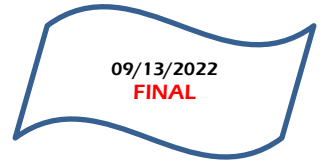




13th Annual Early Childhood Mental Health Conference: We Can't Wait
How Are the Children? The Path from Healing to Well-Being



Detailed Conference Schedule
Thursday, September 15

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

7:30 – 8:00 AM	Zoom Help Desk Open — Sign in early if you have questions or need assistance!
8:00 – 8:30 AM	<p>The Deb Stolz Memorial Address and Welcoming Remarks <i>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</i> <i>Luke Bergmann, PhD, Director, Behavioral Health Services, County of San Diego Health and Human Services Agency</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	Break
8:45 – 10:15 AM 1.5 CME/CE	<p>(CME) Beloved Reclamation: Leveraging the Neurosequential Model to Help Caregivers and Children Thrive <i>Habeebah Rasheed Grimes, MA, CEO, Positive Education Program (PEP), Cleveland, OH</i></p> <p>This presenter will share perspective on developing a trauma informed, developmentally respectful, and culturally responsive organizational culture with an emphasis on collectively moving from theory to practice to advocacy. The Neurosequential Model of Therapeutics will be presented as a foundational framework for establishing a culture of healing-centered practice. Participants will be exposed to core concepts of the Neurosequential Model to deepen understanding of the functional impacts of early childhood adversity and to inform participants' thinking about intervention planning, program design, and policy advocacy.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify core concepts of the Neurosequential Model of Therapeutics (NMT) • Explore the NMT as a framework for supporting child-centered and developmentally respectful supports, interventions, and programming in the early years
10:00 – 10:30 AM	Break
10:30 AM – 12:00 PM 1.5 CME/CE	<p>(CME) Creating a Culture of Healing <i>Habeebah Rasheed Grimes, MA, CEO, Positive Education Program (PEP), Cleveland, OH</i></p> <p>This session will focus on the critical role relational health plays in creating conditions for healing and well-being. Systemic and structural racism's role in causing suffering in the early years while undermining relational capacity in families, institutions, and communities will be explored. Participants will be introduced to a culturally responsive framework for reclaiming our capacity for self-healing and collective care in service to our children.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Explore relational health as a critical, yet vulnerable, protective factor in the lives of children • Examine systemic and structural racism's role in undermining relational health at the individual, familial, and community levels • Identify strategies for reclaiming our human capacity for empathy, deep connection, and collective care

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12:00 – 1:00 PM	Lunch and Virtual Exhibits
1:00 – 2:30 PM	<p>Breakout Sessions A <i>1.5 Contact Hours</i></p> <p>A-1 (CME) Early Childhood Development (General Audience) <i>Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services and First Steps, American Academy of Pediatrics, California Chapter 3</i></p> <p>The purpose of this session will be to examine the neurobiology of the developing child. Participants will explore how nurture and trauma impacts a child’s brain, body, behaviors and how we can sensitively help children and their families to reach their fullest potential. Specific attention will be placed on the importance of the attachment relationship.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify how a child’s neurobiology is impacted by nurture and trauma • Explore a practical approach to engage children and their families who have experienced trauma • Examine how attachment underpins healing relationships
	<p>A-2 (CME) Developmental and Relationship-Based Approaches to Autism (Advanced Audience) <i>Charmi Patel Rao, MD, Director of Psychiatric Services, and Lori Jenkinson, MS CCC-SLP, Speech and Language Pathologist, Positive Development</i></p> <p>This session will provide an updated view on our understanding of autism and explore alternative, evidence-based interventions for autism in order to be able to offer more choices to children and families dealing with autism. Along with traditional behavioral approaches to autism, there are naturalistic developmental behavioral interventions (NDBI) and developmental relationship-based interventions (DRBI). These interventions focus primarily on relationships as the mechanism for advancing social-emotional and developmental goals. Presenters will review the key principles and strategies for these interventions, using a case example and videos to help demonstrate important concepts.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Review how the understanding of autism has changed over time • Identify alternative evidence-based interventions for autism that take on a developmental and relationship-based approach • Explore developmental relationship-based interventions (DRBI) in more detail using a case example and videos to demonstrate important concepts

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A-3 Caring for the Caregivers: Secondary Trauma, Resilience and Wellness

Babbi Winegarden, PhD, MHPE, Behavioral Health Program Coordinator, Child Welfare Services, County of San Diego Health and Human Services

Secondary Traumatic Stress (STS) can impact anyone who works with clients who have experienced trauma. The goals of this session are to understand the symptoms of STS, as well as to learn how to mitigate the potential impact of STS. As part of mitigating STS, 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 STS skills and wellness plan.

Attendees will be able to:

- Differentiate between Primary Trauma, Secondary Traumatic Stress (STS), Vicarious Trauma (VT), Compassion Fatigue and Burn-out
- Identify the areas of the brain that are impacted by stress and trauma and how they vary in responsiveness
- Provide Conscious Oversight of the Meaning of the work you do
- Identify Risk Factors for Work-related STS
- Identify Protective/Mitigating Factors related to STS
- Develop Conscious Oversight of your current STS Symptoms, your own Risk Factors and your own Protective Factors
- Develop a list of Coping Tools to Mediate the Effects of Secondary Trauma and Build Resiliency
- Describe the Five Components for Enhancing Clinical Engagement and Reducing Trauma (CE-CERT)

A-4 Helping Parents Move Beyond the Impact of Their Own ACEs (Repeated Friday in D-5 in Spanish)

Natalie Elms, MA, Manager and **Cinnamon Harper**, LCSW, Early Childhood Trauma Therapist, KidSTART, Rady Children's Hospital San Diego

This session will highlight Rady Children's Hospitals' 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. Presenters will review best practices and lessons learned in implementing the ACE screening and working with caregivers – inclusive of birth and foster parents of children ages 0-5 - in the past 10 years, and the impact of identifying and addressing caregiver ACEs in order to ease barriers to engagement in services, for both the caregiver and the child.

Attendees will be able to:

- Discuss the impact of caregiver ACEs and a child's engagement in services through case studies
- Explore data and trends from child and caregiver ACE screenings
- Identify opportunities to screen and educate caregivers to facilitate improved engagement and outcomes

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	<p>A-5 Introducción al Marco de Factores de Protección <i>(Repeated in B-5 in English)</i> Ariane Porras, Consultant and Trainer and Alma Daniella Cruz, Strengthening Families Program, Childcare Resource Service, YMCA of San Diego County</p> <p>El propósito de este taller es ayudar a los programas de educación temprana a comprometerse con los padres para construir los siguientes factores de protección: resiliencia de los padres, conexiones sociales, apoyo concreto en tiempos de necesidad, conocimiento del desarrollo infantil, competencia socioemocional de los niños. Los factores de protección son las fortalezas y los recursos a los que las familias pueden recurrir cuando la vida se pone difícil. Cada uno de los factores protectores es esencial, pero lo más importante es lo que hacen juntos para crear fuerza y estabilidad en las familias. Tomar los factores de protección y construir sobre ellos es una forma comprobada de fortalecer a toda la familia y, por lo tanto, disminuir la probabilidad de maltrato.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> • Identificar y revisar los 5 factores de protección • Explorar y examinar formas de incorporarlos en su trabajo. • Practicar y demostrar construir el fortalecimiento de las familias
	<p>A-6 Promoting Parent and Infant Wellness with Infant Massage <i>(Repeated in B-6 in Spanish)</i> Veronica Miller, Supervisor, Developmental Screening and Enhancement Program (DSEP), and Mannie Sanchez-Curtis, Developmental Specialist, Healthy Steps Murrieta, Rady Children’s Hospital San Diego</p> <p>This session will examine the goals and unique therapeutic benefits of infant massage when working with caregivers of infants in both healing and promoting healthy child development. Specifically, presenters will focus on infant massage coaching with caregivers of children involved with the child welfare system (CWS) in San Diego County, and infant massage as a developmental coaching model for caregivers of children in primary care settings from the lens of a HealthySteps program in Riverside County. The presentation will also include information on the benefits, use cases (e.g., attachment concerns, constipation, lactation support, postpartum depression), and outcomes of infant massage, along with two case examples and a live demonstration of some commonly used infant massage techniques.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify what infant massage is, and what is the certification process for practitioners • Explore case examples where infant massage is appropriately used • Discover how infant massage can be used as a supporting technique for a for a range of caregiver and child infant concerns (e.g. attachment, postpartum depression, lactation support, sensory concerns) • Examine how infant massage can be applied differently with caregivers of children involved in child welfare and resource/foster families, or in cases with reunification with birth parents, and how infant massage can be applied in primary care settings in the context of well-child visits • Demonstrate two common infant massage techniques
2:30 – 3:00 PM	Break

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3:00 – 4:30 PM	Breakout Sessions B <i>1.5 Contact Hours</i>
	<p>B-1 (CME) Treating Complex Cases: Planning, Prioritizing and Pitfalls (<i>Advanced Audience</i>) <i>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</i></p> <p>This presentation, for an advanced audience, is a continuation of Dr. Rowe’s 4-part series on Complex Cases. Last year he presented Complex Trauma in Young Children (2 presentations- one for a general audience, the second for an advanced audience). This year’s presentation intends to cover the complex process of treating complex cases- how one goes about formulating the case and planning the treatment, prioritizing the focus of treatment, and preparing oneself for the various expected complications that can arise in these efforts. Special consideration will be given to treatment choice and the use of Evidence Based Practices, Evidence Informed Practice, and Practice Based Evidence. Predictable clinical problems will be discussed as well as preparation for side effects to the treatments used. Finally, ways of being therapeutic will be discussed including how to know when basic needs of food, shelter and clothing need to be the focus, when you need to pull in additional “protective factors” to support treatment, and the particular goals of a psychotherapeutic approach including working in the “intersubjective space”, using “corrective emotional experience”, observing and rewarding progress, and supporting independence and competency. Methods of “being” with challenging patients will also be addressed.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify the which clinical problems need to be addressed first in order to allow treatment to be successful. • Review the concepts presented in part 1 of this series and see how they are applied to treatment prioritization. • Explore the predictable clinical problems that come up in intensive treatments of complex cases and how to work to minimize their impact.
	<p>B-2 (CME) Concealed but Common: The Hidden Symptoms of Perinatal Mood and Anxiety Disorders and How We Can Bridge the Gap <i>Kelly Curtis Hughes, LMFT, RPT, Early Childhood Mental Health Therapist, Rady Children’s Hospital, and Kristen Eberly, LCSW, Psychotherapist, Well-Mamas Family Counseling</i></p> <p>Research, awareness, and understanding of infant mental health and the importance of parental mental health have significantly increased. However, the parental mental health and infant mental health systems continue to be siloed and separated. Presenters will discuss parental mental health, including Perinatal Mood and Anxiety Disorders (PMADs), and dive into the common, but often not talked about, symptoms that new parents and caregivers experience. This may include intrusive thoughts, irritability, rage, anxiety, sleep deprivation, relationship conflicts, and shame. A case presentation will be integrated throughout the presentation to assist attendees in understanding these nuances during the postpartum time. Ideas for a holistic family approach will be presented and a discussion on resources will be facilitated. Only 25% of parents who are in need access treatment during this critical postpartum time; we must bridge this gap to better support the entire family system and promote safety for all.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Discuss Perinatal Mood and Anxiety Disorders • Examine the hidden symptoms many people experience during the perinatal time • Explore questions to ask to support identification and understanding of symptoms • Identify resources to bridge the gap between infant mental health and parental mental health

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B-3 Centering Connection – Positive Discipline in the Home

Aisha Pope, LCSW, CPDLT, Program Director, San Diego Center for Children, and LaTysa Flowers, CPDTC, Equity Inclusion and Belonging Consultant, YMCA of San Diego County

“And how are the children?” the Masai people ask in greeting. The answer, it depends. Children’s survival, wellbeing, and success are inextricably tied to their relationships and the support they receive from their caregivers, educators, and the other adults in their lives. Adlerian theory on which Positive Discipline is based posits that the primary goal of all children is a sense of belonging (love) and significance (contribution). In this interactive workshop, we will look at Positive Discipline tools that center connection to support the wellbeing and success of young children through a focus on belonging, contribution, long term teaching, empowerment, mutual respect, dignity, and the cultivation of Positive Childhood Experiences.

Attendees will be able to:

- Identify the basic principles of the Positive Discipline Model
- Explore how adults can help to buffer the effects of trauma through co-regulation, supporting post traumatic growth, and supporting positive childhood experiences
- Identify three Positive Discipline parenting strategies that caregivers can start using right away to support children’s wellbeing

B-4 OmaTime: The Magic of Sharing Meaningful Experiences with Young Children

Marilee Burgeson, MA, CCC-SLP, Senior Clinical Advisor, Positive Development

The mutual benefit of the grandparent/ grandchild relationship on wellbeing and feeling seen, felt, and heard will be explored in this session. The DIR/Floortime® developmental Model will provide a relationship-based framework that supports connection and meaning within the context of relationships. As our therapeutic intervention model moves toward virtual sessions, clinicians can benefit from reframing intervention strategies that highlight shared attention, shared emotion, and shared intention while being playful and authentic. Attendees will experience and feel the shared emotions between a grandmother and her granddaughters during COVID as they build their relationship virtually. This generational example of relating and communicating inspires us as professionals and provides deep insight and joy into connecting through meaningful shared experiences in a virtual world.

Attendees will be able to:

- Identify critical foundations for relating and communicating
- Review the importance of affect as the glue in interactions
- Explore relationship-based strategies that enhance the connection with young children virtually
- Examine the importance of regulation and co regulation as a foundation for relationship building

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	<p>B-5 Strengthening Families' Protective Factors <i>(Repeated in A-5 in Spanish)</i> Brandi Paniagua, MAEd, Coordinator and Trainer, <i>Partners in Prevention</i>, and Darryl Chairez, MS, Program Director, <i>Foster Care Bridge, YMCA of San Diego County</i></p> <p>The Strengthening Families Approach and Protective Factors is a framework developed by the Center for the Study of Social Policy (CSSP) over the last decade to prevent child abuse and neglect. This training helps child welfare systems, early education and other community programs work with parents to build the protective factors which are strengths and resources that families can draw on when life gets difficult.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Identify Five Protective Factors that help keep families strong and prevent child abuse and neglect (social and emotional competence in children, knowledge or parenting and child development, social connections, parental resilience, concrete support in times of need)• Review key strategies and concrete everyday actions that help families build those protective factors• Explore what it means to work with families in a strength-based way
	<p>B-6 Promoviendo el Bienestar de Padres e Infantes con Masaje Infantil <i>(Repeated in A-6 in English)</i> Veronica Miller, Supervisor, <i>Developmental Screening and Enhancement Program (DSEP), Rady Children's Hospital San Diego</i></p> <p>Esta sesión examinará las metas y los beneficios terapéuticos exclusivos del masaje infantil cuando se trabaja con cuidadores de infantes en ambos la curación y promover el desarrollo infantil saludable. Específicamente, los presentadores se enfocarán en el entrenamiento de masaje infantil con cuidadores de niños involucrados con la agencia del bienestar de menores (CWS) en el condado de San Diego, y el masaje infantil como un modelo de entrenamiento del desarrollo para cuidadores de niños en ambientes de atención primaria desde la perspectiva del programa HealthySteps en el condado de Riverside. La presentación también incluirá información sobre los beneficios, uso de casos (p. ej., problemas de apego, estreñimiento, apoyo para la lactancia, depresión perinatal), y consecuencias del masaje infantil, junto con ejemplos de casos y una demostración en vivo de algunas técnicas comúnmente utilizadas en el masaje infantil.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none">• Identificar qué es el masaje infantil y cuál es el proceso de certificación para los practicantes• Explorar ejemplos de casos donde el masaje infantil se usa apropiadamente• Descubrir cómo se puede utilizar el masaje infantil como una técnica de apoyo para un rango de preocupaciones del cuidador y del niño (p. ej., apego, depresión perinatal, apoyo para la lactancia, preocupaciones sensoriales)• Examinar cómo se puede administrar el masaje infantil de manera diferente con los cuidadores de niños involucrados con la agencia del bienestar de menores, las padres adoptivos y padres de crianza o de recursos, o en casos de reunificación con los padres biológicos, y cómo se puede aplicar el masaje infantil en ambientes de atención primaria en contexto de visitas del chequeo• Demostrar dos técnicas comunes del masaje infantil
4:45 PM	All Zoom Rooms Close

Conference Schedule: Friday, September 16

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

7:30 – 8:00 AM	Zoom Help Desk Open — Sign in early if you have questions or need assistance!
8:00 – 8:30 AM	Continuing the Dialogue <i>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</i>
8:30 – 8:45 AM	Break
8:45 – 10:15 AM 1.5 CME/CE	(CME) How Belonging Impacts Epigenetics and Neurobiology for Children, Families and Communities <i>Rajkumari Neogy, MA, MNLP, Epigenetics Coach and Consultant, and Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services and First Steps, American Academy of Pediatrics, California Chapter 3</i> The purpose of this keynote is to explore how our sense of belonging can impact our epigenetics, the study of how behavior and environment can affect the way our genes are expressed and inherited. Discrimination, racism, and other stressors affect our brains and leads to the transmission of trauma through generations. Through the meaningful practices of empathy and representation, transgenerational trauma can be addressed and recover the affected parts of our brains from discrimination, racism, and other stressors that destroy our psychological safety. Together we can create pathways for healing and cultures of belonging in our children, families and community. Attendees will be able to: <ul style="list-style-type: none"> • Explore the associations between a sense of belonging and epigenetic changes that can be transmitted trans generationally • Identify practices that promote healing of transgenerational trauma
10:00 – 10:30 AM	Break
10:30 AM – 12:00 PM 1.5 CME/CE	(CME) Building Belonging in Young Children and Families <i>Rajkumari Neogy, MA, MNLP, Epigenetics Coach and Consultant, and Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services and First Steps, American Academy of Pediatrics, California Chapter 3</i> This session will provide a fuller, more in depth understanding of epigenetics and how the stressors in our environment directly influence our neurobiology. In this continuation of the keynote, we will explore the impact of exclusion, how exclusion impairs our sense of belonging and how our sense of belonging is tied directly our own transgenerational patterning. Attendees will be able to: <ul style="list-style-type: none"> • Examine how the brain and epigenetics are impacted by the 3 levels of exclusion • Explore how unmet needs are related to epigenetics • Examine the implications for children and families
12:00 – 1:00 PM	Lunch and Virtual Exhibits

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1:00 – 2:30 PM	Breakout Sessions C 1.5 Contact Hours
	<p>C-1 (CME) Bunker Babies: A Review of Preliminary Research on the Effects of COVID 19 on Young Children’s Development <i>Tracey Tasker, MBA, MA, CCC/SLP, Membership Outreach and Belonging Committee Co-Chair, Infant Development Association of California</i></p> <p>The COVID-19 pandemic has been described as the biggest “natural experiment” of our lifetime creating a unique research opportunity. As you work with young children are you asking yourself and are parents asking, “are these delays due to Covid?” The purpose of this session will be to review the research on developmental delays being reported for children born during the pandemic. The presenter will review local, national, and international data on delays across all domains as well as look at the unique challenges that the pandemic created for child development and family dynamics. Attendees will participate in a discussion on how changes to the CDC milestones and SB188/California 2022-2023 state budget may increase or decrease early intervention referrals to address developmental delays due to Covid.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Review research on developmental delays in communication, cognitive skills, fine and gross motor, and social-emotional skills. In addition, explore parents’ perspectives on how the pandemic affected family routines that could also affect development including sleep habits, physical activity, and screen time • Examine research on social distancing and mask-wearing and how that may have affected teacher-student bonding, recognizing emotions, and speech perception • Look at the ripple effect of parental stress on children’s stress, behavior, and long-term development and how inequities more negatively affected outcomes for children • Explore how the COVID pandemic affected vulnerable populations including pregnant women, NICU babies, and families with autistic children
	<p>C-2 (CME) Transdisciplinary Approaches to Complex Cases (Advanced Audience) <i>Meghan Lukasik, PhD, Manager, Developmental Evaluation Clinic, Rady Children’s Hospital San Diego and Charmi Patel Rao, MD, Director of Psychiatric Services, Positive Development</i></p> <p>The intention of this session is to continue the conversation about what can make a case complex and how to approach such cases. Dr. Lukasik and Dr. Patel Rao will discuss how a transdisciplinary approach can help clinicians understand and develop successful treatment plans for complex cases. We will weave case examples and videos through the presentation for the audience to be able to interactively practice these strategies.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify what makes a case complex and review strategies for addressing complex cases • Explore how a transdisciplinary approach can help with complex cases • Practice using a transdisciplinary approach to assess clinically complex situations

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C-3 Immigrant and Refugee Families: Building Relationships and Providing Services Needed

Neda Rivera, MA, LMFT, MHB, Child Welfare Services, County of San Diego Health and Human Services Agency, and **Wanjiru Golly**, PhD, Program Manager, Academy for Professional Excellence, San Diego State University

San Diego County received thousands of refugees and immigrants over the last seventeen years. Many agencies and providers struggle with understanding the impact of acculturation and practices within refugees' and asylees' communities. The goal of this session is to understand the journey of refugees' parents of younger children, develop compassion by increasing your knowledge, skills, and comfort level for all providers to better serve refugee and immigrant families and develop Trauma informed approach.

Attendees will be able to:

- Identify the refugee experiences and their challenges in the US
- Examine the barriers to acculturation
- Explore patterns of abuse and neglect while working with Middle Eastern refugees
- Identify common misconceptions about child development in refugee children
- Create tools to engage refugee parents and children

C-4 Centering Connection – Positive Discipline in the Classroom

Aisha Pope, LCSW, CPDLT, Program Director, San Diego Center for Children, and **LaTysa Flowers**, CPDTC, Equity Inclusion and Belonging Consultant, YMCA of San Diego County

“And how are the children?” the Masai people ask in greeting. The answer, it depends. Children’s survival, wellbeing, and success are inextricably tied to their relationships and the support they receive from their caregivers, educators, and the other adults in their lives. Adlerian theory on which Positive Discipline is based posits that the primary goal of all children is a sense of belonging (love) and significance (contribution). In this interactive workshop, we will look at Positive Discipline tools that center connection to support the wellbeing and success of young children through a focus on belonging, contribution, long term teaching, empowerment, mutual respect, dignity, and the cultivation of Positive Childhood Experiences.

Attendees will be able to:

- Examine the importance of horizontal relationships in the classroom for the purpose of encouraging and empowering students while inviting connection and cooperation
- Review the four Building Blocks of the HOPE framework (Healthy Outcomes using Positive Experiences) and Positive Discipline Tools that support Positive Childhood Experiences
- Identify three Positive Discipline classroom management strategies that educators can start using right away to foster a sense of belonging and significance and create inclusive environments and equitable opportunities for children to learn and grow

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	<p>C-5 Repartiendo HOPE Resultados Saludables de Experiencias Positivas <i>(Repeated in D-4 in English)</i> Lodia Ruiz, MPA, Integrated Learning Developer, Community Support Services, and Ariane Porras, Consultant and Trainer, Childcare Resource Service, YMCA of San Diego County</p> <p>Al dedicar tiempo para aprender sobre HOPE, se está convirtiendo en parte de un movimiento que busca cambiar la forma en que los profesionales que interactúan con niños y familias brindan los cuidados. Este nuevo enfoque es más eficaz, busca la participación activa de las familias y trabaja para evitar la perpetuación de los sistemas racistas.</p> <p>Esperamos que al final de esta sesión, pueda realizar lo siguiente:</p> <ul style="list-style-type: none">• Enumerar 3 categorías de experiencias adversas en la infancia• Identificar cómo los PCEs (Experiencias Infantiles Positivas) pueden afectar la salud a largo plazo• Enumerar los 4 Pilares Fundamentales de HOPE que promueven las Experiencias Infantiles Positivas• Identificar, al menos, un objetivo basado en "SMART HOPE", para los próximos 90 días• Explicar, al menos, dos posibles mecanismos biológicos de recuperación y adaptación• Categorizar tipos de respuestas en Pensamiento Tipo 1 vs Tipo 2• Proponer, al menos, una forma en que puede fomentar el acceso de las familias con las que trabaja a los Pilares Fundamentales de HOPE
	<p>C-6 Epigenetic Mapping: How Your Family's History Impacts You Today Rajkumari Neogy, MA, MNLP, Epigenetics Coach and Consultant and Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services and First Steps, American Academy of Pediatrics, California Chapter 3</p> <p>The purpose of this interactive session is to explore the impact our family's history on our epigenetics, the study of how behavior and environment can affect the way our genes are expressed and inherited. How our grandparents and parents interacted influences how we perceive the world. In this session, participants will have the opportunity to map their own family's experience. Practicing this approach of epigenetic mapping can help providers with the families they serve.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none">• Examine the impact of family history on epigenetics• Explore how the interaction between grandparents and parents may impact our view of the world• Identify unmet needs based on epigenetics
2:30 – 3:00 PM	Break

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3:00 – 4:30 PM	Breakout Sessions D <i>1.5 Contact Hours</i>
	<p>D-1 (CME) Fetal Alcohol Syndrome: Early Identification, Screening, and Referral to Services <i>Lauren Gist, MD, MPH, Associate Health Sciences Professor of Pediatrics, UC San Diego, and Developmental Behavioral Pediatrician, Rady Children’s Hospital San Diego</i></p> <p>Prenatal alcohol exposure is known cause of birth defects and intellectual and neurobehavioral disabilities. Fetal Alcohol Spectrum Disorder is the general term which encompasses the variety of adverse effects caused by in-utero exposure. Early recognition, diagnosis and treatment services can improve neurocognitive, behavioral, and family outcomes though this diagnosis is often associated with lifelong challenges. During this session we will use case-based examples to explore the risk factors for Fetal Alcohol Spectrum Disorder, the associated symptoms, the difficulties of diagnosis, different treatments, and then long-term challenges.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify physical features associated with fetal alcohol spectrum disorders • Review the developmental and behavioral impacts of alcohol exposure in children • Explore the complexities of alcohol exposure and fetal alcohol spectrum disorder diagnoses
	<p>D-2 (CME) Early Childhood Issues in Military Families <i>Anthony Kuleto, MD, Developmental Behavioral Pediatrician, US Navy</i></p> <p>Children in US military families share common experiences and unique challenges, including parental deployment and frequent relocation. 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. Military children often live on or near military installations, where they may attend Department of Defense–sponsored childcare programs and schools and receive medical care through military treatment facilities. This presentation provides a background to military culture and offers practical guidance to assist civilian and military pediatricians caring for military children.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Describe the demographics and culture of military children and their families • Identify some of the unique experiences of military connected children • List empirically supported treatments and resources for military families

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D-3 (CME) Reflective Parenting with Young Children

Christopher Walsh, LMFT, Community Resource Center and **Jeff Rowe**, MD, Child and Adolescent Psychiatrist and ECMH Conference Co-Chair

It is well understood that the relationship between a child and parent is vital to the child's development in multiple ways. Conflict and unintended reinforcements in this relationship can hamper development, whereas sensitive attunement, co-regulation and support for a secure attachment can enhance it. A critical element of this support is revealed in how parents hold their children in mind, which influences how they interpret or understand behavior and how they respond to it. Teaching Reflective Parenting is a way to help a parent become a more supportive resource to her child during these early formative years. The intention of this conference session is to review basic principles of the Reflective Parenting model highlighting practical skills using clinical vignettes in a conversational format. The model can provide added dimensions to the assessment process and enhance therapeutic outcomes in the treatment of young children and their families.

Attendees will be able to:

- Clarify what informs the model and how the model is used to co-regulate parent and child and address attachment needs
- Review concepts and guiding principles in which Reflective Parenting supports therapeutic work
- Explore clinical application of the model

D-4 Spreading HOPE Healthy Outcomes from Positive Experiences (Repeated in C-5 in Spanish)

Brandi Paniagua, MAEd, Coordinator and Trainer, Partners in Prevention, and **Darryl Chairez**, MS, Program Director, Foster Care Bridge, YMCA of San Diego County

The purpose of this workshop is to help early education programs engage with parents to build the following protective factors: Parental Resilience, Social Connections, Concrete Support in times of need, knowledge of child development, social-emotional competence of children. Protective factors are the strengths and resources that families can draw on when life gets difficult. Each of the protective factors is essential, but most important, is what they do together to create strength & stability in families. Taking the protective factors & building on them is a proven way to strengthen the entire family and thus decrease the likelihood of maltreatment.

Attendees will be able to:

- Identify three categories of Adverse Childhood Experiences (ACEs)
- Examine how positive childhood experiences can affect long-term health and resilience
- Discover proven, effective practices in care that build and strengthen protective factors for the entire family

Conference Schedule: Friday, September 16, 2022

D-5 Ayudando A Los Padres A Superar El Impacto De Sus Propios ACEs En Relación Con La Pandemia (En Español) *(Repeated Thursday in A-4 in English)*

Maggie Knight, LMFT, Early Childhood Mental Health Therapist and **Bianca Ruiz**, Child and Family Specialist, KidSTART Clinic, Chadwick Center for Children and Families, Rady Children's Hospital San Diego

Esta sesión explorará cómo la percepción del cuidador de su propia salud mental o trauma impacta el cuidado de sus hijos. Examinaremos como la pandemia 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.

Los asistentes podrán:

- Revisar las Experiencias Infantiles Adversas
- Identificar las barreras que afectan la capacidad del cuidador de buscar apoyo para sus propias necesidades durante la pandemia
- Explorar las intervenciones y estrategias para usar mientras se relaciona con los cuidadores
- Examinar ejemplos de casos para ayudar a crear una comprensión del mundo real

4:45 PM

All Zoom Rooms Close

