



# ECMH Conference Schedule

**Conference Schedule: Thursday, September 10**

*CE approval for every session. CME approval where indicated.*

**09 04 20**  
**Subject to Change**

7:30 – 8:00 AM	<b>Zoom Help Desk Open</b> — Sign in early if you have questions or need assistance!
8:00 – 8:30 AM	<b>Welcome and Opening Remarks</b> Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair
8:30 – 8:45 AM	<b>Break</b>
8:45 – 9:45 AM	<p><b>(CME) HOPE for Young Children and Families with High Risk</b> Robert Sege, MD, PhD, Professor of Medicine and Pediatrics, Tufts University School of Medicine</p> <p><i>IF-ECMH Competency Domain 1D, 1F</i></p> <p>HOPE—Healthy Outcomes from Positive Experiences—is a new way of seeing and talking about experiences that support children’s growth and development into healthy, resilient adults. We now know that even in the face of adversity, key positive experiences help us heal. Although the effects of trauma can be serious, many adults have overcome their own trauma and now lead healthy, productive lives as a result of those positive experiences. This keynote address will begin with reminding us of why we do the work we do, will explore the scientific data that show how child development responds to positive and adverse childhood experiences, and will describe how to use the four building blocks of HOPE to develop action plans to improve child and family well-being.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore how our own personal values and beliefs drive our work</li> <li>• Examine the evidence that supports the importance of positive experience in child development</li> <li>• Describe the four building blocks of HOPE</li> </ul>
9:45 – 10:00 AM	<b>Break</b>
10:00 – 11:00 AM	<p><b>(CME) Implementation of the HOPE Program</b> Robert Sege, MD, PhD, Professor of Medicine and Pediatrics, Tufts University School of Medicine and Baraka Floyd, MD, MSc, Clinical Assistant Professor, Division of General Pediatrics, Stanford School of Medicine</p> <p><i>IF-ECMH Competency Domain 1D, 1F</i></p> <p>This session will explore how HOPE can transform care. In general, care transformation begins with changes in initial assessment of clients, building individual interventions based on respect for family and individual strengths, and designing specific program interventions to create positive experiences. All phases of implementation will lead to the formulation of an evidence-informed, strengths-based, family-centric and anti-racist approach to family support. This one-hour session will begin with a general overview, then move into smaller groups directed towards individual learner needs. Healthcare providers, community outreach workers, and policy makers may have tailored and facilitated discussion groups.</p> <p>Attendees will be able to :</p> <ul style="list-style-type: none"> <li>• Outline the stages of implementation of HOPE as a family-facing process</li> <li>• Explore the policy and practice changes to integrate HOPE into existing workflows</li> <li>• Demonstrate HOPE-informed screening practices</li> </ul>
11:00 – 11:15 AM	<b>Break</b>

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<p>11:15 – 12:15 PM</p> <p><i>IF-ECMH Competency Domain 1E, 1G</i></p>	<p><b>(CME) Making HOPE Real in Your Local Agencies and Communities</b> Robert Sege, MD, PhD, Professor of Medicine and Pediatrics, Tufts University School of Medicine</p> <p>In this final keynote session, we will review available resources to support HOPE. Then, implementation science approaches will be introduced to enable participants to develop plans to incorporate HOPE-informed care into local agencies and communities. Small group discussions will help develop proposed changes and then prioritize possible actions by assessing effort and impact. Each participant will be guided to develop Specific Measurable Actionable Realistic and Time-bound (SMART) aims for the 100 days following this meeting.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify systems changes needed to incorporate HOPE into existing service delivery models</li> <li>• Describe possible actions based on assessment of effort and impact</li> <li>• Develop individual SMART aims for initial steps to HOPE implementation within 100 days</li> </ul>
<p>12:15 – 1:30 PM</p>	<p><b>Lunch and Virtual Exhibits</b></p>
<p>1:30 – 3:00 PM</p>	<p><b>Breakout Sessions A</b> <span style="float: right;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></span></p>
<p><b>ADVANCED TRACK</b></p> <p><i>IF-ECMH Competency Domain 1F</i></p>	<p><b>A-1 (CME) Practical and Difficult Conversations: A Supervisor’s Lens on Coaching Interventions in Preschool and Early Education Settings</b> Ali Freedman, PsyD, ECMH Conference Co-Chair</p> <p>Parents, educators, and early childhood caregivers are the instruments of change and the most important people who shape young children on a daily basis. Each person involved has his or her own valuable experience, education, and perspective on how to support a child in context with very practical constraints. Recommendations of early childhood mental health specialists are just that—recommendations. Success is contingent on the ability to develop a positive working relationship with children, school personnel, parents, and others; effectively communicate observations, theory, and strategies; co-create, implement, and revise interventions; and coach numerous parties towards intersecting goals while understanding and valuing their individual perspectives and unique pressures. It is a tall order and professionals deserve thoughtful and specific support in developing their ability to juggle these balls, find their voice, and facilitate sometimes difficult conversations to support positive outcomes for young children. This session will focus on supporting the development of these skills in supervisees, though the same principles could also be applied directly.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore some of the challenges that arise in developing consensus and moving from recommendations to implementation</li> <li>• Practice perspective taking from multiple parties viewing the same child/situation</li> <li>• Identify our own/supervisees’ blind spots, biases, and/or insecurities to support effective communication and positive outcomes</li> <li>• Develop skills to communicate concerns while minimizing feelings of blame, shame, or judgment</li> </ul>

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<p><i>IF-ECMH Competency Domain 1F, 1G</i></p>	<p><b>A-2 (CME) Positive ACE Screen, Now What?</b> Wendy Pavlovich, MD, MHS, Family Health Centers of San Diego and Maggie Knight, LMFT, Early Childhood Mental Health Therapist, KidSTART Clinic, Chadwick Center for Children and Families, Rady Children’s Hospital, San Diego</p> <p>Pediatric providers often are the first to identify Adverse Childhood Experiences (ACEs) and provide referrals for family to treatment resources. We will discuss the initial approach to addressing a positive ACEs screening with families, assessment for associated health and behavioral conditions, and patient-centered planning for interventions. This session will highlight dyadic treatment models as one approach to addressing child traumatic experiences.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify physical and behavioral symptoms associated with ACEs</li><li>• Discuss with families how ACEs may impact their child’s health and behavior</li><li>• Formulate support and treatment options for ACEs and trauma</li><li>• Understand principles of dyadic treatment and appropriate referral candidates</li><li>• Communicate with families the benefits of treatment and what to expect from various dyadic treatment models</li><li>• Demonstrate how pediatricians and mental health clinicians can best partner to keep families engaged in trauma treatment</li></ul>
<p><i>IF-ECMH Competency Domain 1F</i></p>	<p><b>A-3 Childhood Grief and Loss in the Era of COVID-19</b> Samira Moosavi, CCLS, Children’s Bereavement Manager, The Elizabeth Hospice</p> <p>Supporting infants and toddlers who have experienced a death can be challenging with their limited experience and understanding of death. This session will provide professionals foundational knowledge to offer infants and toddlers guidance and support when grieving the death of a loved one. Attendees will learn interventions and framework to use when supporting this population.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Identify grief responses for infants and toddlers</li><li>• Review childhood bereavement</li><li>• Explore supportive age-appropriate interventions</li></ul>

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<p><i>IF-ECMH Competency Domain 1A, 1D, 1E, 1F</i></p>	<p><b>A-4 Caring for the Caregivers: Vicarious Trauma, Resilience and Wellness</b>            Babbi Winegarden, PhD, MHPE, Behavioral Health Program Coordinator, Child Welfare Services,            County of San Diego Health and Human Services Agency</p> <p>Vicarious trauma (VT) can affect anyone who works with clients who have experienced trauma. The goals of this session are to understand the symptoms of VT as well as to learn how to mitigate the potential impact of VT. As part of mitigating VT, we will embark on a journey into the authentic self while focusing on resilience, wellness, and general ways of coping with traumatic material and events. Participants will leave this session with an individualized VT wellness self-care plan.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate stress, trauma, secondary trauma, vicarious trauma (VT) and burn-out</li> <li>• Identify the areas of the brain that are impacted by stress and trauma and how they vary in responsiveness</li> <li>• Explore how stress and trauma affect behavior in children and families and potentially in ourselves</li> <li>• Explore ways to mediate the effects of VT</li> <li>• Identify the important components and values of your own life journey</li> <li>• Identify ways to increase resiliency</li> <li>• Create an individualized VT wellness self-care plan</li> </ul>
<p><i>IF-ECMH Competency Domain 1D, 1E, 1F</i></p>	<p><b>A-5 The Seven Essential C's of Resilience</b>            Aisha Pope, LCSW, Program Director and Jeannie Oestreicher, LMFT, Assistant Program Manager,            Family Agency Stabilization and Treatment (FFAST), San Diego Center for Children</p> <p>This interactive breakout session will provide a brief overview of common stressors/traumas experienced by young people, and some common responses to those experiences. We will review the concept of resilience, why it is important, and how we can use the 7 Essential C's to support the youth and families we serve in building their resilience muscles. We will invite cultural perspectives from participants and discuss the idea of resilience fatigue in BIPOC communities. For those that are interested in taking the work further, we will provide a framework for self-assessing and creating a personal or program action plan to strengthen our efforts to support resiliency-building in those we serve.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify common sources of stress and trauma in youth birth to five, and the impact these experiences have on youth and families</li> <li>• Explore the concept of resilience and the model of resilience building known as the 7 Essential C's: Connection, Contribution, Character, Control, Coping, Competence, and Confidence</li> <li>• Begin a self or program assessment of strengths and weaknesses related to promoting resilience through the 7 C's and begin an action plan for improving promotion of the 7 C's</li> </ul>
<p>3:00 – 3:30 PM</p>	<p><b>Break and Virtual Exhibits</b></p>

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3:30 – 5:00 PM	<b>Breakout Sessions B</b>	<i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
<p><b>ADVANCED TRACK</b></p> <p><i>IF-ECMH Competency Domain 2</i></p>	<p><b>B-1 (CME) Advanced Clinical Supervision</b></p> <p>Heidi Stern-Ellis, LCSW, Clinical Supervisor, Rady Children's Hospital, Chadwick Center–KidSTART and Al Killen-Harvey, LCSW, Co-Founder, The Harvey Institute, Inc.</p> <p>The intention of this conference session is to explore the practical application of reflective supervision in infant early childhood mental health settings. Reflective supervision relates to the professional and personal development of the individual by attending to the emotional content of the work and how reactions to the content affect the work. A brief overview of types of supervision will be identified. Presenters will address some of the organizational barriers to providing reflective supervision and how to justify its necessity for optimal staff and client outcomes. The presenters will also demonstrate the impact of reflective practice through experiential examples. Attention will also be given to the current circumstances of COVID-19 and how it has impacted delivery of reflective practice.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the difference between reflective supervision and other forms of supervision</li> <li>• Address barriers in an organization where regular reflective practice is desired</li> <li>• Participate or witness live reflective supervision</li> </ul>	
<p><i>IF-ECMH Competency Domain 1E, 1F</i></p>	<p><b>B-2 (CME) The Neurobiology of the Developing Child</b></p> <p>Pradeep Gidwani, MD, MPH, Medical Director, Healthy Development Services, American Academy of Pediatrics, California Chapter 3</p> <p>The purpose of this workshop is to help all clinicians understand that trauma is common and affects the way children and their families present in a clinical setting. Through case presentations and interactive discussion, participants will enhance their understanding of how trauma may present and how we can sensitively help children and their families. The focus is on moving from trauma-informed to trauma-responsive care. Examples will have application beyond pediatric practice.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify when trauma may be presenting or affecting clinical care</li> <li>• Explore practical ways to engage children and their families who have experienced trauma</li> <li>• Examine how a trauma-informed approach becomes a trauma-responsive approach to care</li> </ul>	

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<p><i>IF-ECMH Competency Domain 1D, 1E</i></p>	<p><b>B-3 Strengthening Families: Protective Factors</b> <i>(Repeated in B-4 in Spanish)</i>  Brandi Paniagua, Coordinator and Trainer and Christie Yorty, Social Services Program Director,  YMCA Childcare Resource Service, 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"> <li>• Identify the five protective factors</li> <li>• Examine ways to incorporate them into their work</li> <li>• Demonstrate strengthening families</li> </ul>
<p><i>IF-ECMH Competency Domain 1D, 1E</i></p>	<p><b>B-4 En Español: Fortaleciendo a las Familias: Factores Protectores</b> <i>(Repeated in B-3 in English)</i>  Ariane Porras, Consultant and Trainer and Lodia Ruiz, Resource and Referral Social Service Program Director, YMCA of San Diego County</p> <p>El propósito de este taller es ayudar a los programas de educación infantil a interactuar con los padres para construir los siguientes factores de protección: resiliencia de los padres, conexiones sociales, apoyo concreto en momentos de necesidad, conocimiento del desarrollo infantil y competencia socioemocional de los niños. Los factores de protección son las fortalezas y los recursos de los que las familias pueden aprovechar cuando la vida se pone difícil. Cada uno de los factores de protección son esencial, pero lo más importante es lo que hacen juntos para crear fuerza y estabilidad en las familias. Tomar los factores de protección y aprovecharlos es una forma comprobada de fortalecer a todas las familia y, por lo tanto, disminuir la probabilidad de maltrato.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> <li>• Identificar los cinco factores protectores</li> <li>• Examinar formas de incorporarlos a su trabajo</li> <li>• Demostrar el fortalecimiento de las familias</li> </ul>

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<p><i>IF-ECMH Competency Domain 1D</i></p>	<p><b>B-5 Children with ACEs and Developmental Disabilities: Easy Targets for Human Trafficking</b> Stacy Everson, RN, BSN, Founder of SEEDS Educational Services, San Diego, CA</p> <p>This training will assist providers serving youth with disabilities. Not only are these children at risk for Adverse Childhood Events (ACEs), there are factors that put them at risk for sexual abuse and human trafficking. Human trafficking is one of the leading crimes in California and people with developmental disabilities are not immune to this. This presentation will review prevention and education aspects crucial to working with children with developmental disabilities, including dispelling myths regarding sexuality and Intellectual Disabilities (ID). The need to teach, demonstrate and reinforce appropriate psycho-social sexual education and behavior within their environment is crucial to helping the individual to understand these complex concepts and keep them out of the hands of human traffickers.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Examine children’s risk for ACEs, specifically sexual abuse and exploitation</li> <li>• Describe three myths regarding sexuality of people with developmental disabilities</li> <li>• Identify three tactics used to coerce people with developmental disabilities</li> <li>• Explore common tools to assist people with developmental disabilities learn how to combat human trafficking</li> </ul>
<p><i>IF-ECMH Competency Domain 2</i></p>	<p><b>B-6 Reflective Practice: A Holding Space for Self-Exploration with Staff in Early Childhood Mental Health</b> Rosa Ana Lozada, LCSW, CEO Harmonium and Christine Cole, LCSW, ECMH Clinical Supervisor, YMCA of San Diego County</p> <p><i>This workshop is designed to explore reflective practice at a deep level for those with prior direct experience. Within a small group, participants will be invited to engage in a highly interactive, sharing, and experiential process. • Limited to 20 attendees • Experiential • Will not be recorded</i></p> <p>Reflective practice is an effective interactive process that can improve the quality of service within early childhood mental health. This best practice involves an internal journey of exploring oneself, others, and the environment to influence professional interactions/interventions.</p> <p>By use of a simulation, participants will identify the core principles, explore their reflective practice skills and discuss how this applies to their work within early childhood programs/agencies.</p> <p>The workshop is specifically designed for a small group to promote comfort between the participants, allowing for deeper exploration and shared feedback. The small group structure also models a best practice approach that participants can use to incorporate in leading their own teams.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify core principles and define skills of reflective practice</li> <li>• Explore how reflective practice can improve professional interactions/interventions</li> <li>• Practice, and build skills through experiential simulation</li> </ul>
<p>5:00 – 5:30 PM</p>	<p><b>Virtual Exhibits</b></p>

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7:30 – 8:00 AM	<b>Zoom Help Desk Open</b> — Sign in early if you have questions or need assistance!
8:00 – 8:30 AM	<b>Continuing the Dialogue</b> Ali Freedman, PsyD, ECMH Conference Co-Chair
8:30 – 8:45 AM	<b>Break</b>
<p>8:45 – 9:45 AM</p> <p><i>IF-ECMH Competency Domain 1D</i></p>	<p><b>(CME) How the Good Behavior Game Can Help Children Develop Resilience</b> Dennis Embry, PhD, President/Senior Scientist, PAXIS Institute, Tucson, AZ</p> <p>Imagine you are a child with many common Adverse Childhood Experiences (ACEs). You’ve experienced neglect or physical abuse, witnessed domestic violence, felt insecurity, had little positive interaction and little sense of control in your life. You may have food scarcity or residential instability, bouncing from place to place. Your classroom may be the best thing, but could easily be another worse thing in your life. Our longitudinal studies of the Good Behavior Game at Johns Hopkins University create an easily measured nurturing environment that quickly reduces the proximal internalizing and externalizing behaviors associated with ACEs. That in turn, fosters a nurturing environment of significant reinforcement of prosocial behavior, limits problematic behavior, reduces toxic influences, and increases psychological flexibility in real time. That, consequently, has decades-long, measurable effects on resiliency. This novel resiliency recipe is easily, cost-effectively implemented.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify four replicable principles of nurturing environments in classrooms and life</li> <li>• Explore how a recipe of ten evidence-based kernels creates a nurturing environment that mitigates ACEs and promotes lifetime resilience from first grade to age 25</li> <li>• Brainstorm how this could become standard practice for prevention, intervention, and treatments</li> </ul>
9:45 – 10:00 AM	<b>Break</b>
<p>10:00 – 11:00 AM</p> <p><i>IF-ECMH Competency Domain 1E, 1F</i></p>	<p><b>(CME) Examples of Implementation of the Good Behavior Game</b> Dennis Embry, PhD, President/Senior Scientist, PAXIS Institute, Tucson, AZ</p> <p>The Good Behavior Game is unusual in that it can be, and has been, successfully implemented in a single classroom, at a school/after-school, district, state/provincial/tribal, and national level. Presently, more than 50,000 teachers have been trained to use the Good Behavior Game, and large implementations are unfolding in Arizona, Texas, Montana, Oklahoma, and New South Wales, and have been implemented in Ohio and Estonia. A training could happen as quickly as tomorrow for a single teacher or small group of teachers using a previously tested only randomized trial. Destination trainings can also happen for expansion. Launching in other countries has different trajectories based on language, local production capacity, recruiting potential coaches (PAX Partners) and tariffs. Planning integration should occur with local agency partnerships, school district initiatives, healthcare and mental-health services provided in schools, and establishing measures for sustainability for maximum cost-effectiveness.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the scale(s) of implementation that attendees are thinking about from zero, a pilot in a few classrooms, a school, several schools, or larger efforts, and the outcomes that are hoped for</li> <li>• Explore the reasons for different scales and scales of implementation, and how such efforts might fit their conditions, values, and access sites and resources</li> <li>• Create a flexible plan for achieving the participants’ diverse goals</li> </ul>

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11:00 – 11:15 AM	<b>Break</b>
11:15 – 12:15 PM	<p><b>(CME) Lessons Learned from Implementation of the Good Behavior Game from Across the Country</b>  Dennis Embry, PhD, President/Senior Scientist, PAXIS Institute, Tucson, AZ and Jeff Rowe, MD, Child and Adolescent Psychiatrist, ECMH Conference Co-Chair</p> <p><i>IF-ECMH Competency Domain 1C</i></p> <p>Very few scientifically proven universal prevention strategies have broad benefits on academics, mental health, physical health and restorative justice with equity for children and communities who need it the most. Every PAX GBG implementation begins with a teacher and that teacher’s students. One teacher can produce measurable impact in the first week of implementation, and each added kernel implementation improves easily measurable benefits for the teacher, students and families. Essential for success is creating interlocking reinforcement for students, staff, families, and administrators that can, in turn, with simple activities, inspire hope in the neighborhood and community. Key are small units of change called “evidence-based kernels.”</p> <p>PAX GBG is not a curriculum; it is a set of “daily customs” (a bit like washing hands, fastening a seatbelt) that creates peace, productivity, health and happiness (PPHH). We explain PAX GBG as resembling universal indigenous practices around the world that create a nurturing environment of increasing psychological safety and flexibility, reducing/minimizing toxic influences, richly reinforcing prosocial behaviors, and limiting problematic behavior. The repetition of the four principles/recipes is what actually causes protective epigenetic changes in children that also reduces the negative impact of existing ACEs of children, as well as the probability of lifetime ACEs as they mature. While that is happening, every single indicator of academic success increases regardless of the school’s curriculum.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the proximal, grade-level, lifetime academic measures and social outcomes desired</li> <li>• Explore how The Good Behavior Game complements and expands the existing programs and practices</li> <li>• Identify how the proven outcomes would change or benefit the attendees’ settings</li> </ul>
12:15 – 1:30 PM	<b>Lunch and Virtual Exhibits</b>
1:30 – 3:00 PM	<p><b>Breakout Sessions C</b> <span style="float: right;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></span></p>
	<p><b>C-1 (CME) A Somatic Perspective on Transforming Trauma</b>  Michelle Kole, PhD, SEP, Licensed Clinical Psychologist, Private Practice, San Diego, CA</p> <p><i>IF-ECMH Competency Domain 1E, 1F</i></p> <p>Each year more than 10 million children in the United States endure the trauma of abuse, violence, natural disasters, and other adverse events. And, while trauma is commonly associated with major life events, it may also include a continuum of smaller traumatic experiences. These impact the nervous system, contribute to emotional and behavioral problems, and can profoundly disrupt lives. This session will offer a look at trauma through a somatic lens—an important window into the impact that trauma has on the body. Attendees will explore different categories of trauma and identify signs and symptoms of trauma, from the common to the misdiagnosed. Attendees will also discover practical tools to help children regulate and process traumatic events.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different categories of trauma that children are exposed to</li> <li>• Examine ways that trauma affects the nervous system</li> <li>• Explore practical tools to help regulate children’s nervous systems and process traumatic events</li> </ul>

- Demonstrate self-regulation and self-care for adults working with traumatized children

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<p><b>ADVANCED TRACK</b></p> <p><i>IF-ECMH Competency Domain 1E, 1F</i></p>	<p><b>C-2 The Clinical Application of What We Know About Infant Mental Health Attachment</b></p> <p>Ruth Newton, PhD, President and CEO, Newton Center for Affect Regulation (NCAR) and Christopher Walsh, LMFT, Community Resource Center</p> <p>Early life attachment between the infant and caregiver is a dynamic, bidirectional process. It is at the heart of healthy child development and lays the foundation for cognitive and emotional development, behavioral expression, and future relationships. How we measure and make sense of complex attachment problems in a way that is clinically meaningful can be challenging for child and family clinical service providers. These issues, presented in a virtual fireside-chat format, will be discussed through the lens of clinical case assessment, formulation, and planning.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Examine the application of attachment theory to clinical care</li> <li>• Recognize the importance of infant attachment in assessment and clinical case formulation</li> <li>• Discuss case examples of effectively bridging theory to practice</li> </ul>
<p><i>IF-ECMH Competency Domain 1G</i></p>	<p><b>C-3 Engaging Different Parties: The Child and Family Team (CFT) Meeting Facilitation Program and Need for Collaborative Partnerships</b></p> <p>Laura McClarin, LMFT, Senior Director and Tram Nguyen, Lead Facilitator, Fred Finch Youth and Family Services</p> <p>This interactive workshop will focus on how to successfully engage and incorporate multiple members and voices during Child and Family Team (CFT) meetings. Strategies will be analyzed and explored to gain applicable input as well as how to reach a consensus among members both before and during CFT meetings. Specific applications will be included for early childhood, large families, and other cultural considerations. Attendees will leave the session with a greater understanding and with concrete tools to more effectively facilitate CFT meetings.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Learn how to engage and invite the necessary members to Child and Family Team (CFT) meetings</li> <li>• Identify and implement strategies for how to reach consensus when different points are present in CFT meetings</li> <li>• Practice and apply techniques to specialized modalities such as early childhood, large families, and set specific cultural situations</li> </ul>

## Conference Schedule: Friday, September 11

<p><i>IF-ECMH Competency Domain 1A</i></p>	<p><b>C-4 Using Technology to Stay Connected: Lessons Learned from a Pandemic</b> Denisse Camargo and Brettney Stanley, Early Education Quality Improvement Support Coaches, San Diego County Office of Education</p> <p>When faced with social distancing guidelines that hinder our ability to physically be together, it is more important than ever to find ways to connect. The purpose of this session is to reflect on how we have connected with children and families in response to the pandemic, and how we can use what information we have learned to transition from an emergency response to best practices. Participants will discover how to utilize technology to build and strengthen relationships, learn new ways to engage children and families, and explore best practices in a virtual setting.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>● Discover how to utilize technology to build and strengthen relationships with children and families</li> <li>● Reflect on diverse family needs and how to meet them from a distance</li> <li>● Explore best practices in a virtual setting</li> </ul>
<p><i>IF-ECMH Competency Domain 1A</i></p>	<p><b>C-5 Hope from the Beginning: Supporting Peripartum Mental Health Within the Community</b> Stacey Annand, PhD, LMFT, Accessible Depression and Anxiety Peripartum Treatment (ADAPT), Vista Hill, Chantel Enriquez, LPCC, ADAPT, Vista Hill, Takeenya Hill, Peer Partner, ADAPT, Vista Hill, Jessica Elkind, Contracting Officer’s Representative/Administrative Analyst III, Behavioral Health Services, Children, Youth and Families, County of San Diego, Health and Human Services Agency, and Mindy Coughlin, BSN, RN, PHN, Quality Assurance Specialist, County of San Diego, Health and Human Services Agency</p> <p>Perinatal mood and anxiety disorders (PMADS) are the most common complication of pregnancy, childbirth, and the postpartum period, much of which often goes undiagnosed and untreated. Attendees are invited to join this presentation highlighting elements of the ADAPT (Accessible Depression and Anxiety Peripartum Treatment) program—the County of San Diego’s first Behavioral Health Services (BHS) contracted program addressing peripartum mental health for underserved and unserved families throughout the county. Attendees will learn about the conception of ADAPT through BHS and its essential relationship and collaboration with Public Health Nursing (PHN) Home Visiting Programs—all intended to support, hold, and instill hope from the beginning. As a peripartum specialty mental health program, ADAPT provides home and community-based clinical services and peer partner support during pregnancy and the postpartum period.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the conception and intention of the ADAPT program and its relationship with Public Health Nursing (PHN) Home Visiting Programs</li> <li>● Explore a brief overview of Perinatal Mood and Anxiety Disorders (PMADS)</li> <li>● Reflect on the importance of being with pregnant and postpartum families as a central therapeutic stance</li> <li>● Discover ways to support “continuing hope” for women and families, particularly during a pandemic</li> </ul>
<p>3:00 – 3:30 PM</p>	<p><b>Break and Virtual Exhibits</b></p>

## Conference Schedule: Friday, September 11

3:30 – 5:00 PM	<b>Breakout Sessions D</b>	<i>Note: All Sessions CE Approved. CME Approved as Noted.</i>
<p><b>ADVANCED TRACK</b></p> <p><i>IF-ECMH Competency Domain 1E</i></p>	<p><b>D-1 (CME) Understanding and Diagnosing Complex Cases with Very Young Children</b>            Jeff Rowe, MD, Child and Adolescent Psychiatrist, Conference Co-Chair</p> <p>Some children have very serious and complex clinical presentations. They have troubles in many areas of functioning—developmental problems, emotional regulation problems, aggression, impulsivity, and more. When faced with this complexity, the clinician benefits from having a method of sorting through the problems, clarifying the formulation or case summary, and then being able to prioritize which problems to treat first. This presentation will present a process for efficiently sorting through the problems, clarifying the diagnostic possibilities, and then using this to determine the need for further assessment and the targets for initial treatment.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify essential questions to ask that will lead to clarification of the clinical case</li> <li>• Examine the course and age of onset of clinical symptoms in order to hypothesize the etiology of the child’s problems</li> <li>• Use the process that will be presented to arrive at a useful formulation that will guide treatment</li> </ul>	
<p><i>IF-ECMH Competency Domain 1G</i></p>	<p><b>D-2 Early Childhood Mental Health: Lessons Learned from COVID-19</b>            Nicholas Yphantides, MD, MPH, Chief Medical Officer, Alethea Arguilez, MA, Executive Director, First 5 San Diego, Denise Foster, DNP, RN, PHN, NE-BC, Chief Nursing Officer, Kelly Motadel, MD, MPH, Child Health Officer, County of San Diego, Health and Human Services Agency, and Pradeep Gidwani, MD, MPH, Medical Director, American Academy of Pediatrics, California Chapter 3</p> <p>The early years are a critical time to get children the care, nutrition, health and learning opportunities they need to succeed and grow up to be healthy and productive adults. As the COVID-19 pandemic continues to unfold, young children and their families have been especially vulnerable. We know that young children are more likely to experience violence, abuse, and neglect during pandemics as families struggle to cope.</p> <p>Join these distinguished speakers to hear how San Diego County has been supporting young children and their families during this pandemic. Explore efforts made to date, including creating access to services, prevention measures, how parents/caregivers are supporting children’s learning at home, caregivers’ well-being, and how families are coping with the pandemic.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the challenges facing early childhood providers during this pandemic</li> <li>• Examine what has been done in San Diego to address the needs of our youngest children and their families</li> <li>• Identify resources available to children and families and the difference these are making in the lives of children and families</li> </ul>	

## Conference Schedule: Friday, September 11

<p><i>IF-ECMH Competency Domain 1A, 1D, 1E, 1F</i></p>	<p><b>D-3 Caring for the Caregivers: Vicarious Trauma, Resilience and Wellness</b> Babbi Winegarden, PhD, MHPE, Behavioral Health Program Coordinator, Child Welfare Services, County of San Diego Health and Human Services Agency</p> <p>Vicarious trauma (VT) can affect anyone who works with clients who have experienced trauma. The goals of this session are to understand the symptoms of VT as well as to learn how to mitigate the potential impact of VT. As part of mitigating VT, we will embark on a journey into the authentic self while focusing on resilience, wellness, and general ways of coping with traumatic material and events. Participants will leave this session with an individualized VT wellness self-care plan.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Differentiate stress, trauma, secondary trauma, vicarious trauma (VT) and burn-out</li><li>• Identify the areas of the brain that are impacted by stress and trauma and how they vary in responsiveness</li><li>• Explore how stress and trauma affect behavior in children and families and potentially in ourselves</li><li>• Explore ways to mediate the effects of VT</li><li>• Identify the important components and values of your own life journey</li><li>• Identify ways to increase resiliency</li><li>• Create an individualized VT wellness self-care plan</li></ul>
<p><i>IF-ECMH Competency Domain 1D</i></p>	<p><b>D-4 Family Separations: Working Collaboratively with the Child and Family Team</b> Aisha Pope, LCSW, Program Director and Jeannie Oestreicher, LMFT, Assistant Program Manager, Family Agency Stabilization and Treatment (FFAST), San Diego Center for Children</p> <p>This session will address issues related to working with children and families during separation due to an open child welfare case. We will address socio-cultural and systemic issues that increase stress and trauma for children and families as well as protective factors that support resilience. A brief summary of pertinent information will be reviewed, and the balance of the session will prioritize a facilitated discussion with audience engagement. Attendees will hear from various stakeholders in family separation, including resource parent, bio family member, county representative, and clinician.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Examine the experience and perspectives of those impacted by family separation due to open Child Welfare Services (CWS) case</li><li>• Identify socio-cultural and systemic issues that increase trauma and stress as well as protective factors that support resilience</li><li>• Explore ways to support and advocate for children and families during separation due to CWS removal</li></ul>

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<p><i>IF-ECMH Competency Domain 1E, 1F</i></p>	<p><b>D-5 Integrating Sensory Strategies into the Home Setting</b> Brooke Olson, OTR/L, TheraPeeps Occupational Therapy Services, Inc.</p> <p>The purpose of this conference session is to prepare caregivers to identify red flags of sensory processing disorders in their children, be aware of how sensory disorders affect a young child’s ability to co-regulate, identify and utilize sensory strategies in the home, and enhance everyday routines with sensory-based intention to create a sensory friendly home life.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify red flags of sensory processing disorders</li> <li>• Explore various sensory strategies which can be used in the home</li> <li>• Develop sensory routines for challenging times of the day</li> </ul>
<p><i>IF-ECMH Competency Domain 2</i></p>	<p><b>D-6 Reflective Practice: A Holding Space for Self-Exploration with Staff in Early Childhood Mental Health</b> Rosa Ana Lozada, LCSW, CEO Harmonium and Christine Cole, LCSW, ECMH Clinical Supervisor, YMCA of San Diego County</p> <p><i>This workshop is designed to explore reflective practice at a deep level for those with prior direct experience. Within a small group, participants will be invited to engage in a highly interactive, sharing, and experiential process. • Limited to 20 attendees • Experiential • Will not be recorded</i></p> <p>Reflective practice is an effective interactive process that can improve the quality of service within early childhood mental health. This best practice involves an internal journey of exploring oneself, others, and the environment to influence professional interactions/interventions.</p> <p>By use of a simulation, participants will identify the core principles, explore their reflective practice skills and discuss how this applies to their work within early childhood programs/agencies.</p> <p>The workshop is specifically designed for a small group to promote comfort between the participants, allowing for deeper exploration and shared feedback. The small group structure also models a best practice approach that participants can use to incorporate in leading their own teams.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify core principles and define skills of reflective practice</li> <li>• Explore how reflective practice can improve professional interactions/interventions</li> <li>• Practice, and build skills through experiential simulation</li> </ul>
<p>5:00 – 5:30 PM</p>	<p><b>Virtual Exhibits</b></p>

# Conference Schedule: Saturday, September 12

*CE approval for every session. CME approval where indicated.*

8:00 – 8:30 AM	<b>Zoom Help Desk Open</b> — Sign in early if you have questions or need assistance!
8:30 – 9:00 AM	<b>Opening Remarks and Setting the Stage</b> Jeff Rowe, MD, ECMH Conference Co-Chair
9:00 – 10:00 AM	<b>(CME) How the Good Behavior Game Helps Children Develop in School</b> Dennis Embry, PhD, President/Senior Scientist, PAXIS Institute, Tucson, AZ
<i>IF-ECMH Competency Domain 1F, 1G</i>	<p>This session begins with the Good Behavior Game vision (first step in implementation) of what participants desire to see, hear, do, and feel MORE of and LESS of. This is a "relational frame" that children, teachers, care providers, families or even businesses can do. This is also a foundational piece of Acceptance and Commitment Therapy, and small children are quite able to do this—though the vocabulary is simpler than for older children or adults. This forms an operational yet flexible sense of self that is in service of a higher, authentic self for purposeful self-regulation and group consensus goals. It is not a set of rules, but it is an ongoing "ruler" that one can use to have a sense of agency in one's own life.</p> <p>We will review how the other nine evidence-based kernels are used to improve child development as an embedded set of tools that children (and those who love them) can use on a daily basis. Based on our prior research, the change in child behavior also changes the behavior of adults at school and at home. Unlike Social Emotional Learning (SEL) lessons/curricula or traditional behavior management strategies, the Good Behavior Game effectively creates a shared, yet flexible, vision with practical tools that children, as well as adults, can use themselves in the classroom, in afterschool, in the community and at home.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how each evidence-based kernel has practical application with children, sites, and families</li> <li>• Explore how you might use the evidence-based kernels at school, in the community or with families</li> <li>• Write a "Tootle Note" to a child you know</li> </ul>
10:00 – 10:15 AM	<b>Break</b>
10:15 – 11:15 AM	<b>How to Implement the Good Behavior Game in Your Preschool</b> Dennis Embry, PhD, President/Senior Scientist, PAXIS Institute, Tucson, AZ
<i>IF-ECMH Competency Domain 1F, 1G</i>	<p>The very roots of The Good Behavior Game began with the Safe Playing Project with the American Automobile Association (AAA) and Sesame Street to prevent the third leading cause of death of preschool aged children in the 1970s and 1980s—being struck by a car while playing outside in quiet, residential streets. Both Safe Playing and the Good Behavior Game in the classroom involved reducing attention from peers and adults for dangerous, disturbing or disruptive behaviors. Self-regulation of individual children in groups affects the other children by reinforcing each other for prosocial behavior, prompted and skillfully orchestrated by the adults. The core of the Good Behavior Game works at every grade level, but preschool has many features that enhance the effectiveness of implementation, especially by utilizing "self-modeling" using photos or videos of children. Self-modeling is the scientific term for "social stories" which was developed with Sesame Street and the AAA to reduce childhood street deaths. The principles of the Good Behavior Game are quite powerful for young children, but slower and more deliberate in modeling and group reinforcements.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how each evidence-based kernel can be used in preschool setting(s)</li> <li>• Hypothesize why the kernels work for young children through high school students</li> <li>• Examine how existing practices are different or the same in your settings, and explore the added</li> </ul>



value of the kernels discussed in this session

## Conference Schedule: Saturday, September 12

11:15 – 11:30 AM **Break**

11:30 – 12:30 PM

**Breakout Sessions E**

*Note: All Sessions CE Approved. CME Approved as Noted.*

### **E-1 Supporting LGBTQ+ Families and Non-Binary Gender Expression**

Carla Sciarino, LCSW, IMH-E®, Mental Health Coordinator, Neighborhood House Association

*IF-ECMH  
Competency  
Domain  
1G, 1H*

The purpose of this session is to explore ways that we may consciously and unconsciously send messages to families, staff and children about who is a "family" and what it means to be a "boy" or a "girl" in early childhood settings. Attendees will discover ways to make early childhood settings more inclusive and welcoming for LGBTQ+ headed families as well as children who don't fit into typical gender roles. Welcoming and inclusive environments in early childhood will hopefully lead to more kind and compassionate children as they continue through their school years.

Attendees will be able to:

- Define LGBTQ+ terminology and enhance cultural awareness of the unique challenges the LGBTQ+ community faces
- Explore their own implicit bias and ways in which their forms, communications, and responses may unknowingly create unwelcoming
- Examine ways to create more welcoming and anti-bias communities
- Discover ways to answer difficult questions that may come up when implementing more welcoming communities

### **E-2 (CME) Infants and Social-Emotional Development**

Barbara J. Deloian, PhD, RN, CPNP, IBCLC, Founder and Executive Director, Special Kids, Special Care Inc., Parker, CO

*IF-ECMH  
Competency  
Domain  
1A, 1B*

The purpose of this session is to review the foundations of early social-emotional development of infants and young children, birth to three. The importance of maternal regulation and mutual regulation on the child's evolving self-regulation and social-emotional development will be discussed. Strategies for increasing parental knowledge, capacity, and confidence will be emphasized by using parents' strengths and reflective ability to respond to their infant or child.

Attendees will be able to:

- Describe the significance of maternal regulation on the infant's ability to develop and regulate their social-emotional development
- Discuss the implications of early childhood regulation and experiences on infant and young children's physical, cognitive, language, and social and emotional development
- Analyze factors that affect an infant's ability to self-regulate during the first year of life and the caregiver's role supporting their social-emotional development

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<p style="text-align: center;"><i>IF-ECMH Competency Domain 1G</i></p>	<p><b>E-3 Cross-Sector Connections: Addressing Family Need Through a Holistic and Strengths-Based Approach</b> Lexie Palacio, MA, Community Collaborative Director, YMCA Childcare Resource Service and Alana G. Kalinowski, MSW, Director of Partner Integration, 2-1-1 San Diego, Community Information Exchange</p> <p>The intention of this conference session is to support participants in engaging in meaningful discussions around collaborating with families/caregivers to identify their areas of strengths and needs. Participants will learn about evidence-informed family engagement strategies that support building authentic partnerships with families/caregivers and discuss the barriers and challenges faced when navigating through these partnerships. Participants will develop language that supports engaging in conversations, addressing family/caregiver needs, and reaching out to resources within their community, all in a culturally responsive way. Participants will learn about 2-1-1's Community Information Exchange and how to access resources through the online database. Participants will also learn about the various categories of resource supports available through 2-1-1's Community Information Exchange.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify strengths-based family engagement strategies</li> <li>• Demonstrate the value of connecting with families/caregivers to support authentic partnerships</li> <li>• Explore 2-1-1's Community Information Exchange resource connection and category of supports available in San Diego County</li> </ul>
<p style="text-align: center;"><i>IF-ECMH Competency Domain 1D</i></p>	<p><b>E-4 Responsive Relationships: The Ripple Effect of Educator Resilience</b> Jena Kubiak, Coordinator and Kristen Krauss, Early Education Quality Improvement Support Coach, San Diego County Office of Education</p> <p>The purpose of this session is to foster educator resilience through sharing information about trauma-informed practices. We will help participants see educators as professionals who have an opportunity to positively impact the lives of young children and their families. Through this training, participants will make the connection between an educator's ability to self-regulate and their ability to support a child and family's healthy development through responsive and supportive relationships.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of fostering educator resilience through trauma-informed self-reflection</li> <li>• Learn trauma-informed self-care strategies in order to proactively self-regulate</li> <li>• Gain insight into the connection between educator resilience and safe, supportive environments for children</li> </ul>
<p>12:30 – 1:00 AM</p>	<p><b>Lunch and Virtual Exhibits</b></p>

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1:00 – 2:00 PM	<b>Breakout Sessions F</b> <span style="float: right;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></span>
<p><i>IF-ECMH Competency Domain 1F</i></p>	<p><b>F-1 Complex Cases: Approaches to Behavioral Health Issues in the Classroom</b> <i>(Repeated in G-1 in Spanish)</i>            Pam Wright, LCSW, Clinical Director, Margaret Rudy Gutgsell, LMFT, RPT, Clinical Supervisor, and Megan Rogers, AMFT, Mental Health Youth and Family Development Associate, South Bay Community Services</p> <p>This session will explore the important and unique aspects of an effective therapeutic preschool including a review of the evidence-based model, The Incredible Years, utilized at Mi Escuelita. Mi Esculeita is a therapeutic preschool with South Bay Community Services providing services to children ages 3–5 who have witnessed or experienced trauma. Attendees will review a case presentation that focuses on the challenges of behaviors that arise in a learning environment and the panelists will discuss approaches that offer hope to some of the most vulnerable children and families within a preschool setting.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify challenging behaviors that arise in a learning environment</li> <li>• Examine The Incredible Years model as an approach to offer hope to the most vulnerable children and families</li> <li>• Explore how to apply these strategies in other learning environments or in relationships with children and families</li> </ul>
<p><i>IF-ECMH Competency Domain 1D, 1E</i></p>	<p><b>F-2 En Español: Fortaleciendo a las Familias: Factores Protectores</b> <i>(Repeated in G-2 in English)</i>            Ariane Porras, Consultant and Trainer and Lodia Ruiz, Resource and Referral Social Service Program Director, YMCA of San Diego County</p> <p>El propósito de este taller es ayudar a los programas de educación infantil a interactuar con los padres para construir los siguientes factores de protección: resiliencia de los padres, conexiones sociales, apoyo concreto en momentos de necesidad, conocimiento del desarrollo infantil y competencia socioemocional de los niños. Los factores de protección son las fortalezas y los recursos de los que las familias pueden aprovechar cuando la vida se pone difícil. Cada uno de los factores de protección son esencial, pero lo más importante es lo que hacen juntos para crear fuerza y estabilidad en las familias. Tomar los factores de protección y aprovecharlos es una forma comprobada de fortalecer a todas las familia y, por lo tanto, disminuir la probabilidad de maltrato.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> <li>• Identificar los cinco factores protectores</li> <li>• Examinar formas de incorporarlos a su trabajo</li> <li>• Demostrar el fortalecimiento de las familias</li> </ul>

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<p><i>IF-ECMH Competency Domain 1F</i></p>	<p><b>F-3 Practical and Difficult Conversations: A Supervisor’s Lens on Coaching Interventions in Preschool and Early Education Settings</b> Ali Freedman, PsyD, ECMH Conference Co-Chair</p> <p>Parents, educators, and early childhood caregivers are the instruments of change and the most important people who shape young children on a daily basis. Each person involved has his or her own valuable experience, education, and perspective on how to support a child in context with very practical constraints. Recommendations of early childhood mental health specialists are just that—recommendations. Success is contingent on the ability to develop a positive working relationship with children, school personnel, parents, and others; effectively communicate observations, theory, and strategies; co-create, implement, and revise interventions; and coach numerous parties towards intersecting goals while understanding and valuing their individual perspectives and unique pressures. It is a tall order and professionals deserve thoughtful and specific support in developing their ability to juggle these balls, find their voice, and facilitate sometimes difficult conversations to support positive outcomes for young children. This session will focus on supporting the development of these skills in supervisees, though the same principles could also be applied directly.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Explore some of the challenges that arise in developing consensus and moving from recommendations to implementation</li><li>• Practice perspective taking from multiple parties viewing the same child/situation</li><li>• Identify our own/supervisees’ blind spots, biases, and/or insecurities to support effective communication and positive outcomes</li><li>• Develop skills to communicate concerns while minimizing feelings of blame, shame, or judgment</li></ul>
<p><i>IF-ECMH Competency Domain 2</i></p>	<p><b>F-4 Reflective Practice for Your Own ACEs</b> Kim Flowers, LCSW, Director of Family Support Services, Neighborhood House Association and Carla Sciarrino, LCSW, IMH-E®, Mental Health Coordinator, Neighborhood House Association</p> <p>Reflective Practice enables us to explore our experience, both past and present, and gain insight to help inform the decisions we make while interacting with others. It’s a process that focuses on both the “what” and the “why,” with special attention on the social-emotional aspects of our experience. Join us as we discuss the importance of Reflective Practice and tap into its power to support early childhood education (ECE) providers with the remnants of their own childhood ACEs, as well as with what young children and families bring to our relationships. As you wholeheartedly care for and educate young children, come to feel cared for and be inspired by Reflective Practice. Our workshop will offer an experiential reflective practice exercise and make use of video vignette(s).</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"><li>• Examine Childhood Experiences (ACEs) and understand how these may impact our health as well as the development of our beliefs about ourselves, others, and the world around us</li><li>• Explore Reflective Practice and its benefits</li><li>• Engage in experiential learning activities designed to promote Reflective Practice in Early Childhood Education work</li><li>• Set an intention for incorporating Reflective Practice, as a form of self and other care, into the workplace</li></ul>

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2:00 – 2:15 PM	<b>Break</b>
2:15 – 3:15 PM	<b>Breakout Sessions G</b> <span style="float: right;"><i>Note: All Sessions CE Approved. CME Approved as Noted.</i></span>
<p><i>IF-ECMH Competency Domain 1F</i></p>	<p><b>G-1 <i>En Español: Casos Complejos: Enfoque en Problemas de Salud de Comportamiento en el Salón de Clases (Repeated in F-1 in English)</i></b>  Nubia Soto, MS, MBA, Program Director, South Bay Community Services</p> <p>Esta sesión va a explorar lo importante e único de los aspectos de una escuela terapéutica efectiva incluyendo un repaso de modelos basados en evidencia llamados Los Años increíbles (The Incredible Years), utilizados en Mi Escuelita. Mi Escuelita es una preescolar terapéutica parte de South Bay Community Services que provee servicios a niños de 3–5 años que han mirado o experimentado trauma. Participantes van a explorar la presentación de un caso que se enfoca en lo difícil de los comportamientos que se ven en ambientes de aprendizaje y los panelistas van a discutir el enfoque para ofrecer esperanza a niños y familias que son vulnerables en la preescolar.</p> <p>Los participantes podrán:</p> <ul style="list-style-type: none"> <li>• Identificar comportamientos difíciles que suelen suceder en un ambiente de aprendizaje</li> <li>• Examinar el modelo de Los Años Increíbles como enfoque para ofrecer esperanza a niños y familias que son vulnerables en la preescolar</li> <li>• Explorar como aplicar esas estrategias en ambiente de aprendizaje o hacia las relaciones con niños y familias</li> </ul>
<p><i>IF-ECMH Competency Domain 1D, 1E</i></p>	<p><b>G-2 <i>Strengthening Families: Protective Factors (Repeated in F-2 in Spanish)</i></b>  Brandi Paniagua, Coordinator and Trainer and Christie Yorty, Social Services Program Director, YMCA Children Resource Service, 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"> <li>• Identify the five protective factors</li> <li>• Examine ways to incorporate them into their work</li> <li>• Demonstrate strengthening families</li> </ul>

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<p><i>IF-ECMH Competency Domain 1F</i></p>	<p><b>G-3 Integrating Sensory Strategies into the Early Childhood Setting</b>            Brooke Olson, OTR/L, TheraPeeps Occupational Therapy Services, Inc.</p> <p>The purpose of this conference session is to prepare early childhood interventionists with skills to identify red flags of sensory processing disorders in children, identify and utilize sensory strategies appropriate for daycares and early childhood settings, and create sensory safe environments or routines for children with sensory-based challenges.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Identify red flags of sensory processing disorders</li> <li>• Explore various sensory strategies which can be used safely in the early childhood setting</li> <li>• Develop sensory routines for children in early childhood settings</li> </ul>
<p><i>IF-ECMH Competency Domain 1A</i></p>	<p><b>G-4 Using Technology to Stay Connected: Lessons Learned from a Pandemic</b>            Denisse Camargo and Brettney Stanley, Early Education Quality Improvement Support Coaches , San Diego County Office of Education</p> <p>Staying connected does not have to be hard. When faced with social distancing guidelines that hinder our ability to physically be together, it is more important than ever to find ways to connect. In this workshop participants will discover how to utilize technology to build and strengthen relationships, learn new ways to engage children and families, and explore best practices in a virtual setting.</p> <p>Attendees will be able to:</p> <ul style="list-style-type: none"> <li>• Discover how to utilize technology to build and strengthen relationships with children and families</li> <li>• Explore best practices in a virtual setting</li> <li>• Reflect on diverse family needs and how to meet them from a distance</li> </ul>