



**6<sup>th</sup> Annual Early Childhood Mental Health Conference: We Can't Wait  
Trauma Informed Care: A Lifelong Perspective for Living Well**

*DRAFT 09-09-15 • Subject to Change*

**Conference Schedule: Thursday, September 17, 2015**

|                  |   |
|------------------|---|
| 7:00 – 7:45 AM   | <b>Breakfast and Registration</b>   |
| 7:45 – 8:30 AM   | <p><b>Opening Remarks</b><br/> <b>Jeff Rowe, MD</b>, Co-Chair, Early Childhood Mental Health (ECMH) Conference<br/> <b>Nick Macchione, MS, MPH, FACH</b><br/>         Director, County of San Diego Health and Human Services Agency (HHS)</p>  |
| 8:30 – 9:00 AM   | <p><b>Setting the Stage for the 6<sup>th</sup> Annual Conference</b><br/> <b>Jeff Rowe, MD</b>, and <b>Ali Freedman, PsyD</b>, Co-Chair, Early Childhood Mental Health Conference</p>   |
| 9:00 – 10:30 AM  | <p><b>(CME) What Young Children Know: Lessons Learned Through Child-Parent Psychotherapy</b><br/> <b>Chandra Ghosh Ippen, PhD</b><br/>         Child Trauma Research Program at the University of California, San Francisco and the Early Trauma Treatment Network</p> <p>Children aged birth to five are highly vulnerable to exposure to interpersonal traumas, and trauma exposure at an early age can have long-term consequences for development. Over the years, as our team developed, empirically validated, and disseminated Child-Parent Psychotherapy (CPP), an evidence-based treatment for young children who have experienced trauma, the children and their caregivers have taught us invaluable lessons about what young children know, what they remember, and what they need to make meaning of traumatic experiences and return to a healthy developmental trajectory. Through rich clinical vignettes, this presentation shares key lessons learned through CPP, linking these lessons to core trauma concepts and to implications for practitioner across service systems, including schools, day care, child welfare, medical settings, and mental health.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify at least 2 core trauma concepts and understand how they apply to children under age 6 and to work with children across systems.</li> <li>• Name at least 3 core objectives of Child-Parent Psychotherapy.</li> </ul> |
| 10:30 – 10:45 AM | <b>Break &amp; Visit Exhibits</b>   |
| 10:45 – 12:15 PM | <p><b>(CME) Keynote Address: Building Bridges: Core Concepts for Enhancing Diversity-Informed Practice</b><br/> <b>Chandra Ghosh Ippen, PhD</b><br/>         Child Trauma Research Program at the University of California, San Francisco and the Early Trauma Treatment Network</p> <p>As the U. S. becomes increasingly culturally diverse, there is an urgent need for practitioners to learn effective ways to work with individuals and families from diverse ethnic and socioeconomic backgrounds. Across numerous service sectors, we see disparities in access to care, service utilization, and attrition that are linked to aspects of diversity including ethnicity and socio-economic status. How do we understand these disparities? What can we do to better engage diverse populations? This talk introduces core concepts for enhancing diversity-informed practice and introduces case material to show how these concepts can help us understand interactional processes that may be central to engagement.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify at least three core concepts related to trauma and diversity.</li> <li>• Explore the connection between strong emotions and the tendency to use less flexible thinking and employ stereotypes.</li> </ul>   |
| 12:15 – 1:30 PM  | <b>Lunch</b>  |



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1:30 – 3:00 PM

### Breakout Sessions A

#### A-1 Reflective Practice (Part 1)

Presenters: Kim Flowers, LCSW, IF-ECMH, RPF-II, Christopher Walsh, LMFT, & Nicole Kent, PhD, MFT

*This workshop is offered in 2 parts during breakout Sessions A and B. In order to participate in the Session B attendees must have participated in Session A.*

This experiential workshop is offered in 2 back-to-back break-out sessions. It is designed to build upon and refine participants' reflective practice knowledge base and skill sets through the use of videotaped reflective sessions. Participants will be asked to share their observations, reflections and experience during small group discussions and large group processing.

Attendees will be able to:

- Expand and refine observational skills.
- Enhance awareness of cognitive, emotional, and somatic shifts in self and others.
- Generate a shared understanding of reflective practices.
- Refine skill sets in establishing and maintaining reflective "space."

#### A-2 (CME) From Concept to Practice: Applying a Cultural Framework as We Work with Diverse Families

Chandra Ghosh Ippen, PhD

This workshop builds off the concepts presented in "Building Bridges: Core concepts for enhancing diversity-informed practice" and "What Young Children Know: Lessons Learned Through Child-Parent Psychotherapy". Through rich clinical descriptions of CPP treatment cases, participants will gain active practice thinking about how to apply a diversity-informed lens to the work. Discussion will focus on understanding how diversity-related factors may affect treatment processes including initial responses to practitioners, engagement, and views on intervention.

Attendees will be able to:

- Apply the core concepts for enhancing diversity-informed practice to a case.
- Practice using a diversity awareness model to identify different perspectives (client, practitioner, and other providers) and think about how these perspectives shape interactions and intervention.

#### A-3 The Clinician's Toolbox

Presenter: Denise VonRotz, LMFT

How do we utilize current research on the impact of trauma to inform our approach to interventions with children and their families? This workshop will provide you with ideas for therapeutic interventions you can easily implement with your current families as you provide trauma informed care.

Attendees will be able to:

- Identify factors to consider when preparing interventions for use with children and families who have experienced trauma.
- Identify therapeutic interventions stemming from a trauma informed approach.

#### A-4 (CME) Maternal Depression: A Child's Perspective

Presenter: Dean Sidelinger, MD, MSEd

This session will explore maternal depression with an emphasis on impacts to children and opportunities for interventions in settings serving children. An overview of prevalence of maternal depression will begin the session followed by an outline of impacts on children's health. A discussion of barriers to and factors facilitating addressing maternal depression in settings serving children will make up the bulk of the session.



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Attendees will be able to:

- Examine the prevalence of maternal depression.
- Identify impacts to children's health from maternal depression.
- Explore opportunities to address maternal depression in settings serving children.

### **A-5 The Role of Adverse Childhood Experiences in the Challenging Behavior of Young Children: Identifying, supporting, and advocating from a trauma informed perspective**

Presenter: Lisa Grimes Linder, PhD

Participants will develop a greater understanding of the role that Adverse Childhood Experiences (ACEs) play in the development of challenging behaviors in young children. We will explore common responses to young children with challenging behaviors in a classroom setting and evaluate effectiveness of those responses from a trauma informed perspective. Through the use of case examples as well as videos of child behavior and adult responses we will practice identifying possible trauma responses and discuss trauma informed intervention/responses.

Attendees will be able to:

- Identify ways in which trauma can impact child behavior in a classroom setting and in the home.
- Practice identifying and responding to challenging behaviors from a trauma informed perspective to support young children who have experienced trauma and their peers in coping with ACEs.

### **A-6 Nonverbal Cues in Affect Regulation**

Presenter: Marilee Burgeson, MA, CCC-SLP

The purpose of this workshop is to build understanding of the importance of nonverbal affect cues in supporting regulation, relating and communication. Brain research and the DIRFloortime® model will provide a framework for establishing the urgency of building solid patterns of relating in order to promote infant mental health. Participants will practice identification of nonverbal affect cues and reflect on the parent support and coaching needed to enhance co regulation and an affective flow.

Attendees will be able to:

- Identify nonverbal affect cues in parent child interactions.
- Identify supports and shifts in affect cues to support regulation.
- Review importance of regulation and co regulation in supporting a flow of interaction and brain development.
- Explore nonverbal affect cues through the DIRFloortime® model and reflect on coaching supports for parents.

### **A-7 Mi Escuelita: Therapeutic Preschool Program for Children Exposed to DV**

Presenter: Pam Wright, LCSW

Integrating trauma informed care within the preschool environment impacts short and long term outcomes and increases resiliency in children and families. This workshop will examine the effects of domestic violence on children and families and specifically explore trauma that affects some of the most vulnerable victims of DV: young children ages 3-5 within a therapeutic preschool.

Attendees will be able to:

- Explore the core components of trauma informed care within the preschool system.
- Identify at least three behaviors which are a result of trauma in young children .
- Discover ways to increase resiliency in children and families who have experienced domestic violence.

### **A-8 Youth Voice: Building Positive Relationships with Law Enforcement**



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|   | <p>Presenters: Rosa Ana Lozada, LCSW, Dana Brown and Panelists including speakers from Mid-City Police Division, Be Real Curriculum Developers, Youth Leaders, and Credible Messengers</p> <p>Youth Voice Leaders created an interactive, engaging project specifically for this conference. In the midst of national attention on strained relationships between law enforcement and the community, the youth will highlight their connectedness with San Diego Police Department's Mid-City Division. These inner city youth will share their narrative on how building trusting, positive relationships is such a powerful protective factor in their transformation on living from being impacted by trauma and toxic stress to their present mindfulness of hope and healing. Youth Voice: Building Connections and Opportunities will inspire your lens as you learn from Youth Leaders about their trauma and how they are building their resilience through positive relationships, curriculum, and service learning projects.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Through a trauma informed lens, identify best practices on effective engagement with Youth and strategies to support their social-emotional learning and resilience building.</li> <li>• Explore strategies to build positive relationships between youth and law enforcement through service learning curriculum (s) that supports building connections with self, family, community, law enforcement and others.</li> </ul>   |
| 3:00 – 3:15 PM  | <b>Break</b>  |
| <p>3:15 – 4:45 PM</p> <p><b>Breakout Sessions B</b></p> | <p><b>B-1 Reflective Practice (Part 2)</b><br/>         Presenter: Kim Flowers, LCSW, IF-ECMH, RPF-II, Christopher Walsh LMFT, &amp; Nicole Kent, PhD, MFT</p> <p>In order to participate in this Session B-1 attendees must have participated in Session A-1</p> <p>This is a continuation (Part 2) of an experiential workshop (A-1) designed to build upon and refine participants' reflective practice knowledge base and skill sets through the use of videotaped reflective sessions. Participants will be asked to share their observations, reflections and experience during small group discussions and large group processing.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Expand and refine observational skills.</li> <li>• Enhance awareness of cognitive, emotional, and somatic shifts in self and others.</li> <li>• Generate a shared understanding of reflective practices.</li> <li>• Refine skill sets in establishing and holding reflective space.</li> </ul> <p><b>B-2 (CME) Integrative Regulation Therapy</b><br/>         Presenter Ruth Newton, PhD</p> <p>Integrative Regulation Therapy (iRT) is a brain based, limbic system scaffolding developed by Dr. Ruth Newton that can enhance evidence-based psychotherapies. iRT focuses on the processes involved in brain entrainment occurring within primary attachment relationships that create the internal working model of how to be in relationships throughout life. Dr. Newton will present two cases using iRT. The first will be a mother/infant dyad using an Infant Parent Psychodynamic/Integrative Regulation Therapy (IPP/iRT) dyadic therapy and the second will be an adult using Psychodynamic Psychotherapy/Integrative Regulation Therapy (PP/iRT) in an individual therapy.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify a client's truth system.</li> <li>• Name the primary regulatory structures in the brain.</li> <li>• Review infant brain development.</li> <li>• Explore the affective nature of relationships.</li> <li>• Examine the felt nature of healthy attachment.</li> <li>• Practice speaking for the baby.</li> </ul> |



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- Demonstrate a knowledge of the differences between the verbal explicit self and the nonverbal implicit self.

### **B-3 (CME) Neurobiological Effects of Trauma: Genetics and Epigenetics and Emerging Concepts**

Presenters: Jeff Rowe, MD and Pradeep Gidwani, MD, MPH

Identify current knowledge of the neurobiological impacts of trauma and neglect on young children's regulatory systems, biochemical systems, and impacts on gene expression. Although there are many unknowns about these impacts, a great deal has been discovered the past 25 years and serves to help us identify potentially helpful treatment strategies.

Attendees will be able to:

- Identify neurobiological impacts of trauma and neglect on children.
- Identify neuroendocrine impacts of trauma and neglect on children.
- Outline potential resiliency (protective factors) factors that can protect children from exposure to multiple risks.
- Review treatment methods that can be used to mitigate the negative neurobiologic impacts of trauma and neglect.

### **B-4 Transitioning Children: Moving Children During the First Few Years of Life**

Presenters: Deb Stolz, Amber Ryerson, MEd, and Terra Jones

The purpose of this workshop is to explore how trauma and transitions in the early years can affect development and wellbeing. Presenters will review data and current research around transitioning infants and young children through Child Welfare System. Participants will examine the immediate and long term effects of loss and trauma on young children through shared real-life stories.

Attendees will be able to:

- Identify the negative effects of multiple transitions on the health and wellbeing of young children.
- Explore and develop strategies and policies that support children through transitioning
- Engage in interventions that protect and heal this vulnerable population

### **B-5 Probation and Trauma Informed Care – System-Wide Implementation and Sustainability**

Presenter: Geoff Twitchell, PhD

The purpose of this workshop is to identify the individual components of the San Diego County Probation Department's implementation and sustainability efforts to create a TIC system of care that is sensitive to the unique needs of our youth impacted by trauma and supports the Probation Officers who serve these youth. Probation Officers will provide a personal perspective on how using a trauma informed lens has impacted their interactions with youth and job satisfaction as skilled active change agents. This workshop will include discussion between audience members and Probation Officers who are trained and using a TIC approach.

Attendees will be able to:

- Identify specific components and strategies for implementing and sustaining a TIC system of care within a large Probation Department that actively practices the "Balanced Approach" where Probation Officers are equally responsible for youth accountability and rehabilitation.
- Explore the impact that this large scale systems change has made in the daily work and job satisfaction of Probation Officers who interact with justice involved youth.

### **B-6 Play Therapy**

Presenter: Laurie J. Hall, LCSW



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This experiential workshop is designed to provide a theoretical framework for play therapy with young children and their families, including specific interventions to use in play therapy. Participants will be able to demonstrate knowledge of developmentally appropriate play therapy interventions with 0 – 5 aged children and their families. Get ready to play!

Attendees will be able to:

- Identify types of play therapy models.
- Outline theoretical framework for play therapy.
- Practice specific play therapy interventions with young children and their families.
- Demonstrate knowledge of developmentally appropriate play therapy for young children.

### **B-7 Restorative Justice: Helping Students and Parents Deal with Toxic Stress**

Presenter: Godwin Higa, Principal, Cherokee Point Elementary School

School suspension does not change student behavior for the better. It also does nothing to help kids who are acting out because of toxic stress, the kind of stress that comes from chronic exposure to trauma and adverse experiences like abuse, neglect and household dysfunction. We cannot continue to be punitive in educational settings. Instead of asking “what’s wrong with you” we need to ask “what’s happened to you.” What is happening at home, in your family?

Teachers and staff in a trauma informed school come from a point of compassion, look at the whole child, treat the child with respect, and help them with whatever they need. Schools with this philosophy offer students and families a culture of care and safety, a sense of belonging, and a positive school climate.

Attendees will be able to:

- Identify the effects of toxic stress in the developing brains and bodies of kids and how it can be exhibited in students.
- Discuss the philosophy and components offered in a Trauma Informed School.
- Explore how a school can build an environment for parents and children that facilitates communication and support, and promotes parent engagement.
- Discover methods that support a promote trauma informed restorative practices for students and parents.

### **B-8 Court Appointed Special Advocates (CASAs): Supporting Trauma Informed Care in Foster Children**

Presenters: Clarence (Vince) Flowers, Cailin Freeman, and Sasha Jay

For CASAs, understanding the effect of trauma on children’s behavior, and treatment options, is key to effective advocacy. Challenging behavior is a primary cause of frequent placement changes, and a strong factor in determining whether a young child is adoptable. Frequent changes in placement exacerbate the issues foster children already face, and becomes its own type of trauma as each placement change is processed as a rejection by the child. Significant trauma can place young children at a distinct disadvantage with regard to finding a permanent home. At VFC, we train CASAs to recognize the effects of trauma and behavioral challenges in foster children. CASAs are taught the effect of trauma on the developing brain of the child, as well as the longer-lasting behavioral problems a child will display as a result of trauma, even if the trauma occurred long ago.

Attendees will be able to:

- Identify ways in which CASAs advocate for therapeutic treatment options for their case children
- Explore a CASA’s ability to decrease placement disruptions and stabilize placements through relationship-building with caregivers.
- Examine the positive effect CASAs have as educational rights holders in establishing supportive services for behaviorally challenging children in the classroom to minimize school changes and academic gaps.



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| 4:45 PM | <b>Evaluations and Sign Out</b> |
| 5:00 PM | <b>Networking Reception</b>     |

**Conference Schedule: Friday, September 18, 2015**

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|-----------------|--|
| 7:00 - 7:45 AM  | <b>Breakfast and Registration</b>  |
| 7:45 - 8:30 AM  | <p><b>Opening Remarks</b><br/> <b>Ali Freedman, PsyD</b>, Co-Chair of ECMH, Regional VP of Fred Finch Youth Center<br/> <b>Alfredo Aguirre, LCSW</b>, Director of Behavioral Health Services, County of San Diego HHSA<br/> <b>Chief Mack Jenkins</b>, Chief, County of SD Department of Probation</p>   |
| 8:30 - 8:45 AM  | <b>Break</b>   |
| 8:45 - 10:15 AM | <p><b>C-1 (CME) Yoga: A Method of Self-Regulation for the Caregiver</b><br/>         Presenter: Pradeep Gidwani, MD, MPH and Gretchen Mallios, LCSW, RYT</p> <p>The purpose of this workshop is to introduce 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 provides can use for themselves and/or teach to others. Caregiving and service delivery in social services 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.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the pathways to re-setting the nervous system before, during and after stressful situations.</li> <li>• 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.</li> <li>• Practice breathing and movement activities that can be applied in and out of the workplace to support the caregiver and/or service providers' capacity to regulate stress.</li> </ul> <p><b>C-2 Using Sensory Processing and Regulation in the Young Child</b><br/>         Presenter: Brooke Olson, OTR/L</p> <p>This workshop will provide clinicians and families with a basic understanding of self-regulation, sensory modulation and simple everyday tools to be used at home or in the community.</p> <p>Attendees will be able to</p> <ul style="list-style-type: none"> <li>• Define and use basic vocabulary related to sensory processing.</li> <li>• Understand how self-regulation develops.</li> <li>• Gain basic tools to help children regulate in the home and community.</li> </ul> <p><b>C-3 Overcoming Adverse Childhood Experiences: Contextual Influences That Can "Change the Odds"</b><br/>         Presenter: Mark Katz, PhD</p> <p>A number of individuals who succumbed to the effects of multiple risk exposure in childhood – struggling for years with persisting learning, behavioral, and emotional challenges – were eventually able to rise above their difficult past and go on to live meaningful and productive lives. And for many, they appeared to benefit greatly from a number of contextual influences that were unavailable to them during their childhood years. During this presentation, we will review these contextual influences and discuss how they can potentially change the odds for</p> |

**Breakout Sessions C**



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children who today struggle much like these now successful adults did decades ago

Attendees will be able to:

- Identify programs and practices that are helping children improve emotional self-regulation and self-control skills, and reduce the risk of negative later life outcomes.
- Examine practices that are helping individuals learn to see adversities in a new light.

### **C-4 (CME) The Role of Early Trauma and Neglect in Later Delinquency**

Presenter: Jeff Rowe, MD, The Honorable Carol Isackson and The Honorable Carolyn Caietti

Demonstrate the relationship between early trauma and neglect, problems in earliest relationships, and failure to address developmental and behavioral problems at a young age and later entry into the delinquency system. Case examples will be used to demonstrate these points and recommendations about how to recognize early difficulties and interventions to correct these problems can lead to improved physical function, interpersonal relationships, school performance, and self-control. These are all crucial abilities that can predict life success and prevent entry into the delinquency system.

Attendees will be able to :

- Identify early signs of developmental and mental health abnormalities that put children at risk of poor self-regulation and attachment.
- Differentiate treatment methods that are currently used to help restore the ability to self-regulate.
- Outline methods and tools to screen for developmental and social and emotional abnormalities that interfere with later successful function.
- Explore how children and their family's difficulties are understood by judicial officers and how these officers use medical and mental health information in making their decisions.

### **C-5 Helping Families Heal: Using Social-Emotional Coaching to Support Traumatized Families**

Presenter: Angela Rowe, LCSW, CADC. and Alumni Panel

This workshop will detail the Incredible Families Program (IFP), a collaborative program through the county of San Diego Behavioral Health Services, Child Welfare Services (CWS), and Vista Hill. IFP offers a "bundle package" that includes therapy for children ages 2 – 11, and evidence-based parenting class (Incredible Years) for parents, and a group-supervised family visit. IFP also offers practical skills, training, parenting skills, coaching, treatment resources for parents, and other resources and help with attachment issues between children and their parents. This presentation will explore why comprehensive programs like IFP make sense for families involved in CWS. In addition, and IFP alumni will share about their involvement in the program and how it has made a difference for them.

Attendees will be able to:

- Identify program components that specifically address the use of social emotional coaching skills.
- Explore how input from families is so important when making decisions.

### **C-6 Respectful Strategies in Addressing Trauma in the Early Care and Education Setting**

Presenter: Lily Cosico-Berge, PsyD

A significant number of children and families we serve have experienced trauma, which have overwhelmed their capacity to cope and regulate their emotions. At the heart of early care and education approach is building relationships and partnering with families. Recognizing what they have experienced and where they are coming from provide the foundation of respectful, responsive and reflective practice. Often times, providers have an agenda driven by program and funding requirements which could potentially lead to family situations and trauma issues





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being overlooked or even triggered, leading to further dysregulation. This workshop will demonstrate trauma-informed strategies specifically geared for teachers, home-visitors, case managers, and family support workers to address program requirements in a respectful manner, while preserving relationships with families.

Attendees will be able to:

- Identify a respectful and trauma-informed, relationship-based approach to early care and education.
- Review a mental health screening tool (MHST 0-5) that can be used by teachers and home-visitors to assist in further referrals for mental health consultation and services.
- Practice strategies that promote self-regulation and co-regulation, as well as foster feelings of mutual respect and connectedness.
- Demonstrate a basic understanding of how trauma affects self-regulation and co-regulation.

**C-7 ACE Through the Eyes of an Infant: Changing the Social-Emotional and Developmental Trajectories of Our Most Vulnerable Children**

Presenter: Meghan Lukasik, PhD

System collaboration with community providers is vital to childhood trajectories, especially when Adverse Childhood Experiences are identified. All disciplines have a role in helping a young child get on the right path, but behaviors are often interpreted differently across settings. A trans-disciplinary approach expands the lens of each discipline and contributes to a more holistic, comprehensive understanding of the child. Misconceptions about when and how a young child could benefit from treatment persist, even amongst professionals. We know differently and we can help. This workshop will use visual and interactive learning modalities to elucidate one family's experience with specific services and the impact of early intervention and care coordination.

Attendees will be able to:

- Describe an innovative, trans-disciplinary team model for addressing children's needs, and the role of the caregiver on the team.
- Learn how to apply the ACE survey clinically across the continuum of treatment: assessment; direct services provision; and care coordination.
- Practice evidence-informed techniques to support a positive trajectory for the child and to improve caregiver participation in a child's treatment.
- Practice strategies for parent coaching and building emotional literacy.

**C-8 Caring for Drug Exposed Children**

Presenters: Barbie Caldwell and Susan Gibb

Presenters will share first-hand experience in caring for drug exposed infants, toddlers and young children. The workshop will explore the benefits of additional training and networking amongst those caring for drug exposed children, as well as examining the support currently available to foster parents and the children they care for, in San Diego County.

Attendees will be able to:

- Identify the special care needs of a drug exposed infant, toddler and preschool child.
- Explore strategies to allow these children to thrive.
- Examine the case worker's role in providing information, support and assistance to the child and the care giver.
- Demonstrate the mutual benefits of training, support and respectful interaction between the members of the parenting team.

10:15 – 10:30 AM

**Break & Visit Exhibits**



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10:30 – 12:00 PM

### **Breakout Sessions D**

#### **D-1 Early Childhood Trauma: Strengthening Attachment and Resilience with EMDR**

Presenters: Gretchen Mallios, LCSW, RYT and Deborah Nielsen, MFT, EMDRIA Approved

Consultant

Eye Movement Desensitization and Reprocessing (EMDR) Therapy is a method that can be used to promote resilience, develop inner resources and resolve trauma, among other things. While EMDR Therapy may be known, it is not necessarily well understood. In this session, participants will be introduced to the theory and science behind EMDR Therapy, learn about how it can be therapeutically beneficial even to children who experienced trauma or neglect during the pre-verbal period, and the clinical concerns that can be readily addressed using EMDR Therapy. Lastly, participants will have the opportunity to experience two basic resourcing interventions that can be used to support them in their work, and can also be applied to caregivers and young children.

Attendees will be able to:

- Identify sources for research and evidence of EMDR Therapy's efficacy.
- Identify clients and clinical circumstances that can be addressed through EMDR Therapy.
- Explore how EMDR Therapy can be pivotal for children and caregivers, as well as the use of resourcing for providers.
- Examine clinical circumstances and presenting concerns that are best suited for treatment with EMDR Therapy.

#### **D-2 (CME) What's Right with You? – Applying Positive Psychology in Trauma-Informed Care**

Presenter: Daniel B. Singley, PhD, ABPP

Parents, children, and caregivers alike commonly experience considerable difficulties related to the experience of trauma. While most trauma-informed treatment approaches target remediating deficits that each of the affected family members may experience, empowering them to flourish long-term also requires that caregivers take a focused look at how to capitalize on the strengths of those we serve. The purpose of this workshop is to provide participants with an overview of evidence-based tools and techniques from the field of positive psychology. Incorporating a strengths-based lens to your work is an excellent means to more fully engage clients in treatment, and research shows that emphasizing areas of strength and positive functioning can help them to take part in treatment. Far from "sticking your head in the sand" regarding areas of difficulty, incorporating well-researched concepts and practices in positive psychology provides a more balanced approach to your work with the families and individuals in your care.

Attendees will be able to:

- Cite information regarding current models of well-being and how they apply to trauma-informed care.
- Conceptualize clients' individual strengths and symptoms using the Complete Mental Health Model approach.
- Clearly identify clients' areas of personal, interpersonal, social, and professional positive functioning using several free survey tools including the online Values In Action strengths finder and brief screens of mental health functioning.
- Explore and practice strength-based techniques which foster increased well-being and nurturing relationships in trauma-informed care.
- Engage men and fathers by incorporating positive psychology in treatment.

#### **D-3 Recognizing and Addressing Bullying as Early as Preschools**

Presenter: Deb Stolz and Amber Ryerson, MEd

In this presentation participants will explore current data and research on bullying in the preschool years, examine behaviors that lead to bullying, and explore strategies to support families and early childhood professionals.



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Attendees will be able to:

- Identify behaviors that lead to bullying.
- Explore prevention strategies and interventions to support children and families.
- Discuss future directions for increased awareness in schools and communities.

### **D-4 Trauma Informed Care: Services in Support of Families Before, During, and After Incarceration**

Presenter: Alyce Belford, PhD, RAS, and Panelists

Presenter will provide an introductory discussion around innovation on how to treat and better serve women who have been incarcerated and discuss solutions and advocacy for reuniting with their children. Participants will discuss barriers to successful transitions into the community and explore possible solutions.

Attendees will be able to:

- Identify treatment barriers and solutions to transitioning into the community.
- Outline possible solutions and discover ways to improve outcomes.
- Explore options for treatment and reunification.
- Examine personal experiences and innovative treatment strategies.
- Demonstrate new ways of working with women with trauma.

### **D-5 Polyvagal Theory: Clinical Applications in Somatic Work with Children**

Presenter: Vincentia Schroeter, PhD, MFT, CBT

The purpose of this workshop is to introduce the theory and clinical value of polyvagal theory, as defined by Stephen Porges. Tools for assessing and managing arousal and regulation in different types of children will be supplied with case illustrations. Role-play will be used to engage the audience in exploring somatic techniques to increase safety and playfulness in children

Attendees will be able to:

- Identify aspects of polyvagal theory that apply to clinical work with children.
- Explore somatic techniques to improve safety and playfulness in children.

### **D-6 Trauma Assessment Pathway: The Chadwick Model**

Presenter: Lisa Conradi, PhD and Heidi Stern-Ellis, LCSW

This presentation will present information on an assessment protocol developed at the Chadwick Center for Children and Families at Rady Children's Hospital – San Diego, titled, "Assessment-Based Treatment for Traumatized Children: A Trauma Assessment Pathway." The TAP model incorporates a clinician's use of standardized assessment measures with behavioral observations and clinical interview to standardize the assessment process. Information is gathered from multiple informants, including family members, detectives, child welfare workers, teachers, physicians and other significant individuals in the victim's life. The presentation will specifically focus on describing how this model has been adapted to meet the needs of children zero to five by the KidSTART Clinic at the Chadwick Center, highlighting innovative ways to engage the caregiver in the process

Attendees will be able to:

- Attendees will be able to outline the components of the Trauma Assessment Pathway model and how it can be used for children zero to five.
- Attendees will be able to identify at least two ways they can incorporate principles from the TAP Model into their work.

### **D-7 (CME) Building Resilience Through Relationships, a DIR/Floortime Approach**

Presenter: Josh Feder, MD



## 6<sup>th</sup> Annual Early Childhood Mental Health Conference: We Can't Wait Trauma Informed Care: A Lifelong Perspective for Living Well

*DRAFT 09-09-15 • Subject to Change*

|                 |   |
|-----------------|---|
|                 | <p>We need our children to become calm problem solvers in order to find the courage and creativity to address the challenges that they face as they grow and take charge of our world. This session is for anyone who directly or indirectly wishes to help children become more regulated and resilient. We will review the principles of regulation and resilience as well as practical techniques to achieve this in setting ranging from home to school to clinic, and we will talk about policies that can support the development of regulation and resilience in children.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Attendees will be able to outline the components of the Trauma Assessment Pathway model and how it can be used for children zero to five.</li> <li>• Attendees will be able to identify at least two ways they can incorporate principles from the TAP Model into their work.</li> </ul> <p><b>D-8 Self Care and Prevention of Burnout and Secondary Trauma</b><br/>Presenter: Dawn Herring, MS, LMFT</p> <p>We know that working with traumatized others can take a toll. We know that our caring can come at a cost to ourselves. In this workshop we will explore our own risk and protective factors, develop strategies and resources to ameliorate risk for burn-out and secondary trauma. Finally, we will explore how to reclaim our own sense of passion and purpose, hope and joy.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify risk and protective factors.</li> <li>• Develop strategies and resources to ameliorate risk for burn-out and secondary trauma.</li> <li>• Explore how to reclaim a sense of passion and purpose.</li> </ul> |
| 12:00 – 1:15 PM | <b>Lunch</b>  |
| 1:15 – 2:45 PM  | <p><b>(CME) Keynote Address: The Impact of Trauma Across the Lifespan</b><br/>Bruce D. Perry, MD, PhD<br/>Senior Fellow at ChildTrauma Academy and Adjunct Professor, Department of Psychiatry and Behavioral Health Sciences at the Feinberg School of Medicine at Northwestern University in Chicago</p> <p>The development of a young child is profoundly influenced by experience. Experiences – good and bad - shape the organization of the brain and ultimately impact emotional, social, cognitive and physiological functioning both in childhood and across the lifespan. Childhood trauma and neglect are pervasive problems in our culture and recent studies continue to demonstrate that early life stress and adverse experiences cause significant and “enduring” brain dysfunction that affects cognition, health, and relational ability throughout the lifespan. This presentation will review clinical work and research that can help us better understand trauma and the problems that arise from traumatic experiences over time. An overview will be provided that suggests new directions for clinical practice, program development and policy.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the effects of trauma from a neurodevelopmental perspective.</li> <li>• Discover new strategies for care, program development, and policy as related to developmental trauma.</li> </ul>   |
| 2:45 – 3:00 PM  | <b>Break</b>  |
| 3:00 – 4:30 PM  | <p><b>(CME) The Impact of Trauma Across the Lifespan (continued)</b><br/><b>Bruce D. Perry, MD, PhD</b></p> <p style="text-align: center;"><b>Keynote presentation continues.</b></p>   |
| 4:30 – 4:45 PM  | <p><b>Closing Remarks</b><br/><b>Jeff Rowe, MD, Co-Chair, Early Childhood Mental Health (ECMH) Conference</b></p>   |
| 4:45 PM         | <p><b>Evaluations and Sign out</b><br/><b>Book Signing until 6 PM</b></p>   |



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**Conference Schedule: Saturday, September 19, 2015**

**Special Event!**

|                  |  |
|------------------|--|
| 7:00 – 7:45 AM   | <b>Breakfast and Registration</b>  |
| 7:45 – 8:30 AM   | <b>Opening Remarks</b><br><b>Ali Freedman, PsyD</b> , Co-Chair, Early Childhood Mental Health Conference (ECMH),<br>Regional VP of Fred Finch Youth Center   |
| 8:30 – 10:00 AM  | <b>(CME) A Case-based Approach to the Neurosequential Model of Therapeutics</b><br><b>Bruce D. Perry, MD, PhD</b> , Senior Fellow of ChildTrauma Academy and Adjunct Professor, Department of Psychiatry and Behavioral Health Sciences at the Feinberg School of Medicine at Northwestern University in Chicago<br><br>The Neurosequential Model is a developmentally sensitive and neurobiologically informed approach to clinical problem solving. This model has been implemented in multiple clinical populations across the full developmental spectrum (infants to adults) and is most widely used with traumatized and maltreated children. Its utility is most apparent with the most complex cases of maltreatment and psychological trauma, and its application will be the focus of this workshop where individual and family case studies will be presented for Dr. Perry to discuss and provide hands-on skills development in the areas of prevention, assessment, and intervention using the Neurosequential Model.<br><br><ul style="list-style-type: none"> <li>• Identify signs and symptoms of trauma in children</li> <li>• Through case presentations, outline a systematic, developmental approach to clinical assessment and treatment planning with traumatized children and teens</li> </ul> |
| 10:00 – 10:15 AM | <b>Break</b>   |
| 10:15 – 11:45 AM | <b>(CME) A Case-based Approach to the Neurosequential Model of Therapeutics (continued)</b><br><b>Bruce D. Perry, MD, PhD</b> , Senior Fellow of ChildTrauma Academy and Adjunct Professor, Department of Psychiatry and Behavioral Health Sciences at the Feinberg School of Medicine at Northwestern University in Chicago<br><br>Case Study exploration continues.  |
| 11:45 AM         | <b>Closing Remarks</b>   |
| 12:00 PM         | <b>Evaluations and Sign Out</b>  |