**Breakout Sessions**

**Details and Descriptions**

***Each talk has an additional descriptor to aid in your decision making of***

***Level (Beginner, Intermediate, & Advanced) and***

***Category(Clinical Intervention, Policy, Professional Development, Programming & Research)***



**Thursday, October 16, 2014**

**11:00 a.m. – 12:30 p.m. Breakout Session 1**

**A. *Creating Success In Families: Using Knowledge Of Early Brain Development & Attachment To Create Treatment Success***

Barbara Stroud, Ph.D.

From an understanding of foundational science on the impact of early relations on the brain and attachment systems, participants will build their skill sets in applying this science to practice. This session will outline the foundational caregiving elements that support a strong attachment relationship. We will look at how sensitive and responsive caregiving supports brain development. Towards a goal of social emotional health and mental wellness, we will use these constructs as they apply to caregiving relationships to structure treatment decisions the honor family culture, support optimal developmental outcomes, and make best use of the caregivers as the agents of change in the lives of their children. *(Advanced & Clinical Intervention)*

**B. *Supporting Children: Understanding Trauma and Treatment***

Meghan White, M.S. & Patrick McKelvey, M.S.

Traumatic events are unfortunately, far too common occurrences in the lives of children and encompass a wide range of events and circumstances. Nearly all children entering the Child Welfare System have experienced one or more traumatic events. The National Child Traumatic Stress Network’s 12 Core Concepts provide a rationale for trauma-informed assessment and intervention and cover a broad range of ideas that child-serving agencies should consider as they strive to assess, understand, and assist trauma-exposed children. *(Intermediate & Clinical Intervention)*

**C. *Relaxing into Parenting and Baby Makes 3***

Emma Baldock, R.N., R.M.; Mary-Ellen Youseman, R.N. R.M.

Relaxing into Parenting and Baby Makes 3 is a primary health care strengths-based early psycho-social intervention with the broad aim of reducing stress and anxiety in the transition to first time parenting. Qualitative and quantitative outcome measures demonstrated; participants felt increased confidence in managing the stresses of the transition to parenting, enhanced their couple relationship, increased their knowledge of infant cues and infant states, had more knowledge of when and where to seek help and recognised the importance of support in the early parenting period.

The program is conducted in a primary health care setting using a community development approach. The program is underpinned by attachment theory, strengths-based couple’s interventions, and practical interventions on infant sleep, massage, and and Mindfulness-based Stress Reduction and parenting skills to support parent and infant mental health. In addition the program aims to strengthen the social determinants of health through social inclusion and building social capital.

The intervention comprises six prenatal and two postnatal education sessions focusing on:

• Responding to infant cues – infant communication

• Identifying stress and anxiety, and Mindfulness-based stress reduction

• Strengthening relationships and maintaining intimacy

• Infant massage

• Building social networks

Standardised scales are administered to measure the impact of the course. These include Newborn Development Knowledge Questionnaire, Parenting Satisfaction Index, anxiety scores and on completion of the course couples complete a qualitative evaluation questionnaire.

Results identified that overall participants were very or highly satisfied with their parenting roles, had increased their knowledge of newborn development, identified the importance of building their emotional ‘bank accounts’ as couples and felt the course was worthwhile and had given them valuable additional information regarding their psycho-social health. Participants especially valued the social connections and networks created through attention. *(Intermediate & Clinical Intervention)*

**D. *The Motherless Films Of Walt Disney- How Animated Children's Favorites Can Be Used For Teachable Moments***

Erin Troup L.P.C., N.C.C., C.T.

This presentation takes a look at the motherless films of disney. It looks at a brief history of Walt Disney himself and also uses disney films for teachable moments to discuss grief and attachment with young children and families.*(Beginner & Professional Development)*



**3:30 – 5:00 p.m. Breakout Session 2**

**A. *Yes, Infants and Toddlers Do Evidence Severe Mood Problems***

Ira Glovinsky, Ph.D.

In this session the talk will discuss bipolar patterns in very young children. We will discuss the early signs of these patterns and the progression to a full-blown mood disorder. We will discuss assessment and treatment of this disorder.

*(Advanced & Clinical Intervention)*

**B. *Promoting Positive Attachment Inutero: Supporting Families Carrying a Baby with a Birth Defect***

Joanna C.M. Cole, Ph.D., C.D. (D.O.N.A.); Elizabeth Shaughnessy, M.S., C.C.L.S.; Heather Ousley, M.S.S, M.S.

The presentation will highlight the state-of-the-art medical and psychosocial care provided at the Center for Fetal Diagnosis and Treatment, a pediatric hospital-based center providing specialized prenatal care for women carrying pregnancies with a confirmed birth defect. Members of the multidisciplinary psychosocial team will describe how they collaborate with one another to provide family centered care during the prenatal course. Members will describe their mental health screening tools, and the assessment and referral processes used to assess the needs within the family context (e.g., siblings) as well as identify those expectant parents at highest risk for depression, anxiety, and post-traumatic stress disorder. The presenters will use case examples to demonstrate several supportive strategies and therapeutic techniques offered during the prenatal course in order to a) provide positive attachment inutero; b) maintain familial connection during their period of relocation; c) prevent antepartum challenges; and d) help mothers, fathers and families cope with the emotional impact of having a baby with a birth defect.

*(Intermediate/Advanced & Clinical Intervention)*

**C. *Explore 9 Ways Parenting Assessment Can Strengthen Your Program***

Marilee Comfort, Ph.D., M.P.H.

Evidence for the vital importance of parenting quality to children’s health, development and well-being continues to grow. Thus, it’s no surprise that promoting quality parenting is a major goal of most high quality programs serving families with young children. Assessing parenting is a logical and necessary step for family support programs to determine whether they are achieving their goals. Research shows that survey instruments are not highly correlated with actual parent behavior, so programs need to observe and assess parents in action to find out what really matters to children. After all, it is their parents’ behavior that the child experiences. Observational parenting tools directly assess parent behavior during a structured observation using a validated assessment to score the parent’s behaviors as the parent interacts with her/his child. An observational parenting tool can strengthen program, staff and family development in nine ways.

1. Documents evidence of parenting outcomes

2. Tailors services to individual parenting strengths and needs

3. Monitors progress and guides service planning

4. Reinforces parenting progress and confidence

5. Serves as a parenting check-up as children and families change

6. Shifts staff focus from child to parent-child interactions

7. Offers a common language for staff , families and programs

8. Builds reflective practice during supervision

9. Informs continuous quality improvement for staff and programs.

*(Advanced & Programming)*

**D. *Parents Interacting with Infants (PIWI): A Toolkit for Building Early Relationships***

Valerie Postal, M.S. Ed. B.C.B.A.

PIWI is a set of practices and a philosophy for supporting the social-emotional development of young children. Parent-child relationships are crucial to promoting healthy social skills and later successful interactions beyond the family. The parent-child dyad is the first experience of social reciprocity for an infant. Through strategies designed to promote dyadic interaction, interventionsits create a framework for building positive social skill development. *(Beginner & Professional Development)*



**Friday, October 17, 2014**

**10:30 – 12:00 p.m. Breakout Session 3**

**A. *Current Evidence on Preschool Education***

Deborah A. Phillips, Ph.D.

This talk will go more in depth on what we now know about how preschool education affects young children's development and the conditions under which is has the most positive impacts. *(Advanced & Clinical Intervention/Policy)*

**B. *Time to Talk***

Lynn Notestine, M.S.W., L.S.W.; Myka Piatt

According to a 2013 Centers for Disease Control and Prevention report, one in five children experiences a diagnosable mental health disorder. How do you talk parents about a suspected behavior problem or mental health issue? How can this important task be done without alienating the parents or heightening their anxiety? This workshop will provide participants with information about mental health issues and how the fear of stigma often prevents parents from talking about their child's mental illness. Participants will have the opportunity to practice strengths based communication strategies.

*(Intermediate/Advanced &Professional Development)*

**C. *Children with Incarcerated Parents***

Bonnie McNally-Brown, L.P.C.

This presentation will explore the issue of incarcerated parents and their children. I will describe typical visiting conditions in our local county jail, and the design and implementation of Structured Family Visits. These specialized visits offer developmentally appropriate activities and support the child's relationship with their incarcerated parent. We will view images of Strucured Family Visits and watch the 15 minute documentary film "Family Ties" developed to support the rights of children with an incarcerated parent. We will finish with a discussion of barriers to this type of visit as well as examples of when visiting may not be in the best interest of the child.

*(Beginner/Intermediate/Advanced & Clinical Intervention)*

**D. *Project Attachment and Regulation: Nurturing Caregiving in Foster Care***

Sue Killmeyer, M.Ed.; Jilan Hawk, B.S.

Children and families involved in protective services present a unique challenge to in- home intervention programs.

In Pennsylvania, roughly 33 percent of all children in foster care are under the age of 5. Children placed into foster care are at a high risk for poor developmental trajectories across domains, including serious behavioral disorders (Stahmer,2005). Early Intervention (EI) services, although designed to address both behavioral and developmental problems for young children nationally, are sparsely accessed by this extremely vulnerable population. In addition to the challenges faced by EI professionals to coordinate with multiple systems in order to provide services, EI therapists are frequently unprepared to address the complex needs of children who have been neglected/abused and who have experienced multiple disruptions of care. Project Attachment and Regulation (PAR) will create and implement a training protocol designed to educate a range of professionals who see young children in foster care to infuse a trauma-informed and attachment-based approach into their therapeutic practice. Our training will demonstrate how the foundational principals of the Attachment and Biobehavioral Catch-up Intervention (Dozier et al.,2009) that encourage specific nurturing behaviors of caregivers involved with this population may be applied to EI and other home visiting programs. The presentation will describe the development and implementation of this project as a potential model for other state agencies.

*(Intermediate/Advanced & Clinical Intervention/Professional Development)*.



**3:30 – 5:00 p.m. Breakout Session 4**

**A. *Assessment Of Disorganized Attachment And Caregiving In Clinical Context***

Judith Solomon, Ph.D.

This session will explore how exploring themes of fear and helplessness, the essence of disorganized attachment and caregiving, can help to make sense of complicated infant mental health cases. Two case examples, both involving child aggression and defiance but representing alternative pathways in the development of the mother-child relationship, will be presented to illustrate this approach. Participants will be encouraged to apply these techniques in thinking about problematic cases in their own intervention work in schools, agencies, and the home.

*(Advanced & Clinical Intervention)*

**B. *Transforming Systems Using a Comprehensive Trauma Education and Response Appraoch***

Diane Wagenhals, CFLE, PQAS Certified; Suzanne O'Connor

Lakeside Educational Network and United Way have joined forces to develop an innovative systems-based approach for bringing comprehensive trauma training and a trauma-response system into early childhood education agencies throughout the greater Philadelphia area. In this workshop we will describe our comprehensive strategic model to integrate the principles and approaches of trauma informed care throughout systems that impact infants, children, and families by educating and equipping parents, caregivers, educators, supervisors and clinicians. This process invites all parties who impact infants and young children to collaborate in order to prevent trauma, avoid exacerrbating existing trauma-related issues and needs and to promote healing in infants, children and families impacted by trauma. Included will be information about ways to use Bruce Perry's Neurosequential Model of Therapeutics and Bloom's Sanctuary Model. We wish to inspire other organizations to consider ways to replicate what we are finding to be an invaluable way to approach the many trauma-related issues that impact so many of our precious children. *(Intermediate & Professional Development)*

**C. *Project HEAL,\*trademark pending. Witnessing Developmental Growth and Resilency through a Transdisicplinary Approach for Children and Families Impacted by Trauma***

Elizabeth Gryczko-Drazien, L.C.S.W.; Margaret Myers, O.T.R.L.

This presentation will provide theoretical and practical application of an innovative program called Project HEAL that is being developed by the senior level staff of Rebecca's Place, LLC. Audience members will learn about the way in which trauma recovery is implemented utilizing a transdisciplinary approach including sensory integration theory, CBT trauma informed play therapy and infant/parent psychotherapy. A case example will be provided that illustrates the ways in which trauma symptoms and correlating disruptons in attachment in a young child are asssessed, processed, and resolved by utilizing techniques including regulation techniques to help the child achieve regulation of body and affect while progressing towards telling traumatic narrative through symbolic play as witnessed by therapists and by parents/caregivers with the aide in helping to formulate the trauma narrative.

*(Intermediate/Advanced & Clinical Intervention)*

**D. *Building the ABC's: An Integrated Early Intervention and Behavioral Health Approach to Caregiver Depression and Early Childhood Developmental Delays***

Sherry Bross, L.S.W.; Kristin Lentz, B.S.; Dan Roeder, M.S.

Research demonstrates that parental depression can affect early childhood development and having a child who has a developmental delay can place a parent at high risk of depression. Providing integrated supports and services to families experiencing these challenges can have a significant impact on their lives.

Building the ABC’s is a collaborative initiative in York and Adams Counties across the early intervention and behavioral health systems to identify families in the early intervention system experiencing caregiver depression and childhood developmental delays. Practitioners from both systems deliver services through a relationship-based lens and work together to meet the complex needs of families.

Addressing the dual challenges of caregiver depression and early childhood developmental delays through a cross-system, integrated relationship-based approach may be replicated in other communities. Working towards a common goal of families living a healthy life is at the core of the partnerships in York and Adams Counties. The process of creating and implementing Building the ABC'S has proven to be a successful endeavor based upon data being collected and more importantly, from feedback provided by families. *(Intermediate & Clinical Intervention)*