



Conference Schedule: Thursday, September 13, 2018

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Final Agenda

7:00 – 7:45 AM	Breakfast and Registration
7:45 – 8:30 AM Grand Hanalei Ballroom	Opening Remarks Jeff Rowe, MD, Co-Chair, ECMH Planning Committee, Supervising Psychiatrist, County of San Diego Omar Passons, Esq., MPH, Attorney and Youth Advocate Nathan Fletcher, Former State Assembly Member and Professor of Practice, UC San Diego
8:30 – 9:00 AM Grand Hanalei Ballroom <i>IF-ECMH Competency Domain 1 G</i>	(CME) Setting the Stage Jeff Rowe, MD, Co-Chair, ECMH Planning Committee, Supervising Psychiatrist, County of San Diego This session will set the stage for the conference by describing the crucial nature of child development, the valuable role that professionals and educators play in identification of unique and complex needs of children and families, and the benefits of early intervention in every setting and every community. Attendees will be invited to view these needs through a cultural lens and be open to adopting effective and collaborative practices among healthcare, childcare, education, behavioral health, and probation and child welfare professionals to enhance social/emotional support for young children and their families. Attendees will be able to: <ul style="list-style-type: none"> • Explore the need for in-depth knowledge about child development, effective assessment and culturally informed interventions • Identify implications for partnerships among healthcare, education, behavioral health, and probation and child welfare professionals to address children from diverse backgrounds who are in need of services
9:00 – 10:30 AM Grand Hanalei Ballroom <i>IF-ECMH Competency Domain 1 B,C</i>	(CME) Integrating Historical Trauma into a Multicultural Infant Mental Health Framework – Part One Chandra Ghosh Ippen, PhD, Associate Director, Child Trauma Research Program, University of California, San Francisco and the Director of Dissemination for Child-Parent Psychotherapy (CPP) As we strive to develop trauma-informed systems, how do we integrate a historical perspective into our understanding of how trauma affects young children, families, and systems? How do we hold the history of diverse cultural groups and explore how the past may shape responses to providers and intervention? Research has shown that disparities in access to care and service utilization are linked to aspects of diversity, including race and socio-economic status, and that experiences of racism and of being treated differently due to one's skin color, ethnic or cultural background, and country of origin are linked to negative mental health outcomes. Given the toxic impact of historical trauma and current experiences of racism, how within trauma-informed systems do we assess for, acknowledge, and, address these experiences? This presentation provides a framework for exploring responses to these questions and helping practitioners acknowledge and address the impact of historical trauma. Attendees will be able to: <ul style="list-style-type: none"> • Outline at least three core concepts related to trauma and diversity • Describe the connection between strong emotions and the tendency to use less flexible thinking and employ stereotypes • Understand and define the concept of a diversity-related port of entry • Discuss how historical trauma may affect response to service providers
10:30 – 10:45 AM	Break and Visit Exhibits
10:45 – 12:15 PM <i>IF-ECMH Competency Domain 1 B,C</i>	(CME) Integrating Historical Trauma into a Multicultural Infant Mental Health Framework – Part Two Chandra Ghosh Ippen, PhD, Associate Director, Child Trauma Research Program, University of California, San Francisco and the Director of Dissemination for Child-Parent Psychotherapy (CPP) Keynote Session Continued – See Above

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12:15 – 1:15 PM	Lunch – Pick Up Your Lunch in the Kona Coast Ballroom; Dining on the Patio and Out Near the Pool Area Visit Exhibits and Bookstore, Book Signing
1:15 – 3:15 PM	Breakout Sessions A <i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
<p style="text-align: center;">Coral</p> <p style="text-align: center;"><i>IF-ECMH Competency Domain 1 B,E,F</i></p>	<p>A-1 (CME) Engagement with Children and Families from the Middle East Dilkhwaz Ahmed, MS, Executive Director, License to Freedom</p> <p>This workshop is designed to provide insight into complex interactions that clinical providers and clients go through to create a therapeutic alliance. Presenter will illustrate difficulties in the clinician-patient relationship, ways to overcome those difficulties, and keys to avoiding those difficulties in the future. The clinician-patient relationship is vital to all therapeutic relationships; the more intense the relationship, the greater the risk of fractures due to not understanding the cultural needs of the patient – thus, the greater the need for repair.</p> <p>Attendees will explore the struggles and decisions that families go through to seek services, the needs that clients have, and how providers and family members can create the alliance and make the services work for children and families from the Middle East. Attendees will discover what works, what doesn't work, and what could be improved to ensure access, engagement, and smooth delivery of services.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify key components of assessment and intervention that are family-focused, culturally-sensitive, and strengths-based • Explore the complex interactions between the individual, the family, and the larger social and cultural contexts where families reside • Examine evidence-informed interventions and interactions that will improve engagement and retention in care for children and families from the Middle East • Discover unique, collaborative strategies and evolving research that informs current practices that are more responsive to the cultural nuances of families
<p style="text-align: center;">Reef/Harbor</p> <p style="text-align: center;"><i>IF-ECMH Competency Domain 1 B,E,F,G</i></p>	<p>A-2 (CME) Engagement with Children and Families from the Latino Culture Pam Wright, LCSW, Clinical Director, Susie Fux-Warner, LMFT, Crystal Perez Alvarez, AMFT, South Bay Community Services, Andrea Gonzalez, LCSW, Program Manager, Episcopal Community Services, Para Las Familias, Margot Gonzalez, BA, Developmental Specialist, Rady Children's Hospital, Alba Callejas, MSW, ASW, Program Manager, Family Resource Center, Chula Vista Community Collaborative</p> <p>This workshop is designed to explore the interactions that clinical providers and clients go through to create a therapeutic alliance with Latino children and families. Presenters will illustrate difficulties in creating therapeutic relationships, ways to overcome those difficulties, and keys to avoiding those difficulties in the future.</p> <p>Discussion will identify struggles and decisions that Latino families go through to seek services, the needs that clients have, and how providers and family members can create the alliance and make the services work. Attendees will discover what works, what doesn't work, and what could be improved to ensure access, engagement, and smooth delivery of services.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify key components of assessment and intervention that are family-focused, culturally-sensitive, and strengths-based specifically for families from the Latino culture • Explore the complex interactions between the individual, the family, and the larger social and cultural contexts in which the family resides • Examine evidence-informed interventions and interactions that will improve engagement and retention in care • Discover unique, collaborative strategies and evolving research that informs current practices that are more responsive to the cultural nuances of families

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<p>Lahaina</p> <p><i>IF-ECMH Competency Domain 1 B,E,F,G</i></p>	<p>A-3 (CME) Engagement with Children and Families from East Africa Gebaynesh Gashaw-Gant, PsyD, Psychologist and Independent Consultant</p> <p>This workshop will explore and identify struggles and decisions that families go through to seek services, the needs that clients have, and how providers and family members can create the alliance and make the services work for children and families from East Africa. Attendees will discover what works, what doesn't work, and what could be improved to ensure access, engagement, and smooth delivery of services. Attendees will gain insight into the complexities of creating a therapeutic alliance between providers and families. Presenter will illustrate difficulties in the clinician-patient relationship, ways to overcome those difficulties, and keys to avoiding those difficulties in the future.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify key characteristics of the East African region and countries that are represented within San Diego County's immigrant and refugee communities • Describe perceptions of behavioral health within East African immigrant and refugee communities in San Diego County • Provide examples of culturally competent and best-practice approaches in meeting the behavioral health needs of East African immigrant and refugee communities in San Diego County
<p>Bay</p> <p><i>IF-ECMH Competency Domain 1 B,E,F,G</i></p>	<p>A-4 (CME) Engagement with Children and Families from Asia and the Pacific Islands Michelle Ly, LMFT, Director, Children and Adolescent Mental Health Division, Union of Pan-Asian Communities (UPAC)</p> <p>This workshop will inform providers about crucial factors to be integrated into engagement of Asian Pacific Islander (API) children and families. Presenter will explore cultural barriers in accessing mental health services. Audience members will explore how mental health is conceptualized by Asian Pacific Islanders, will examine the role of language, and will identify the skills to build a therapeutic alliance with API family and youth that will help ensure access, engagement and smooth delivery of services.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify key components of assessment and intervention that are family-focused, culturally sensitive, and strengths-based specifically for this region, population, group or culture • Explore the complex interactions between the individual, the family, and the larger social and cultural contexts • Examine evidence-based interventions and interactions that will improve engagement and retention in care
<p>3:15 – 3:30 PM</p>	<p>Break and Visit Exhibits</p>



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3:30 – 5:00 PM	Breakout Sessions B <i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
<p style="text-align: center;">Coral</p> <p style="text-align: center;"><i>IF-ECMH Competency Domain 1 B,C,E</i></p>	<p>B-1 (CME) The Impact of Trauma and Nurture on Child Development (and Behavior) Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services and First Steps, American Academy of Pediatrics – California Chapter 3</p> <p>Attendees will review research findings on how traumatic events in childhood impact the development of the brain, specifically the parts of the brain involved in the stress and fear responses. Attendees will examine the impact of trauma on physical, emotional, cognitive and social function, and will identify effective evidence-based interventions to improve outcomes of care. Awareness of ethnic and cultural background will assist the provider in choosing culturally sensitive clinical interventions to meet the needs of children and families. Resiliency and repair of childhood trauma occurs in the context of safe, supportive and nurturing relationships, including the relationship with practitioners/providers.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the impact of childhood trauma on brain development, child development and behavior • Identify the impact of trauma on physical, emotional, cognitive and social function • Improve awareness of culturally sensitive clinical interventions to meet the needs of children and families from diverse ethnic and cultural backgrounds and consider the client’s strengths and resources
<p style="text-align: center;">Reef/Harbor</p> <p style="text-align: center;"><i>IF-ECMH Competency Domain 1 F</i></p>	<p>B-2 (CME) And Then They All Die: Common Play Themes Observed in Child-Parent Psychotherapy with Families Who Have Experienced Domestic Violence Chandra Ghosh Ippen, PhD, Associate Director, Child Trauma Research Program, University of California, San Francisco and the Director of Dissemination for Child-Parent Psychotherapy (CPP)</p> <p>Through rich clinical vignettes, this workshop highlights common play themes observed in Child-Parent Psychotherapy (CPP). Participants will explore how traumatic experiences may impact a young child’s sense of safety and their relationship with caregivers and will see how play can be used to: 1) support both the caregiver and the child in making meaning of their experiences; 2) facilitate body mind connections, and 3) repair the protective shield.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Name three common play themes seen in CPP treatment • Define dyadic relational fidelity in CPP • Define what is meant by a port of entry in CPP
<p style="text-align: center;">Lahaina</p> <p style="text-align: center;"><i>IF-ECMH Competency Domain 1 B,F</i></p>	<p>B-3 (CME) Engagement of African American Families Marilyn M. English, MS, Director, Zelalem Hagos, MSW, LCSW, Therapist, Patricia (Pat) Bevelyn, MSW and Carol Bess, MS, Board Members, Project Save Our Children (African American Wellness Center for Children & Families)</p> <p>This workshop is designed to provide insight into the complicated relationship that African American families have with Child Welfare Services and non-ethnic providers. Panelists will include the team that implemented the Cultural Broker’s Program, which reshaped how African American families could and should be engaged. The discussion will illustrate the history, the struggle and decisions that families go through to access appropriate services, the needs that families have, and how the providers and family members were able to create the alliance and make the services work. Attendees will discover what went well, what did not work, and what could be improved in order to assure access, engagement, and smooth delivery of services.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Explore the complicated and traumatic history of African American families involved in the Child Welfare System • Examine the importance of engaging African American Families from where they are • Identify practical strategies to employ when engaging African American families in crisis

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<p>Lagoon</p> <p><i>IF-ECMH Competency Domain 1 F,G</i></p>	<p>B-4 (CME) When Sensory Gets in the Way: An Interdisciplinary Approach to Treatment Cindy Linder, RN, BSN, Regional Coordinator and Lauren Mathson, MA, Healthy Developmental Services, Palomar Health, and Elva Vera, MA, LMFT, Motiva Associates</p> <p>What is it like for a young child to live in a world that just doesn't seem to fit? What happens when all the best behavior strategies are implemented by parents and caregivers and nothing helps to manage those behaviors? This session will allow providers to look differently at children with both behavior and sensory issues, examine what sensory issues are, how this impacts behavior, and what strategies work well together to support young children and their families.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify children who would benefit from sensory and behavioral strategies to support their interactions with the environment and decrease challenging behavior • Outline the collaboration process needed for successfully supporting these children and their families • Review possible "red flags" (observed behaviors) that might indicate a sensory processing disorder and identify appropriate assessment tools available to providers
<p>Bay</p> <p><i>IF-ECMH Competency Domain 1 A,E,G</i></p>	<p>B-5 (CME) The Dad Factor: Father Engagement Programming 101 Daniel Singley, PhD, Director, The Center for Men's Excellence</p> <p>This workshop will give participants an overview of what the research literature suggests are the best evidence-based practices for mental health organizations interested in increasing engagement of fathers in the families they serve. The presenter has conducted father engagement consultation and training with a variety of organizations, and will be presenting a variety of programmatic involvement tactics, barriers to factor in, as well as key considerations for, assessing and documenting father engagement efforts.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify research on the importance of father involvement throughout the perinatal period • Outline common barriers to involving fathers in perinatal health initiatives • Review evidence-based best practices in developing father engagement programs • Explore key metrics in assessing father engagement program effectiveness
<p>Pacific</p> <p><i>IF-ECMH Competency Domain 1 B,C</i></p>	<p>B-6 (CME) The Impact of Community Violence on Infants and Young Children Wendy Pavlovich, MD, MHS, Director of Pediatric Outpatient Training, Family Health Centers of San Diego, and Rosa Ana Lozada, LCSW, CEO Harmonium</p> <p>In addition to the importance of children having well established positive relationships with parents and caregivers, communities where children grow up can have a profound effect and influence their development through adulthood. Many children are raised in calm and supportive external environments with access to resources. On the other end of the continuum, there are children that grow up in communities under conditions of adversity which can disrupt their normal development. Even when there is a positive home environment, infants and young children can experience trauma as a result of community violence. A child's exposure to community violence can be detrimental to their cognitive, social, emotional and behavioral development. This workshop explores the neurological impact community violence can have on children. Attendees will examine children's emotional responses to community trauma and discuss strategies for how parents, family members, teachers and other can intervene to positively support a child's social/emotional development.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify the neurobiological impact that community trauma can have on young children and their development • Examine how repeated exposure to community violence can negatively influence the formation of positive and trusting relationships necessary for children to explore their environment and develop a secure sense of self • Identify strategies to positively support children's social/emotional development when they are exposed to community violence

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<p>Tropic</p> <p><i>IF-ECMH Competency Domain 1 E,F</i></p>	<p>B-7 Art Therapy with Young Children Melanie Walker, LMFT, ECMHS, ATR, Assistant Director, San Diego Center for Children</p> <p>The purpose of this session is to provide attendees with theoretical perspective as well as specific tools to support youth and family members in creating dialogue around the art-making process and drawing a clear connection to their family dynamics. Attendees will leave with several art-based directives that can be easily and immediately utilized in the office or field-based services.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Examine the rationale for art therapy • Explore the use of art-based interventions as a clinical tool to assessing family dynamics • Practice the skill of using art-based questioning to help process the experiences and draw connections to family dynamics and communication patterns • Demonstrate the ability to lead a family in at least two art-based interventions
<p>Surf</p> <p><i>IF-ECMH Competency Domain 1 A,C,F</i></p>	<p>B-8 (CME) Intergenerational Trauma and Resiliency in Transitional Age Youth Parenting Young Children Steven Wells, MC, Protective Services Program Manager, Child Welfare Services – Extended Foster Care, County of San Diego Health and Human Services Agency</p> <p>This session, important for clinicians who work with young adults who parent children (obstetricians, pediatricians, psychiatrists, family practitioners, nurses, educators and behavioral health providers) will focus on the needs of Transitional Age Youth (TAY) who are parenting young children and the factors which impact their ability to parent. This session will explore how trauma and intergenerational patterns of abuse and neglect can shape TAY youth’s experience in parenting. How TAY youth have overcome these adverse experiences, have developed resiliency, and draw upon this capacity to cope with life’s challenges will also be examined. Discussion will identify how community members, service providers, and support network members can support TAY youth to safely parent their children.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Cite data regarding outcomes for TAY youth • Identify factors which impact TAY youth’s ability to parent • Describe intergenerational trauma and its impact on TAY’s ability to parent their children • Explain the impact of TAY’s experience with abuse and neglect on parenting of their children • Identify how service providers can help support a TAY youth who is parenting a child
<p>5:00 PM</p>	<p>Evaluations and Sign Out</p>
<p>5:00 – 7:00 PM</p>	<p>Networking Reception with No Host Bar</p>



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7:00 – 8:00 AM	Breakfast and Registration
8:00 – 9:00 AM Grand Hanalei Ballroom <i>IF-ECMH Competency Domain</i> <i>1 E,F</i>	<p>(CME) Continuing the Dialogue Ali Freedman, PsyD, Co-Chair, ECMH Planning Committee</p> <p>Dr. Freedman will review highlights from Thursday sessions and continue the dialogue about viewing the complex needs of children and families through a cultural lens. Attendees will review the complex issues that families face and discover approaches that will better address the unique needs of the diverse populations we serve. Presenter will address the rationale for providers to expand their knowledge and skills to improve early intervention in diverse communities to better serve their clients.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Recognize the struggle and decisions that families go through to seek services • Identify unique needs that clients have that providers are not understanding • Explore current best practices that engage children and families in culturally informed, clinically effective services • Discover new approaches that are family-focused, culturally-sensitive, and strengths-based
9:00 – 10:45 AM Grand Hanalei Ballroom <i>IF-ECMH Competency Domain</i> <i>1 F,G</i>	<p>(CME) Voices – Minding the Gap in Services Ali Freedman, PsyD, Co-Chair, ECMH Planning Committee Cindy Marten, Superintendent, San Diego Unified School District</p> <p>This session will feature a panel of providers who represent diverse cultural groups and speak to their personal and professional experiences around clients’ decisions to access care, challenges providers face in engaging clients in effective services, and how multiple factors influenced clients’ decisions. Presenters will specifically identify how clients are well served and how they are not served effectively.</p> <ul style="list-style-type: none"> • Immigrants, Refugees and Survivors of Violence – Dilkhwaz Ahmed, MS, Executive Director, License to Freedom • Military Families – Susan M. Calvi, MSW, Military Family Specialist, Positive Parenting Program, Jewish Family Service of San Diego • LGBTQI+ in Families – Luck Pecas Luckey, BA, Senior Protective Services Worker, Child Welfare Services, County of San Diego <p>These experts, who occupy dual roles as both members of the cultural groups and members of our profession, will describe how they are able to serve as a bridge to facilitate engagement and provide effective services. Panelists will highlight for the audience what providers miss, how we can do a better job of understanding and empathizing with clients from diverse populations, and raise awareness around the struggle these families go through to seek and access culturally-informed, effective services.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify cultural factors that influence decisions to access care • Explore lessons about ineffective practices • Discover vital methods and evidence-informed interventions that can be effectively implemented • Examine ways to improve engagement and adherence to treatment
10:45- 11:00 AM	Break and Visit Exhibits

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<p>11:00 –12:15 PM</p> <p>Grand Hanalei Ballroom</p> <p><i>IF-ECMH Competency Domain 1 F</i></p>	<p>(CME) Engagement of Families from Different Cultures and Background Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services and First Steps, American Academy of Pediatrics – California Chapter 3</p> <p>The purpose of this workshop is to increase providers’ appreciation of the cultural differences that clients and patients bring to clinical services and how to connect with people of different cultures to better serve their needs. Participants will explore various cultural perspectives and will explore ways to expand their own outlook to improve engagement with patient/clients.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Explore various framework and mental models of health and wellbeing • Examine their own cultural perspective and how it impacts service delivery • Identify ways to reach beyond cultural barriers to serve clients/patients and improve their experiences in treatment settings
<p>12:15 – 1:30 PM</p>	<p>Lunch – Pick Up Your Lunch in the Kona Coast Ballroom; Dining on the Patio and Out Near the Pool Area Visit Exhibits and Bookstore, Book Signing</p>
<p>1:30 – 3:00 PM</p>	<p>Breakout Sessions C <i>Note: All Sessions CE Approved. CME Approved as Noted.</i></p>
<p>Reef/Harbor</p> <p><i>IF-ECMH Competency Domain 1 C,D,F</i></p>	<p>C-1 (CME) Developmental Psychopathology and Trauma Jeff Rowe, MD, Co-Chair, ECMH Planning Committee, Supervising Psychiatrist, County of San Diego</p> <p>Dr. Rowe will present what is known about early childhood neurological, psychological, and social development during the first five years of life and the things that can interfere with that development – specifically, the role and impact of intra utero exposure to chemicals, early neglect and trauma, and the other experiences that disturb the normal development of children.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify the functions necessary for a child to be able to be successful away from their caregivers • Outline the rapid and amazing neurological, psychological, and social development that occurs in the first five years of life • Explore the impact of prenatal and early childhood risks on development and how these functional difficulties present behaviorally • Demonstrate interventions focused on restoring the basic functions necessary for further childhood development
<p>Tropic</p> <p><i>IF-ECMH Competency Domain 1 F</i></p>	<p>C-2 (CME) Blanketed By Blame: Engaging Immigrant Survivors of Violence and Their Communities Dilkhwa Ahmed, MS, Executive Director, License to Freedom</p> <p>The purpose of this session is to demonstrate what a difference a friend, a parent, a child, a professional, or a community can make. Presenter will contrast victim-blaming with empowerment of clients. The presentation will improve awareness about gender expectations by women and men and how these expectations perpetuate harsh and unforgiving environments. Attendees will explore the concepts of frozen culture in refugee and immigrant communities, the benefits of change to women, men, elders, youth and children, and discuss how gender equality enriches family and community life. Practitioners and providers will be able to translate this information and these skills immediately to interactions and interventions with patients and clients.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Explore the effects of victim-blaming in contrast to empowerment of clients • Identify gender expectations by women and men and how these impact families • Examine how to support gender equality in their work with families

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<p>Lahaina</p> <p><i>IF-ECMH Competency Domain 1 A,B,G</i></p>	<p>C-3 (CME) Families Living in Fear of Deportation Kate Clark, Esq., Supervising Immigration Attorney, Jewish Family Service of San Diego</p> <p>Living under the perceived threat of detention and deportation contributes to harmful mental effects on undocumented or “mixed immigration status” families. Presenter will highlight research findings and real-life examples about the impact of the changing, and increasingly harsh, immigration policies and procedures being implemented in the U.S. Attendees will examine the underlying reasons why families are living in fear of deportation and explore how the children, regardless of their own immigration status, with undocumented family members deal with daily fear that their loved ones may be taken without warning.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Explore the impact of current immigration policies and procedures being implemented in the U.S. on children and families • Examine the reasons why families are living in fear of deportation and the effect this has on children and families • Identify supportive resources and interventions to assist families living in fear of deportation
<p>Pacific</p> <p><i>IF-ECMH Competency Domain 1 A,G</i></p>	<p>C-4 Grandfamilies and Other Kinship Families: Exploring Strategies of Support Pam Plimpton, MSW, Intergenerational Coordinator, Aging and Independent Services, County of San Diego, and Melissa Brooks, MSW, Program Director, YMCA of San Diego</p> <p>This session will share ideas and resources to support grandparents raising their grandchildren, other kinship caregivers, and the children in their care. Since the 1970s, the proportion of children in America being raised by their grandparents has doubled. In San Diego County, various government, private and community-based organizations are collaborating to expand services in response to the complex needs of kinship families. We will examine how we have utilized enhanced outreach efforts to increase awareness and established emergency funds to address critical needs. In addition, we will showcase two new family enrichment models that have been created to promote social connection and tap into the healing power of engaging with nature: The Grandfamily Campout (Gramping) and Grandfamily Pampering (Grampering). Interactive discussion will help attendees identify opportunities in their own communities to strengthen kinship families.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify unique challenges faced by grandparents raising 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 within individual communities to support and provide services to kinship families
<p>Lagoon</p> <p><i>IF-ECMH Competency Domain 1 B,F</i></p>	<p>C-5 (CME) Practices and Tools for Engaging Families Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services and First Steps, American Academy of Pediatrics – California Chapter 3</p> <p>This workshop will enable practitioners and providers to examine their own cultural journey and to understand how their own experiences impact their ability to deliver services. Attendees will explore their own “culture of one,” have the opportunity to appreciate the cultural differences that clients and patients bring to clinical services, and explore how to connect with people of different cultures to better serve their needs.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Examine their own cultural perspective and how it impacts service delivery • Identify ways to reach beyond cultural barriers to serve clients/patients • Explore how to connect with patients/clients of different cultures to improve engagement and retention in treatment

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<p>Coral</p> <p><i>IF-ECMH Competency Domain 1 A,B,C</i></p>	<p>C-6 (CME) The Impact of Technology on Young Children Lisa Linder, PhD, Assistant Professor, Clinical Psychologist, Department of Child and Family Development, San Diego State University</p> <p>The purpose of this workshop is to discuss the current research on the prevalence and effects of digital media use and exposure in young children. This workshop will also outline what is known and what is still unknown regarding the impact of digital media exposure in terms of young children’s development and relationships. Additionally, this workshop will address ways to discuss this sensitive topic with caregivers and the most current recommendations and resources for caregivers, teachers, and clinicians to support young children in an increasingly digital world.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Outline current research findings on digital media use and exposure in young children • Review the positive and negative impact digital media has on childhood developmental progress • Practice speaking with caregivers about their child’s media use and troubleshooting with caregivers who reveal an excessive amount of exposure
<p>Surf</p> <p><i>IF-ECMH Competency Domain 1 G</i></p>	<p>C-7 What Schools Can Do to Support Special Education Students Seth Schwartz, JD, Managing Partner, Law Offices of Schwartz & Storey</p> <p>This workshop will help providers and parents understand the responsibilities of local educational agencies, how special education is intended to operate, and the services and supports that are available to students of all ages and backgrounds that present with special needs. We will discuss the programs that a student may qualify under, how to ask and obtain necessary services, and how to support families throughout the educational process. The goal of the workshop is to leave you with a solid understanding of special education and how to navigate the process from the perspective of a supporting professional or family member.</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 • Learn about the scope of services, supports, and placements generally available • Gain an understanding of how education and other services intersect • Identify approaches to support and or advocate for a family
<p>Bay</p> <p><i>IF-ECMH Competency Domain 1 E,F</i></p>	<p>C-8 (CME) Engaging LGBTQI+ Children and Families Luck Pecos Luckey, BA, Senior Protective Services Worker, Child Welfare Services, County of San Diego</p> <p>This session will develop a deeper understanding of Sexual Orientation Gender Identity and Expression (SOGIE). Luck will share his/her personal story and experiences as a vehicle for deeper understanding of these issues. Participants will be introduced to terms and concepts associated with the LGBTQI+ community to increase providers’ ability to engage with children and youth. Attendees will have the opportunity to “try on” best practices for interviewing LGBTQI+ children and youth to determine preferred name and pronouns. Solution-focused inquiry techniques will be offered as a strategy to help children and youth feel safe and connected while partnering with their provider in assessing for safety and danger, as well as engage in goal setting. Attendees will explore how to prevent internalized biases from becoming barriers when working with LGBTQI+ children and youth, and the impact of transphobia.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Distinguish between sexual orientation, gender identity, gender expression and related LGBTQ+ terms • Recognize the impact of accepting and rejecting behaviors on LGBTQ+ children and youth • Review current research data on risk factors including homelessness, depression, suicide and substance abuse, and risk of harm to LGBTQI+ children and youth • Explore ways of preventing internalized biases from becoming barriers when working with LGBTQ+ children and youth • Increase capacity to reframe the “coming out process” for LGBTQ+ youth, their families and their environments as “letting in”

Conference Schedule: Friday, September 14, 2018

3:00 – 3:15 PM	Break and Visit Exhibits
3:15 – 4:45 PM	Breakout Sessions D <i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
Reef/Harbor <i>IF-ECMH Competency Domain 1 C</i>	<p>D-1 (CME) To Give or To Not Give Medication: That is the Question Charmi Patel-Rao, MD, Child and Adolescent Psychiatrist, Rady Children’s Hospital San Diego, and Vista Hill Foundation</p> <p>The purpose of this workshop is to develop a rationale for when psychotropic medications could and should be considered as part of a comprehensive treatment plan for the mental health concerns of a young child. While this can be a sensitive subject, it is an important one, because medication can play a role for children who are presenting with impairing emotional and behavioral symptoms. This workshop will include a review of common diagnoses and target symptoms when medication could be considered, a discussion about the nuances of making the decision to prescribe medication, a basic review of psychiatric medications that are prescribed to young children, and an opportunity to discuss challenging and interesting cases when medication was considered.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify target symptoms in young children that might be appropriate for a medication intervention. • Review common psychiatric medications, including their risks and benefits, that are provided to young children • Explore cases when medication was considered as part of the comprehensive treatment plan.
Surf <i>IF-ECMH Competency Domain 1 F</i>	<p>D-2 (CME) Tribal Family and Community Engagement Tom Lidot, Consultant, National Capacity Building Center for Tribes (Children’s Bureau), Co-Founder of Tribal STAR (Successful Transitions for Adult Readiness) at the Academy for Professional Excellence, San Diego State University</p> <p>This workshop will provide strategies for successful engagement with Native American families and communities. Participants will learn about current collaborations that resulted in positive outcomes for Native families and communities and the trauma-related challenges to maintaining the active engagement of stakeholders. Participants will also learn about resilience and protective strategies that support building trust and safety when engaging with Native children and families.</p> <p>A historical review of local tribal history will be provided followed by a presentation of current efforts that have improved relations between the tribes, tribal families, courts, and child welfare. A discussion of current social, environmental, and political challenges will be followed by strategies to improve engagement and communication for mental health service providers.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify two regional and historical events that resulted in family and cultural trauma in Native communities • Discover and access Native-specific resources in Southern California • Explore strategies for culturally responsive, trauma-informed engagement with Native families and communities



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<p>Tropic</p> <p><i>IF-ECMH Competency Domain 1 B,E,F</i></p>	<p>D-3 (CME) Engaging Military Families Debbie Bilka, Family Support Specialist, SAY San Diego (Social Advocates for Youth), Healthy Start Military Family Resource Center, and Marissa Velasquez, Family Support Specialist, SAY San Diego</p> <p>This workshop is designed to provide insight into complex interactions that clinical providers and clients go through to create a therapeutic alliance with military families. Presenters will illustrate difficulties in the clinician-patient relationship, ways to overcome those difficulties, and keys to avoiding those difficulties in the future.</p> <p>Discussion will illustrate the struggle and decisions that military families go through to seek services, the needs that clients have, and how the provider and family members are able to create the alliance and make the services work.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify key components of assessment and intervention that are family-focused, culturally-sensitive, and strengths-based • Explore the complex interactions among the individual, the family, and the larger social and cultural contexts in which the military family resides • Examine evidence-informed interventions and interactions that will improve engagement and retention in care • Discover unique, collaborative strategies and evolving research that informs current practices that are more responsive to the cultural nuances of military families
<p>Pacific</p> <p><i>IF-ECMH Competency Domain 1 F</i></p>	<p>D-4 The Dynamic Use of Self in Clinical Practice Heidi Stern-Ellis, LCSW, Clinical Supervisor and Christopher Walsh, LMFT, Director of Clinical Operations, Chadwick Center for Children and Families, Rady Children’s Hospital San Diego</p> <p>Clinical work in the field of infant and early childhood mental health calls into action not only a solid knowledge base in such areas as early childhood development, attachment and affect regulation theories, and the impact of trauma on a child’s developmental trajectory, but also specialized training in approaches specifically designed for this age group. One such specialty skill considered integral to infant and early childhood mental health treatment is the clinician’s <i>use of self</i>, working within the implicit, non-verbal domain. In this presentation, we will explore what is needed at the clinician’s level to develop and enhance the capacity to use oneself as an “instrument” in dyadic work, what is needed from the Supervisor to create the holding space for the clinician to reflect and deepen their awareness of the emergent clinical issues manifest in the dyadic space, and finally, what is needed at an agency level to support infant and early childhood mental health treatment.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Explore the elements that support the use of self as an essential “instrument” of infant and early childhood mental health practice from a clinician level, a supervisory level and an organization level • Distinguish between the clinical processes of enactments, countertransference, and resonance phenomena • Describe and understand important strategies to reduce secondary traumatic stress (STS) and compassion fatigue

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<p>Bay</p> <p><i>IF-ECMH Competency Domain 1 F</i></p>	<p>D-5 (CME) Lessons from War Zones – Supporting Young Children and Families Impacted by Traumatic Stress Josh Feder, MD, Child and Family Psychiatry</p> <p>The purpose of this workshop is to review the developmental aspects of the impact of trauma on young children. Presenter will provide evidence-based and evidence-informed approaches for supporting young children and their caregivers, so both can be more regulated, resilient, and able to problem solve.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify arousal states in infants and young children • Explore effective approaches and interventions to improve regulation, social connectedness, and resilience-building interactions
<p>Lagoon</p> <p><i>IF-ECMH Competency Domain 1 E,F</i></p>	<p>D-6 When Infants and Toddlers Grieve: Understanding and Supporting Young Children After a Death Melissa Lunardini, MA, Children’s Bereavement Manager, The Elizabeth Hospice</p> <p>Supporting infants and toddlers who have experienced a death can be challenging with their limited cognitive development and understanding of death. This session will provide professionals a few basic principles that offer children guidance and support when grieving the death of a loved one. Attendees will learn about common setbacks for children and typical responses associated with those setbacks. Interventions and theoretical bereavement models will be explored as part of this workshop.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify adaptive and maladaptive grief responses for infants and toddlers • Review childhood bereavement concepts and theoretical orientations • Explore supportive age appropriate interventions
<p>Lahaina</p> <p><i>IF-ECMH Competency Domain 1 E</i></p>	<p>D-7 (CME) Vicarious Trauma and Wellness Babbi Winegarden, PhD, MHPE, Senior Clinical Psychologist, Child Welfare Services, County of San Diego Health and Human Services</p> <p>Vicarious Trauma (VT) can affect anyone who works with clients who have experienced trauma. The goals of this session are to identify the symptoms of VT as well as to explore how to mitigate the potential impact of VT. As part of mitigating VT, presenter and audience will embark on a journey into the authentic self while focusing on wellness and general ways of coping with traumatic material and events. Participants will leave this session with an individualized VT emotional self-care plan.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Differentiate stress, trauma, secondary trauma, Vicarious Trauma (VT) and burn-out • Identify the areas of the brain that are affected by stress and trauma and how they vary in responsiveness • Explore how stress and trauma affect behavior in youth and families and potentially in ourselves • Identify who is at risk of Vicarious Trauma • Explore ways to mitigate the effects of Vicarious Trauma • Identify the important components and values of your own life journey • Implement an individualized VT emotional self-care plan

Conference Schedule: Friday, September 14, 2018

<p>Coral</p> <p><i>IF-ECMH Competency Domain 1 E,F</i></p>	<p>D-8 Motivational Interviewing: A Relationship-Based Approach to Engage Parents Miriah de Matos, MA, MPH, Senior Project Specialist, Healthy Development Services and First 5 First Steps, American Academy of Pediatrics – California Chapter 3</p> <p>The purpose of this workshop is to introduce the basic concepts of Motivational Interviewing (MI) and why it is an ideal fit for partnering with parents of young children. Children develop in the context of their relationships, yet many providers are only trained in working directly with children. MI provides both a framework and way of being that supports triadic interventions. Focused on behavior change, MI is a tool that meets parents at their stage of readiness in addressing their own ambivalence about issues such as sleep, discipline, and even recognizing a child’s need for early intervention. In this workshop participants will get a taste of MI and explore how it can enhance current approaches.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify key components of Motivational Interviewing (MI) including OARS, the spirit and change/sustain talk• Explore application and utility of MI with parents of children age 0-5• Practice using key components of MI
<p>4:45 PM</p>	<p>Evaluations and Sign Out</p>



Conference Schedule: Saturday, September 15, 2018

7:00 – 7:45 AM	Breakfast and Registration
7:45 – 8:00 AM Kona Coast Ballroom <i>IF-ECMH Competency Domain 1 G</i>	<p>Opening Remarks Ali Freedman, PsyD, Co-Chair, ECMH Planning Committee Alfred Aguirre, LCSW, Director of Behavioral Health Services, County of San Diego</p> <p>Leveraging the Playing Field Among Professionals for Maximum Positive Impact Marta Leyva, MA, Educational Consultant, Voz de Victoria, Educational Consulting and Advocacy, and Ali Freedman, PsyD, Co-Chair, ECMH Planning Committee</p> <p>Presenters will discuss the vision and the learning objectives for this day which is for and about early childhood educators who spend a large portion of the day with children. The goal for this intensive half-day educational activity is to promote inclusion, collaboration and partnership among early childhood educational providers, healthcare providers, and behavioral health providers.</p>
8:00– 9:00 AM Kona Coast Ballroom <i>IF-ECMH Competency Domain 1 B,F</i>	<p>(CME) Working Together: The Role of Development in Our Work Jeff Rowe, MD, Co-Chair, ECMH Planning Committee, Supervising Psychiatrist, County of San Diego</p> <p>The purpose of this workshop is to illustrate the common goals and efforts all professionals have when working with young children and their families. An emphasis will be placed on neurological, biological, psychological, and social development and how early child care, early education, clinical treatments, and medical care all contribute to effective social/emotional/clinical support for young children and families. The presentation will also emphasize the need for all professionals to be aware of each other’s roles and contributions to that development.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify the crucial stages and abilities children need to achieve for development to proceed normally • Explore the many ways development can be “arrested” or hindered by experience, injury, illness, and genetics • Demonstrate methods for promoting normal development in the context of stress, injury, or disability
9:00 – 9:15 AM	Break
9:15 – 10:30 AM	Breakouts Sessions <i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
Pacific <i>IF-ECMH Competency Domain 1 F</i>	<p>E-1 No Preschooler Left Behind: Collaborative Engagement in Preventing Suspension and Expulsion Lily Cosico-Berge, PsyD, Associate Vice President, Children Youth and Family Services, Clinical Psychologist and Shannon J. Hyde, LMFT, Mental Health Coordinator, Head Start/Early Head Start, Neighborhood House Association</p> <p>Participants will be immersed in the “lived classroom experience” of addressing social-emotional wellness for ALL in our Head Start village. Our focus is to share strategies utilized in our classrooms to develop and strengthen children and educators’ self-regulatory skills in the context of classroom and caregiver relationships. Our experience has shown us that collaborative engagement with children, caregivers, teaching and support teams yield greater success in limiting suspension, preventing expulsion and ensuring success in Head Start classrooms.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify steps necessary to detail actions of due diligence to limit suspension and prevent expulsion of children exhibiting extreme levels of challenging behaviors • Explore how wellness and self-care practices positively impact one’s ability to engage more playfully in the classroom • Demonstrate how to embed creative, therapeutic and playful multi-sensory experiences to teach and practice executive function skills

Conference Schedule: Saturday, September 15, 2018

<p>Kona Coast Ballroom</p> <p><i>IF-ECMH Competency Domain 1 F</i></p>	<p>E-2 Real World Techniques to Help with Behavior Management in the Preschool Classroom Denise VonRotz, LMFT, RPT-S, Private Practice</p> <p>Have you ever felt like it is becoming more challenging to manage emotions and behaviors of the children in your classroom? Do you ever feel like everything you have tried isn't working? This workshop will explore factors contributing to the challenges faced when addressing young children's emotions and behaviors and will identify real world techniques that you can use to help reduce outbursts in the classroom.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify factors to consider when preparing interventions to address challenging behavior in the classroom• Identify four supportive steps to help young children learn about their feelings, gain self-control and reduce challenging behavior
<p>Tropic</p> <p><i>IF-ECMH Competency Domain 1 E</i></p>	<p>E-3 (CME) Child Abuse Reporting: Building Capacity in Identifying Barriers, Misconceptions and Fears That Prevent Child Abuse Reporting in Early Childhood Settings Lexie Palacio, MA, Regional Lead, First 5 Healthy Development Services North Central, Chrissie Martinez, Centralized Child Welfare Services, County of San Diego Health & Human Services Agency, and Ed Stanfield, Association Director, Child and Youth Development, YMCA of San Diego County</p> <p>All educational and clinical providers are mandated reporters for child abuse; presenters will identify what makes people reluctant to make a report. Attendees will explore how to overcome this and how to support the process of making reports in a school, agency or treatment center while continuing to support the relationship with families. During this interactive session, participants will engage in identifying barriers, misconceptions and fears that prevent child abuse reporting, and identify strategies that support children, families, and mandated reporters during and after a CWS report is made.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify barriers, fears, misconceptions and concerns surrounding child abuse reporting and while working with the child welfare system• Explore common concerns that may prevent mandated reporters in early childhood programs from speaking up• Explore the most commonly asked questions received by the child welfare department and understand what happens behind the scene once a report is made• Examine best practices in creating organizational policies and procedures that support engaging families at risk of entering the child welfare system



Conference Schedule: Saturday, September 15, 2018

<p>Bay</p> <p><i>IF-ECMH Competency Domain 1 F,G</i></p>	<p>E-4 (CME) Resources to Meet the Challenge: The Collective Impact of the Early Childhood Village Kim Flowers, LCSW, Director of Family Support Services, Annie Schmidt, MS, Site Supervisor, Chanthy Allman, BA, Disabilities Coordinator, and Judith Calleros, Neighborhood House Association Head Start</p> <p>Workshop participants will be inspired by a panel-facilitated discussion which will include a parent, early childhood educator, family support provider and early childhood behavioral health provider. The group will grapple with the challenges and celebrate the rewards of effectively engaging parents and professionals together in an effort to support young, developing children. A Head Start model integrating child-centered and family-focused practice, early childhood education, and early childhood mental health will help guide the way.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Examine barriers to parent/caregiver engagement • Explore the Office of Head Start’s Parent, Family and Community Engagement model as a framework for guiding program change to promote parent and family engagement, and positive child development and learning • Outline best-practices to ensure that parents/caregivers, educators and behavioral health providers (or other allied professionals) have a realistic understanding of expectations and interventions to address challenges • Explore creative strategies to support consistent practice between home, classroom and behavioral health supports and interventions
<p>Lahaina</p> <p><i>IF-ECMH Competency Domain 1 F,G</i></p>	<p>E-5 Effective Discipline Policies That Support Social-Emotional Competence Sascha Longstreth, PhD, Associate Professor, and Sarah Garrity, EdD, Associate Professor, San Diego State University, Authors of <i>Effective Discipline Policies: How to Create a System That Supports Young Children’s Social-Emotional Competence</i></p> <p>The purpose of this workshop is to present a humanistic approach to teaching and behavior guidance and provide an overview of the Teaching and Guidance Policy Essentials Checklist (TAGPEC), an easy-to-use, thirty-item checklist that describes seven essential features of high-quality behavior-guidance policies for programs serving children birth to eight years of age. A systematic and intentional approach to behavior guidance ensures that: 1) evidence-based classroom practices are consistently implemented across classrooms, resulting in a positive social-emotional climate and better child outcomes; 2) relationships with families are meaningful and strengths-based; 3) professional development reflects program goals and best-practice recommendations; and 4) decision-making is fair and equitable. Participants will learn how to use each essential feature of the TAGPEC to create a high-quality behavior-guidance policy.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Think critically about how evidence-based behavior guidance policies can be used to create an infrastructure that supports young children’s social emotional competence • Explore the five assumptions of our humanistic approach to behavior guidance and discuss the difference between discipline and guidance • Learn about how to use the Teaching and Guidance Policy Essentials Checklist (TAGPEC) and its 7 Essential Features to create a system that supports children’s social emotional competence • Practice using the TAGPEC to evaluate existing discipline/behavior guidance policies and/or write new policies that are based on the latest research on how to prevent and address challenging behavior in the early years
<p>10:30 – 10:45 AM</p>	<p>Break</p>

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10:45 AM – 12:00 PM	Breakout Sessions Repeat	<i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
<p>Pacific</p> <p><i>IF-ECMH Competency Domain 1 F</i></p>	<p>F-1 No Preschooler Left Behind: Collaborative Engagement in Preventing Suspension and Expulsion Lily Cosico-Berge, PsyD, Associate Vice President, Children Youth and Family Services, Clinical Psychologist and Shannon J. Hyde, LMFT, Mental Health Coordinator, Head Start/Early Head Start, Neighborhood House Association</p> <p>Participants will be immersed in the “lived classroom experience” of addressing social-emotional wellness for ALL in our Head Start village. Our focus is to share strategies utilized in our classrooms to develop and strengthen children and educators’ self-regulatory skills in the context of classroom and caregiver relationships. Our experience has shown us that collaborative engagement with children, caregivers, teaching and support teams yield greater success in limiting suspension, preventing expulsion and ensuring success in Head Start classrooms.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify steps necessary to detail actions of due diligence to limit suspension and prevent expulsion of children exhibiting extreme levels of challenging behaviors • Explore how wellness and self-care practices positively impact one’s ability to engage more playfully in the classroom • Demonstrate how to embed creative, therapeutic and playful multi-sensory experiences to teach and practice executive function skills 	
<p>Kona Coast Ballroom</p> <p><i>IF-ECMH Competency Domain 1 F</i></p>	<p>F-2 Real World Techniques to Help with Behavior Management in the Preschool Classroom Denise VonRotz, LMFT, RPT-S, Private Practice</p> <p>Have you ever felt like it is becoming more challenging to manage emotions and behaviors of the children in your classroom? Do you ever feel like everything you have tried isn’t working? This workshop will explore factors contributing to the challenges faced when addressing young children’s emotions and behaviors and will identify real world techniques that you can use to help reduce outbursts in the classroom.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify factors to consider when preparing interventions to address challenging behavior in the classroom • Identify four supportive steps to help young children learn about their feelings, gain self-control and reduce challenging behavior 	



Conference Schedule: Saturday, September 15, 2018

<p>Tropic</p> <p><i>IF-ECMH Competency Domain 1 E</i></p>	<p>F-3 (CME) Child Abuse Reporting: Building Capacity in Identifying Barriers, Misconceptions and Fears That Prevent Child Abuse Reporting in Early Childhood Settings Lexie Palacio, MA, Regional Lead, First 5 Healthy Development Services North Central, Chrissie Martinez, Centralized Child Welfare Services, County of San Diego Health & Human Services Agency, and Ed Stanfield, Association Director, Child and Youth Development, YMCA of San Diego County</p> <p>All educational and clinical providers are mandated reporters for child abuse; presenters will identify what makes people reluctant to make a report. Attendees will explore how to overcome this and how to support the process of making reports in a school, agency or treatment center while continuing to support the relationship with families. During this interactive session, participants will engage in identifying barriers, misconceptions and fears that prevent child abuse reporting, and identify strategies that support children, families, and mandated reporters during and after a CWS report is made.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify barriers, fears, misconceptions and concerns surrounding child abuse reporting and while working with the child welfare system • Explore common concerns that may prevent mandated reporters in early childhood programs from speaking up • Explore the most commonly asked questions received by the child welfare department and understand what happens behind the scene once a report is made • Examine best practices in creating organizational policies and procedures that support engaging families at risk of entering the child welfare system
<p>Bay</p> <p><i>IF-ECMH Competency Domain 1 F,G</i></p>	<p>F-4 (CME) Resources to Meet the Challenge: The Collective Impact of the Early Childhood Village Kim Flowers, LCSW, Director of Family Support Services, Annie Schmidt, MS, Site Supervisor, Chanthly Allman, BA, Disabilities Coordinator, and Judith Calleros, Neighborhood House Association Head Start</p> <p>Workshop participants will be inspired by a panel-facilitated discussion which will include a parent, early childhood educator, family support provider and early childhood behavioral health provider. The group will grapple with the challenges and celebrate the rewards of effectively engaging parents and professionals together in an effort to support young, developing children. A Head Start model integrating child-centered and family-focused practice, early childhood education, and early childhood mental health will help guide the way.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Examine barriers to parent/caregiver engagement • Explore the Office of Head Start's Parent, Family and Community Engagement model as a framework for guiding program change to promote parent and family engagement, and positive child development and learning • Outline best-practices to ensure that parents/caregivers, educators and behavioral health providers (or other allied professionals) have a realistic understanding of expectations and interventions to address challenges • Explore creative strategies to support consistent practice between home, classroom and behavioral health supports and interventions

Conference Schedule: Saturday, September 15, 2018

<p>Lahaina</p> <p><i>IF-ECMH Competency Domain 1 F,G</i></p>	<p>F-5 Effective Discipline Policies That Support Social-Emotional Competence Sascha Longstreth, PhD, Associate Professor, and Sarah Garrity, EdD, Associate Professor, San Diego State University, Authors of <i>Effective Discipline Policies: How to Create a System that Supports Young Children's Social-Emotional Competence</i></p> <p>The purpose of this workshop is to present a humanistic approach to teaching and behavior guidance and provide an overview of the Teaching and Guidance Policy Essentials Checklist (TAGPEC), an easy-to-use, thirty-item checklist that describes seven essential features of high-quality behavior-guidance policies for programs serving children birth to eight years of age. A systematic and intentional approach to behavior guidance ensures that: 1) evidence-based classroom practices are consistently implemented across classrooms, resulting in a positive social-emotional climate and better child outcomes; 2) relationships with families are meaningful and strengths-based; 3) professional development reflects program goals and best-practice recommendations; and 4) decision-making is fair and equitable. Participants will learn how to use each essential feature of the TAGPEC to create a high-quality behavior-guidance policy.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Think critically about how evidence-based behavior guidance policies can be used to create an infrastructure that supports young children's social emotional competence• Explore the five assumptions of our humanistic approach to behavior guidance and discuss the difference between discipline and guidance• Learn about how to use the Teaching and Guidance Policy Essentials Checklist (TAGPEC) and its 7 Essential Features to create a system that supports children's social emotional competence• Practice using the TAGPEC to evaluate existing discipline/behavior guidance policies and/or write new policies that are based on the latest research on how to prevent and address challenging behavior in the early years
<p>12:00 Noon</p>	<p>Evaluations and Sign Out</p>

