



# ECMH Conference Schedule

09/21/21  
Subject to Change

## Conference Schedule: Thursday, September 23

All Times Are PDT • All Sessions CE Approved • CME Approved as Noted

7:30 – 8:00 AM	<b>Zoom Help Desk Open</b> — Sign in early if you have questions or need assistance!
8:00 – 8:30 AM	<p><b>The Deb Stolz Memorial Address and Welcoming Remarks</b>  <i>Ali Freedman, PsyD, MBA, ECMH Conference Co-Chair</i></p> <p>Deb Stolz was a Founding Mother of the We Can't Wait Conference and a Grounding Mother for literally hundreds. She will continue to be a Guiding Mother for thousands through her legacy of teaching and being with others in exquisite compassion.</p>
8:30 – 8:45 AM	<b>Break</b>
<p>8:45 – 9:45 AM</p> <p><i>IF-ECMH Competency Domain 1C, 1H</i></p>	<p><b>(CME) Historical Context and Evolutionary Change vs. Revolutionary Change</b>  <i>Jessica Pryce, PhD, MSW, Assistant Professor of Social Work and Director, Florida Institute for Child Welfare, Florida State University, Tallahassee, FL</i></p> <p>Data has consistently revealed to us that our system, although well-intentioned, has created harm for many of the families we sought to help, and the harm inflicted on families of color is being uncovered more and more each day. Families of color are disproportionately represented in the foster care system and have poorer outcomes related to education, criminal justice involvement and mental health indicators. In this first keynote segment, the speaker will discuss the history of child welfare and how history and policy have shaped our system of care for families. This historical grounding creates an awareness of the infrastructure of our system and illuminates the implications of ineffectively pursuing reform. Additionally, this training segment will focus on a discussion of the evolutionary change that we have all experienced within our child welfare and mental health systems of care, despite the absence of revolutionary change.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify key historical events which impacted policy and our current system of care</li> <li>• Review organizational policies to identify ineffective procedures and inequitable impact</li> <li>• Explore revolutionary change opportunities within their organizations</li> </ul>
9:45 – 10:00 AM	<b>Break</b>
<p>10:00 – 11:00 AM</p> <p><i>IF-ECMH Competency Domain 1A, 1G, 1H</i></p>	<p><b>(CME) Power   Privilege   Mindset Shifting</b>  <i>Jessica Pryce, PhD, MSW, Assistant Professor of Social Work and Director, Florida Institute for Child Welfare, Florida State University, Tallahassee, FL</i></p> <p>Family engagement is a key strategy for identifying and cultivating resilience and addressing disparate outcomes. This second segment will include a framework for understanding the many power dynamics at play in our systems of care. Privilege will also be explored, as well as how we can leverage both within families. There will be a discussion of how philosophical positions and mindsets of our systems of care impact decision-making and family outcomes. All participants will be challenged to consider their own mindsets and to learn practical ways to create accountability within their organizations. This segment will conclude with a discussion of how our system would function after it has had true and meaningful systemic change.</p>

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	<p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Examine the differing types of mindsets that are at play within our work</li> <li>• Identify power dynamics and the potential for impact on the families we work with</li> <li>• Explore their mindset and how it impacts their decisions and behaviors at work</li> </ul>
11:00 – 11:15 AM	<b>Break</b>
<p>11:15 – 12:15 PM</p> <p><i>IF-ECMH Competency Domain 1C, 1D, 1F, 1H</i></p>	<p><b>(CME) Applying Anti-Racism Principles to Child and Family Well-Being</b>  <i>Jessica Pryce, PhD, MSW, Assistant Professor of Social Work and Director, Florida Institute for Child Welfare, Florida State University, Tallahassee, FL</i></p> <p>This final keynote segment will be applying the theoretical frameworks from the prior sessions to real case studies from the field. Participants will use an external polling interactive tool to participate in the case example exercise. Case examples will include child protective service decisions, intimate partner violence scenarios, family and relational dynamics, mental health, and trauma-informed approaches to family well-being.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore their own decision-making path and what impacts it</li> <li>• Examine the impact of mindsets on the case example/vignette</li> <li>• Practice using an anti-racist lens while working with vulnerable families</li> </ul>
12:15 – 1:30 PM	<b>Lunch and Virtual Exhibits</b>
1:30 – 3:00 PM	<p><b>Breakout Sessions A</b> <i>Note: All Sessions CE Approved. CME Approved as Noted.</i></p>
<p><i>IF-ECMH Competency Domain 1A, 1C, 1D, 1E, 1F</i></p>	<p><b>A-1 (CME) Complex Trauma in Young Children (General Audience)</b>  <i>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</i></p> <p>Dr. Rowe will present the concepts involved in Complex Trauma in young children to a general audience. Topics that will be covered include traumatic responses in young children, developmental psychopathology, what makes trauma complex, and what is necessary in treating young children exposed to traumatic stress.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the biological/physiological, psychological, and social components of traumatic stress response in young children</li> <li>• Explore the impact of interruption of normal developmental processes by exposure to traumatic stress</li> <li>• Examine what is known about how to treat children who have been exposed to multiple traumatic events</li> </ul>

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<p><i>IF-ECMH Competency Domain 1B, 1C, 1E, 1F</i></p>	<p><b>A-2 (CME) Concrete Care Strategies to Address the Needs of Young Children Who Have Been Substance-Exposed</b> <i>Ashley Rambeau, MS, LCSW, SAFE Home Study Supervisor, Angels Foster Family Network</i></p> <p>This workshop will blend up-to-date research from the field with anecdotal research gained from 14 years of clinical work with substance-exposed children and their primary caregivers (birth parents, foster/resource parents, relative caregivers, etc.). This presentation will explore the primary neurological, developmental, and behavioral sequelae of substance exposure for children ages birth to five. A predominant emphasis of this workshop will be the provision of concrete care strategies for primary caregivers and/or direct service providers for this population. Care strategies will include soothing through the senses, promoting healthy sleep and feeding, and specific ways to promote the child’s development, self-regulation (emotional and behavioral), and formation of a secure attachment relationship.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify three short-term and/or long-term symptoms of in utero exposure to substances</li><li>• Explore three common developmental or behavioral challenges for young children who have been substance-exposed</li><li>• Demonstrate four concrete care strategies for use in the care or treatment of young children who have been substance-exposed</li></ul>
<p><i>IF-ECMH Competency Domain 1H</i></p>	<p><b>A-3 Women of Color as Leaders</b> <i>Jessica Pryce, PhD, MSW, Assistant Professor of Social Work and Director, Florida Institute for Child Welfare, Florida State University, Tallahassee, FL</i></p> <p>The topic of courageous leadership will be presented through the lens of intersectionality. Courageous leadership is required to build and maintain anti-racist systems that strengthen our programs and uphold equity and justice for families. This workshop will provide a framework for courageous leadership for women of color. Participants will learn strategies, skills, and resources to effectively lead their organizations to create sustainable change while also building a community of social support. Dr. Pryce will explore technical and adaptive leadership challenges and how to overcome these as a leader to create meaningful change in one’s work. This workshop will close with a discussion of the internalized dominance and internalized oppression at play as a minority leader.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify the attributes of courageous leadership</li><li>• Outline a leadership vision statement which is trauma-informed and equity-focused</li><li>• Demonstrate understanding adaptive and technical challenges</li></ul>

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<p><i>IF-ECMH Competency Domain 1C, 1D</i></p>	<p><b>A-4 In English: Caring for the Team: Secondary Traumatic Stress, Resilience and Wellness (Repeated in B-6 in Spanish)</b> <i>Babbi Winegarden, PhD, MHPE, Behavioral Health Program Coordinator, Child Welfare Services, County of San Diego Health and Human Services</i></p> <p>Vicarious trauma (VT) can affect anyone who works with clients who have experienced trauma, and it behooves us to learn as much as we can on how to mitigate the impact of VT, not only for ourselves but also for members of our teams. 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.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Differentiate stress, trauma, secondary trauma, vicarious trauma (VT) and burnout</li><li>• Identify the areas of the brain that are affected by stress and trauma and how they vary in responsiveness</li><li>• Explore how stress and trauma affect behavior in children and families and potentially in ourselves</li><li>• Identify who is at risk of VT</li><li>• Explore ways to mediate the effects of VT, for you and your team</li></ul>
<p><i>IF-ECMH Competency Domain 1A, 1D, 1E</i></p>	<p><b>A-5 Getting to the Finish Line: Parent Engagement Strategies That Work</b> <i>Lily Valmidiano, MPH, CHES, Project Director, American Academy of Pediatrics, California Chapter 3, Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services, American Academy of Pediatrics, California Chapter 3, Lauren Brisbin, Developmental Specialist and Care Coordinator, Healthy Development Services, North Central Region, Alexis Hawley, MS, Associate Professional Clinical Counselor, Family Health Centers of San Diego, Veronica Alvarado, Care Coordinator, Healthy Development Services, South Region, South Bay Community Services, and Francisco Castillo, Developmental Specialist, Healthy Development Services, North Inland Services, Palomar Health</i></p> <p>This session will share parent engagement strategies that help families not only begin services but also stay in services. The parent engagement strategies used in Healthy Development Services (HDS) include Motivational Interviewing, Trauma-Informed Care, and Reflective Practice. Prior to COVID, the family intake and assessment process shifted to implementation with a focus on relationship-building. During COVID and the transition to virtual services, routines-based intervention and parent/caregiver mental health screening were added. HDS also systematically increased support to frontline staff. This session will focus on the impact of these parent engagement strategies on frontline staff and will include their voices. The panelists will share what interventions will continue as part of a hybrid model of in-person and virtual services.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify elements of a family intake and assessment process that focuses on relationship-building</li><li>• Explore the impact of a routines-based interview on clinical services</li><li>• Examine the role of parent/caregiver mental health screening on engagement in services</li><li>• Illustrate how supporting frontline staff increases parent engagement</li></ul>

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3:00 – 3:30 PM	<b>Break and Virtual Exhibits</b>
3:30 – 5:00 PM	<b>Breakout Sessions B</b> <span style="float: right;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></span>
<p><i>IF-ECMH Competency Domain 1A, 1C, 1D, 1E, 1F</i></p>	<p><b>B-1 (CME) Complex Trauma in Young Children (Advanced Audience)</b>  <i>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</i></p> <p>This segment, for an advanced audience, will build from the concepts covered in part A-1, Complex Trauma in Young Children. Topics will include homeostasis, allostasis and allostatic load; neurodevelopmental changes associated with exposure to traumatic stress; and neurobiologic considerations useful to begin treatment of young children exposed to multiple traumatic stresses.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how normal development becomes derailed and how this impacts the child’s ability to handle stress in the future when a child is exposed to multiple trauma-inducing experiences at a young age</li> <li>• Review neurobiologic mechanisms at the root of both traumatic injury and traumatic recovery for young children exposed to multiple trauma-inducing experiences</li> <li>• Explore methods to build self-regulation, self-efficacy, executive function, and well-being to those who did not develop these functions during the expected period of development</li> </ul>
<p><i>IF-ECMH Competency Domain 1A, 1B, 1C, 1D</i></p>	<p><b>B-2 (CME) Pairing ACEs, Hope and Protective Factors</b>  <i>Wendy Pavlovich, MD, MHS, Pediatric Outpatient Training Director, Family Health Centers of San Diego and Aimee Zeitz, MA, Regional Director of Strategic Advancement, YMCA of San Diego County, Child Resource Service</i></p> <p>This presentation will explore the importance of integrating knowledge of adverse childhood experience (ACEs) as well as protective factors, including healthy outcomes from positive experiences (HOPE), on child development and foundational relationship, and the implications for engagement and service delivery in the clinical and community setting. Attendees will increase their capacity for identifying and cultivating protective factors in service delivery approaches through interactive and reflective activities based on real case examples.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Review adverse and positive childhood experience, and protective factor frameworks</li> <li>• Explore how to integrate knowledge of ACEs, HOPE and protective factors into family engagement and service delivery approaches in the medical office and in the community</li> <li>• Identify strategies to identify and cultivate protective factors</li> <li>• Demonstrate how medical providers and community organizations collaborate to support family resiliency</li> </ul>
<p><i>IF-ECMH Competency Domain 1G, 1H</i></p>	<p><b>B-3 Having the Difficult Conversations</b>  <i>Aisha Pope, LCSW, Program Director, FFAST, San Diego Center for Children, Precious Jackson-Hubbard, MA, Principal, Bell Middle School, San Diego Unified School District, Melanie Morones, LMFT, ATR, ECMHS, Program Manager, Our Safe Place, San Diego Youth Services, Kim Flowers, LCSW, Director of Family Support Services, Neighborhood House Association, and Marilee Burgeson, MA, CCC-SLP, Speech Language and Hearing Consultant, San Diego County Office of Education</i></p>

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	<p>The Inaugural Birth of Brilliance Conference was held in February 2021. It was conceived by a multidisciplinary committee that was reeling from the events of the 2020 pandemic and the racial unrest that shook the U.S. after the murder of George Floyd. At that conference we endeavored to push the envelope by having difficult and uncomfortable conversations about privilege, race, and equity and how they impact service delivery. After the conference, we continued the conversations through monthly affinity groups. The process has been layered, insightful, rewarding, and not without missteps. Join us as we discuss how we leaned into and continue to lean into the difficult and vulnerable conversations needed to create personal and systems change and enhance the opportunities for our children’s brilliance to shine through.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore some barriers to difficult conversations around race and equity</li> <li>• Identify and acknowledge the types of missteps that are likely to occur when attempting difficult conversations around race and equity, and some ways to recover from these missteps</li> <li>• Examine how the Birth of Brilliance Conference committee used affinity groups as a supportive option for continued difficult conversations and for keeping the learning going from the Birth of Brilliance Conference</li> </ul>
<p style="color: #A52A2A; text-align: center;"><i>IF-ECMH Competency Domain 1A, 1B, 1C, 1D</i></p>	<p><b>B-4 Early Beginning: Preventing ACEs and Building Resiliency</b>  <i>Christie Yorty, Strengthening Families Program Director and Brandi Paniagua, Coordinator and Trainer, Partners in Prevention, YMCA of San Diego County, Childcare Resource Service</i></p> <p>The purpose of this session is to introduce the different types of stress and how they affect the brain. We will build upon our knowledge of ACEs by exploring the importance of responsive relationships, the protective factors, and positive childhood experiences in building resiliency for those who have experienced trauma. We will discuss how building resiliency is a core concept in trauma-informed programs and systems and reflect on opportunities to promote these concepts in our organizations and communities.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the different types of stress and understand the impact on the “learning brain”</li> <li>• Examine the importance of responsive relationships, protective factors and positive childhood experiences</li> <li>• Review the core values of trauma-informed care and trauma-sensitive organizations</li> </ul>
<p style="color: #A52A2A; text-align: center;"><i>IF-ECMH Competency Domain 1A, 1C, 1D, 1E</i></p>	<p><b>B-5 In English: Helping Parents Move Beyond the Impact of Their Own ACEs</b>  <i>(Repeated in C-4 in Spanish)</i>  <i>Natalie Elms, MA, Manager and Cinnamon Harper, LCSW, Early Childhood Trauma Therapist, KidSTART, Rady Children’s Hospital – San Diego</i></p> <p>This session will highlight Rady Children’s Hospital KidSTART program’s extensive experience providing routine child and caregiver Adverse Childhood Experience (ACE) screenings, and the program’s role in working to disrupt the cycle of trauma. The session will discuss best practices and lessons learned in implementing the ACE screening over the past 10 years with caregivers of children ages 0-5 to improve engagement in services for both the caregiver and child.</p>

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	<p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the impact of caregiver ACEs and a child’s engagement in services through case studies</li> <li>• Explore data and trends from child and caregiver ACE screenings</li> <li>• Identify opportunities to screen and educate caregivers to facilitate improved engagement and outcomes</li> </ul>
<p style="color: #C00000;"><i>IF-ECMH Competency Domain 1A, 1C, 1D, 1E</i></p>	<p><b>B-6 En Español: Caring for the Caregivers: Understanding Trauma and Wellness from a Latinx Viewpoint (Repeated in A-4 in English)</b>  <i>Rosa Ana Lozada, LCSW, CEO, Harmonium and Ale Ricardez, MA, Community Engagement Manager, Blue Shield of California, San Diego</i></p> <p>El propósito de esta sesión es la de apoyar a los prestadores de servicios en la practica del cuidado de si mismos desde una perspectiva que refleje sensibilidad y receptividad cultural. Como profesionales, puede que no se sientan libres para compartir prácticas de curación culturalmente ricas y receptivas, y que tengan relevancia para sí mismos y los clientes. Esto puede llegar a impactar su bienestar y las interacciones y relaciones con los niños, jóvenes, y familias a los que se presta servicio. Este taller invitara a los participantes a compartir y aprender sobre el trauma, su impacto, y a establecer prácticas de cuidado propio que son culturalmente sensibles y responsivas con la finalidad de fortalecer el proceso de perseverancia y bienestar propios.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> <li>• Entender los tipos de trauma y sus impactos</li> <li>• Explorar cómo el estrés y el trauma afectan las emociones y el comportamiento</li> <li>• Identificar estrategias culturalmente sensibles y receptivas para manejar el estrés</li> <li>• Identificar medios y formas de fortalecer sus prácticas de bienestar personal</li> </ul>
<p>5:00 – 6:00 PM</p>	<p><b>Virtual Exhibits</b></p>



# Conference Schedule: Friday, September 24

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7:30 – 8:00 AM	<b>Zoom Help Desk Open</b> — Sign in early if you have questions or need assistance!
8:00 – 8:45 AM	<b>Continuing the Dialogue</b> <i>Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services, American Academy of Pediatrics, California Chapter 3</i>
8:45 – 9:45 AM	<b>(CME) Building Community Resilience: Pair of ACEs in Coalition Building and Fostering Equity</b> <i>Wendy Ellis, DrPH, Assistant Professor in Global Health and Director of the Center for Community Resilience, Milken Institute School of Public Health, The George Washington University, Washington, DC</i>
<i>IF-ECMH Competency Domain 1C, 1D, 1E</i>	The purpose of this conference session is to provide foundational knowledge of the Pair of ACEs, the roots of structural racism in policy, and resulting inequities that produce childhood and community adversity.  Attendees will be able to: <ul style="list-style-type: none"> <li>• Identify the Pair of ACEs</li> <li>• Examine how policy and systems-driven inequities show up in community and the implications for practice</li> <li>• Explore how to apply equity principles in community and family engagement to foster healing and practice change</li> <li>• Demonstrate how the Building Community Resilience process can be used to launch major cross-sector efforts to address childhood and community adversity in a local or statewide initiative</li> </ul>
9:45 – 10:00 AM	<b>Break</b>
10:00 – 11:00 AM	<b>(CME) Pair of ACEs and Fostering Equity Tools</b> <i>Wendy Ellis, DrPH, Assistant Professor in Global Health and Director of the Center for Community Resilience, and Kimberly Rodgers, MA, Program and Communications Manager, Center for Community Resilience, Milken Institute School of Public Health, The George Washington University</i>
<i>IF-ECMH Competency Domain 1A, 1C, 1E, 1G</i>	The intention of this session is to learn to apply the Pair of ACEs framing to family, community and stakeholder engagement to promote upstream efforts to address social determinants and build community resilience.  Attendees will be able to: <ul style="list-style-type: none"> <li>• Identify the Pair of ACEs</li> <li>• Explore the Pair of ACEs Strategic Planning Tool</li> <li>• Practice using the tool to identify partnering opportunities to address adversity specific to your community</li> </ul>
11:00 – 11:15 AM	<b>Break</b>
11:15 – 12:15 PM	<b>(CME) Conversations on Fostering Equity for Prevention of Childhood Adversity</b> <i>Wendy Ellis, DrPH, Assistant Professor in Global Health and Director of the Center for Community Resilience, Kimberly Rodgers, MA, Program and Communications Manager, Center for Community Resilience, and Sarah Baldauf, MSJ, Communications Consultant, Center for Community Resilience, Milken Institute School of Public Health, The George Washington University</i>

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<p><i>IF-ECMH Competency Domain 1D, 1E, 1G, 1H</i></p>	<p>This conference presentation will examine power dynamics that influence community and coalition relationships and often reinforce cycles of inequity. The session will describe effective community engagement tactics from on-the-ground networks that use Pair of ACEs framing to hold critical conversations on structural racism, equity and resilience.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify power dynamics in working with community and across organizations</li> <li>• Examine how inequity shows up in coalition-building and community engagement</li> </ul>
<p>12:15 – 1:30 PM</p>	<p><b>Lunch and Virtual Exhibits</b></p>
<p>1:30 – 3:00 PM</p>	<p><b>Breakout Sessions C</b> <span style="float: right;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></span></p>
<p><i>IF-ECMH Competency Domain 1B, 1C, 1D, 1E, 1F, 1G</i></p>	<p><b>C-1 (CME) Expert Consultation for Complex Cases</b></p> <p><i>Charmi Patel Rao, MD, Supervising Psychiatrist for Juvenile Forensic Services, County of San Diego, Health and Human Services Agency, Behavioral Health Services, Children, Youth and Families and Meghan Lukasik, PhD, Manager, Developmental Evaluation Clinic, Rady Children’s Hospital – San Diego</i></p> <p>This conference session will have an advanced conversation about what can make an ECMH case complex and how to approach such a case. Dr. Patel Rao and Dr. Lukasik will share pearls from their disciplines (child psychiatry and clinical psychology) and from their collective clinical experience that can be utilized across disciplines and settings to develop comprehensive assessments and child- and family-centered treatment plans, which are the cornerstone for effectively approaching complex cases. These pearls will be discussed in the context of case examples with building layers. They will touch on the impact of the pandemic and resulting limitations when it comes to approaching complex cases.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify what makes a case complex</li> <li>• Explore approaches to get “unstuck” with a complex case</li> <li>• Practice these approaches using case examples</li> </ul>
<p><i>IF-ECMH Competency Domain 1A, 1C, 1E, 1F</i></p>	<p><b>C-2 (CME) Maternal and Paternal Mental Health: Mood Disorders That Should Not Be Missed</b></p> <p><i>Simi Brar, MD, Reproductive and Child and Adolescent Psychiatrist, University of California San Diego Health System and Rady Children’s Hospital – San Diego</i></p> <p>Maternal and paternal mood disorders are often hidden in plain sight, especially a medical emergency known as postpartum psychosis. Maternal depression and anxiety can affect up to 15-20% of mothers; postpartum paternal depression, often overlooked, can be just as common. Given that a growing child starts its early journey as a fetus, identifying mood disorders and mitigating caregiver stressors will be fundamental to offering every child a true healthy start in life. Growing evidence continues to emerge regarding the negative impact of untreated and undiagnosed mood disorders during pregnancy and the postpartum period on the growing fetus and child thereafter. Postpartum psychosis, namely, can have detrimental effects to not only the dyad, but the entire family system and community at large, given the lethal risks associated with undiagnosed and untreated illness. Identifying caregivers with reproductive mood disorders and offering the appropriate treatment is fundamental to a healthy start for family systems and young children.</p>

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	<p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify general epidemiology of mood disorders present in the reproductive period</li> <li>• Identify and explore the origin and impact of paternal depression</li> <li>• Identify and explore postpartum psychosis as a true medical emergency</li> </ul>
<p style="color: #A52A2A;"><i>IF-ECMH Competency Domain 1A, 1D, 1H</i></p>	<p><b>C-3 Race and Equity in Early Care and Education – What Is Your Responsibility?</b> <i>Julia Loman, MS, Senior Education Coordinator, Neighborhood House Association</i></p> <p>This presentation will examine personal and professional actions to address systemic racism and inequities that continue to be a threat to the children and families we serve. Exploration will occur in the context of participants’ specific work within the early care and education community.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify professional competencies that address systemic racism and equity</li> <li>• Explore how the four levels of oppression impact professional work roles within early care and education systems</li> <li>• Examine the impact individuals can make in addressing systemic racism and inequity both personally and professionally</li> </ul>
<p style="color: #A52A2A;"><i>IF-ECMH Competency Domain 1A, 1C, 1E</i></p>	<p><b>C-4 En Español: Helping Parents Move Beyond the Impact of Their Own ACEs</b> <i>(Repeated in B-5 in English)</i> <i>Maggie Knight, LMFT, Early Childhood Mental Health Therapist and Bianca Ruiz, Child and Family Specialist, KidSTART Program, Rady Children’s Hospital – San Diego</i></p> <p>Esta sesión explorará cómo la percepción del cuidador de su propia salud mental o trauma impacta el cuidado de sus hijos. Examinaremos los factores culturales que influyen en estas conversaciones, así como las intervenciones o los servicios de apoyo que podemos brindar. También presentaremos ejemplos de casos para ayudar a identificar estrategias efectivas para involucrar a los cuidadores y ayudarlos a ayudar mejor a sus hijos en el tratamiento.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> <li>• Identificar las barreras que afectan la capacidad del cuidador de buscar apoyo para sus propias necesidades</li> <li>• Explorar las intervenciones y estrategias para usar mientras se relaciona con los cuidadores</li> <li>• Examinar ejemplos de casos para ayudar a crear una comprensión del mundo real</li> </ul>

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<p style="color: #A52A2A; font-weight: bold;">IF-ECMH Competency Domain 1C, 1D, 1F</p>	<p style="color: #0056B3; font-weight: bold;">C-5 Disrupting Brilliance: Moving from Implicit Bias to Belonging and Significance</p> <p style="color: #0056B3; font-weight: bold;"><i>LaTysa Flowers</i>, CPDTC, Cultural Responsiveness and Equity Consultant, Founder of Parents Empowerment Services and <i>Aisha Pope</i>, LCSW, Program Director, San Diego Center for Children</p> <p>The intent of this conference session is to bring awareness to participants using experiential activities on how beliefs, biases, and perceptions can be discouraging and affect our relationships with children and their families. Participants will use this awareness to move toward social equity and centering dignity, which amplifies the brilliance that exists in all children.</p> <p>Children’s success in early learning settings is inextricably tied to their relationships with their educators and caregivers. Implicit bias has an impact on these relationships and in turn, affects student wellness and achievement. Join us for a workshop session that explores the historical context of bias and implicit bias in U.S. classrooms, and a discussion of how useful strategies like Positive Discipline can promote belonging, significance, and student success</p> <ul style="list-style-type: none"> <li>• Examine the origin of disparities in preschool suspension and expulsion that contribute to discouragement in young children</li> <li>• Recognize the significance of self-awareness in empowering adults caring for young children</li> <li>• Explore the importance of horizontal relationships and ways in which horizontal relationship provide encouragement</li> </ul>
<p>3:00 – 3:30 PM</p>	<p style="color: #0056B3; font-weight: bold;">Break and Virtual Exhibits</p>
<p>3:30 – 5:00 PM</p>	<p style="color: #0056B3; font-weight: bold;">Breakout Sessions D</p> <p style="color: #A52A2A; font-weight: bold;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></p>
<p style="color: #A52A2A; font-weight: bold;">IF-ECMH Competency Domain 1B, 1C, 1D, 1G</p>	<p style="color: #0056B3; font-weight: bold;">D-1 (CME) Social Determinants of Health: A County Determined to Change the Outcomes</p> <p style="color: #0056B3; font-weight: bold;"><i>Kelly Motadel</i>, MD, MPH, Child Health Officer and <i>Jennifer Tuteur</i>, MD, FAAFP, Deputy Chief Medical Officer, Health and Human Services Agency, County of San Diego, and <i>Alethea Arguilez</i>, MA, Executive Director, First 5 San Diego</p> <p>After an overview of social determinants of health and what we know about them, we will examine what the County of San Diego and some of its partners are doing to combat the impact these conditions can have on health outcomes. Let’s deep dive into how the potentially negative impact of such “influences” can be mitigated to maintain health and wellness from infancy through adulthood. From access to education to food and/or housing insecurity, we’ll explore what steps can be taken to level the playing field. From one-on-one interactions to population health resources, let’s see what we can do better to improve the health and well-being of our community.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify key social determinants that impact health</li> <li>• Provide a review of the ways the County of San Diego and its partners work to counter the impact of social determinants</li> <li>• Examine what we as a community and healthcare providers can do to mitigate the negative health outcome as a result of social circumstances</li> </ul>

## Conference Schedule: Friday, September 24

<p><i>IF-ECMH Competency Domain 1B, 1C, 1E, 1F, 1G</i></p>	<p><b>D-2 (CME) From Fetus to Five: The Stress Response in Medically Complex Children</b> <i>Carolyn Sawyer, MD, Assistant Professor of Pediatrics, University of California San Diego and Elizabeth Valles, DNP, CPNP-PC, NP-C, Rady Children’s Hospital – San Diego</i></p> <p>This conference session will explore the stress response in medically complex children. We will review how events beginning prenatally and continuing through early childhood impact a child's stress response, behaviors, and development. We will examine how the parents’ experience of receiving a diagnosis and intensive medical interventions impact attachment and child development. We will discuss resources for early identification and support of behavioral and developmental differences in medically complex children.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Explore the effects of prenatal stress and perinatal experiences on attachment, early development, and behaviors in medically complex children</li><li>• Examine the impact of the parents’ experience from the time of diagnosis on parent-child bonding and the child’s development and behaviors</li><li>• Identify resources for early identification and support of behavioral and developmental challenges</li></ul>
<p><i>IF-ECMH Competency Domain 1B, 1E, 1F, 1G</i></p>	<p><b>D-3 (CME) Navigating the Service System for Children 0-5 with Developmental Delays/Disabilities and Mental Health Needs</b> <i>Marian E. Williams, PhD, Professor of Clinical Pediatrics and Psychology, Children’s Hospital Los Angeles and Keck School of Medicine, University of Southern California</i></p> <p>This presentation will focus on understanding and navigating the service system for young children with complex needs, with a special focus on the intersection of developmental delay or disability and mental health needs. Taking a trauma-informed approach to service delivery, those attending will consider ways in which families encounter barriers to services. We will reflect on ways that we can ensure that social-emotional or mental health needs are addressed within the medical, early intervention, early education, and developmental disability systems. Within this context, we will consider the needs of families who speak a language at home other than English as a lens to understand families’ encounters with the service system.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify the mental health needs of young children with developmental delays and disabilities</li><li>• Explore a trauma-informed approach to systems navigation</li><li>• Examine barriers encountered by families who have young children with complex needs</li></ul>

## Conference Schedule: Friday, September 24

<p>IF-ECMH Competency Domain 1A, 1D, 1E, 1F</p>	<p><b>D-4 Understanding Attachment Styles in Caregivers</b> <i>Christopher Walsh, LMFT, Community Resource Center and Jeff Rowe, MD, Child and Adolescent Psychiatrist and ECMH Conference Co-Chair</i></p> <p>Human beings need to relate, engage, interact, and feel wanted by other people. Relationships with others are the way these needs can be satisfied. When relationships are under stress or threat and the connections between people risk breaking apart, people tend to fall back on old, ingrained, automatic patterns of behavior learned at a very young age. Often these patterns are developed during a person’s earliest relationships through a process we call “attachment.” Describing and defining a person’s attachment style helps us understand these “driven or automatic” behaviors a person might use to preserve the relationship when they feel it is under stress or threat. These behaviors can occur in parent and child, adult and romantic partner, and client and therapist relationships. The objective of this session is to identify, understand and explore ways to work with adult caregiver patterns of attachment in support of greater security in the caregiver-child dyad.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Review the four major styles of caregiver attachment as a continuum from disorganized to secure-autonomous</li><li>• Discuss the significance of caregiver’s attachment style in the shaping of a child’s mind</li><li>• Recognize insecure patterns of coping as strategies to maintain attachment</li><li>• Explore the therapist’s <i>use of the self</i> in support of corrective attachment experiences</li></ul>
<p>IF-ECMH Competency Domain 1B, 1E, 1F, 1G</p>	<p><b>D-5 (CME) Mental Health Integration in Primary Care: Early Identification to Improve Emotional Well-Being of Children</b> <i>Jason Schweitzer, MD, MSW, Lead Psychiatrist, Transforming Mental Health, Rady Children’s Hospital – San Diego, Lauren Gist, MD, MPH, Assistant Health Sciences Professor of Pediatrics, University of California San Diego and Developmental Behavioral Pediatrician, Rady Children’s Hospital – San Diego, and Domanique Hensler, MHA, Senior Director, Care Redesign Planning and Mental Health Integration, Rady Children’s Hospital – San Diego and Rady Children’s Health Network</i></p> <p>Presenters will describe how Rady Children’s Hospital is transforming mental health with a focus on the whole child within the context of their pediatric medical home. The Rady initiative to integrate mental and behavioral health care into the pediatric primary care setting provides increased access to patient-centered mental and behavioral healthcare in an environment that is familiar and comfortable to families. Provision of mental health support in the context of the medical home destigmatizes mental health care.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify how Rady Children’s Hospital is partnering with its Primary Care Provider Network to integrate mental and behavioral health in the pediatric practices</li><li>• Examine features of the Integrated Health Therapist Model and how the dyad is supported</li><li>• Explore how a holistic approach to care can increase access and improve patient outcomes</li><li>• Illustrate, through a case presentation, how the integrated model of care results in earlier identification and treatment for families who are often unready or unable to connect with a new provider</li></ul>

## Conference Schedule: Friday, September 24

<p><i>IF-ECMH Competency Domain 1H, 2</i></p>	<p><b>D-6 Leaders and Supervisors: Integrating Reflective Practice into Your Vision and Leadership</b> <i>Rosa Ana Lozada, LCSW, CEO, Harmonium and Christine Cole, LCSW, IMH-E<sup>®</sup>, Infant Early Childhood Mental Health Program Manager, Washington State Health Care Authority</i></p>
	<p>Reflective practice is an effective interactive process that can improve the quality of service within early childhood mental health. This best practice involves an internal journey of exploring oneself, others, and the environment to influence professional interactions/interventions.</p>
	<p>Through an interactive process, participants will explore the relevance and challenges of incorporating reflective practice within leadership roles. Participants will discuss how core principles can be integrated within various early childhood programs/agencies structures.</p>
	<p>This workshop is specifically designed for leaders to promote professional development of reflective practice within leadership roles. Participants will share insights on integration of reflective practice within programs/agencies.</p>
	<p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify application of core principles in a leadership role</li><li>• Review skills for integrating reflective practices in programs/agencies</li><li>• Examine how reflective practice can improve professional interactions/interventions</li><li>• Outline ways to build a network as a leader to effectively promote reflective practice within early childhood systems</li></ul>
<p>5:00 – 6:00 PM</p>	<p><b>Virtual Exhibits</b></p>



# Conference Schedule: Saturday, September 25

**09/21/21**  
**Subject to Change**

*All Times Are PDT • All Sessions CE Approved • CME Approved as Noted*

7:15 – 7:45 AM	<b>Zoom Help Desk Open</b> — Sign in early if you have questions or need assistance!
7:45 – 8:15 AM	<b>Opening Remarks and Setting the Stage – Emerging from COVID</b> <i>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair and Rosa Ana Lozada, LCSW, CEO, Harmonium (In English and Spanish)</i>
8:15 – 9:45 AM	<p><b>Acknowledging Historical Trauma and Resilience in Our Work with Young Children and Families</b> <i>Dawn Yazzie, MA, NCC, Early Childhood Mental Health Consultant, the Navajo Nation, and Technical Assistance Specialist, Center of Excellence for Infant and Early Childhood Mental Health Consultation</i></p> <p>Participants will review and learn about historical factors when partnering with diverse communities, particularly with tribal communities. There will be exploration of how historical context can be acknowledged and addressed by programs with strategies to support children and families using the <i>Diversity-Informed Tenets for Work with Infants, Children and Families</i>. Learn how Infant and Early Childhood Mental Health Consultation (IECMHC) can support workforce self-awareness. Presenter will share case scenarios about how essential IECMHC can be in building equitable systems for young children and families, particularly for tribal communities.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Review and learn about historical factors when partnering with diverse communities, particularly tribal communities</li> <li>• Explore how historical context can be acknowledged and addressed by programs with strategies to support children and families by focusing on the <i>Diversity-Informed Tenets for Work with Infants, Children and Families</i></li> <li>• Examine how Infant and Early Childhood Mental Health Consultation (IECMHC) can support workforce self-awareness and how critical IECMHC can be in building equitable systems for young children and families</li> </ul>
9:45 – 10:15 AM	<b>Break and Virtual Exhibits</b>
10:15 – 11:45 AM	<b>Breakout Sessions E</b> <span style="float: right;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></span>
IF-ECMH Competency Domain 1A, 1D, 1E, 1F	<p><b>E-1 Autism Acceptance: Our Words Matter</b> <i>Nora Camacho, LMFT, BCBA, Manager and Arielle King, MEd, BCBA, Behavior Specialist, Alexa's PLAYC, Rady Children's Hospital – San Diego</i></p> <p>While the early 2000s saw a push for “autism awareness,” those on the autism spectrum and their families now challenge us to strive for a deeper “autism acceptance.” What does it look like for preschool-aged children to fully understand and accept each other? How can educators and mental health clinicians foster a welcoming environment that allows all children to thrive regardless of the challenges they might face? What is the best way to guide children when they notice one another’s strengths and weaknesses? This presentation will engage participants in a thoughtful discussion that will challenge prior conceptions of autism and provide language to create radically inclusive learning spaces.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Review appropriate terminology to use and mindset to adopt when working with neurodiverse individuals</li> <li>• Explore language to use when addressing child questions about differences between themselves and their peers</li> <li>• Practice the use of language to foster an inclusive environment that celebrates neurodiversity</li> </ul>

## Conference Schedule: Saturday, September 25

<p style="color: #A52A2A; font-weight: bold;">IF-ECMH Competency Domain 1B, 1E, 1F, 1G</p>	<p><b>E-2 (CME) Developmental and Social Emotional Screening in Primary Care</b>  <i>Lauren Gist, MD, MPH, Assistant Health Sciences Professor of Pediatrics, University of California San Diego and Developmental Behavioral Pediatrician, Rady Children's Hospital – San Diego</i></p> <p>The intent of this conference session is to discuss developmental delays in young children with an emphasis on developmental screening and surveillance. Presenter will discuss the importance of identifying developmental delays early, present standardized measures that may be used to identify those delays, discuss ways to present those results to families and then identify community resources to make referrals.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Discover the importance of standardized screening for developmental delays in the general population as well as special populations</li> <li>• Illustrate the link between development and behavioral health</li> <li>• Explore ways to support family readiness around screening results and referrals</li> <li>• Review community resources and discover how to make referrals</li> </ul>
<p style="color: #A52A2A; font-weight: bold;">IF-ECMH Competency Domain 1C, 1D</p>	<p><b>E-3 Re-Envisioning Self-Care</b>  <i>Kristen Krauss, MA, Early Education Quality Improvement Support Coach, San Diego County Office of Education</i></p> <p>This session will provide a space for educators to gain insight into self-care that doesn't require an abundance of money or time but includes small everyday actions that contribute to their overall well-being. Educator well-being is imperative in providing a responsive and attuned relationship to students (children) and their families, thus allowing them to start attuning and responding to their own needs. In this session, attendees will identify personal self-care strategies that are individualized to their needs and ultimately impact their well-being as well as the well-being and success of the students and families they are serving. Creating resilient futures starts with the educators!</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the myths of self-care to identify their personal self-care strategies</li> <li>• Examine the connection between self-care and well-being</li> <li>• Review the direct relationship between educator well-being and student well-being and success</li> </ul>
<p style="color: #A52A2A; font-weight: bold;">IF-ECMH Competency Domain 1B, 1C, 1F</p>	<p><b>E-4 In English: What Is Your Body Telling You? Stress Awareness During a Pandemic (Repeated in G-2 In Spanish)</b>  <i>Ariane Porras, Consultant and Trainer, YMCA of San Diego County, Childcare Resource Service</i></p> <p>We humans are made up of mind, body and spirit. Toxic stress and other moments of overwhelm can cause disruptions or breaks in how those three elements communicate with one another. We can begin to heal those breaks and disconnects through a practice called embodiment, the practice of attending to your sensations. Through embodiment, we can find ways to be accepting of our internal experiences and thus more accepting of ourselves. Awareness of your body serves as a guiding compass to help you feel more in charge of the course of your life. In this session, participants will learn how our minds, bodies and spirits are wired to receive information and the different ways they process that information, especially under stress.</p>

## Conference Schedule: Saturday, September 25

	<p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore how our mind, body and spirit react to stress and our environment</li> <li>• Receive prompts to be curious and incorporate daily embodiment practices</li> <li>• Practice guided embodiment practices</li> <li>• Review resources to learn further about embodiment</li> </ul>
<p style="color: #A52A2A; text-align: center;"><i>IF-ECMH Competency Domain 1B, 1C, 1D</i></p>	<p><b>E-5 Early Beginning: Preventing ACEs and Building Resiliency</b>  <i>Christie Yorty, Strengthening Families Program Director and Brandi Paniagua, Coordinator and Trainer, Partners in Prevention, YMCA of San Diego County, Childcare Resource Service</i></p> <p>The purpose of this session is to introduce the different types of stress and how they affect the brain. We will build upon our knowledge of ACEs by exploring the importance of responsive relationships, the protective factors, and positive childhood experiences in building resilience for those who have experienced trauma. We will discuss how building resiliency is a core concept in trauma-informed programs and systems and reflect on opportunities to promote these concepts in our organizations and communities.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the different types of stress and understand the impact on the “learning brain”</li> <li>• Examine the importance of responsive relationships, protective factors and positive childhood experiences</li> <li>• Identify the core values of trauma-informed care and trauma-sensitive organizations</li> </ul>
<p style="color: #A52A2A; text-align: center;"><i>IF-ECMH Competency Domain 1A, 1C, 1D</i></p>	<p><b>E-6 En Español: The Importance of Parent/Child Attachment in the Latino Community (Repeated in F-6 in English)</b>  <i>Edgar Sierra, LMFT, Program Manager and Leslie Manriquez, LMFT, Lead Therapist, Episcopal Community Services</i></p> <p>En esta sesión describiremos los conceptos básicos de la teoría del apego. Lo importante que es tener un apego seguro entre el niño y el padre (o tutor) en los primeros cinco años de vida. También hablaremos acerca de la relación que existe entre el comportamiento no deseado del niño y los diferentes patrones de la teoría del apego. Presentaremos ejemplos de cómo se presenta un apego seguro entre el niño y padre (o tutor) en la comunidad Hispana/Latina. Por último, cerraremos nuestra presentación con una breve explicación de como nuestro programa, Para Las Familias, toma e incorpora valores fundamentales en la cultura Hispana/Latina para poder fomentar y fortalecer un apego seguro basado en la teoría psicológica del apego.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> <li>• Identificar patrones de apego en la comunidad Latina/Hispana</li> <li>• Explorar la salud mental y las dificultades específicas en la comunidad Latina/Hispana</li> <li>• Presentar intervenciones para poder difundir una relación terapéutica segura y sana entre padre (o tutor) y el niño basado en la teoría del apego</li> </ul>
<p>11:45 – 12:15 PM</p>	<p><b>Lunch and Virtual Exhibits</b></p>

## Conference Schedule: Saturday, September 25

12:15 – 1:45 PM	<b>Breakout Sessions F</b>	<i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
<i>IF-ECMH Competency Domain 1C, 1F</i>	<p><b>F-1 <i>En Español</i>: The Benefits of Incorporating Mindfulness into Early Childhood Education (Repeated in G-6 in English)</b>  <b>Nubia Soto</b>, MS, MBA, Program Director, and <b>Liza Bolaños</b>, MS, Clinical Supervisor, Mi Escuelita, South Bay Community Services</p> <p>The positive impact of mindfulness practices on child development is well supported in research studies. This workshop will offer an overview of the KIND curriculum, a highly adaptive instructional model which includes activities to cultivate kindness and connection in the classroom through social-emotional learning. Presenter will demonstrate mindfulness activities that can be used in the classroom with young children. Case examples and testimonials will highlight successful changes in behaviors of children with trauma in the classroom.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the aspects of mindfulness practices that are effective in the classroom</li> <li>• Explore the benefits of mindfulness practice with young children, especially those who have experienced trauma</li> <li>• Discover the impact of the KIND curriculum on challenging behaviors</li> <li>• Practice mindfulness activities that can be incorporated into the classroom with children</li> </ul>	
<i>IF-ECMH Competency Domain 1E, 1F, 1G</i>	<p><b>F-2 Access to Developmental Services During COVID and Beyond</b>  <b>Shari Garrett</b>, MS, CCC-SP, Manager, Speech and Language Pathology Department, Rady Children’s Hospital – San Diego, <b>Christina Bloodworth</b>, MS, CCC-SLP, Speech Language Pathologist, Rady Children’s Hospital – San Diego, and <b>Michael Lombardi</b>, JD</p> <p>This segment will explore the challenges of delivering developmental services (Speech and Language Therapy, Occupational Therapy, Physical Therapy) to children 0-5 with intellectual or developmental disability (IDD) during COVID-19. Presenters will identify the impact to access of care during the pandemic as well as explore the benefits and drawbacks to delivery of services via telemedicine. A typical TeleSpeech session will be modelled with attention to how these sessions can be geared to promote interaction and engagement and discourage unattended screen time. Opportunities to incorporate telemedicine into ongoing services will be outlined as well as what is needed from a regulatory standpoint. An overview of Early Childhood Mental Health provisions in the California 2021-2022 state budget will also be provided.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify both benefits and drawbacks in the use of telemedicine in developmental services</li> <li>• Outline how COVID-19 impacted access to care in developmental therapies and that continued to impact the community</li> <li>• Explore how to incorporate telemedicine service delivery for developmental services for children 0-5 after the pandemic resolves</li> <li>• Examine the Early Childhood Mental Health allocations in the California 2021-2022 state budget</li> </ul>	

## Conference Schedule: Saturday, September 25

<p style="color: #A52A2A; font-style: italic;">IF-ECMH Competency Domain 1H</p>	<p><b>F-3 Promoting Equity and Anti-Bias in Early Education Settings</b>  <i>Denisse Camargo, MS and Dana Weevie, MEd, Early Education Quality Improvement Support Coaches, San Diego County Office of Education</i></p> <p>When we put equity and anti-bias at the heart of early childhood education, we have an opportunity to create a better world. Educators can help children appreciate family, culture, and diversity as they develop their sense of self. Through this interactive virtual workshop, participants will become familiar with the four core goals of anti-bias education, explore resources that support anti-bias work in the early childhood setting, and identify strategies to foster equity and anti-bias in their programs.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the four core goals of anti-bias education (Identity, Diversity, Justice, and Activism) and how they promote equity in early education settings</li> <li>• Examine the role that early childhood educators play in fostering equitable learning opportunities</li> <li>• Explore resources and strategies that support the four core goals of anti-bias education and how they can be implemented with children and families</li> </ul>
<p style="color: #A52A2A; font-style: italic;">IF-ECMH Competency Domain 1D</p>	<p><b>F-4 Self-Care Is the Best Care: Why Wellness Is an Investment Worth Emphasizing in Your Home Visiting Program</b>  <i>Danyelle Mitchell, MAEd, Early Head Start Home-Based Supervisor, Neighborhood House Association and Kea Klatt, Head Start Home-Based Supervisor, Neighborhood House Association</i></p> <p>Home visitors experience secondhand trauma and absorb stress that families unknowingly project onto home visitors. Join us as we discuss the challenges that home visitors may face as they deliver services in the home. Home visitors and teachers will be able to practice and model self-care for families by utilizing their protective factors. Children thrive and learn best when caregivers are well, and home visitors provide optimal service when they are given the tools to manage their mental health and wellness. This session will offer creative ideas that will help renew home visitors’ morale and boost their confidence.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Practice and model self-care for families by utilizing their protective factors</li> <li>• Explore creative ideas that will help renew home visitors and teachers and boost their confidence</li> <li>• Outline self-care techniques for children</li> </ul>
<p style="color: #A52A2A; font-style: italic;">IF-ECMH Competency Domain 1A, 1B, 1C, 1F</p>	<p><b>F-5 The Deb Stolz Memorial Breakout Session</b>  <b>Caring for Children with Fetal Alcohol Spectrum Disorders and Other In-Utero Exposure</b>  <i>Kania Webster and Patty Boles, Foster and Kinship Care Education Program, Grossmont College</i></p> <p>This conference session will give a real life, in actual families look at Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Spectrum Disorder (FASD). Clinical work is essential for the success of these children. However, to understand the children’s needs, clinicians must work closely with the families and understand the struggles, fears, excitement and frustrations they face every day. Presenters will give access to their own children and family stories—what worked, what didn’t work and what they need from their team.</p>

## Conference Schedule: Saturday, September 25

	<p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify needs of families with FAS and FASD diagnosed children</li> <li>• Explore real life scenarios within families living with FAS and FASD</li> <li>• Examine what clinicians can do to be a helpful member of the team</li> </ul>
<p style="color: #A52A2A; text-align: center;"><i>IF-ECMH Competency Domain 1A, 1C, 1D</i></p>	<p><b>F-6 In English: The Importance of Parent/Child Attachment in the Latino Community (Repeated in E-6 in Spanish)</b> <b>Edgar Sierra, LMFT, Program Manager and Leslie Manriquez, LMFT, Lead Therapist, Episcopal Community Services</b></p> <p>In this breakout session we will describe the basic concepts of attachment theory and the importance of having a healthy early attachment between children and their main caregiver(s) during the first five years of life. We will also discuss the overall negative ramification on the child's behavioral health as a result of poor attachment relationships. In addition, we will identify how healthy attachments look within the Hispanic/Latino community. Lastly, we will present how Para Las Familias, an outpatient clinic, has been able to incorporate cultural factors while implementing attachment theory as a therapeutic approach with Hispanic and Latino families.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify current attachment patterns and trends in the Latinx community</li> <li>• Explore mental health in the Latinx community and common barriers</li> <li>• Demonstrate interventions for building trust in the therapeutic relationship with the Latinx community within the context of an attachment-based therapeutic approach</li> </ul>
<p>1:45 – 2:00 PM</p>	<p><b>Break</b></p>
<p>2:00 – 3:30 PM</p>	<p><b>Breakout Sessions G</b> <span style="color: #A52A2A;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></span></p>
<p style="color: #A52A2A; text-align: center;"><i>IF-ECMH Competency Domain 1C, 1D, 1G, 1H</i></p>	<p><b>G-1 Amplifying Brilliance: Centering Dignity Through Connectedness</b> <b>LaTysa Flowers, CPDTC, Cultural Responsiveness and Equity Consultant, Founder of Parents Empowerment Services and Kristin Hovious, MS, Founder, SEL Chicago</b></p> <p>The intention of this session is to create awareness of how implicit bias shows up in our early care setting. Presenters will explore how institutional racism contributes to suspension and expulsion rates of black children, and participants will examine practices that potentially create inequity and feelings of inferiority and anti-blackness among children in care. Attendees will practice ways of reframing behaviors that encourage connection and identifying potential beliefs behind the behaviors of young children. Participants will explore regulation tools and strategies to support equity in behavior management and positive relationship building that creates an atmosphere of belonging and significance for all children.</p>

## Conference Schedule: Saturday, September 25

	<p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Examine the origin of disparities in preschool suspension and expulsion that contribute to discouragement in young children</li> <li>• Recognize the significance of self-awareness in empowering adults caring for young children</li> <li>• Identify self-regulation and co-regulation tools that center relationships and the dignity of the child</li> </ul>
<p style="color: #A52A2A; text-align: center;"><i>IF-ECMH Competency Domain 1B, 1C, 1F</i></p>	<p><b>G-2 <i>En Español: What Is Your Body Telling You? Stress Awareness During a Pandemic (Repeated in E-4 in English)</i></b>  <i>Ariane Porras, Consultant and Trainer, YMCA of San Diego County, Childcare Resource Service</i></p> <p>Nosotros humanos estamos compuestos de Mente, Cuerpo y Espiritu. El estrés toxico y otros momentos abrumadores pueden causar interrupciones en la comunicación de estos tres elementos. Podemos comenzar a curar esas rupturas y desconexiones a través de una práctica llamada ‘Embodiment’; la práctica de atender tus sensaciones. A través de ‘Embodiment’ podemos encontrar formas de aceptar nuestras experiencias internas y, por lo tanto, aceptarnos más a nosotros mismos. La conciencia de tu cuerpo sirve como una brújula que te ayudará a sentirte más a cargo del curso de tu vida. En estas sesiones, los participantes aprenderán cómo nuestras mentes, cuerpos y espíritus están conectados para recibir información y las diferentes formas en que procesan esa información, especialmente bajo estrés.</p> <p>Los participantes:</p> <ul style="list-style-type: none"> <li>• Obtendrán una visión general de cómo nuestra mente, cuerpo y espíritu reaccionan al estrés y nuestro entorno</li> <li>• Recibirán indicaciones para ser curiosos e incorporar prácticas de ‘Embodiment’ diarias</li> <li>• Serán guiados en prácticas de ‘Embodiment’</li> <li>• Recibirán recursos para aprender más sobre ‘Embodiment’</li> </ul>
<p style="color: #A52A2A; text-align: center;"><i>IF-ECMH Competency Domain 1F, 1H, 2</i></p>	<p><b>G-3 Reflective Practice to Promote Diversity, Equity and Inclusion in Early Childhood Systems</b>  <i>Kim Flowers, LCSW, Director of Family Support Services, Neighborhood House Association and Chris Isaac, LMFT, Program Manager, San Diego Youth Services – Bridgeways</i></p> <p>Deep listening paired with the reflective stance is critical for providers who engage with young children and their families—and especially in support of and advocacy with those who experience systemic racism, racial bias, and microaggressions. Reflective Practice enables us to gain insight into our experience, both past and present. Increased self-awareness leads to the mitigation of our implicit race-based biases, enhances our ability to respond empathically, facilitates shared power, and guides wise action. This relational practice helps inform the decisions we make while interacting with others, as well as influences the policies we create in our early childhood systems. Who then am I? How do I grow in cultural humility? What does each family need from me to partner effectively? Join in discussing the importance of Reflective Practice and tap into its power experientially to nurture and grow early childhood providers so we, in turn, support ALL babies and young children, and their families reach their fullest potential.</p>

## Conference Schedule: Saturday, September 25

	<p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore fundamental concepts of Reflective Practice</li> <li>• Examine “ladder of inference” theory and the importance of interrupting the link between implicit thoughts, feelings and actions</li> <li>• Engage in experiential Reflective Practice learning activities to gain self-awareness and knowledge of the Diversity-Informed Tenets for Work with infants, children and families</li> <li>• Set an intention for incorporating diversity-informed Reflective Practice into the workplace as a means to support social justice, access and equity</li> </ul>
<p style="color: #A52A2A; font-weight: bold;">IF-ECMH Competency Domain 1B, 1D</p>	<p><b>G-4 Meeting the Needs of All Learners: Rethinking the Classroom Experience</b>  <i>Brettney Stanley and Vanessa Arcinas, Early Education Quality Improvement Support Coaches, San Diego County Office of Education</i></p> <p>Shift your lens of what preschool education looks like and consider how we can meet children’s needs across virtual and in-person learning settings. Together, we will explore the Universal Design for Learning (UDL) model and reflect on how to apply multiple means of representation, expression, and engagement across different learning settings to support children’s learning goals.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Examine how UDL can enhance engagement across in-person, hybrid, and virtual settings</li> <li>• Explore ways to design activities that allow children to represent their learning in a way that is authentic and individual</li> <li>• Identify resources and instructional strategies they can use to effectively and intentionally ensure content targeted to learners’ needs</li> </ul>
<p style="color: #A52A2A; font-weight: bold;">IF-ECMH Competency Domain 1A, 1C, 1D, 1H</p>	<p><b>G-5 Race and Equity in Early Care and Education – What Is Your Responsibility?</b>  <i>Julia Loman, MS, Senior Education Coordinator, Neighborhood House Association</i></p> <p>This presentation will explore personal and professional actions to address systemic racism and inequities that continue to be a threat to the children and families we serve. Exploration will occur in the context of participants’ specific work within the early care and education community.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify professional competencies that address systemic racism and equity</li> <li>• Explore how the four levels of oppression impact professional work roles within early care and education systems</li> <li>• Examine the impact individuals can make in addressing systemic racism and inequity both personally and professionally</li> </ul>

## Conference Schedule: Saturday, September 25

*IF-ECMH  
Competency  
Domain 1C, 1F*

### **G-6 *In English: The Benefits of Incorporating Mindfulness into Early Childhood Education* (Repeated in F-1 in Spanish)**

**Nubia Soto, MS, MBA, Program Director, and Liza Bolaños, MS, Clinical Supervisor, Mi Escuelita, South Bay Community Services**

The positive impact of mindfulness practices on child development is well supported in research studies. This workshop will offer an overview of the KIND curriculum, a highly adaptive instructional model which includes activities to cultivate kindness and connection in the classroom through social-emotional learning. Presenters will demonstrate mindfulness activities that can be used in the classroom with young children. Case examples and testimonials will highlight successful changes in behaviors of children with trauma in the classroom.

Attendees will be able to:

- Identify the aspects of mindfulness practices that are effective in the classroom
- Explore the benefits of mindfulness practice with young children, especially those who have experienced trauma
- Discover the impact of the KIND curriculum on challenging behaviors
- Practice mindfulness activities that can be incorporated into the classroom with children

**Thank you for attending this year's conference. We look forward to seeing your evaluations.  
Please mark your calendars for next year's ECMH Conference: September 22-24, 2022. See you there!**

