 7:45 AM **Breakfast and Registration**

7:45 – 9:00 AM **(CME) The Art and Science of Healing – Continuing the Dialogue**

Grand Hanalei
Ballroom

Jeff Rowe, MD, Co-Chair, Early Childhood Mental Health Conference with Brief Welcome From Nick Macchione, MS, MPH, FACHE, Director and Deputy Chief Administrative Officer, San Diego County HHS

*IF-ECMH
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This section of the conference reviews the theme set on Thursday and sets the stage for Friday's presentations by describing the multiple needs of young children, the valuable role that professional, scheduled therapy plays, but also the valuable therapeutic events that occur outside of the office in a variety of settings by a variety of people. Highlights from Day 1 will be discussed and then integrated into today's presentations to further support the theme that therapy and healing occur in multiple places and in multiple ways.

Attendees will be able to:

- Identify the need for multiple therapeutic events to occur to facilitate healing and that these events don't always happen in a professional office
 - Describe the essential components of therapy and healing
 - Explain how positive, fun, and supportive activities facilitate positive internal arousal and how that aids in negative arousal reduction, ability to self-regulate, and the ability to facilitate other components of development like mastery and well-being
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9:00 – 10:30 AM

(CME) It Only Takes One – Relationships Build Resilience

Panel Moderated by Marta Leyva, MA and Ali Freedman, PsyD

Grand Hanalei
Ballroom

Panelists: Christian Cordon, Patricia Hernandez, Elva Alicia Leon, Cara Dessert, Sherry Freedman, Jesus Sandoval

*IF-ECMH
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C, G*

Research supports what we have long believed, that there is hardly anything as healing in the face of adversity as a supportive, positive relationship. This presentation will illustrate the finding summarized in "The Science of Resilience" working paper by the Center on the Developing Child at Harvard University. Audience members will have an opportunity to reflect on how this has been demonstrated in their own lives, and then hear from panelists who have faced a myriad of challenges related to mental health, substance use, gang involvement, abuse, neglect, homelessness, and violence to name a few. Each panelist credits one or more positive relationships with being critical in their ability to survive and succeed in the face of major stressors. A diverse panel of Resilience Builders will share how they were engaging in Resilience Science, often before there was a science to it! Once the key ingredients to resilience are illustrated, audience members will consider action steps so they may foster resilience in others – from friends to neighbors to schools and systems.

Attendees will be able to:

- Identify key building blocks of resilience highlighting the diversity of relationships that have the ability to positively impact others' lives
 - Explore the effects of positive relationships through a reflective exercise
 - Examine actions taken by individuals that encouraged growth and resilience in others
 - Explore the science of resilience through the shared experiences of panel members
 - Apply resilience science to work or personal lives by expressing an intention to employ a specific action to support resilience
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10:30 – 10:45 AM **Break – Visit Exhibits and Bookstore**

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10:45 – 12:15 PM	(CME) Our Greatest Source of Strength – Each Other Mark Katz, PhD
Grand Hanalei Ballroom	“If you want to go fast, go alone. If you want to go far, go together.” ~ African Proverb
<i>IF-ECMH Competency Domain G</i>	<p>When we dig deeper into the lives of people who eventually “beat the odds,” we seem to invariably find human relationships that helped “change the odds.” When asked about who helped change the odds, we find parents, grandparents, or other family members who never lost hope and were always there to provide support and encouragement through troubled times. There might have been a teacher or a coach who helped someone believe in him- or herself. Or there was a doctor, therapist, or other health care professional who helped a person overcome a medical or personal problem. Others identify an intimate relationship that resulted in a renewed sense of hope about the future, or a long-term close personal friendship. While the people they identify may vary, the underlying message is clear: life’s turning points often occur within the context of human relationships. Today, resilience is viewed through the lens of individual journeys, one life at a time. But in time we may come to realize that our greatest source of strength could ultimately be each other.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify effective practices that can strengthen human connections between children/youth impacted by exposure to multiple risks and their caregivers• Examine common sources of misunderstanding that can negatively impact relationships between children/youth experiencing a range of emotional, behavioral and learning challenges and their parents, teachers and other caregivers• Explore promising practices for preventing and reducing compassion fatigue among parents, teachers and health care professionals

12:15 – 1:30 PM **Lunch – Visit Exhibits and Bookstore**

1:30 – 3:15 PM **Breakout Sessions C** *Note: All Sessions CE Approved. CME Approved as Noted.*

Pacific	C-1 (CME) Transdisciplinary Teams: See It, Do It, Live It! – Part One Charmi Patel Rao, MD and Meghan Lukasik, PhD and Transdisciplinary Panel
<i>IF-ECMH Competency Domain G</i>	<p>This interactive two-part workshop will allow attendees to experience how transdisciplinary teams improve the quality of services provided to children and families and help to move the therapeutic work outside of the clinical setting. In Part 1, attendees will develop a better understanding of what a transdisciplinary team is and have an opportunity to hear from members of a transdisciplinary team, including mental health, developmental, parent partner, and medical professionals and a parent in a panel format. In Part 2 (session D-1 below), attendees will have an opportunity to directly practice being part of a transdisciplinary team to discuss complex clinical cases. The goal is for attendees to improve their transdisciplinary IQs!</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify the important components of a transdisciplinary team• Learn from a panel how a transdisciplinary team functions• Understand how a transdisciplinary team brings services outside of the clinical setting

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Lahaina	C-2 Being Therapeutic – What Schools Can Do to Support Students Seth Schwartz, JD
<i>IF-ECMH Competency Domain G</i>	<p>The purpose of this workshop is to explore the responsibilities of educational agencies, how special education operates, and the services and supports that are available to students of all ages that present with special needs. We will discuss the programs that a student may qualify under, how to ask for and obtain necessary services, and supporting families throughout the educational process. The goal of the workshop is to leave attendees with a solid general understanding of special education and how to navigate the process from the perspective of a family and supporting professional.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Develop an understanding of a student and parent's educational rights• Discuss the scope of services, supports, and placements generally available• Examine how education and other services intersect• Identify approaches to support and/or advocate for a family
Lagoon	C-3 (CME) Helping Parents, Teachers and Others to Be Therapeutic with Children on the Autism Spectrum Rebecca Chambers, MA, BCBA and Michaela Ene, PhD
<i>IF-ECMH Competency Domain E, F</i>	<p>The purpose of this workshop is to help providers, parents, teachers, and others enhance their everyday interactions with children on the Autism Spectrum. Attendees will learn what autism is and how to identify warning signs in younger populations. They will also learn how to use every day routines to help children with Autism Spectrum Disorder (ASD) expand their language and social-emotional development. Positive Behavioral Support Strategies to help reduce behavior will also be discussed.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify and define Autism Spectrum Disorder (ASD)• Examine how everyday interactions with children with ASD can help teach them necessary skills• Practice Positive Behavioral Support Strategies
Coral	C-4 (CME) Applying The Neurosequential Model of Therapeutics (NMT): A Road Map to Support Effective Assessment, Selection and Sequencing of Interventions, and Measuring Progress Jorge Cabrera and Ali Freedman, PsyD
<i>IF-ECMH Competency Domain F</i>	<p>The Neurosequential Model of Therapeutics (NMT) is a developmentally-sensitive, neurobiologically-informed approach to individualized clinical treatment. This workshop will offer an introduction to the basic tenets of NMT and its components, and provide concrete application to day-to-day practice with youth in both in-home and out-of-home care. When interventions are based on a complete neurobiological, developmental, and social assessment, the correct dose at the correct time in the correct order can substantially mitigate traumatic impact and facilitate healing caregiver responses. Everyone in the life of the child can have a role in providing healing experiences, interventions and relationships. Created by Dr. Bruce Perry, this approach offers meaningful assessment information and recommendations for the selection and sequencing of therapeutic and enrichment activities that match the needs and strengths of the child.</p> <p>Attendees will be able to :</p> <ul style="list-style-type: none">• Examine the applicability of brain science and neuro-developmental concepts to day-to-day practice• Explore the Neurosequential Model of Therapeutics (NMT) and its potential to inform effective therapeutic interventions in mitigating the impact of trauma• Identify therapeutic roles for people throughout the child's system of care based on an NMT assessment

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Surf

C-5 Supporting Children With Sensory Processing Challenges

Chris Vinceneaux, OTR/L

*IF-ECMH
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Many children with a variety of conditions may also have sensory processing challenges. Those challenges may interfere with development in many areas, including motor skills, organization, self-care, social emotional growth, behavior regulation, and overall learning. Sensory processing challenges can contribute to children feeling overwhelmed, scared, and incompetent, and can interfere with feeling motivated to approach new situations with an open mind.

The focus will be to help attendees understand the complex relationship between sensory processing challenges, social emotional development, behavior regulation, motivation, and overall ability to cope and adjust to daily demands. Various strategies and approaches aimed at creating motivation, increasing the child's engagement, raising self-awareness and emotional awareness, and reducing behavior challenges will be discussed.

Attendees will be able to:

- Examine how sensory processing challenges can impact a child's motivation to engage in daily life activities and trigger behavior problems
- Explore strategies and activities that will support a child's engagement, physically and emotionally

Reef/Harbor

C-6 The Art of Play – Making Playful Therapeutic Interactions

Laurie Hall, LCSW

*IF-ECMH
Competency
Domain
G*

Let's play! The purpose of this workshop is to explore different modes of play and discover how to conduct therapeutic interventions with caregivers and young children. Participants will learn how to gently guide play therapy for a full expression of feeling from young clients. This session will also offer the opportunity to explore how to interpret the meaning of children's play.

Attendees will be able to:

- Identify the healing power of play
- Explore therapeutic, playful interactions between children and caregivers, teachers and therapists
- Examine the meaning of children's play in terms of their experience and/or trauma
- Practice conducting interactive playful therapeutic interventions

Tropic

C-7 (CME) Integrative Medicine in Treatment of Childhood Mental Health Disorders

Lisa Loegering, MD

*IF-ECMH
Competency
Domain
F, G*

Integrative medicine should be an integral part of treating mental health disorders in children. Nutrient deficiencies are often found in children presenting with behavior problems, ADHD, and autism. When these nutrient deficiencies are treated, children may be able to be on fewer pharmaceuticals as well as lower doses with fewer side effects. In this session, attendees will review nutrient deficiencies that occur commonly in children with mental health disorders and explore how an integrative medical approach is helpful in treating children.

Attendees will be able to:

- Define integrative medicine
 - Identify nutrient deficiencies that occur in children with mental health disorders
 - Explore how an integrative medical approach is helpful in treating children.
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Bay	C-8 Self-Care Dawn Herring, MS, LMFT
<i>IF-ECMH Competency Domain D</i>	<p>The purpose of this workshop is to explore risk and protective factors, and to develop strategies and resources to ameliorate risk for burn-out and secondary trauma. Attendees will identify self-care strategies to further reclaim passion and purpose, hope and joy.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify risk and protective factors• Explore ways to reclaim a sense of passion and purpose
3:15 – 3:30 PM	Break – Visit Exhibits and Bookstore
3:30 – 4:45 PM	Breakout Sessions D <i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
Pacific	D-1 (CME) Transdisciplinary Teams: See It, Do It, Live It! – Part Two Charmi Patel Rao, MD and Meghan Lukasik, PhD and Transdisciplinary Panel
<i>IF-ECMH Competency Domain G</i>	<p>This interactive two-part workshop will allow attendees to experience how transdisciplinary teams improve the quality of services provided to children and families and help to move the therapeutic work outside of the clinical setting. In Part 1 (session C-1 above), attendees will develop a better understanding of what a transdisciplinary team is and have an opportunity to hear from members of a transdisciplinary team, including mental health, developmental, parent partner, and medical professionals and a parent, in a panel format. In Part 2, attendees will have an opportunity to directly practice being part of a transdisciplinary team to discuss complex clinical cases. The goal is for attendees to improve their transdisciplinary IQs!</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Practice working in a transdisciplinary team• Explore the benefits and challenges of working in a transdisciplinary team• Formulate challenging clinical cases from a transdisciplinary lens
Reef/Harbor	D-2 (CME) There's Nothing Wrong With My Kid: Engaging Fathers in Treatment of Special Needs Children Danny Singley, PhD and Abby Brewer-Johnson, PsyD
<i>IF-ECMH Competency Domain F</i>	<p>The purpose of this workshop is to provide information regarding some of the practical and psychological barriers that fathers experience in taking part in behavioral health treatment of their own children with psychological issues. The presenters are seasoned psychologists with extensive experience working with men, fathers, and young children with mental health concerns. Participants will gain key knowledge about common issues fathers experience when their children have disabilities along with concrete resources and strategies to more fully involve them in the process.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify important psychological dynamics for fathers of children with behavioral health disorders• Outline barriers to fathers' involvement in their children's mental health treatment• Cite best practices in how providers can better engage fathers of their patients aged 0-5 years



Conference Schedule: Friday, September 15, 2017

Surf **D-3 (CME) Alternative Healing**
Shannyn Fowl, ND

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The purpose of this workshop is to clarify for attendees what natural medicine actually is and to discover the tools available for families in and out of a doctor's office. Come learn how to keep kids healthy and thriving in today's world. Unveil the obstacles that keep kids from being well and what tools are available for their families. Attendees will explore: the simple day-to-day aspect of a healthy child; safety of supplements; dealing with picky eating habits and other food issues; behavioral challenges related to attention disorders and autism spectrum disorders; challenges related to fevers; ears; bellies and pooping problems; sleep and skin. We will review some challenging cases and find hope.

Attendees will be able to:

- Identify the tools available in natural medicine
- Outline safe products for children
- Demonstrate which conditions can be appropriately and safely treated by natural medicine and which conditions should involve pharmaceutical/surgical intervention
- Explore the power of nature and the causes of dis-ease in children

Tropic **D-4 (CME) Craniosacral Osteopathy's Gift to Children**
Hollis King, DO, PhD, FAAO and Mary Anne Morelli Haskell, DO, FACOP

*IF-ECMH
Competency
Domain
E, F, G*

The purpose of this workshop is to explore how osteopathic manipulative treatment can help infants and children reach their optimal potential. We will explore the effects of birth trauma, childhood trauma, developmental delay, autism, and chronic medical illness that can be positively influenced by tuning up the structure of the body to improve a child's functioning. The brain grows rapidly in the first two years of life and the nerve pathways are laid down in precise arrangements. Even slight distortions in the shape of the skull can affect blood flow to the brain as well as the development of the nervous system. Osteopathic treatment can be very helpful in improving a child's functional capabilities, general health and quality of life.

Attendees will be able to:

- Identify babies and children who would benefit from cranial osteopathy
- Explore how cranial osteopathy can help children

Lahaina **D-5 (CME) Eye Movement Desensitization and Reprocessing (EMDR) Strategies That Work with Kids**
Shannon Lerach, PhD

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Competency
Domain
G, F*

Many practitioners of EMDR struggle to apply the 8 phases of treatment with young children and explain the more complicated neuro-cognitive concepts to young children. This session will help current practitioners of EMDR apply the 8 standard phases of EMDR with practical "how-to" strategies, including arts and crafts projects that help the clinician explain EMDR treatment to children and help children engage in EMDR treatment with hands-on experience. For clinicians without EMDR experience, this session will briefly introduce EMDR and the 8 phases of treatment and help them determine if EMDR might be an appropriate referral for their client, or help encourage them to train in EMDR from a child-centric perspective. Participants will learn that EMDR is a child-friendly treatment that can be easily adjusted to connect with kids at their level and help them resolve single-incident or more complex trauma.

Attendees will be able to:

- Practice how to apply the 8 Phases of EMDR to young children and use child-centered strategies instead of using "adult" EMDR with children
 - Explore practical arts and crafts strategies and projects for all 8 phases of EMDR to help children connect with and participate in EMDR treatment
 - Identify multiple child-centered strategies to explain EMDR to kids and help kids learn about and understand EMDR so they can fully participate in EMDR treatment
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Conference Schedule: Friday, September 15, 2017

Bay	D-6 Listening to Kinship Families: A Comprehensive Approach to Support Strategies Pam Plimpton, MSW, Jeanne Salvadori, BSN, RN, MEd, Melissa Brooks, MSW, and Maty Feldman-Bicas, MA
<i>IF-ECMH Competency Domain A, G</i>	<p>The purpose of this workshop is to share ideas and resources to support grandparents raising their grandchildren, other kinship caregivers, and the children in their care. In San Diego County, various governmental, private and community-based organizations are collaborating to expand services in response to the complex needs of kinship families. Feedback gathered from support groups, symposiums, and community dialogues has guided our efforts. We will examine how we have utilized enhanced outreach efforts to increase awareness, created family enrichment opportunities to promote social connection, and established emergency funds to address critical needs. In addition, our efforts to provide caregiver respite services and encourage peer support networks will be shared. Interactive discussion will help attendees identify opportunities in their own local communities to strengthen kinship families.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Explore how kinship family feedback can guide comprehensive support efforts to support grandparents raising their grandchildren, other kinship caregivers, and the children in their care• Examine specific kinship support strategies, including enhanced outreach, family enrichment opportunities, peer networks, and emergency crisis funds• Identify opportunities and potential partnerships in their local communities to support and provide services to kinship families
Coral	D-7 Tying in Natural Supports Karina Helgeson
<i>IF-ECMH Competency Domain G</i>	<p>This workshop will highlight the importance of supports in our lives, change the way we identify the natural supports that are needed, and redefine who is a support person in a young person's life. Natural supports can be anything or anyone that will naturally support the moments in youths' lives when they need them the most. Attendees will walk away with various tools that will support them in supporting youth!</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify natural supports• Explore how natural support can be utilized to benefit children and families• Discover tools that will support youth
Lagoon	D-8 Music Therapy Julie Guy, MM., MT-BC, NTM-F and Angela Neve, MM, MT-BC, NMT-F
<i>IF-ECMH Competency Domain F</i>	<p>Music is engaging, rewarding and fun. It can be a successful platform for emotional expression, helping young children bond with their families, and build essential social skills. The purpose of this workshop is to experience how music therapy strategies can enhance early childhood development. An overview of music therapy and music neuroscience research will build a foundational platform for why and how music is effective in developing the areas of cognition (emotional expression), speech and language, and motor movement for young children. Through group and individual case examples, video, practical resources and interactive music-making experiences, attendees will learn how to incorporate music strategies into their practice with young children.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify at least three ways that music positively impacts the brain• List three or more music resources which can be used with their clients• Explore group and individual models for music therapy with young children
4:45 PM	Evaluations and Sign Out

Conference Schedule: Saturday, September 16, 2017

7:00 – 7:45 AM **Breakfast and Registration**

7:45 – 8:15 AM **(CME) The Value of Experiential Activities**

Chris Muecke, MEd and Rosa Ana Lozada, LCSW

Kona Coast
Ballroom

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Whatever interests you and the people with whom you work, this conference has provided a selection of experiential activities which can be engaging, non-threatening, highly therapeutic and effective. A review and summary by presenters will highlight how experiential activities are effective in shifting multiple physiological systems involved in stress responses and attachment and how these hands-on treatment modalities are now included as evidence-based practices, trauma-informed care, and innovative interventions that support healthy emotional growth and development.

Interactions with animals, horses in particular, provide powerful opportunities to increase resiliency, improve communication, enhance emotional regulation, promote social and emotional competencies, and strengthen relationships. Today's sessions will highlight equine-assisted interventions as yet another effective experiential intervention.

Attendees will be able to:

- Examine the value of integrating sensory, expressive and experiential therapeutic healing approaches for their clients
 - Describe how interactions with horses can improve and enhance emotional regulation and promote social and emotional competencies
 - Discover how positive, fun, and supportive activities build trust and enhance confidence
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8:15 – 9:30 AM **(CME) The Healing Power of Horses: The Art and Science of Equine-Assisted Activities**

Renee Sievert, RN, MFT, Master Equus Facilitator and Tufia Steidle, PsyD

Kona Coast
Ballroom

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Are you ready for your client to make a shift? Does your client, caregiver or family need to get outside in nature? Sensory-based, multi-modal, experiential approaches that include active participation by clients are key complementary modalities to therapy that is done in the office. Working with a horse and a skilled facilitator offers ways to discover communication and behavior patterns and uncover limiting beliefs. Clients learn about themselves and others by participating in activities with the horses, and then processing (or discussing) thoughts, emotions, behaviors, patterns and choices. Clients can then make a shift in the present moment and practice new skills.

The panel will provide a review of the variety of equine-assisted activities available locally and nationally. The training and expertise for each of the different equine disciplines will be reviewed so that providers will be able to make informed choices when considering referral. Attendees will leave with a deeper understanding of the value of equine-assisted activities, the resources available locally, and ways to collaborate with equine facilitators to increase supportive, experiential activities for their clients.

Attendees will be able to:

- Review research describing the value of equine-assisted modalities
 - Identify a variety of different equine-assisted options and local resources
 - Examine the skills and training of different equine-assisted practitioners and how they work with clients
 - Explore ways to collaborate with equine facilitators
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9:30 – 9:45 AM **Break**

Conference Schedule: Saturday, September 16, 2017

9:45 – 11:45 AM

(CME) The Healing Power of Horses: Equine-Assisted Modalities in Action

Renee Sievert, RN, MFT, Master Equus Facilitator and Tufia Steidle, PsyD

Outside

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Competency
Domain
F*

Horses are large and powerful and may seem intimidating to humans. This creates a natural opportunity to overcome fear, be vulnerable and authentic, ask for help, and develop confidence. Facilitators will demonstrate several LIVE activities with horses on the hotel grounds. Attendees will have an opportunity to observe (and a few lucky volunteers will participate in) a safety demonstration, an exercise about clarity of direction and reading feedback from a horse, a teamwork activity, and an exercise that demonstrates the use of client projection and journaling. Attendees will leave with a deeper understanding of the value of equine-assisted experiences and how to describe them to clients who may benefit from this modality.

Attendees will be able to:

- Describe the value and variety of equine-assisted modalities available to clients and staff
- Observe how interactions with a horse will enhance clarity of communication and confidence
- Discover how activities with horses can create an on-the-spot shift in beliefs and behavior patterns

12:00 Noon

Evaluations and Sign Out

