



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

Conference Schedule: Thursday, September 12, 2019

*All Sessions have been submitted for CE Approval


*CME Approved Sessions are Indicated

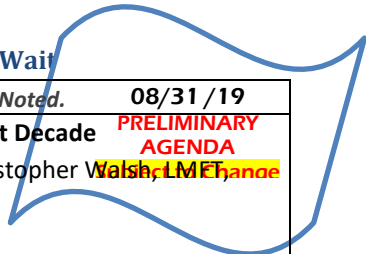
08/31/19
PRELIMINARY
AGENDA
Subject to Change

7:00 – 7:45 AM	Breakfast and Registration
7:45 – 8:15 AM	Opening Remarks Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair
8:15 – 9:00 AM	(CME) A Decade of Progress and a Future of Hope Jeff Rowe, MD, Child & Adolescent Psychiatrist, ECMH Conference Co-Chair The purpose of this presentation is to set the context for this 10th Annual ECMH Conference by reminding the audience of our humble beginnings and the multiple wonderful speakers and topics that have been presented over the years. Greetings from many of the Keynote Speakers will be presented as part of a review of the progress and issues that have been part of this conference. Attendees will be able to: <ul style="list-style-type: none"> • Identify the themes and keynote presenters over the 10 years of this conference • Review how science, research and innovative interventions have informed our community about the major issues facing young children and their caregivers as they recover from developmental risks including trauma, physical illness, loss of key caregivers, and experiences of excessive stress • Explore the concept of “not waiting” to intervene because the first 5 years of life are the most “plastic” in terms of rapid and profound development • Examine how specific interventions applied in a timely manner have tremendous impact
9:00 – 10:30 AM	(CME) Hope Rising – How the Science of Hope Can Change Lives – Part One Casey Gwinn, JD, President and Co-Founder of Alliance for HOPE International We are born with hope. It is the essence of being human. However, direct and vicarious trauma, pain, illness, and the adversity can rob us of hope. Children get robbed first and often suffer most. Sometimes the loss of hope expresses itself as rage or despair and can lead to apathy. However, hope is measurable, malleable, and can be cultivated. In research done on trauma, illness, and resiliency, hope is the single most predictive indicator of well-being. Based on nearly 2,000 published studies about hope--including his own research with Chan Hellman, Casey Gwinn calls for rising hope to be the focus not only in our personal lives, but in public policy for education, business, social services, and every other part of society. Attendees will be able to: <ul style="list-style-type: none"> • Examine the science of hope and recent findings of how hope contributes to resilience • Discover how to apply the evidence-based science of hope to your life and to your work • Identify how to quantitatively capture a hope score • Explore practical ways to increase hope and resilience in children and families
10:30 – 10:45 AM	Break and Visit Exhibits
10:45 – 12:15 PM	(CME) Hope Rising – How the Science of Hope Can Change Lives – Part Two Casey Gwinn, JD, President and Co-Founder of Alliance for HOPE International Keynote Session Continued – See Above
12:15 – 1:30 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



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

1:30 – 3:00 PM	Breakout Sessions A	<i>Note: All Sessions CE Approved. CME Approved as Noted.</i>	08/31 /19
	<p>A-1 (CME) Diagnosing and Treating Young Children (0-5): Advances Over the Past Decade Jeff Rowe, MD, Child & Adolescent Psychiatrist, Conference Co-Chair, and Christopher Walsh, LMFT, Chadwick Center for Children and Families, Rady Children’s Hospital</p>	<p>The “We Can’t Wait” Conference has been occurring annually for the past 10 years. Over that time span much in the world of early childhood mental health assessment and treatment has changed. These changes include the way we talk about and label young children’s difficulties, the way research is conducted and its results, and how what has been learned through research is implemented in the real world. The development of the Infant, Family, and Early Childhood Compendium (a change from “competencies”) has supplied a rich set of guidelines and curriculum for the student interested in becoming more expert in the area of ECMH. The past 10 years has provided great improvement and sophistication in the development of supports, treatments, systems improvement and integration among professionals.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify the major systems changes that have occurred in the treatment of young children in the past decade • Review advances in theory and research in the field of infant-family and early childhood mental health • Describe how infant, family & early childhood mental health treatment has evolved from the first WCW Conference to today 	<p>PRELIMINARY AGENDA</p>
	<p>A-2 (CME) When Infants and Toddlers Grieve: Finding Hope After Death Samira Moosavi, CCLS, Children’s Group Facilitator, 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 foundational principles that offer infants and toddlers guidance and support when grieving the death of a loved one. Attendees will learn about common setbacks for children and typical responses associated with these 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 	





08/31 /19
PRELIMINARY
AGENDA
Subject to Change

A-3 (CME) Prenatal Trauma and Depression: The Earliest Intervention

Ruth P. Newton, PhD, Newton Center for Affect Regulation (NCAR)

Both maternal and paternal postpartum depression can negatively impact infant development primarily because care, attunement, and synchrony to the infant's affective communication are needed to develop a secure attachment. The language that infants understand is communicated through mother's and father's eyes, facial expressions, voice prosody, touch, gesture, and smell. This nonverbal implicit language, which all infants speak, can be greatly compromised by depression. Dyadic interventions early in the first postpartum year are now considered the gold standard for both mothers/fathers, infants and their relationships. This workshop will consider the impact of intervening even earlier by discussing knowable signs of concern that can be found during pregnancy by presenting a case of maternal postpartum depression and then moving backwards in time through the three trimesters of pregnancy.

Attendees will be able to:

- Describe how maternal postpartum depression can negatively affect the early attachment relationship
- Examine how depression in the last trimester can affect bonding
- Demonstrate an understanding of why the attachment relationship is now considered to begin in the last trimester of pregnancy

A-4 (CME) The Journey Through Early Childhood Autism

Lisa Kaufmann, Breena Hayman, Kara Dodds, Julie Guy, Sandi Anderson, and Joel Anderson, Autism Tree Project Foundation

This panel is presented by the Autism Tree Project Foundation (ATPF), a 501(c)(3) organization providing CARE: Community, Awareness, Research & Education through 20 free programs and services. Joel Anderson, ATPF International Ambassador, Artist, & Illustrator will be sharing his story of early diagnosis and intervention, followed by a Q & A panel featuring the parent's perspective and the ATPF Early Intervention Team. Presenters will discuss the ATPF Early Intervention Preschool Screening model that has screened over 17,000 children since 2006, and highlight the importance of early intervention, diagnosis, and support for families impacted by autism.

Attendees will be able to:

- Identify the early signs of autism
- Outline the best course of action for early intervention therapy
- Explore the patient's perspective on the impact of early intervention screening



09/21/19
**PRELIMINARY
 AGENDA**
 Subject to Change

A-5 (CME) Co-Treatment within the Family System: Treating Trauma Alongside Behavioral Management
 Kelly Curtis Hughes, LMFT, and Lorri Bauer, MS, Chadwick Center for Children and Families, KidSTART, Rady Children's Hospital, San Diego

In this workshop, attendees will explore how Early Childhood Mental Health Therapists and Behavior Specialists work concurrently in the same family system. This transdisciplinary co-treatment model enables the needs of a complex child to be fully addressed from a trauma, play therapy, and behavior management perspective. Trauma therapy and behavior therapy are often seen as mutually exclusive; however, when two providers come together with trust and open communication, the family can benefit from seeing techniques integrated to improve functioning in the family system. Behavior management techniques, such as structure and limit setting can be effectively utilized alongside attachment, play therapy, and trauma work, to achieve better outcomes in high complexity cases. Using clinical case studies from children and families with complex trauma, behavioral, medical, developmental, and familial stressors, this workshop will demonstrate how two disciplines can co-treat in the same therapy session with the goal of ultimately promoting greater outcomes.

Attendees will be able to:

- Explore how two distinct disciplines, (Trauma Therapy and Behavior Therapy) can work simultaneously within complex family systems to achieve improved family functioning
- Examine the ways in which a child with complex trauma, medical needs, behavior, and family stress presents, which often leads to the involvement of many different providers. Examine how the providers can work concurrently, using a transdisciplinary model, to advance outcomes of both child and family
- Demonstrate techniques from play therapy, trauma therapy, attachment, and behavior management, to help providers think about their own complex cases and how to navigate co-treatment

A-6 Hope for Incarcerated Parents and Their Children 0-5 – Panel moderated by Shannon Jackson, LPCC Bridget Hanagan, MA, Rentry Supervisor; Jennifer Fox, Deputy Probation Officer; and Amber Leidecker, San Diego County Sherriff's Department; Patrice Clark, Protective Services Worker, Child Welfare Services, SD County HHS; Judith Rivera and Alfonso Rivera, Instructors, Healthy Relationships California; Terri Hagmann, CADC II-CA, CSC, Divisional Director, North County Serenity House

The San Diego County Sheriff's Department partners with the San Diego Probation Department, Child Welfare Services, and Healthy Relationships of California to support incarcerated mothers. This collaboration provides cognitive, behavioral, and parenting education and skills to incarcerated women, assists the mothers in navigating the CWS system, and offers reentry connections in the community. Attendees will explore the challenges facing women who are incarcerated, and presenters will provide an update on critical resources and services available to mothers who are incarcerated in San Diego County.

Attendees will be able to:

- Examine the complex challenges mothers experience while in custody in San Diego County
- Explore the impact of incarceration on children and families
- Identify a variety of services available to mothers incarcerated in San Diego County

3:00 – 3:15 PM

Break and Visit Exhibits



3:15 – 4:45 PM

Breakout Sessions B

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08/31/19

B-1 (CME) Alexa's PLAYC: The Impact of True Inclusion in a Community Preschool

Allison Jobin, Ph.D., BCBA-D, and Nora Camacho, MA, BCBA, LMFT, Rady Children's Hospital

Social deficits are a hallmark feature of autism spectrum disorder (ASD) and research supports the effectiveness of interventions conducted in social environments. Alexa's PLAYC (AP) of Rady Children's Hospital San Diego is a model inclusion program for typically developing children and children with or at risk for ASD with demonstrated effectiveness over the last 20 years. Studies have found significant gains in developmental level, adaptive behavior, and communication for children with ASD. Benefits for typically developing children include acceptance of peers with disabilities, and parent perceptions of positive changes in their children's development. This workshop will review the history and development of AP, and outcomes for children attending the program. Unique considerations and challenges in the implementation of a community-based inclusion program will be discussed.

Attendees will be able to:

- Identify key components of an effective community-based toddler and preschool inclusion program
- Demonstrate understanding of the potential benefits of an inclusive setting for typically developing children and children with or at risk for ASD
- Identify unique considerations and challenges in the implementation of a community-based inclusion program

B-2 (CME) Managing Childhood Stress in the Classroom through Mindful Practices

Jodie Peebles and Veronica Tafoya, Early Education Specialists, San Diego County Office of Education

Children are exposed to different kinds of experiences and challenges as they grow. Some of these experiences and challenges can cause stressful situations, and with that, brain development can be negatively impacted. It is important that practitioners address real-life situations that children may be experiencing and help them understand and learn how to manage stressors. Utilizing research from the Center of the Developing Child, Harvard University, presenters will guide participants to examine the effects of stress in early childhood and how to minimize this stress. By providing tools to promote children's mental health, participants will gain new strategies and insight on how to appropriately support children and their families.

Attendees will be able to:

- Review and identify levels of stress in children
- Explore evidence based, cooperative strategies to positively support a child's developmental experience
- Identify implications for partnerships between healthcare, education, behavioral health, and child welfare professionals to address children in need of services
- Examine cultural competence to ensure an ability to authentically relate and support families from diverse cultural/experiential backgrounds



B-3 (CME) Self-Care and Prevention of Burnout and Secondary Trauma

Katie Tietz, MS, OTR/L, Rady Children's Hospital, and founder of Health Pro Mindset, LLC

Stressors for caregivers and health care professionals are high. Depression rates in nurses and medical students are twice that of the normal population and over 400 physicians take their own lives every year in the US. Attendees will examine risk and protective factors surrounding burnout, compassion fatigue, and secondary trauma stress. Presenter will identify the differences between those three, as well as the long-term effects of each and explore evidence-based strategies to foster resiliency, ameliorate the risk of burnout, and develop an action plan of protective factors to combat burnout.

Attendees will be able to:

- Identify the differences between burnout, compassion fatigue, and secondary trauma stress
- Explore the importance of self-care tasks and passionate pursuits to ameliorate risk of burnout
- Practice relaxation techniques that carry over into both home and work environments
- Develop an action plan of protective factors to combat burnout

B-4 Fostering Hope: The Role of Foster Parents

Deb Stolz, Foster Adoptive Parent/Parent Trainer

Attendees will explore the changes to Child Welfare System over the past decade and examine how current policies and practices influence the care infants, babies and children receive from foster/adoptive & kinship parents. Presenter will identify the challenges and rewards of being a caregiver and how foster families can best be supported.

Attendees will be able to:

- Explore the changes made to the Child Welfare System over the past decade
- Review the progress made over the past decade in best practices for the 0-5 population
- Examine the melding of best practice with the current practice and identify what is next
- Demonstrate interventions that support providing best practices and placement stabilization

B-5 (CME) It's ADHD! It's Autism! No – It's Trauma!

Charmi Patel Rao, MD, and Maggie Knight, LMFT, Rady Children's Hospital

The purpose of this workshop is to develop a better foundation of knowledge of the behavioral and social-emotional presentation of trauma in young children. There is an overlap in the clinical presentation between trauma disorders and other neurobehavioral disorders in young children and it can be challenging to develop a good clinical formulation for children who are presenting with symptoms that are common across these diagnoses. It can be difficult to determine if a child with trauma is also showing signs of another neurobiological or mental health disorder. We know that a thoughtful clinical formulation is key for quality early intervention. The goal of this workshop is to help attendees develop a systemic way to understand the similarities and differences among these diagnoses and identify when a child is presenting with a trauma reaction and not ADHD or Autism Spectrum Disorder.

Attendees will be able to:

- Identify common behavioral and social-emotional symptoms in young children who have experienced trauma
- Outline key differences between trauma and non-trauma diagnoses in young children
- Explore systematic clinical methods to determine if a child is presenting with a trauma reaction versus another neurobiological or mental health disorder



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

08/31/19

B-6 (CME) Hope for Military Families

RanDee Mclain, LCSW, Program Manager at North Inland Mental Health Center, US Navy Veteran

Children in US military families share common experiences and unique challenges, including parental deployment and frequent relocation. Although these challenges may be familiar to military and civilian health care providers working at military treatment facilities, up to 50% of children who are military connected receive care in the civilian sector. Although some of the stressors of military life have been associated with higher rates of mental health disorders and increased health care use among family members, there are various factors and interventions that have been found to promote resilience. This workshop will offer practical guidance to assist providers who are caring for military children.

Attendees will be able to:

- Identify complex stressors which may present emotionally and behaviorally in military children
- Examine the unique challenges and needs of children who are military connected
- Explore interventions found to promote resilience in military children

4:45 PM	Evaluations and Sign Out
5:00 – 7:00 PM	10th Anniversary Celebration and Networking Reception Appetizers and No Host Bar



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Conference Schedule: Friday, September 13, 2019

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08/31/19
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7:00 – 8:00 AM	Breakfast and Registration
8:00 – 9:00 AM	<p>(CME) Continuing the Dialogue</p> <p>Ali Freedman, PsyD, MBA, ECMH Conference Co-Chair Patrick Frias, MD, President and CEO, Rady Children’s Hospital, San Diego Dale Flemming, Vocalist, Retired Director, Office of Strategy and Innovation, San Diego County HHS</p> <p>Attendees will explore highlights from Thursday sessions and continue the dialogue about progress made in the last decade in addressing the needs of children and families to achieve their best outcomes. 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 to better serve their clients. This session also includes a vocal performance by Dale Flemming.</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 • Review key points supporting hope and resiliency in the face of trauma and other challenges • Explore current best practices that engage children and families in culturally informed, clinically effective services
9:00 – 10:00 AM	<p>(CME) How are the Children?</p> <p>Victor Rivas Rivers, Actor, Athlete, Activist, Author, National Spokesperson for the National Network to End Domestic Violence</p> <p>When Victor Rivers asked for help as an abused child, he was turned away after being told it was “a private family matter.” Much progress has been made in the domestic violence and child abuse laws in our country since then, however, family violence continues to be the most underreported crime in America. In this presentation, Mr. Rivers asks the question, “How are the children?”—a phrase derived from a traditional Masai tribal greeting. The message behind this greeting is that if the children are well, then so is the entire community. Rivers uses his personal story of surviving an abusive home to address a host of issues that impact children throughout their lives. While acknowledging strides made by child advocates in a variety of settings, this presentation underscores the importance of continuing the much-needed coordinated response to violence—so that when asked how the children are doing, our society may collectively answer that the children are thriving.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Review progress that has been made in child abuse and domestic violence prevention, recognition and intervention • Explore why family violence thrives in an atmosphere of silence, shame, and denial • Discover the importance of engaging fathers early to increase protective factors • Examine how a coordinated response to violence is effective in early intervention
10:00- 10:15 AM	Break and Visit Exhibits



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

08/31/19
PRELIMINARY
AGENDA
Subject to Change

<p>10:15 – 11:15 AM</p>	<p>(CME) Uplifting the Voices of the Silenced Samantha Fuentes, Stoneman Douglas School Shooting Survivor</p> <p>Sam Fuentes, along with her family, was hardened by cruelties of the world. Sam was severely bullied growing up, lived in a toxic and unforgiving household, and abused verbally and physically by intimate partners in her early teens. This ultimately led to her suicide attempt at age fifteen, changing her forever. Then, three years later, her life was challenged again when a shower of bullets entered her classroom during the Marjory Stoneman Douglas High School shooting in Florida and she was injured. Her remarkable strength and resilience originate from three generations of strong Cuban women survivors who overcame domestic violence, sexual abuse and gender/ethnic discrimination. Their fight for survival, justice and safety inspired Sam to continue the fight for those who are silenced.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify factors which contribute to risk and resiliency in violent homes and communities • Discover ways to support, encourage and uplift the voices of children • Explore ways providers can collaborate and improve responses to children experiencing domestic violence and other lifetime trauma in order to improve outcomes
<p>11:15 – 12:15 PM</p>	<p>(CME) Protective Factors: Internal and External (Science and Early Intervention) Jeff Rowe, MD, Child & Adolescent Psychiatrist, Conference Co-Chair, and Pradeep Gidwani, MD, MPH, Medical Director HDS and First Steps, American Academy of Pediatrics, California Chapter 3</p> <p>In understanding the impact of trauma on a young child’s development, one must consider not only the type and severity of trauma and the vulnerability of the child to these experiences, but also the availability of protective factors. How these factors buffer a child, support a child’s development, and facilitate resilience will be explored in this presentation.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify the factors that alter the relative risk of a young child becoming traumatized by an experience • Explore the various protective factors that can serve a buffering function for children who experience potentially traumatizing events • Examine what caregivers and clinicians can do to help provide multiple protective factors that can reduce the chance of children experiencing a traumatic reaction to an event and facilitate their growth and development despite these events
<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>



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

1:30 – 3:00 PM

Breakout Sessions C

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08/31 /19

PRELIMINARY
AGENDA
Subject to Change

C-1 (CME) Trauma in Clinical Care: Pediatricians Share What We All Can do to Help Children and Families

Families

Wendy Pavlovich, MD, MHS, Family Health Centers of San Diego, and Pradeep Gidwani, MD, MPH, Medical Director HDS and First Steps, American Academy of Pediatrics, CA Chapter 3

Trauma is increasingly common and affects the way children and families present in clinical settings. Through case presentations and interactive discussion, participants will explore how trauma may present and identify evidence-based ways to sensitively intervene to help children and families. The focus of this presentation will be on moving from trauma informed to trauma responsive care. Examples will have application beyond pediatric practice.

Attendees will be able to:

- Identify when trauma may be present and affecting clinical care
- Explore practical ways to engage children and their families who have experienced trauma
- Examine how trauma-informed care becomes a trauma responsive approach to care

C-2 (CME) Function Junction: Understanding Executive Function in Children 0-5

Lorri Bauer, MS, and Kristen Eberly, LCSW, Rady Children's Hospital

Participants will explore KidSTART's innovative "Function Junction," a therapy group for families with children exhibiting early signs of executive dysfunction (e.g. ADHD, FASD, other disruptive behaviors and regulatory disorders). Didactic overview will be followed by a group discussion and video examples of techniques to implement curriculum.

Attendees will be able to:

- Describe behaviors associated with executive functioning in toddlers and preschool age children
- Explore a model to address executive functioning using an evidence-informed curriculum for a concurrent parent education and child-focused therapy group
- Select appropriate therapeutic techniques to improve executive functioning skills in families with toddlers and preschool aged children showing early signs of executive dysfunction



08/31/19
 PRELIMINARY
 AGENDA
 Subject to Change

C-3 Hope for Grandfamilies Through Nature-Based Solutions and Other Supportive Strategies

Pam Plimpton, MSW, Intergenerational Coordinator, Aging and Independent Services, County of San Diego, and Melissa Brooks, MSW, Program Director, YMCA of San Diego

The purpose of this workshop is to share ideas and resources to support grandparents raising their grandchildren, other kinship caregivers, and the children in their care. 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 creative efforts to support the mental and physical health of kinship families, specifically showcasing two family enrichment models 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.

Attendees will be able to:

- 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

C-4 (CME) Successful Reunification of Families

Shelly Paule, MSW, LCSW, Karla Morales, MSW and Krystal Glowack, Child Welfare Services Policy Analysts, Child Welfare Services, San Diego Health and Human Services Agency

Presenters will explore and review the most common reasons for removal of children, the impact of separation on children and families and will identify ways providers can support families in successful reunification. Attendees will explore the importance of engagement, visitation and the role of clear expectations.

Attendees will be able to:

- Identify the reasons children are removed from families
- Review best practices in supporting families both during separation and in reunification
- Explore the complex needs of parents and children to examine way ensure their needs are met
- Demonstrate the importance of engagement, visitation and clear expectations as families move forward in their reunification goals



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

8/31/19

PRELIMINARY AGENDA

Subject to Change

C-5 What Schools Can Do to Support Special Education Students: Empowering Families to Advocate for Children - Michael Lombardi, Clients' Rights Advocate Attorney, Disability Rights CA and Marta Leyva, MA, Educational Consultant, La Voz de Victoria

This workshop will provide parents, educators, and professionals alike an understanding of the types of support available to students experiencing academic, social/emotional, and/or behavioral struggles in school. Participants will also learn how to work collaboratively with school teams to ensure that the struggling student is being supported and receiving the types of services s/he requires to access the general curriculum and to develop the social skills necessary to actively engage with peers. The process for requesting special education services based on the IDEA 2004 (special education law) will also be reviewed.

Attendees will be able to:

- Identify the types of concerns that can be appropriately addressed by special education services
- Explore types of supports that schools offer students with special education needs or behavioral and/or academic challenges
- Review the process outlined in IDEA 2004 for students to receive special education services
- Outline how a student centered and collaborative home/school relationship can be established

C-6 (CME) Reflections from Survivors of Foster Care: Intergenerational Trauma and Healing

Sarah Pauter, MPP, Founder and CEO of Phenomenal Families

Presenter will explore the diverse perspectives and experiences of foster care alumni as they embark on parenthood. Grounded in the National Child Traumatic Stress Network's Core Concepts for Understanding Childhood Trauma, participants will hear perspectives on how childhood experiences have impacted alumni and their parenting in unexpected ways. Attendees will have the opportunity to engage with alumni panelists through open-ended Q&A and explore methods to promote healing and resilience using two-generation approaches.

Attendees will be able to:

- Explore the unique experiences of foster care and the impact of those experiences have on parenting
- Outline methods to interrupt the intergenerational transmission of trauma and promote healing and resilience

3:00 – 3:15 PM

Break and Visit Exhibits



3:15 – 4:45 PM

Breakout Sessions D

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08/31/19

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AGENDA
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D-1 (CME) Hope for Children with Developmental Psychopathology and Trauma

Jeff Rowe, MD, Child & Adolescent Psychiatrist, Conference Co-Chair

By age five we expect children to have the neurological, psychological, and social ability to manage themselves at all-day kindergarten, where they are expected to learn, follow directions, share, and play with others. The functions they need might best be grouped into 3 main categories: Self-Regulation, Mastery, and Wellbeing. The ability to develop these can be disrupted by prenatal exposure to substances, neglectful child rearing, exposure to traumatic experiences, and others. Presenter will explore the problems that early developmental risks cause and some evidence-based and practical interventions that can help support children in their development and drive for independence.

Attendees will be able to:

- Identify the major functions children need by the age of 5 to manage themselves away from primary caregivers
- Outline the basic requirements for any therapy to be successful with young children
- Explore specific treatment interventions to help restore normal function in very young children with multiple risk factors

D-2 (CME) Exploring the Therapist's Role in Infant-Family & Early Childhood Mental Health: Parallel Process in Action

Christopher Walsh, LMFT, Director of Clinical Operations, Chadwick Center for Children and Families, Rady Children's Hospital

The purpose of this workshop is to explore some of the unique elements of providing dyadic psychotherapy to younger children and their caregivers, treatment which calls upon specialized knowledge base and skill sets that typically are not a part of a mental health clinician's training. We will identify some of the core principles that are foundational to infant and early childhood mental health, and explore the clinician's use of self as an essential instrument of treatment. We will also expound upon the importance of supervision/consultation in support of the clinical process. There will be both didactic and experiential components to the workshop with ample time for questions and discussion.

Attendees will be able to:

- Identify core principles that are foundational to infant-family and early childhood mental health practice
- Distinguish between the clinical processes of countertransference, enactments, and resonance phenomena
- Understand the elements that support the use of self as an essential "instrument" of infant-family and early childhood mental health practice



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

D-3 (CME) Motivational Interviewing: A Relationship-Based Approach to Engage Parents of Young Children

Miriah de Matos, MA, MPH, Senior Project Specialist, Healthy Development & First 5 First Steps

2021/19
 PRELIMINARY
 AGENDA
 Subject to Change

This workshop will offer attendees an introduction to concepts of Motivational Interviewing (MI) and explore 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.

Attendees will be able to:

- Identify key components of Motivational Interviewing including OARS, the spirit and change/sustain talk
- Explore application and utility of MI with parents of children 0-5
- Practice using key components of MI

D-4 Child Welfare Services: Child and Family Strengthening

Kimberly Giardina, DSW, MSW, Acting Director, Child Welfare Services, County of San Diego Health & Human Services Agency

This workshop will provide updates on current operations and new and ongoing initiatives within San Diego County Child Welfare Services that support children's mental health and that guide child and family strengthening.

Attendees will be able to:

- Describe the basic operations involved in San Diego County Child Welfare Services (CWS)
- Identify new and ongoing initiatives within CWS that further support and guide child and family strengthening
- Outline new practices that focus specifically on early childhood mental health
- Explore partnerships and collaborations that are working together to strengthen families



D-5 (CME) Caring for the Caregivers: Vicarious Trauma, Resilience and Wellness

Babbi Winegarden, PhD, MHPE, Senior Clinical Psychologist, Child Welfare Services, County of San Diego Health & Human Services

Vicarious Trauma (VT) can affect anyone who works with clients who have experienced trauma. The goals of this session are to understand the symptoms of VT as well as to learn how to mitigate the potential impact of VT. As part of mitigating VT, we will embark on a journey into the authentic self while focusing on resilience, wellness and general ways of coping with traumatic material and events. Participants will leave this session with an individualized VT wellness self-care plan.

Attendees will be able to:

- Differentiate stress, trauma, secondary trauma, vicarious trauma (VT) and burn-out
- Identify the areas of the brain that are impacted by stress and trauma and how they vary in responsiveness
- Explore how stress and trauma affects behavior in children and families and potentially in ourselves
- Identify who is at risk of VT
- Explore ways to mediate the effects of VT
- Identify the important components and values of your own life journey
- Identify ways to increase resiliency
- Create an individualized VT wellness self-care plan

D-6 It's All About the Relationship! Using a Relationship-Based Approach to Create Powerful Changes

Chris Vinceneux, OTR/L, Occupational Therapist and Life Coach, Life Guide Coaching, Inc.

The purpose of this workshop is to explore ways to support our children to decrease behavior problems, improve self-control, and improve general coping through a relationship-based approach. Due to various trauma, disorders, and sensory processing challenges, our children often experience intense and confusing emotions. They may feel anxious, overwhelmed, confused, frustrated, defeated, embarrassed, etc. Yet, supporting children to understand and manage their emotions effectively is often not emphasized. Teaching dynamic skills in a static way and out of context often leads to poor results. By using the relationship, we have with our students and clients, we can create space and time to reflect on emotions, model powerful ways to manage difficult situations, and support children to maintain better self-regulation during challenging situations.

Attendees will be able to:

- Review factors contributing to behavior problems
- Examine differences between dynamic and static skills and ways to teach them
- Explore key components of a relationship-based approach

4:45 PM

Evaluations and Sign Out



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

Conference Schedule: Saturday September 14, 2019

*All Sessions have been submitted for CE Approval

*CME Approved Sessions are Indicated

08/31/19
**PRELIMINARY
 AGENDA**
 Subject to Change

7:00 – 7:45 AM	Breakfast and Registration
7:45 – 8:00 AM	Supporting Schools Supporting Children Alethea Arguilez, Executive Director, First 5, San Diego
8:00– 9:00 AM	<p>(CME) I Am the Child That the Village Raised: How Teachers, Coaches and Schools Can Transform Lives Victor Rivas Rivers, Actor, Athlete, Activist, Author, National Spokesperson for the National Network to End Domestic Violence</p> <p>Victor Rivers’ first memory was of violence at the hands of his father. He was beaten, burned, tied up, locked in closets, starved, and kidnapped. However, thanks to those he calls “angels” in his community (teachers, coaches and caring adults), he was taken in as an unofficial foster child and given the tools to transform from gang member to senior class president. He calls those tools his “survival toolbox.” The Cuban-born, best- selling author and activist spotlights the work of advocates, educators, and clinicians who care for children and teens. Progress has been made, and there is more that can be done.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify ways that teachers, coaches and counselors transform the lives of children with trauma • Discover how the power of mentorship can impact hope and contribute to breaking the cycle of violence in homes and communities • Discuss practices that can better confront family violence, child abuse, bullying, and teen dating violence in our educational systems, and how health care providers can contribute
9:00 – 10:00 AM	<p>(CME) Creating Programs in Schools for Girls who Have Endured Trauma Samantha Fuentes, Stoneman Douglas School Shooting Survivor</p> <p>Traumatic stress can arise from a variety of sources: bullying at school, dramatic weather events, school shootings — even the day-to-day exposure to events such as divorce or homelessness. Attendees will identify the impact of trauma on young people and explore how creative programs supporting girls who have endured trauma are a key contributor to survival and resiliency.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Discuss the impact of school and peer support programs on resiliency and recovery • Examine innovative components of Angel Faces, an organization that serves girls who have endured trauma • Identify how teachers, clinicians, health care providers can collaborate to serve girls who have endured trauma • Discover ways to create programs in schools and community settings
10:00 – 10:15 AM	Break



<p>10:15 – 11:15 AM</p>	<p>Breakout Sessions E</p>	<p>Note: All Sessions CE Approved. CME Approved as Noted. 08/31/19 PRELIMINARY</p>
<p>ECMH</p>	<p>E-1 En Español: Fortaleciendo a las Familias: Cinco Factores Protectores <i>(Repeats in English – F1)</i> Katia Solorzano</p> <p>Este taller ayudará a las educadoras de edad temprana a trabajar con las familias a construir en los siguientes cinco factores de protección: Competencia social y emocional de los niños, Apoyo real en momentos de necesidad, Resiliencia en los padres de familia, Conocimiento de crianza y desarrollo del niño y Conexiones sociales. Los factores de protección son la fuerza y recursos para que las familias sepan que hacer cuando la vida se vuelve difícil. Fortaleciendo a las familias es un marco creado en la última década por el centro de estudios sociales y es para prevenir el abuso y negligencia en los niños. Cada factor de protección es esencial, pero lo más importante es lo que hacen juntos para crear fortaleza y estabilidad en las familias. Tomando los factores de protección y contruir en ellos es una manera de probar la fortaleza de la familia disminuyendo la probabilidad del maltrato</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> • Identificar los cinco factores de protección • Explorar maneras de incorporarlos en su area de trabajo • Practicar fortaleciendo a las familias 	
	<p>E-2 Real World Techniques to Support the Reduction of Challenging Behaviors <i>(Repeats in Spanish – F-2)</i> Martha Garcia de Montes and Gabriela Luna, San Diego Office of Education</p> <p>This session will address real-world techniques to support the reduction of challenging behaviors in center-based programs and family child-care homes. Participants will explore how to identify the “gems” within each child to create learning opportunities for group as well as, individual children. All children learn best when learning opportunities are intentionally designed and use a variety of modalities and materials. Participants will gain concrete strategies and real-world techniques aligned with The California Preschool Foundations and California Curriculum Frameworks and other research-based frameworks.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Discuss how brain development impacts social and emotional development • Identify age appropriate social emotional competencies • Describe techniques that will prevent and support the reduction of challenging behaviors 	



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

08/31/19

PRELIMINARY
AGENDA
Subject to Change

E-3 (CME) Supporting Young Minds in a Digitally Enmeshed Era (Repeats in F-3)

Karla Withrow, Professional Development Coordinator, Mt. San Jacinto College, San Jacinto, CA

The purpose of this workshop is to support individuals in understanding the impact that digital media has on the young minds of developing children. Living in a technology-saturated culture it is imperative we find the balance of utilizing technology. We will explore current research to gain insight in how we can use technology as an innovative way to engage children, while also gaining awareness of the possible adverse impacts that technology can have on children and their cognitive, emotional, and social well-being.

Attendees will be able to:

- Explore of the impact that excessive use of technology can have on children's development
- Examine the impact that technology can have on students' academic success
- Consider how to balance the use of technology to support the whole child

E-4 (CME) Connecting Art, Behavior and Mental Health

Vanessa Mejia, MS, BCBA, Artist/ABA Director/CEO, My Colors Speak, Inc.

Almost as soon as motor skills are developed, children communicate through artistic expression. The arts challenge us with different points of view, compel us to empathize with "others," and give us the opportunity to reflect on the human condition. This workshop will explore the connection between art, behavior, and mental health and highlight the benefits of using art as a tool to work on behavior goals while having a positive impact childhood mental health.

Attendees will be able to:

- Identify the connection between art, behavior, and mental health
- Outline the benefits of using art as a tool to work on behavioral goals
- Examine evidence of the positive impact that art and behavior therapy have on child development

E-5 What Schools Can Do to Support Special Education Students: Empowering Families to Advocate for Children - Michael Lombardi, Clients' Rights Advocate Attorney, Disability Rights CA and Marta Leyva, MA, Educational Consultant, La Voz de Victoria

This workshop will provide parents, educators, and professionals alike an understanding of the types of support available to students experiencing academic, social/emotional, and/or behavioral struggles in school. Participants will also learn how to work collaboratively with school teams to ensure that the struggling student is being supported and receiving the types of services s/he requires to access the general curriculum and to develop the social skills necessary to actively engage with peers. The process for requesting special education services based on the IDEA 2004 (special education law) will also be reviewed.

Attendees will be able to:

- Identify the types of concerns that can be appropriately addressed by special education services
- Explore types of supports that schools offer students with special education needs or behavioral and/or academic challenges
- Review the process outlined in IDEA 2004 for students to receive special education services
- Outline how a student centered and collaborative home/school relationship can be established



11:15 – 11:30 AM	Break	08/31/19
11:30 AM – 12:30 PM	Breakout Sessions F (Repeat) <i>Note: All Sessions CE Approved. CME Approved as Noted.</i>	PRELIMINARY AGENDA Subject to Change
	<p>F-1 Strengthening Families: Five Protective Factors <i>(Repeat of E-1 in English)</i> Ariane Porras, YMCA Childcare Resource Center</p> <p>Effective parenting skills and knowledge about child development and social and emotional protective factors are foundational strengths and resources that families can draw upon when life gets difficult. Strengthening Families is a framework developed by the Center for the Study of Social Policy over the last decade to prevent child abuse and neglect. Each of the protective factors are essential, but most important is what they do together to create strength and stability in families. Building protective factors is a proven way to strengthen the entire family, and thus decrease the likelihood of maltreatment. Attendees will examine ways to work with parents to build parental resilience, social connections, and specific, concrete support in times of need.</p> <p>Attendees will be able to</p> <ul style="list-style-type: none"> • Identify five protective factors that can strengthen and stabilize families • Explore ways to work with parents to build protective factors to decrease risk of maltreatment • Outline the evidence-based practices of the Strengthening Families framework 	
	<p>F-2 En Español: Técnicas Real para Apoyar la Reducción de Comportamientos Retantes <i>(Repeat of E-2 in Spanish)</i> Martha Garcia de Montes and Gabriela Luna, San Diego Office of Education</p> <p>Este taller está creado para cualquier cargo dentro de educación temprana que apoya a niños, sus familias y la comunidad. Contribuye al entendimiento, conocimiento de prácticas y técnicas para prevenir y reducir comportamientos retantes en niños de edad temprana. Los participantes explorarán cómo identificar las "gemas" dentro de cada niño para crear oportunidades de aprendizaje.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> • Discutir como el desarrollo del cerebro impacta el desarrollo del área socio-emocional • Identificar prácticas apropiadas sobre el desarrollo del área socio-emocional • Describir técnicas que prevengan y ayuden a reducir comportamientos retantes de niños de edad temprana 	



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

08/31/19

PRELIMINARY
AGENDA

Subject to Change

F-3 (CME) Supporting Young Minds in a Digitally Enmeshed Era (Repeat of E-3)

Karla Withrow, Professional Development Coordinator, Mt. San Jacinto College, San Jacinto, CA

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Attendees will be able to:

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- Consider how to balance the use of technology to support the whole child

F-4 (CME) What's at the Core of Trauma Sensitive Schools?

Kristen Krauss, Early Education Specialist and Jena Kubiak, Coordinator, Early Education Programs and Services, San Diego County Office of Education

Presenters and participants will discuss what it means to be a trauma sensitive school. We will dive into the 5 core values of a trauma sensitive school that ensure each child has what they need to learn and succeed. Trauma is prevalent in our schools with the children and with families we serve as well as the staff we employ. And the impact is tremendous. But if we can create a culture that exemplifies a trauma sensitive school, we have the power to change and empower lives.

Attendees will be able to:

- Identify what it means to be a trauma sensitive school
- Outline and examine the 5 core values of a trauma sensitive school
- Explore the importance of being trauma sensitive

F-5 Preschool Expulsion – What's Needed to Reverse the Trend?

Aimee Zeitz, MA, Regional Director of Quality Family Management, YMCA Childcare Resource Center

This session will highlight national data and research on preschool expulsion, including prevalence, scope and key contributing factors at the child, family, classroom and program levels. Best practice recommendations, including evidence-based interventions and approaches, resources and programs, will be explored along with opportunities for adoption in center and home-based childcare settings.

Attendees will be able to:

- Identify key contributing factors of preschool expulsion
- Explore adoption of recommended best practices

12:30 PM

Evaluations and Sign Out



10th Annual Early Childhood Mental Health Conference: We Didn't Wait

