

13th Annual ECMH Conference

How Are the Children?

The Path from Healing to Well-Being

PROGRAM



September 15-16, 2022

Virtual Conference



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AGENDA AT-A-GLANCE

Thursday, September 15

7:30 AM	Zoom Assistance
8:00 AM	Welcoming Remarks – <i>Jeff Rowe, MD, ECMH Conference Co-Chair & Luke Bergmann, PhD</i>
8:30 AM	Break
8:45 AM	(CME) Beloved Reclamation: Leveraging the Neurosequential Model to Help Caregivers and Children Thrive – <i>Habeebah Rasheed Grimes, MA</i>
10:15 AM	Break
10:30 AM	(CME) Creating a Culture of Healing – <i>Habeebah Rasheed Grimes, MA</i>
12:00 PM	Lunch and Virtual Exhibits
1:00 PM	Breakout Sessions A
General Audience	A-1 (CME) Early Childhood Development
Advanced Audience	A-2 (CME) Developmental and Relationship-Based Approaches to Autism
	A-3 Caring for the Caregivers: Secondary Trauma, Resilience and Wellness
	A-4 <i>In English:</i> Helping Parents Move Beyond the Impact of Their Own ACEs
	A-5 <i>En Español:</i> Introducción al Marco de Factores de Protección
	A-6 <i>In English:</i> Promoting Parent and Infant Wellness with Infant Massage
2:30 PM	Break
3:00 PM	Breakout Sessions B
Advanced Audience	B-1 (CME) Treating Complex Cases: Planning, Prioritizing and Pitfalls
	B-2 (CME) Pairing ACEs, Concealed but Common: Perinatal Mood Disorders
	B-3 Centering Connection – Positive Discipline in the Home
	B-4 OmaTime: The Magic of Sharing Meaningful Experiences with Young Children
	B-5 <i>In English:</i> Strengthening Families' Protective Factors
	B-6 <i>En Español:</i> Promoviendo el Bienestar de Padres e Infantes con Masaje Infantil
4:45 PM	All Zoom Rooms Close

Friday, September 16

7:30 AM	Zoom Assistance
8:00 AM	Continuing the Dialogue – <i>Jeff Rowe, MD, ECMH Conference Co-Chair</i>
8:30 AM	Break
8:45 AM	(CME) How Belonging Impacts Epigenetics and Neurobiology for Children, Families and Communities – <i>Rajkumari Neogy, MA, MNLP and Pradeep Gidwani, MD, MPH</i>
10:15 AM	Break
10:30 AM	(CME) Building Belonging in Young Children and Families – <i>Rajkumari Neogy, MA, MNLP and Pradeep Gidwani, MD, MPH</i>
12:00 PM	Lunch and Virtual Exhibits
1:00 PM	Breakout Sessions C
	C-1 (CME) Bunker Babies: A Review of Preliminary Research on the Effects of COVID-19 on Young Children's Development
Advanced Audience	C-2 (CME) Transdisciplinary Approaches to Complex Cases
	C-3 Immigrant & Refugee Families: Building Relationships and Providing Services Needed
	C-4 Centering Connection – Positive Discipline in the Classroom
	C-5 <i>En Español:</i> Repartiendo HOPE Resultados Saludables de Experiencias Positivas
	C-6 Epigenetic Mapping: How Your Family's History Impacts You Today
2:30 PM	Break
3:00 PM	Breakout Sessions D
	D-1 (CME) Fetal Alcohol Syndrome: Early Identification, Screening, Referral to Services
	D-2 (CME) Early Childhood Issues in Military Families
	D-3 (CME) Reflective Parenting with Young Children
	D-4 <i>In English:</i> Spreading HOPE Healthy Outcomes from Positive Experiences
	D-5 <i>En Español:</i> Ayudando A Los Padres A Superar El Impacto De Sus Propios ACEs

4:45 PM	All Zoom Rooms Close – Event Ends

GENERAL INFORMATION

Virtual Lobby:

This is where you can find everything you need!

[Click Here to Enter the Virtual Lobby](#)

Handouts: Greener conferences! All handouts and articles can be found online. To access handouts and articles associated with this virtual conference, please [Click Here](#).

Session Recordings: Each session is being recorded. We know that there are many important topics being covered in the breakout sessions. This year, you will be able to access a recording of a session you were not able to attend. **You will receive the link via email 2 weeks after the conference** and you can access these recordings for 30 days. **For CME/CE credit, you must attend the live sessions.** Attendance is captured in each session via Zoom.

General Evaluations (Non-CME/CE):

We depend upon your feedback to make improvements as well as to demonstrate the value of this conference.

Overall Evaluation: [Click Here for Overall](#)
 Thursday Speaker Evaluation: [Click Here for Thursday](#)
 Friday Speaker Evaluation: [Click Here for Friday](#)



Certificate of Attendance: If you would like a Certificate of Attendance, fill out the evaluation forms above and you will be able to access your Certificate.

Questions? Contact the Conference Coordinator, Renee Sievert, 619-507-6683, or email ecmhcoordinator@gmail.com.

IF-ECMH Endorsement: If you would like information about the IF-ECMH Endorsement, refer to Page 32 of this program.

To request IF-ECMH Endorsement Certificates for this conference, [Click Here](#) for the fillable request form. Fill it out, download, save, and email it to ecmhcoordinator@gmail.com. Certificates will then be emailed to you after the conference. Requests will be taken until November 16, 2022.

CME/CE Credit: *Special thanks to San Diego County Behavioral Health Services for funding our CME/CE!*

To claim your **CME/CE credit and receive your certificate (available 09/16/2022 – 11/16/2022):**

1. Go to <http://ecmh.cmecertificateonline.com/>
2. Click on the title for the activity you wish to evaluate:
 - 2022 - 13th Early Childhood Mental Health Conference – ASWB, APA, CA Nurse
 - 2022 - 13th Early Childhood Mental Health Conference – Physicians ONLY
3. Save/Download/Print all pages of your certificate for your records
4. If you lose your certificate, or need help, go to help.cmecertificateonline.com
5. Questions? Email Certificate@AmedcoEmail.com



WELCOME

Welcome to the 13th Annual Early Childhood Mental Health Conference – We Can't Wait!

The Planning Committee for the Early Childhood Mental Health Conference would like to welcome you to the 13th Annual Conference, ***"How Are the Children? The Path from Healing to Well-Being."*** Each year we look forward to the excitement, curiosity, intelligence, and commitment to children and youth that you bring. This is our third Virtual Event, because of the limitations on physical distance that COVID-19 has caused.

As we continue to try and adapt to the many changes of the past couple years, we need to continue our commitment to young children and their families. The events of the next two days have been chosen to remind us of the vital work we do. The speakers are excellent and exciting, the topics provocative and educational, and your contributions, through questions and comments, will make them even more relevant.

This year we will focus on the path from healing to well-being for our children. Presenters will address early childhood development, epigenetics, resilience, and protective factors in children and families, and will discuss the unique and complex needs of families living in very challenging circumstances. Distinguished speakers will provide updates on evidence-based practices, trauma-informed care, child welfare services, and advances in early education programs that address improving social-emotional development.

Again this year, several of the workshops will be clearly labeled as being of an "advanced" level—designed for attendees with years of experience in the field and higher levels of training. Others will be appropriate for all attendees. This is being done to recognize that our audience has grown more sophisticated and experienced and is eager for a more intense learning experience than has been offered in earlier years.

Several workshops will be presented in both English and Spanish. All presentations will be recorded so that approximately two weeks after the conference, attendees will be able to hear topics they were unable to attend during the conference.

Thank you for making the decision to join us.

Mark your calendars for our 14th Annual Conference to be held, hopefully in person, September 21-23, 2023.

We sincerely hope you have a fun and interesting time attending this year's conference as we visit the Virtual Exhibits, learn together virtually, network, and set our sights firmly on a future where we are embracing the path from healing to well-being for our children.



Jeff Rowe, MD
Co-Chair, Early Childhood Mental Health Conference

DISTINGUISHED KEYNOTE SPEAKERS

5



Habeebah Rasheed Grimes, MA

As CEO of Positive Education Program (PEP), Habeebah Rasheed Grimes leads a staff of 450 professionals committed to supporting healing in children who have experienced significant adversity and mental health challenges. Recognizing the harm that trauma and chronic stress cause in the lives of the young people PEP serves, Habeebah worked closely with The Child Trauma Academy to certify the agency as a Phase 2 Neurosequential Model of Therapeutics (NMT) site. Her current focus is providing leadership in support of culturally affirming and healing-centered practices at PEP and in the broader community. Habeebah is extensively trained in trauma-informed practices and holds a master's degree in clinical/counseling psychology and a specialist degree in school psychology from Cleveland State University. Habeebah has made serving Ohio's most vulnerable children her life's work. She is a sought-after public speaker, community leader, and creator of "No Crystal Stair" podcast. She is a graduate of the Robert Wood Johnson Foundation's "Ladder to Leadership: Developing the Next Generation of Community Health Leaders" program.

Rajkumari Neogy, MA, MNLP

Rajkumari Neogy is an epigenetic coach and executive consultant focused on the intersection of neurobiology, culture and empathy in today's business world. Possessing a rare blend of scientific prowess and emotion, she believes that passionate self-reflection coupled with dedicated curiosity define true leadership. Specializing in the technology sector, Neogy has worked with high-powered, worldwide organizations for more than two decades, training leaders at Google, Facebook, Adobe, Indeed, Slack, Salesforce and numerous others. She holds a master's degree in Transformative Leadership Development from the California Institute of Integral Studies and is the author of *The WIT Factor: Shifting the Workplace Paradigm by Becoming Your Optimal Self*. Neogy is based in San Francisco.



Pradeep Gidwani, MD, MPH, FAAP

Pradeep Gidwani, MD, MPH, FAAP is a pediatrician and community health leader focused on creating systematic solutions and changes to improve the lives of children and their families. Currently, he works at American Academy of Pediatrics, California Chapter 3, San Diego and Imperial Counties (AAP-CA3) on a team that provides countywide coordination and support for two large scale community initiatives: Healthy Development Services and First Step Home Visiting funded by First 5 San Diego. In the last 14 years, these communitywide programs have reached over 314,000 children and their families. Dr. Gidwani is a past president of AAP-CA3, serves on the National Advisory Committee of Healthy Families America, the State Advisory Board for California Nurse Family Partnership, and numerous community advisory boards. He is a Child Trauma Academy Fellow and a member of the Board of Governors at the San Diego Foundation.



In Memorium:

Debra Stolz

ECMH Planning Committee Member 2010-2020

Deb Stolz was so many things to so many people. She was a mother, grandmother, resource (foster) parent, teacher, mentor, advocate and, to those in the know, she was F.A.B.— you have to know the story. Regardless of how well you may have known her, what was evident to everyone with whom she interacted was her leadership, compassion, and steadfast dedication to children, families, and communities. The world was given a gift when Deb Stolz entered it. We suffered a great loss when she and her daughter, one of her eight children, were tragically lost far too early in July 2020. Besides her family and loved ones doing well, nothing would make her happier than to know her spirit will forever be honored and remembered within the We Can't Wait community. Please join us in holding Deb, her family, and her heart print in your warmest thoughts and with genuine appreciation for the learning and loving she imparted every day, in every way.

Course Description

As we continue to move through these uncertain times, it is important to revisit the original vision for the Early Childhood Mental Health Conference: ***We Can't Wait!*** We can't wait to see how the pandemic, remote learning, isolation, school shootings, and other current family and environmental stressors affect children and families. We can't wait for research studies to inform us of the long-term effects of these "new" adverse childhood experiences. We can't wait until children are in school and watch for behaviors that will indicate a need for resources. We must begin earlier. We must screen, evaluate and provide proper care for pregnant women, neonates, infants and children 0-5 years of age!

There is a tribe in Africa called the Masai whose traditional greeting to each other is "Casserian Engeri." It means, "And how are the children?" The adults do not ask each other, "How are you?" or "How is your day?" They ask about the next generation, because if the children are well, then all is well. This is an indicator of the high value the people place on the well-being of the children. What if our attention and intentions could be shifted to include this daily perspective in every community? Let's not wait.

The **13th Annual Early Childhood Mental Health (ECMH) Conference** will focus on the path from healing to well-being for our children. Presenters will focus on early childhood development, epigenetics, resilience and protective factors in children and families and will address the unique and complex needs of families living in very challenging circumstances. Distinguished speakers will provide updates on evidence-based practices, trauma-informed care, child welfare services, and advances in early education programs that address improving social-emotional development.

At the conclusion of this activity, the participants should be able to:

- Review the neurobiological nature of the developing brain and recognize how it is directly shaped by interpersonal experiences
- Examine the impact of early childhood experiences on the expression of genes
- Discover proven methods to help children learn self-management skills while collaborating to make the home and classroom a peaceful and productive environment for young children
- Identify best practices in socio-emotional support and strategies for cultivating positive classroom culture that extend to the home and community
- Create partnerships among healthcare, education, behavioral health, and child welfare professionals to positively support a child's developmental experience

Target Audience

The target audience includes those involved in providing assessment, treatment, education, support, and advocacy for children and families. Attendees will include psychiatrists, pediatricians, marriage and family therapists, social workers, psychologists, mental health workers, substance abuse and addiction professionals, counselors and case managers, nurses, occupational therapists, physical therapists, speech therapists, teachers, educators, child welfare workers, early childhood education providers, childcare specialists, mental health administrators and other healthcare and educational providers.

CME/CE Credit:

Special thanks to San Diego County Behavioral Health Services for funding our CME/CE!

To claim your **CME/CE credit and receive your certificate (available 09/16/2022 – 11/16/2022):**

1. Go to <http://ecmh.cmecertificateonline.com/>
2. Click on the title for the activity you wish to evaluate:
 - 2022 - 13th Early Childhood Mental Health Conference – ASWB, APA, CA Nurse
 - 2022 - 13th Early Childhood Mental Health Conference – Physicians ONLY
3. Save/Download/Print all pages of your certificate for your records
4. If you lose your certificate, or need help, go to help.cmecertificateonline.com
5. Questions? Email Certificate@AmedcoEmail.com



Learner Notification

Sievert Services LLC
2022 13th Annual Early Childhood Mental Health Conference
September 15-16, 2022
Online

Acknowledgement of Financial Commercial Support

No financial commercial support was received for this educational activity.

Acknowledgement of In-Kind Commercial Support

No in-kind commercial support was received for this educational activity.

Satisfactory Completion

Learners must complete an evaluation form to receive a certificate of completion. Your chosen sessions must be attended in their entirety. Partial credit of individual sessions is not available. If you are seeking continuing education credit for a specialty not listed below, it is your responsibility to contact your licensing/certification board to determine course eligibility for your licensing/certification requirement.

Accreditation Statement



In support of improving patient care, this activity has been planned and implemented by Amedco LLC and **Sievert Services, LLC** on behalf of the **Early Childhood Mental Health Conference (ECMH)**. Amedco LLC is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Physicians (ACCME) Credit Designation

Amedco LLC designates this live activity for a maximum of **12.0 AMA PRA Category 1 Credits™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Psychologists (APA) Credit Designation



This course is co-sponsored by Amedco and **Sievert Services LLC** on behalf of the **Early Childhood Mental Health Conference (ECMH)**. Amedco is approved by the American Psychological Association to sponsor continuing education for psychologists. Amedco maintains responsibility for this program and its content. **12.0** hours.

The following state boards accept courses from APA providers for Counselors: AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, MD, ME, MO, NC, ND, NH, NE, NJ, NM, NV, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WY
MI: No CE requirements

The following state boards accept courses from APA providers for MFTs: AK, AR, AZ, CA, CO, CT, DE, FL, GA, IA, ID, IN, KS, MD, ME, MO, NE, NC, NH, NJ, NM, NV, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WY

MA/MFTs: Participants can self-submit courses not approved by the MAMFT board for review.

The following state boards accept courses from APA providers for Addictions Professionals: AK, AR, CO, CT, DC, DE, GA, IA, IN, KS, LA, MD, MO, MT, NC, ND, NE, NJ, NM, NY (outstate held)*, OK*, OR, SC, UT, WA, WI, WY

*** OK accepts APA credit for live, in-person activities. For all ethics and/or online courses, an application is required.**

The following state boards accept courses from APA providers for Social Workers: AK, AR, AZ, CA, CO, DE, FL, GA, ID, IN, KY, ME, MN, MO, NE, NH, NM, OR, PA, VT, WI, WY

Social Workers (ASWB) Credit Designation



As a Jointly Accredited Organization, Amedco is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory

boards have the final authority to determine whether an individual course may be accepted for continuing education credit. Amedco maintains responsibility for this course. Social Workers completing this course receive **12.0** GENERAL continuing education credits.

The following state boards accept courses offering ASWB ACE credit for Social Workers: AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NC, ND, NE, NH, NM, NV, OH, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI, WV*, WY

*** WV accepts ASWB ACE. Unless activity is live in West Virginia, an application is required.**

The following state boards accept courses offering ASWB ACE credit for Counselors: AK, AR, AZ, CA, CO, CT, DC, FL, GA, IA, ID, IL, IN, KS, MA, MD, ME, MO, ND, NE, NM, NH, NV, OK*, PA, TN, TX, UT, VA, WI, WY

***AL:** Activities without NBCC approval may be approved upon request of documentation prior to the activity BEFORE the event. No approvals afterward by the board.

***MI:** No CE requirement

The following state boards accept courses offering ASWB ACE credit for MFTs: AK, AR, AZ, CA, CO, FL, IA, ID, IN, KS, MD, ME, MO, NC, NE, NH, NM, NV, OK*, OR, PA, RI, TN, TX, UT, VA, WI, WY

***MA/MFTs:** Participants can self-submit courses not approved by the MAMFT board for review.

***MI:** No CE requirement

***OK accepts ASWB ACE for live, in-person activities. For all ethics and/or online courses, application is required.**

The following state boards accept courses offering ASWB ACE credit for Addictions Professionals: AK, CA, CO, CT, GA, IA, IN, KS, LA, MO, MT, ND, NM, NV, OK, OR, SC, WA, WI, WV, WY

CA Nurses (CA BRN)

Amedco is approved by the CA Board of Registered Nursing, Provider #CEP13683, for **12.0** contact hours.

Objectives – After Attending This Program You Should Be Able To

1. Review the neurobiological nature of the developing brain and recognize how it is directly shaped by interpersonal experiences
2. Examine the impact of early childhood experiences on the expression of genes
3. Identify best practices in socio-emotional support and strategies for children and families at home, at school, and in the community

Disclosure of Conflict of Interest

The following table of disclosure information is provided to learners and contains the relevant financial relationships that each individual in a position to control the content disclosed to Amedco. All of these relationships were treated as a conflict of interest, and have been resolved. (C7 SCS 6.1—6.2, 6.5)

All individuals in a position to control the content of CE are listed in the program in the Faculty List and Planning Committee sections. If their name is not listed below, they disclosed that they had no financial relationships with a commercial interest.

First	Last	Role	Commercial Interest
Mark	Chenven	Planning Committee	VHF/AACAP
Christopher	Walsh	Speaker, Planning Committee	San Diego Center for Children: Other Rady Children's Hospital: Other

SCHEDULE

Conference Schedule: Thursday, September 15

All Times Are PDT • All Sessions CE Approved • CME Approved 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	The Deb Stolz Memorial Address and Welcoming Remarks Jeff Rowe, MD , Child and Adolescent Psychiatrist, ECMH Conference Co-Chair, and Luke Bergmann, PhD , Director, Behavioral Health Services, County of San Diego Health and Human Services Agency 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.
8:30 – 8:45 AM	Break
8:45 – 10:15 AM 1.5 CME/CE <i>IF-ECMH Competency Domain 1B, 1F</i>	(CME) Beloved Reclamation: Leveraging the Neurosequential Model to Help Caregivers and Children Thrive Habeebah Rasheed Grimes, MA , CEO, Positive Education Program, Cleveland, OH 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. Attendees will be able to: <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 <i>IF-ECMH Competency Domain 1A, 1D</i>	(CME) Creating a Culture of Healing Habeebah Rasheed Grimes, MA , CEO, Positive Education Program, Cleveland, OH 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. Attendees will be able to: <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

Conference Schedule: Thursday, September 15

12:00 – 1:00 PM	Lunch and Virtual Exhibits
1:00 – 2:30 PM	Breakout Sessions A <i>1.5 Contact Hours • Note: All Sessions CE Approved. CME Approved as Noted.</i>
<i>IF-ECMH Competency Domain 1B, 1C</i>	<p>A-1 (CME) Early Childhood Development Pradeep Gidwani, MD, MPH, FAAP, Medical Director, Healthy Development Services and First Steps, American Academy of Pediatrics, California Chapter 3</p> <p>The purpose of this workshop will be to examine the neurobiology of the developing child. Participants will explore how nurture and trauma impact a child's brain, body, and 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
<i>IF-ECMH Competency Domain 1E, 1F</i>	<p>A-2 (CME) Developmental and Relationship-Based Approaches to Autism (Advanced Audience) Charmi Patel Rao, MD, Director of Psychiatric Services, Positive Development, and Lori Jenkinson, MS, CCC-SLP, Speech Language Pathologist, Positive Development</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

Conference Schedule: Thursday, September 15

<p><i>IF-ECMH Competency Domain 1C, 1D, 1E</i></p>	<p>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</p> <p>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.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • 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)
<p><i>IF-ECMH Competency Domain 1E</i></p>	<p>A-4 In English: Helping Parents Move Beyond the Impact of Their Own ACEs <i>(Repeated Friday in D-5 in Spanish)</i> Natalie Elms, MA, Manager and Cinnamon Harper, LCSW, Early Childhood Trauma Therapist, KidSTART, Rady Children's Hospital San Diego</p> <p>This session will highlight Rady Children's Hospital's 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.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • 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

Conference Schedule: Thursday, September 15

<p><i>IF-ECMH Competency Domain 1D, 1E</i></p>	<p>A-5 <i>En Español: Introducción al Marco de Factores de Protección</i> <i>(Repeated in B-5 in English)</i> Ariane Porras, Consultant and Trainer, and Alma Daniella Cruz, Strengthening Families Program, YMCA of San Diego County, Childcare Resource Service</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 cinco factores de protección • Explorar y examinar formas de incorporarlos en su trabajo • Practicar y demostrar construir el fortalecimiento de las familias
<p><i>IF-ECMH Competency Domain 1F</i></p>	<p>A-6 <i>In English: Promoting Parent and Infant Wellness with Infant Massage</i> <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, what are appropriate case examples, and what is the certification process • Explore how infant massage can be used as a supporting technique 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

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2:30 – 3:00 PM	Break
3:00 – 4:30 PM	Breakout Sessions B <i>1.5 Contact Hours</i> • <i>Note: All Sessions CE Approved. CME Approved as Noted.</i> B-1 (CME) Treating Complex Cases: Planning, Prioritizing and Pitfalls (Advanced Audience) <i>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</i>
<i>IF-ECMH Competency Domain 1E, 1F</i>	<p>This presentation, for an advanced audience, is a continuation of Dr. Rowe’s four-part series on Complex Cases. Last year he presented Complex Trauma in Young Children (two 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 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



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<p><i>IF-ECMH Competency Domain 1B, 1G</i></p>	<p>B-2 (CME) Pairing ACEs, Concealed but Common: The Hidden Symptoms of Perinatal Mood and Anxiety Disorders and How We Can Bridge the Gap Kelly Curtis-Hughes, LMFT, RPT, Early Childhood Mental Health Therapist, Rady Children's Hospital San Diego, and Kristen Eberly, LCSW, Psychotherapist, Well-Mamas Family Counseling</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 (PMADs) • 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
<p><i>IF-ECMH Competency Domain 1A, 1F</i></p>	<p>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</p> <p>"And how are the children?" the Masai people ask in greeting. The answer: it depends. Children's survival, well-being, 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 well-being 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.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • 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 well-being

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<p><i>IF-ECMH Competency Domain 1A, 1B</i></p>	<p>B-4 OmaTime: The Magic of Sharing Meaningful Experiences with Young Children Marilee Burgeson, MA, CCC-SLP, Senior Clinical Advisor, Positive Development</p> <p>The mutual benefit of the grandparent/grandchild relationship on well-being 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.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • 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
<p><i>IF-ECMH Competency Domain 1D</i></p>	<p>B-5 In English: Getting to the Finish Line: Strengthening Families' Protective Factors <i>(Repeated in A-5 in Spanish)</i> Lodia Ruiz, MPA, Integrated Learning Developer, YMCA Community Support Services, and Brandi Paniagua, MAEd, Coordinator and Trainer, YMCA of San Diego County, Partners in Prevention</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 of 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

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<p><i>IF-ECMH Competency Domain 1F</i></p>	<p>B-6 <i>En Español: Promoviendo el Bienestar de Padres e Infantes con Masaje Infantil</i> <i>(Repeated in A-6 in English)</i> Veronica Miller, Supervisor, Developmental Screening and Enhancement Program (DSEP), Rady Children's Hospital San Diego</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



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All Times Are PDT • All Sessions CE Approved • CME Approved 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 <i>IF-ECMH Competency Domain 1B, 1C</i>	(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, FAAP, 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 lead to the transmission of trauma through generations. By virtue of 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 transgenerationally • Identify practices that promote healing of transgenerational trauma
10:00 – 10:30 AM	Break
10:30 AM – 12:00 PM 1.5 CME/CE <i>IF-ECMH Competency Domain 1C</i>	(CME) Building Belonging in Young Children and Families <i>Rajkumari Neogy, MA, MNLP, Epigenetics Coach and Consultant, and Pradeep Gidwani, MD, MPH, FAAP, 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 to 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 three levels of exclusion • Explore how unmet needs are related to epigenetics • Examine the implications for children and families

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12:00 – 1:00 PM	Lunch and Virtual Exhibits
1:00 – 2:30 PM	Breakout Sessions C <i>1.5 Contact Hours</i> • <i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
<i>IF-ECMH Competency Domain 1B, 1C</i>	<p>C-1 (CME) Bunker Babies: A Review of Preliminary Research on the Effects of COVID-19 on Young Children’s Development</p> <p>Tracey Tasker, MBA, MA, CCC/SLP, Membership Outreach and Belonging Committee Co-Chair, Infant Development Association of California</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, and 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
<i>IF-ECMH Competency Domain 1E, 1F</i>	<p>C-2 (CME) Transdisciplinary Approaches to Complex Cases (Advanced Audience)</p> <p>Meghan Lukasik, PhD, Manager, Developmental Evaluation Clinic, Rady Children’s Hospital San Diego, and Charmi Patel Rao, MD, Director of Psychiatric Services, Positive Development</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. They 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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<p><i>IF-ECMH Competency Domain 1B, 1D, 1F</i></p>	<p>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</p> <p>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 refugee parents of younger children, develop compassion by increasing your knowledge, skills, and comfort level to better serve refugee and immigrant families, and develop a trauma-informed approach.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Identify the refugee experiences and their challenges in the United States • 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
<p><i>IF-ECMH Competency Domain 1F</i></p>	<p>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</p> <p>"And how are the children?" the Masai people ask in greeting. The answer: it depends. Children's survival, well-being, 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 well-being 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.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • 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><i>IF-ECMH Competency Domain 1C, 1D, 1E</i></p>	<p>C-5 <i>En Español</i>: Repartiendo HOPE Resultados Saludables de Experiencias Positivas (Repeated in D-4 in English) 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><i>IF-ECMH Competency Domain 1B, 1C</i></p>	<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, FAAP, 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 of 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
<p>2:30 – 3:00 PM</p>	<p>Break</p>

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3:00 – 4:30 PM	Breakout Sessions D <i>1.5 Contact Hours • Note: All Sessions CE Approved. CME Approved as Noted.</i>
<i>IF-ECMH Competency Domain 1B, 1D, 1F</i>	<p>D-1 (CME) Fetal Alcohol Syndrome: Early Identification, Screening, and Referral to Services Lauren Gist, MD, MPH, Associate Health Sciences Professor of Pediatrics, UC San Diego, and Developmental Behavioral Pediatrician, Rady Children's Hospital San Diego</p> <p>Prenatal alcohol exposure is a 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
<i>IF-ECMH Competency Domain 1B, 1F</i>	<p>D-2 (CME) Early Childhood Issues in Military Families Anthony Kuleto, MD, Developmental Behavioral Pediatrician, US Navy</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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<p><i>IF-ECMH Competency Domain 1F</i></p>	<p>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</p> <p>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 his or 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.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • Clarify what informs the Reflective Parenting 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
<p><i>IF-ECMH Competency Domain 1C, 1D, 1E</i></p>	<p>D-4 In English: Spreading HOPE Healthy Outcomes from Positive Experiences <i>(Repeated in C-5 in Spanish)</i> Brandi Paniagua, MAEd, Collaborative Coordinator and Trainer, YMCA of San Diego County, Childcare Resource Service, and Daryl Chairez, MS, Program Director, Foster Care Bridge, YMCA of San Diego County</p> <p>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, and 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 and stability in families. Taking the protective factors and building on them is a proven way to strengthen the entire family and thus decrease the likelihood of maltreatment.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> • 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

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<p><i>IF-ECMH Competency Domain 1E</i></p>	<p>D-5 <i>En Español: Ayudando A Los Padres A Superar El Impacto De Sus Propios ACEs En Relación Con La Pandemia</i> <i>(Repeated Thursday in A-4 in English)</i></p> <p>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</p> <p>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.</p> <p>Los asistentes podrán:</p> <ul style="list-style-type: none"> • 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



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*The Planning Committee wishes to continue to honor the life and legacy of Deb Stolz,
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CALIFORNIA CENTER
for Infant-Family and Early Childhood Mental Health
at WestEd Center for Prevention and Early Intervention

The 13th Annual Early Childhood Mental Health Conference sessions are approved for IF-ECMH certificates.

If you are interested in obtaining certificates for these sessions, please access the IF-ECMH Certificate Request Form: [Click Here](#).

*Email your completed forms to Renee at
ECMHcoordinator@gmail.com
at the end of the conference.*

Certificates will be emailed to you after the conference.

The California Center for Infant-Family and Early Childhood Mental Health website, endorsement criteria, and training documents have been updated.

The following updated documents are available online at the California Center website:
<http://cacenter-ecmh.org>

California Compendium of Training Guidelines, Personnel Competencies, and Professional Endorsement Criteria for Infant-Family and Early Childhood Mental Health provides an introduction to IF-ECMH, training and endorsement specifics and matrices for the endorsement categories. For more information, [Click Here](#).

Professional Endorsement: Defining a Standard of Excellence – outlines the California Center for Infant-Family Early Childhood Mental Health endorsement categories.

Endorsement Application – to request endorsement in any of the endorsement categories.

If you would like to receive the California Center newsletter and be notified when the new versions are available, please email your request to: cacenter-ecmh@wested.org.

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