

## Conference Schedule: Thursday, September 28



14<sup>th</sup> Annual Early Childhood Mental Health Conference – We Can't Wait  
*Re-Imagining Prevention and Early Intervention in Communities of Hope*



### Detailed Conference Schedule

### Thursday, September 28

All Times are PDT

Up to 16.25 Contact Hours CE/CME (depending upon which sessions you attend)

7:30 – 8:00 AM	<b>Live Registration and Zoom Help Desk Open</b>
8:00 – 8:30 AM	<p><b>{Live + Virtual} The Deb Stolz and Chris Meucke Memorial Address and Welcoming Remarks</b>  <i>Ali Freedman, PsyD, MBA, ECMH Conference Co-Chair</i></p> <p>Deb Stolz was a Founding Mother of the We Can't Wait Conference and a Grounding Mother for literally hundreds in the San Diego community. She will continue to be a Guiding Mother for thousands through her legacy of teaching and being with others in exquisite compassion. We continue to miss her.</p> <p>Chris Meucke was a Founding Member of the We Can't Wait Conference and a passionate advocate for infant and early childhood mental health. She worked in early intervention and infant/parent education for the San Diego Unified School District for 26 years and served as a faculty member at San Diego State University. We will miss her.</p>
8:30 – 8:45 AM	<b>Break</b>
8:45 – 10:15 AM	<p><b>{Live + Virtual} Zero to Thrive – Part 1</b>  <i>Kate Rosenblum, PhD, ABPP, IMH-E, Professor of Psychiatry, OB/GYN, and Pediatrics, Co-Director, Zero to Thrive, University of Michigan and Maria Muzik, MD, MSc, Professor of Psychiatry and OB/GYN, Co-Director, Zero to Thrive, University of Michigan</i></p> <p><b>Approved: CE / CME</b></p> <p>Attendees will be introduced to the Zero to Thrive and the Strong Roots™ framework. Presenters will review the science behind resilience from conception through early childhood, and how both the science and partnership with parents, providers, and communities (the “We”) led to the identification of the Strong Roots™ Protective Factors. Special emphasis will be given to the power of nature metaphors for describing how early relationships lay a foundation for healthy development, as well as the critical need to attend to equity-focused and community-engaged work that “nourishes the soil.” Drawing work with Mom Power, Fraternity of Fathers, and Strong Roots Parent Cafés, presenters will illustrate how Strong Roots Protective Factors can help families and communities flourish.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Review the science of early relationships and the evidence base for protective factors that promote resilience from conception through early childhood</li> <li>• Explore nature-based metaphors to use with families to strengthen early relationships and promote strong communities</li> <li>• Recognize the Strong Roots™ Protective Factors</li> </ul>
10:15 – 10:45 AM	<b>Break and Visit Exhibits and Bookstore</b>

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<p>10:45 – 12:15 PM</p> <p><b>Approved: CE / CME</b></p>	<p><b>{Live + Virtual} Zero to Thrive – Part 2</b>  <b>Kate Rosenblum, PhD, ABPP, IMH-E, Professor of Psychiatry, OB/GYN, and Pediatrics, Co-Director, Zero to Thrive, University of Michigan and Maria Muzik, MD, MSc, Professor of Psychiatry and OB/GYN, Co-Director, Zero to Thrive, University of Michigan</b></p> <p>Presenters will delve more deeply into the Strong Roots™ Protective Factors, including an emphasis on “Supporting Feelings,” and will review a tool designed to complement the Tree metaphor that can be used to support a process of reflection, thereby nurturing early relationships. This approach honors the strengths of families, recognizing there is no “one right way” to parent, instead empowering parents and caregivers to create space for reflection and consider how they want to respond to their children’s feelings and needs. Attendees will be encouraged to consider how this approach might also be used to understand and respond to parents’, caregivers’, and even their own, feelings and needs. All tools shared are freely available in both English and Spanish.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how reflective parenting can nurture early relational health</li> <li>• Explore how to use the Tree and the Wondering Response Wheel to promote parent/caregiver reflection</li> <li>• Utilize the Tree Metaphor to recognize and attend to their own feelings and needs as providers</li> </ul>
<p>12:15 – 1:30 PM</p>	<p><b>Lunch and Visit Exhibits and Bookstore</b></p>
<p>1:30 – 3:00 PM</p> <p><b>Approved: CE / CME</b></p>	<p><b>Breakout Sessions A</b>      <i>1.5 Contact Hours per session as noted</i></p> <p><b>A-1 (Live + Virtual) Disrupted Attachment: What Can Happen and What Can Be Done? (Advanced Audience)</b>  <b>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-</b></p> <p>This session will provide an opportunity for the audience to think along with the presenter about how to help children and caregivers who have disrupted attachments. This case-based format will provide specific information about the role of attachment styles, the purpose of these styles, how the styles present in the real world, and how to help the caregivers and the children repair their attachment and improve their attunement. This presentation is designed for clinicians and supervisors who are already familiar with the concept of attachment and wish to practice identifying attachment patterns and explore interventions that might repair the disruptions. The intent is for attendees to feel as if they are involved in a case discussion with the presenter.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify disrupted attachment as it presents in clinical situations</li> <li>• Review the purposes of the various attachment styles and how they develop</li> <li>• Examine methods that can be used to help improve attunement and repair the disrupted attachment</li> </ul>

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<p><b>Approved: CE / CME</b></p>	<p><b>A-2 Zero to Thrive – Part 3</b> <i><b>Kate Rosenblum</b>, PhD, ABPP, IMH-E, Professor of Psychiatry, OB/GYN, and Pediatrics, Co-Director, Zero to Thrive, University of Michigan and <b>Maria Muzik</b>, MD, MSc, Professor of Psychiatry and OB/GYN, Co-Director, Zero to Thrive, University of Michigan</i></p> <p>This session will provide an opportunity to analyze the Strong Roots™ programs, with a special focus on Mom Power™ (“Mamá Empoderada”). Mom Power is an evidence-based, resiliency-promoting multifamily group preventive intervention that integrates support for parenting and mental health. Co-developed with parents and providers, Mom Power™ can be delivered in a range of settings and with diverse populations. Presenters will describe key features and create opportunities to practice strategies employed so that attendees have more Strong Roots™ tools to “take home” to their own practice. Attendees will also explore Strong Roots™ Parent Cafés, a parent-led program designed to nurture conversations to build community, support reflection, and strengthen protective factors, and that can be used to sustain connections built through other Strong Roots™ programs.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Outline key features of the Mom Power™ program</li><li>• Practice using key metaphors and concepts from the Mom Power™ program</li><li>• Identify adaptations and tailoring of the Mom Power™ program to serve diverse communities</li></ul>
<p><b>Approved: CE</b></p>	<p><b>A-3 Culture, Connection, and Caring: How Community Health Workers are a Vital Part of the ECMH Village</b> <i><b>Margarita Holguin</b>, MPA, President and Founder, Consulting Solutions, LLC and Founding Chair of the San Diego County Promotores Coalition, <b>Liliana Osorio</b>, MPH, Project Manager, University of California San Diego Center for Community Health, <b>Eric Hekler</b>, PhD, Professor, Herbert Wertheim School of Public Health and Human Longevity Science, and Director, Center for Wireless and Population Health Systems, University of California San Diego, and <b>Pradeep Gidwani</b>, MD, MPH, Medical Director, Healthy Development Services (HDS) and First Steps, American Academy of Pediatrics, California Chapter 3</i></p> <p>Throughout the state of California, Community Health Workers (CHW) are providing a critical bridge between the community providing services and the community receiving services. This session will explore how CHWs can help Early Childhood Mental Health (ECMH) providers better connect with families with young children. CHWs, like ECMH providers, are focused on relationship. One aspect of the CHW’s role is being a cultural navigator for families and providers. They are comfortable in both worlds. The speakers will review what is important to families from various communities and how to build effective relationships based on mutual respect and trust.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Examine the role of Community Health Worker as an essential member of care teams</li><li>• Explore the role of culture in child development and social emotional expectations</li><li>• Identify ways to build relationship to various communities</li></ul>

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<p><b>Approved: CE</b></p>	<p><b>A-4 Promoting Anti-Bias and Equity in the ECE Classroom and Beyond</b> <b>Brettney Stanley</b>, <i>Early Education Quality Improvement Support Coach, San Diego County Office of Education</i></p> <p>When we put equity and anti-bias at the heart of early childhood education, we have an opportunity to create a better world. Educators can help children appreciate family, culture, and diversity as they develop their sense of self. During this overview, participants will become familiar with the four core goals of anti-bias education, explore resources that support anti-bias work in the early childhood setting, and identify strategies to foster equity and anti-bias in their programs.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Define equity and anti-bias in early childhood education settings and become familiar with the four core goals of anti-bias education</li><li>• Reflect on the role that early childhood educators play in fostering equitable learning experiences</li><li>• Explore resources and strategies to support the four core goals of anti-bias education that can be implemented with children and families</li></ul>
<p><b>Approved: CE / CME</b></p>	<p><b>A-5 (Live + Virtual) Re-Envisioning High Risk Pregnancy: Supporting Families Through Pregnancy – Part 1</b> <b>Kelly Curtis Hughes</b>, <i>LMFT, RPT, Early Childhood Mental Health Therapist, Rady Children’s Hospital San Diego</i>, and <b>Kristen Eberly</b>, <i>LCSW, Psychotherapist, Well-Mamas Family Counseling</i></p> <p>High-risk pregnancies are often narrowly medically defined. This presentation will raise awareness of the often-unacknowledged risks in pregnancy that are impacting mothers and families. Unfortunately, in our current medical system, there is minimal time and consideration given to the mother’s mental well-being during pregnancy, especially in high-risk pregnancies. In this session, attendees will hear the lived experiences of mothers who have navigated a high-risk pregnancy and will leave with a new perspective with which to hold the mother in mind, as her mental health is crucial. Attendees will discover specific strategies to utilize in supporting high-risk pregnancies. Then, session B-5 (Part 2) will explore the postpartum period for people who have navigated high-risk pregnancies.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Define high-risk pregnancies and risk factors mothers and families experience</li><li>• Expand the definition of “high risk pregnancies” beyond what is typically medically acknowledged</li><li>• Recognize the impact of high-risk pregnancies on mothers and families</li><li>• Identify concrete and effective ways to support mothers and families who are navigating high-risk pregnancies</li></ul>



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<p><b>Approved: CE / CME</b></p>	<p><b>A-6 Play Therapy Strategies that <i>Everyone</i> Can Use</b>  <b><i>Denise Von Rotz, LMFT, RPT-S, IF-ECMHS, RPF II, Therapist/Owner of Hope and Healing Child and Family Therapy, Inc.</i></b></p> <p>Have you ever wondered how you can be a therapeutic support to a child you know and/or care for? Interventions are more accessible than you may think. Attendees in this session will explore how connecting intention with a child’s language of play can make a tremendous impact.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Examine why play is an important tool for therapeutic intervention with young children</li> <li>• Explore how connecting intention with a child’s language of play can have a therapeutic impact</li> <li>• Identify at least three play activities that anyone can use to be a therapeutic support to a child</li> </ul>
<p>3:00 – 3:30 PM</p>	<p><b>Break and Visit Exhibits and Bookstore</b></p>
<p>3:30 – 5:00 PM</p>	<p><b>Breakout Sessions B</b>      <i>1.5 Contact Hours per session as noted</i></p>
<p><b>Approved: CE / CME</b></p>	<p><b>B-1 {Live + Virtual} Early Childhood Development and Mental Health</b>  <b><i>Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services (HDS) and First Steps, American Academy of Pediatrics, California Chapter 3</i></b></p> <p>Dr. Gidwani will introduce Early Childhood Mental Health through the lens of child and parent development. The session will cover foundational topics in early childhood mental health, including neurobiology, nurture, trauma, attachment and attunement, temperament, self-regulation, and co-regulation. Attendees will also explore societal and cultural aspects of child development.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the importance of relationships and nurture on physical, emotional, cognitive and social development</li> <li>• Examine the impact of childhood trauma on brain development, child development, and behavior</li> <li>• Identify the key principles of Early Childhood Mental Health</li> </ul>
<p><b>Approved: CE / CME</b></p>	<p><b>B-2 “We Can’t Wait” to Train the Workforce: Challenges in Workforce Development and Retention</b>  <b><i>Lisa Linder, PhD, Assistant Professor, Child and Family Development, San Diego State University, and Allison Jobin, PhD, BCBA-D, Assistant Professor, Department of Psychology, California State University, San Marcos</i></b></p> <p>Description coming soon</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• -</li> <li>• -</li> <li>• -</li> </ul>

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<p><b>Approved: CE / CME</b></p>	<p><b>B-3 Caring for the Caregivers: Re-Imagining Resilience, Wellness, and Hope</b>  <b>Babbi Winegarden, PhD, MHPE, Behavioral Health Program Coordinator, Child and Family Well-Being, County of San Diego Health and Human Services Agency</b></p> <p>Secondary Traumatic Stress (STS) can have an impact on 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 explore ways to mitigate the potential impact of STS. As part of mitigating STS, attendees will embark on a journey that builds conscious oversight of one’s own risk and protective factors for STS, while focusing on resilience, wellness, hope, 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"> <li>• Differentiate Primary Trauma, Secondary Traumatic Stress (STS), Vicarious Trauma (VT), Compassion Fatigue and Burn-out</li> <li>• Identify risk factors for STS</li> <li>• Identify protective/mitigating factors related to STS</li> <li>• Develop conscious oversight of your current stress symptoms, your own risk factors and your own protective factors</li> <li>• Develop a list of coping tools to prevent/mediate the effects of secondary trauma as well as build resiliency and HOPE</li> <li>• Create a personal STS Building Resiliency and HOPE Tree Diagram</li> </ul>
<p><b>Approved: CE / CME</b></p>	<p><b>B-4 Transforming the Promise of Pediatric Care Using Team-Based Well Child Visits</b>  <b>Sarah Nolan, MA, Program Manager, HealthySteps, Rady Children's Hospital San Diego, Yinxi Wu, LCSW, HealthySteps, Riverside University Health System</b></p> <p>Presenters will demonstrate how behavioral health integration begins at the pediatric newborn visit and will introduce participants to the HealthySteps program. The HealthySteps program is an evidence-based, effective, interdisciplinary pediatric primary care program that promotes nurturing parenting and healthy development for babies and toddlers, particularly in areas where there have been persistent inequities for families of color or with low incomes. HealthySteps specialists are integrated into the pediatric team to provide short-term behavior/development consultation and referrals, intensive services when needed, and support practice screening efforts.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the HealthySteps program model and the evidence-base of the program</li> <li>• Identify opportunities for implementing an interdisciplinary primary care program model, like HealthySteps, within your organization</li> <li>• Discover how to interface with existing HealthySteps programs in your community</li> <li>• Examine the flexibility of this type of model, looking at both the private practice and Federally Qualified Health Center (FQHC) models, including attention to sustainability</li> </ul>

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<p style="color: red; font-weight: bold;">Approved: CE / CME</p>	<p><b>B-5 (Live + Virtual) Re-Envisioning High Risk Pregnancy: Supporting Families Through Postpartum – Part 2</b>  <b>Kelly Curtis Hughes</b>, LMFT, RPT, Early Childhood Mental Health Therapist, Rady Children’s Hospital San Diego, and <b>Kristen Eberly</b>, LCSW, Psychotherapist, Well-Mamas Family Counseling</p> <p>A high-risk pregnancy can have lasting effects on a mother's emotional well-being, even after birth. Often the prenatal experiences of constant worry, stress, and uncertainty are minimized and the focus shifts to the baby. However, many mothers experience the residual impacts of a high-risk pregnancy and face additional challenges postpartum. Postpartum depression, anxiety, and post-traumatic stress disorder are common among mothers who have navigated a high-risk pregnancy. In this presentation, attendees will hear the lived experiences of women who have navigated these challenges throughout their postpartum experience. Participants will explore the impacts high-risk pregnancies have on the mental health of mothers and learn specific strategies to utilize to support postpartum families after high-risk pregnancies.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Define perinatal mood and anxiety disorders, with a focus on post-partum depression and anxiety, in the context of high-risk pregnancies</li> <li>• Examine the impact of postpartum anxiety and depression upon the mother and family</li> <li>• Identify concrete and effective ways to support mothers and families who are navigating the post-partum period after a high-risk pregnancy</li> </ul>
	<p><b>B-6 Somatic Practice: Incorporating the Body’s Wisdom to Strengthen Community Engagement</b>  <b>Ariane Porras</b>, Program Director of Partner and Community Engagement, Childcare Resource Service, YMCA of San Diego County</p> <p>This session will explore how the body’s stress response system and language contribute to the way we show up in our work and affect the results we have. Learning and reflecting on the way we tend to favor or react to the nature of our work will help us not only be more self-aware and attuned to our needs, but it will also help us be more present and connected to the needs of the humans we interact with in and out of the office.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify nervous system stages of activation and rest</li> <li>• Explore the ways our bodies react to stress and work situations</li> <li>• Examine how we can better engage and shift our nervous system state</li> <li>• Practice scanning our bodies for sensation, activation and regulation signals</li> </ul>
<p>5:00 – 7:00 PM</p>	<p><b>Networking Event, Appetizers, No Host Bar</b>  <b>Entertainment by The Resonators (Classic Rock &amp; Blues)</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div data-bbox="418 1654 571 1890">  </div> <div data-bbox="1192 1444 1425 1579">  </div> </div> <p>An acoustic duo featuring guitar/vocalists, John January and Bruce Wexler have played together for years. The duo originated as an acoustic remedy to the pandemic-crushed band scene at the time and continue to bring their guitar and vocal harmony work to their classic rock and blues inspired repertoire.</p> <p>John is a <i>Billboard Magazine</i> Award Winning Songwriter and is honored as a great Blues artist in the Blues Hall of Fame. He has performed with notables such as Curtis Salgado, The Bayou Brothers and Sue Palmer. Bruce, a diehard San Francisco classic rock era enthusiast, is a founding member of several local bands. He has been entertaining audiences on guitar and vocals since a young teen on the County Fair circuit.</p>

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7:30 – 8:00 AM	<b>Live Registration and Zoom Help Desk Open</b>
8:00 – 8:30 AM	<p><b>(Live + Virtual) Continuing the Dialogue</b>  <b>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</b></p> <p><b>Approved: CE / CME</b></p> <p>This session will explore highlights and summaries from Thursday, continue the discussion about the substantial impact that positive experiences can have on the developing brain, and dialogue about how we can re-imagine prevention, early intervention and ongoing services for children and families.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Introduce shifts in focus which have contributed to studying the effects of positive experiences in early childhood development</li> <li>• Discover ways to re-imagine prevention and early intervention that focus on positive childhood experiences, protective factors, and resilience</li> </ul>
8:30 – 8:45 AM	<b>Break</b>
8:45 – 9:45 AM	<p><b>(Live + Virtual) The HOPE Framework: What the Research Tells Us</b>  <b>Robert Sege, MD, PhD, FAAP, Director, HOPE National Resource Center, Director, Center for Community-Engaged Medicine, Co-Director, Stakeholder and Community Engagement for Tufts Clinical and Translational Science Institute, and Professor, Tufts University School of Medicine</b></p> <p><b>Approved: CE / CME</b></p> <p>Children's brains grow and develop in response to their experiences, both positive and adverse. The HOPE framework centers children's experiences of safe stable secure relationships, safe and equitable environments, engagement with family and community, and opportunities for emotional growth. Over the past two years, the knowledge base, particularly about positive childhood experiences, has exploded. This session will update the audience concerning the research evidence supporting the importance of positive childhood experiences on child and adult health. The keynote will begin with a summary of the HOPE Healthy Outcomes from Positive Experiences framework, then review data from public health surveys and from the scientific literature that supports the HOPE framework. The session will conclude by summarizing the implications of this new knowledge.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• List the four building blocks of HOPE</li> <li>• Review the evidence supporting the importance of positive childhood experiences</li> <li>• Describe the implications of using the HOPE framework to transform the approach to service delivery</li> </ul>
9:45 – 10:00 AM	<b>Break and Visit Exhibits</b>



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<p>10:00 – 11:00 AM</p> <p><b>Approved: CE / CME</b></p>	<p><b>(Live + Virtual) HOPE in Practice</b>  <b>Robert Sege, MD, PhD, FAAP, Director, HOPE National Resource Center, Director, Center for Community-Engaged Medicine, Co-Director, Stakeholder and Community Engagement for Tufts Clinical and Translational Science Institute, and Professor, Tufts University School of Medicine</b></p> <p>Attendees will explore the practical implications of the HOPE platform. This session builds on an understanding of the HOPE framework and the evidence supporting the lifelong effects of key positive childhood experiences. Using videos and case studies, this session will illustrate what HOPE-informed care adds, with examples being drawn from a variety of sectors. Approaches to addressing systemic racism and implicit bias will be incorporated. Finally, the presentation will highlight the six organizational standards that support HOPE-informed care.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Provide at least one example of an element of HOPE-informed care</li> <li>• Explain the anti-bias technique of individuation and how it relates to HOPE-informed care</li> <li>• Develop at least one idea for practice change that incorporates the HOPE framework</li> </ul>
<p>11:00 – 11:15 AM</p>	<p><b>Break and Visit Exhibits</b></p>
<p>11:15 AM – 12:15 PM</p> <p><b>Approved: CE / CME</b></p>	<p><b>(Live + Virtual) HOPE in Action in San Diego</b>  <b>Aimee Zeitz, LMFT, Director of Strategic Advancement, YMCA of San Diego County, and Kimberly Giardina, DSW, MSW, Director, Child and Family Well-Being (CFWB), County of San Diego Health and Human Services Agency</b></p> <p>This session will effectively outline what is possible when there is an intentional, planned and coordinated shift from a child welfare system into a child well-being system. Presenters will explore progress that has already been made, generate excitement among attendees, and invite collaboration from community partners and stakeholders around this shift. This session will also illustrate what it means to shift from mandated reporting to community supporting, and how this contributes to creating a vision of HOPE for San Diego.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify what the change from Child Welfare Services to Child and Family Well-Being means</li> <li>• Explore the HOPE framework and how it can be utilized and implemented in San Diego and other communities</li> <li>• Examine the shift from mandated reporting to community supporting</li> </ul>
<p>12:15 – 1:30 PM</p>	<p><b>Lunch and Visit Exhibits and Bookstore</b></p>

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1:30 – 3:00 PM	<b>Breakout Sessions C</b> <span style="color: red;">1.5 Contact Hours</span>
<b>Approved: CE / CME</b>	<p><b>C-1 The Power of HOPE</b>  <i><b>Robert Sege</b>, MD, PhD, FAAP, Director, HOPE National Resource Center, Director, Center for Community-Engaged Medicine, Co-Director, Stakeholder and Community Engagement for Tufts Clinical and Translational Science Institute, and Professor, Tufts University School of Medicine, <b>Miriah de Matos</b>, MPH, MA, Senior Project Specialist, American Academy of Pediatrics, California Chapter 3, and <b>Ariane Porras</b>, Program Director of Partner and Community Engagement, Child Resource Center, YMCA of San Diego County</i></p> <p>The power of HOPE reshapes care and service delivery in ways that enable child- and family-serving organizations to better accomplish their own missions of improving the lives of the children and families they serve. In addition to the strengths-based, anti-racist HOPE Framework to prioritize positive childhood experiences—such as supportive relationships and safe environments to live, learn, and play—the spirit of HOPE shift power to the family and community. The HOPE approach is built on science and is delivered in a manner where families and communities have the felt sense that they matter. This session demonstrates how the structure, tools, training, and technical assistance of HOPE enables organizations to successfully implement and/or sustain their journey of positive change.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify key drivers of change for families and communities</li> <li>• Describe the spirit of HOPE-informed care</li> <li>• Explore possible linkages among San Diego County agencies and organizations</li> </ul>
<b>Approved: CE</b>	<p><b>C-2 (Live + Virtual) Liberating Brilliance: Disrupting the School to Prison Pipeline</b>  <i><b>Aisha Pope</b>, LCSW, Director of Foster Care Services, San Diego Center for Children=FFAST, <b>LaTysa Flowers</b>, CPDTC, AS, AA, FSS, Association Director of Diversity Inclusion and Belonging, YMCA of San Diego County, and <b>Precious Jackson-Hubbard</b>, EdD, MA, Principal, Bell Middle School, San Diego Unified School District</i></p> <p>This session is designed to equip attendees with foundational knowledge and create a space for informed discussion and analysis of the preschool to prison pipeline and liberatory power. Through the presentation, examination of a case study, and dialogue, attendees will discover tools for using liberatory power to challenge systemic biases, disrupt the pipeline and foster the holistic development of children, and create equitable early childhood education systems.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Define the preschool to prison pipeline, its underlying causes, and its impact on marginalized communities</li> <li>• Explore liberatory thinking and liberatory power as transformative tools to dismantle the preschool to prison pipeline</li> <li>• Brainstorm action steps that can be taken to promote liberating relationships that increase positive childhood experiences and improve student outcomes within institutions of learning</li> </ul>

## Conference Schedule: Friday, September 29

<p style="color: #A52A2A; font-weight: bold;">Approved: CE</p> <p style="background-color: yellow; padding: 2px;">Limited to 25 Participants</p>	<p><b>C-3 But First, the Art: An Art-Based Directive for Families and Groups</b>  <b>Melanie Morones</b>, LMFT, ATR, ECMHS, Clinical Social Service Program Director, YMCA of San Diego County, and <b>Liz Sizemore</b>, AMFT, AT, Family Therapy, San Diego Center for Children</p> <p>This session will provide participants an opportunity to examine the benefits of art-based therapeutic interventions. Attendees will discover practical applications of art directives that they can immediately use in sessions with families. The presentation will help participants to explore process versus product as it relates to the art-making experience and the ways in which providers can use it as a tool to support therapeutic goals.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the holistic benefits of art-based interventions</li> <li>• Explore how both process and product relate to the healing aspects of art making</li> <li>• Practice applying two novel and evidence-informed ways of connecting and processing through art in ways that support clinical goals</li> </ul>
<p style="color: #A52A2A; font-weight: bold;">Approved: CE / CME</p>	<p><b>C-4 (Live + Virtual) Trauma Specific Interventions: What Do We Need to Know? – Part 1</b>  <b>Julie Alley</b>, PsyD, Clinical Improvement Coordinator/ Supervisor, Chadwick Center for Children and Families, Rady Children’s Hospital San Diego, <b>Kelly Curtis Hughes</b>, LMFT, RPT, Early Childhood Mental Health Therapist, <b>Ansley Curtis</b>, LMFT, Trauma Therapist, <b>Iliana Giudici</b>, LMFT, Trauma Therapist, Chadwick Center for Children and Families, Rady Children’s Hospital San Diego, and <b>Jeff Rowe</b>, MD, Child Psychiatrist</p> <p>This session will provide clinically relevant information about what Trauma Specific Interventions are as they are practiced by expert clinicians in the field. Many people have learned about Trauma-Informed Care, but do not do the majority of their work assessing and treating families with young children who have experienced complex trauma. Part 1 will present what trauma therapists need to know in order to do their work and will continue in Part 2 (Session D-4) to examine specific methods used by therapists with young children and their families.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify crucial concepts important to understanding the clinical presentation of complex trauma in a young child and family</li> <li>• Outline the specific knowledge needed by a therapist in order to do this complex work</li> </ul>
<p style="color: #A52A2A; font-weight: bold;">Approved: CE</p>	<p><b>C-5 Caring for the Trauma Responsive Educator ~ En Español (Repeated in D-5 in English)</b>  <b>Denisse Camargo</b>, MS, Early Education Quality Improvement Support Coach, San Diego County Office of Education</p> <p>El propósito de esta sesión es proporcionar un espacio para que los educadores obtengan una visión sobre el autocuidado que no requiere una abundancia de dinero o tiempo, sino que incluye pequeñas acciones cotidianas que contribuyen a su bienestar general. El bienestar de los educadores es imperativo para brindar una relación receptiva con los estudiantes y sus familias, así que es hora de comenzar a responder a nuestras propias necesidades. En esta sesión, los participantes identificarán estrategias de autocuidado individualizadas según sus propias necesidades para impactar su bienestar, así como en el bienestar y el éxito de los niños y las familias a quienes sirven. ¡La creación de futuros resilientes comienza con los educadores!</p> <p>Los participantes:</p> <ul style="list-style-type: none"> <li>• Explorarán los mitos del autocuidado para identificar sus estrategias personales de autocuidado</li> <li>• Examinarán la conexión entre el autocuidado y el bienestar</li> <li>• Revisarán la relación directa entre el bienestar de los educadores y el bienestar y éxito de los estudiantes</li> </ul>

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<p><b>Approved: CE / CME</b></p>	<p><b>C-6 SmartCare Consultation: A Resource to Help Pediatricians and Families Get Mental Health Care</b>  <b>Mark Chenven</b>, MD, Child Psychiatrist, Executive Medical Director, <b>Alyssa Label</b>, LMFT, Program Director, and <b>Shirley Fett</b>, FNP-BC, Triage Nurse Practitioner, Vista Hill SmartCare Behavioral Healthcare Consultation Services</p> <p>This session will inform attendees as to the potential of expanding access to behavioral health care for the early childhood preschool population and their parents through the use of telephonic and televideo consultation services. SmartCare’s program will be described to inform ways in which:</p> <ul style="list-style-type: none"> <li>○ Child Psychiatrists and Nurse Practitioners provide case-specific tele-consultation to their pediatric colleagues about diagnosis, treatment planning and medication management.</li> <li>○ Family Support Services staff provide guidance and care management support for parents so they can better understand the nature of their children’s problems and then access service and treatment options available for intervention.</li> <li>○ The program includes early intervention services for mothers experiencing post-partum depression, and families/children who have experienced serious adverse life experiences are served.</li> <li>○ The program provides ongoing education about behavioral health care concerns to healthcare providers and the general public.</li> </ul> <p>Data regarding the program’s service delivery for children up to 6 years of age will be reviewed to demonstrate the clinical concerns and the treatment recommendations provided to both pediatrician and the family. Although SmartCare is locally funded by San Diego County Behavioral Health Services, attendees will discover the impact as a model for the HRSA Maternal Child Health Bureau Pediatric Mental Health Care Access Programs and will also examine program outcomes and impact for the San Diego County System of Care.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>● Identify access barriers faced by families and the role of active clinically informed care management services in surmounting them</li> <li>● Outline the challenges faced by primary care providers in addressing behavioral health problems emerging in early childhood and beyond</li> <li>● Explore the clinical needs of children who are referred and examine the treatment recommendations provided</li> </ul>
<p>3:00 – 3:30 PM</p>	<p><b>Break and Visit Exhibits and Bookstore</b></p>
<p>3:30 – 5:00 PM</p>	<p><b>Breakout Sessions D</b> <span style="float: right;"><b>1.5 Contact Hours</b></span></p>
<p><b>Approved: CE</b></p>	<p><b>D-1 HOPE Framework – Local HOPE Educators</b>  <b>Aimee Zeitz</b>, LMFT, Director of Strategic Advancement, <b>Lodia Ruiz</b>, MPA, Integrated Learning Developer, <b>Brandi Paniagua</b>, MAEd, Coordinator and Trainer, Partners in Prevention Child Resource Service, YMCA of San Diego, <b>Lori Clarke</b>, and <b>Kimberly Giardina</b>, DSW, MSW, Director, Child and Family Well-Being (CFWB), County of San Diego Health and Human Services Agency</p> <p>This session will review, illustrate and provide updates on current HOPE implementation locally, and discover how this is impacting San Diego. Attendees will be invited to brainstorm ideas for increased utilization of HOPE across sectors and programs.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize current HOPE activities and strategies in San Diego</li> <li>● Identify opportunities for HOPE integration in current work</li> <li>● Explore how HOPE may add value to current practices and approaches</li> </ul>

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<p><b>Approved:</b> <b>CE / CME</b></p>	<p><b>D-2 (Live + Virtual) PCIT with Toddlers (PCIT-T)</b> <b>Emma Girard, PsyD</b>, Licensed Clinical Psychologist and Assistant Clinical Professor, UC Riverside School of Medicine</p> <p>Distress and big emotions in toddlerhood is a natural part of development and often creates stress for caregivers. The PCIT-T model aims to increase sensitive and nurturing caretaking practices by enhancing attunement and the reflective capacity of caregivers to respond to their child's distress cues through the process of co-regulation (Girard et al., 2018). This requires developing an attached-based responsive style to a toddlers' emotional dysregulation. Participants will discover ways to meet the needs of the dyad through emotion coaching and the use of the "CARES" techniques. The CARES model for both toddlers and for adults will be explored, and attendees will receive handouts for teaching skills of emotion regulation.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify the CARES steps for toddlers</li><li>• List the CARES steps for adults</li><li>• Practice applying the CARES steps to a video example</li></ul>
<p><b>Approved:</b> <b>CE</b></p>	<p><b>D-3 Hope in Action – Family First Prevention Services Act (FFPSA) Pilot Programs</b> <b>Jennifer Cannell Pyle, MSW</b>, Implementation Specialist, ICF, Inc., <b>Michelle Favela</b>, Program Director, First 5 First Steps, SBCS, <b>Cheryl Rode, PhD</b>, Vice President of Clinical Operations, San Diego Center for Children, and <b>Martha Ramirez, LMFT, LPCC</b>, Clinical Program Manager, Lifeline Community Services</p> <p>The Family First Prevention Services Act (FFPSA) was signed into law as part of Public Law (P.L.) 115–123 and as provisions to enhance support services for families to help children remain at home, reduce the unnecessary use of congregate care, and build the capacity of communities to support children and families. The law enables states and territories to use funds for prevention services, such as evidence-based mental health programs, substance abuse prevention and treatment, in-home parent skill-based programs, and kinship navigator programs. Presenters will explore how FFPSA services are being implemented in San Diego County across three different organizations: San Diego Center for Children, North County Lifeline, and SBCS (formerly South Bay Community Services).</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Explore how the FFPSA was designed to provide support services for families to help children remain at home, reduce the unnecessary use of congregate care, and build the capacity of communities to support children and families</li><li>• Identify the benefits of the FFPSA pilot, with focus on prevention</li><li>• Examine the impact of evidence-based services being provided through the FFPSA pilot in San Diego County</li></ul>

## Conference Schedule: Friday, September 29

<p><b>Approved: CE / CME</b></p>	<p><b>D-4 (Live + Virtual) Trauma Specific Interventions: What Do We Need to Know? – Part 2</b>  <b>Julie Alley</b>, PsyD, Clinical Improvement Coordinator/Supervisor, Chadwick Center for Children and Families, Rady Children’s Hospital San Diego, <b>Kelly Curtis Hughes</b>, LMFT, RPT, Early Childhood Mental Health Therapist, <b>Ansley Curtis</b>, LMFT, Trauma Therapist, <b>Iliana Giudici</b>, LMFT, Trauma Therapist, Chadwick Center for Children and Families, Rady Children’s Hospital San Diego, and <b>Jeff Rowe</b>, MD, Child Psychiatrist</p> <p>This session will build upon what was presented in session C-4 and explore the specific methods used by therapists to engage, attune with, and work in a dyadic manner, in order to support the healing of both the young children and their families. This will be a case-based presentation that will engage the audience in the thinking and decision-making processes of this work.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the specific techniques used by trauma therapists to encourage engagement, repair relationships, and improve parent/child attunement</li> <li>• Demonstrate the decision-making processes of trauma therapists and the necessary support required by the therapists to do this complex and emotionally challenging work</li> </ul>
<p><b>Approved: CE</b></p>	<p><b>D-5 Caring for the Trauma Responsive Educator ~ In English (Repeated in C-5 in Spanish)</b>  <b>Vanessa Arcinas</b>, MA, Early Education Quality Improvement Rater/Trainer, San Diego County Office of Education, and <b>Victorina Napitan</b>, Early Education Quality Improvement Support Coach, San Diego County Office of Education</p> <p>This presentation will provide a space for educators to gain insight into self-care that doesn’t require an abundance of money or time but includes small everyday actions that contribute to their overall well-being. Educator well-being is imperative to provide a responsive and attuned relationship to students and their families, starting with educators attuning and responding to their own needs. In this in-person session, attendees will identify personal self-care strategies that are individualized to their needs, ultimately impacting their well-being as well as the well-being and success of the children and families they are serving. Creating resilient futures starts with the educators!</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the myths of self-care to identify strategies that support personal wellness</li> <li>• Examine the connection between self-care and well-being</li> <li>• Review the direct relationship between educator well-being and student well-being and success</li> </ul>
<p><b>Approved: CE</b></p>	<p><b>D-6 R.O.O.T.E.D. + Regulated: Trauma-Informed Yoga for the ECE Classroom and Beyond</b>  <b>Monica Rollins</b>, MA, Education Manager, Vista Village</p> <p>With the impact of the pandemic, ongoing wars, and systemic inequities, it’s no surprise that our kids continue to struggle with transitions, managing big feelings and finding the confidence to take risks. It also makes sense why Early Childhood Education (ECE) teachers, home visitors and providers continue to grapple with stress and burn out. This interactive workshop will explore the impact of trauma on brain development and highlight simple yoga and mindfulness tools to build resiliency, boost confidence and increase self-regulation. By the end of the workshop, attendees will be equipped with developmentally appropriate wellness strategies to sprinkle throughout their routines that result in deeper connections to self, peers, and community.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Examine the key differences between adult yoga and kid yoga (and why this matters)</li> <li>• Explore how trauma and brain development impact our ability to regulate</li> <li>• Discover developmentally appropriate wellness strategies for immediate application</li> <li>• Identify how to integrate yoga and wellness into daily routines in the classroom and beyond</li> </ul>
<p>5:00 PM</p>	<p><b>Friday Sessions End</b></p>

## Conference Schedule: Saturday, September 30

All Times are PDT

Up to 16.25 Contact Hours CE/CME (depending upon which sessions you attend)

7:30 – 8:00 AM	<b>Live Registration Open</b>
8:00 – 8:30 AM  <b>Approved: CE / CME</b>	<p><b>Opening Remarks and Setting the Stage</b> <i>Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</i></p> <p>This session will explore highlights and summaries from Thursday and Friday and continue the discussion around shifting the focus to positive experiences and well-being. Attendees will consider ways to move from ideas and possibilities to intentional planning for change.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Consider new perspectives in prevention, early intervention and services for children and families</li> <li>• Explore new and collaborative ways to implement change</li> </ul>
8:30 – 9:45 AM  <b>Approved: CE / CME</b>	<p><b>HOPE in Action – What You Need to Know About Building a Team Approach</b> <i>Robert Sege, MD, PhD, FAAP, Director, Center for Community-Engaged Medicine Co-Director, Stakeholder and Community Engagement for Tufts Clinical and Translational Science Institute, and Professor, Tufts University School of Medicine</i></p> <p>This keynote address will move from the provider-family interaction to the development of organizational cultures that support HOPE-informed care. Using concepts from implementation science and the experience of the HOPE team, the session will explore ways to create an internal culture of HOPE, including the HOPE-informed supervision approach developed by the San Diego YMCA. Key facilitators to change as well as key challenges will be explored. The presentation will use the RE-AIM model as an example of key parameters of successful systemwide implementation.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Outline the RE-AIM approach to assessing implementation</li> <li>• Explore internal factors that support or challenge HOPE implementation</li> <li>• Explore external factors that support or challenge HOPE implementation</li> </ul>
9:45 – 10:15 AM	<b>Break and Visit Exhibits and Bookstore</b>
10:15 – 11:45 AM  <b>Approved: CE / CME</b>	<p><b>HOPE in Action – The Team Approach: A Hands-on Experience in Interactive, Multidisciplinary Case Planning</b></p> <p>Attendees will participate in small groups to dialogue about complex case examples and organizational challenges, bring their own experience and expertise, and apply what they have learned in these conference sessions to design specific ways to bring research and insight to action.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Discover ways to implement the scientific evidence supporting the importance of positive childhood experiences on child and adult health</li> <li>• Collaborate with a multidisciplinary team on a real case, in-the-moment, to design positive experiences that will impact outcomes for the child and the family</li> <li>• Create a detailed case or organizational plan that can be immediately implemented</li> </ul>



## Conference Schedule: Saturday, September 30

11:45 AM – 12:15 PM	<p><b>Putting It All Together and Moving Ahead</b> <i>Jeff Rowe, MD and Robert Sege, MD, PhD, FAAP</i></p> <p>This session will highlight and summarize the key concepts, insights and takeaways gathered over the past two-and-a-half days of information, discussion, and discovery around advances in early childhood mental health. Attendees will leave with new perspectives around prevention and early intervention, with specific innovative ideas for parents, caregivers, educators, and health care providers to utilize that will increase protective factors, promote resilience, and create thriving communities of HOPE.</p> <p>Attendees will be able to</p> <ul style="list-style-type: none"><li>• Identify best practices and strategies for cultivating positive experiences that extend to the home, schools, and community</li><li>• Create partnerships among healthcare, education, behavioral health, and child welfare professionals to create communities of hope for infants, children, and families</li><li>• Implement pathways to build workforce capacity and community involvement and expand diversity-informed strategies to support infants, children, and families</li></ul>
12:15 PM	<b>Conference Closes</b>

