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Presents the

Second Annual
Pennsylvania
Infant Mental Health
Conference

Friday, October 22 & Saturday, October 23 2010
University of Pennsylvania, Philadelphia, PA

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Resource Center Table

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- **Delaware Valley Group of the Pennsylvania Chapter of the World Association for Infant Mental Health** www.phillybabies.org
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Conference Bag Insert

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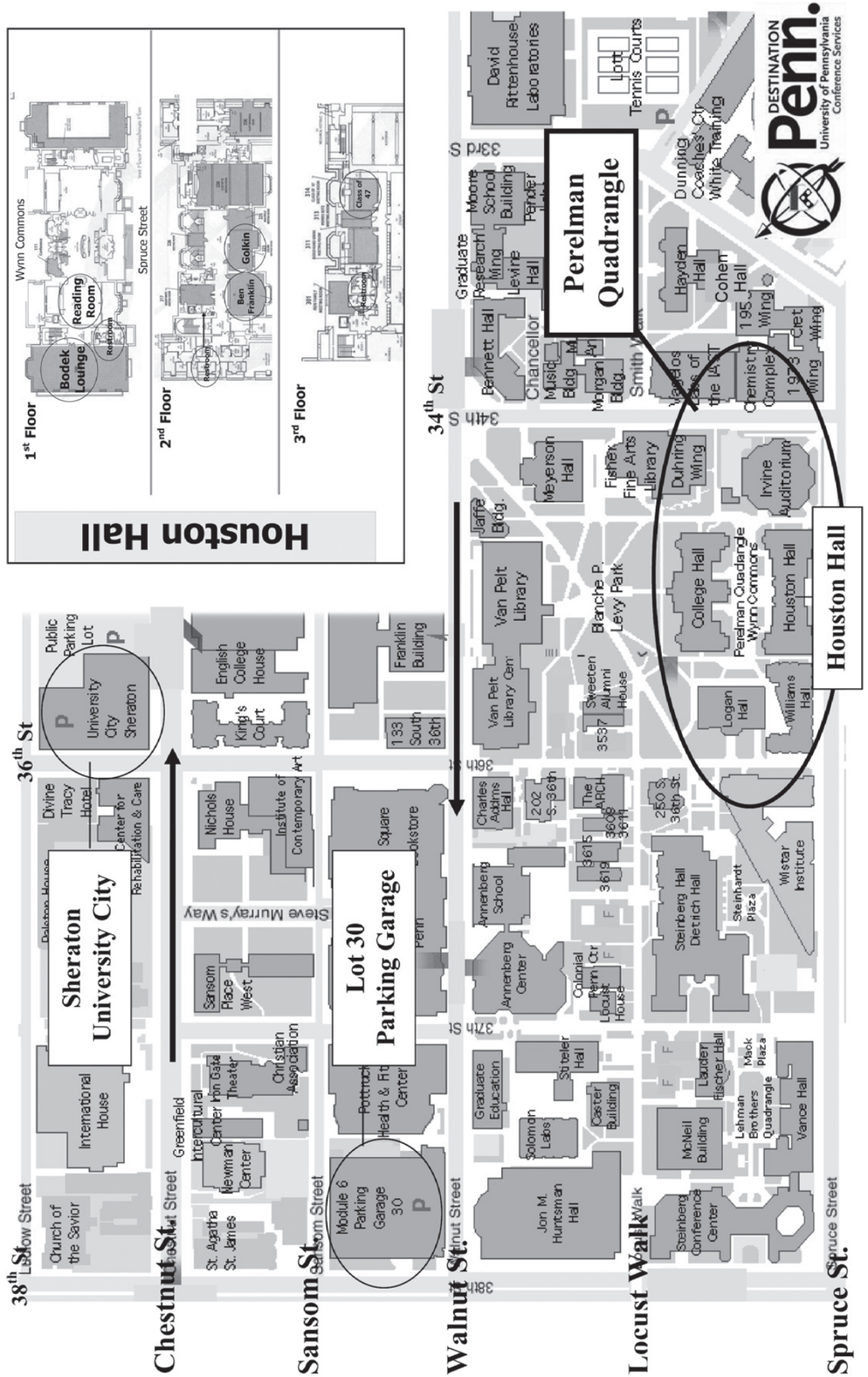

Okin-Wertheimer, Judy: 4a. *M.S.S., Quality Improvement Coordinator, Delaware Valley Association for the Education of Young Children*

Osofsky, Joy: 3b. *Ph.D., Barbara Lemann Professor, Departments of Pediatrics and Psychiatry, Louisiana State University Health Sciences Center*

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Radcliffe, Jerilynn: *PhD, ABPP. Director, Behavioral Neuroscience Core, Clinical Translational Research Center, The Children's Hospital of Philadelphia*

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Greetings!

Welcome to the 2nd Annual Pennsylvania Infant Mental Health Conference! We are honored to welcome you to this event.

There are many goals for this conference. We, your conference committee, care deeply about the mental health of all infants, toddlers, and families in Pennsylvania. While the old saying that "babies are our future" is of course true, our science tells us that we can make an amazing difference using modern approaches to enhance relationships for children 0 to 3-years of age. Given this knowledge, it becomes our responsibility to do our best work with those who are most vulnerable and most likely to benefit from our efforts.

The first goal of this conference is to bring new and exciting ideas and approaches to promoting, preventing, and treating mental health problems in our youngest citizens. We are very fortunate to have amazing keynote and breakout session speakers who will share ideas and information with us.

The second goal is social. Working with young children and families is tough work. It is our hope that we will all make new friends this weekend, develop new collaborations, and find new ways to work outside our "silos" in more interdisciplinary ways to support young children and families. We hope that we can form a community of individuals committed to promoting the social-emotional development of young children through enhanced caregiver relationships. We are so glad you are here to join us in that effort.

A final goal is to change the early childhood mental health landscape in Pennsylvania. Our state has taken some amazing strides toward serving the mental health needs of very young children and families. Not only is it our goal to inform you about these achievements this weekend, but we also hope that you will become involved in helping to promote Infant Mental Health in Pennsylvania. Our babies need providers who understand their unique developmental needs, who understand the impact of stress and trauma on even the not-yet-born child, and who are able to support families who experience significant risk. Our workforce needs to feel supported and have the opportunity to work in a reflective way. And families should know that the providers that enter their homes or whom they meet in clinics and schools have been trained to meet core competencies that prepare them to be effective in their work.

These are lofty goals, and your participation in all activities is welcomed and encouraged so that together we can achieve them.

Thank you for your support and participation in this 2nd Annual Pennsylvania Infant Mental Health Conference. We hope to see you again in October 2011 in Harrisburg, PA!

Sincerely,

The Infant Mental Health Conference Committee

Stacey Carpenter, Psy.D., *Behavioral Health Consultant*
Lee Ann Fancher, PT, Founder, *Pediatric Therapeutics, Inc.*
Robert Gallen, Ph.D., *Director of Infant Mental Health Programs, Chatham University*
Jerilynn Radcliffe, Ph.D., ABPP, *The Children's Hospital of Philadelphia*
Elizabeth Bogado Briganti, Psy.D., *Licensed Psychologist*
Julia Woldorf, PT, MBE, PCS, *Physical Therapist Consultant*

Workshop Presenters

Biever, John: 2b. *M.D., Child Psychiatric Consultant, Office of Mental Health and Substance Abuse Services*

Blanck, Evelyn: 4d. *L.C.S.W., Associate Executive Director and Principle Investigator, New York Center for Child Development, Early Childhood Consultation and Treatment Program*

Broscious, Dianna: 2b. *Executive Director, PA Families Incorporated*

Bundus, Dahlia: 1d. *M.A., C.C.C.-S.L.P., Feeding Specialist and Speech Language Pathologist, Main Line Health System*

Christensen, Cynthia: 2b. *Psy.D., Child Psychological Consultant, Office of Mental Health and Substance Abuse Services*

Comfort, Marilee: 1c. *Ph.D., M.P.H., Partner, Comfort Consults Consultation and Treatment Program*

Daley, Sarah: 1d. *C.R.N.P., O.B. G.Y.N. Nurse Practitioner, Main Line Health System*

Dougherty, Susan L.: 1a. *Ph.D., Post-Doctoral Fellow, PolicyLab*

Finnerty, Judith: 1d. *R.N.C., B.S.N., M.S., Staff Nurse, Neonatal Intensive Care Unit, Main Line Health System*

Foley, Gilbert: 4d. *Ed.D., Consulting Clinical Director, New York Center for Child Development, Early Childhood Consultation and Treatment Program; Associate Professor of School-Clinical Psychology, Ferkauf Graduate School of Psychology, Yeshiva University*

Gallen, Robert: *Ph.D., Director of Infant Mental Health Programs, Associate Professor of Psychology, Chatham University*

Gerdes, Marsha: 1a. *Ph.D., Senior Psychologist, PolicyLab*

Gordon, Phil: 1c. *Ph.D., Partner, Comfort Consults*

Hardy, Deborah: 2b. *Mental Health Program Representative, Office of Mental Health and Substance Abuse Services*

Hodas, Gordon: 2b. *M.D., Statewide Child Psychiatric Consultant, Office of Mental Health and Substance Abuse Services*

Hoffman, Casey: 4b. *Ph.D., Licensed Clinical Psychologist, Children's Hospital of Philadelphia, University of Pennsylvania*

Jackson, Ta'Mora: 4a. *M.A.T., Quality Improvement Coordinator, Delaware Valley Association for the Education of Young Children*

Kahn, Richard: 2d. *M.S., R.D., Ph.D. Candidate, Nutritionist, Department of Family and Social Medicine; Nutritional Study Manager, Einstein College of Medicine; Pediatric Nutritionist, Early Intervention Nutritionist and Morrisania WIC Program*

Kastner, Beth: 4d. *Psy.D., M.P.H, Psychologist, New York Center for Child Development, Mental Health Consultation and Treatment Program*

King, Rebecca: 4d. *Psy.D., New York Center for Child Development, Mental Health Consultation and Treatment Program*

Levitt, Pat: 3a. *Ph.D. Director of Zilkha Neurogenetic Institute; Provost Professor of Neuroscience, Pediatrics, Psychiatry, and Pharmacy, Keck School of Medicine of University of Southern California; Chair of Department of Cell and Neuroscience, Keck School of Medicine of University of Southern California*

Milford, Cheryl A.: 2a. *Ed.D., Neonatal Psychology, Magee-Womens Hospital of UPMC*

Nuzzo, Chiara: 4c. *Ph.D., Clinical Psychologist/Mental Health Consultant, Private Practice and Graduate Institute for Clinical Psychology at Widener University*

3:00-4:30 p.m. Breakout Session 4

4a. Enhancing Teachers' Interactions with Infants and Toddlers by Encouraging Strong Attachments
Ta'Mora Jackson, M.A.T., *Quality Improvement Coordinator, Delaware Valley Association for the Education of Young Children;* Peg Szczurek, M.Ed., *Associate Director, Delaware Valley Association for the Education of Young Children;* Judy Okin-Wertheimer, M.S.S., *Quality Improvement Coordinator, Delaware Valley Association for the Education of Young Children*

DVAEYC is "The Voice of Early Childhood Education." Join us as we explore how the organization's technical assistants provide support to teachers of infants and toddlers who impact these children's mental health every day.

4b. Assessing Autism in Young Children with High-Risk Neonatal Histories
Casey Hoffman, Ph.D., *Licensed Clinical Psychologist, Children's Hospital of Philadelphia, University of Pennsylvania*

This workshop examines the challenges of screening for autism spectrum disorders in children at high risk for developmental delays. It also explores the newly emerging connection between former preterm infants and other high-risk neonatal courses and a later autism spectrum diagnosis.

4c. Together We Play: Parent-Child Interaction Coaching Program: Building Relationships to Support Development
Chiara Nuzzo, Ph.D., *Clinical Psychologist/Mental Health Consultant, Private Practice, and Graduate Institute for Clinical Psychology at Widener University*

It is through engagement and interaction with parents and other important adults that the young child builds identity and sense of worth, learns about interpersonal relationships, and builds language, thinking, and problem-solving abilities. *Together We Play* is a parent-child interaction coaching program that helps parents build positive, sensitive, and responsive relationships with their young children (www.TogetherWePlay.info). In this workshop, learn about *Together We Play* and how you can use this strategy to support your parent-young child clients.

4d. Transforming Service Delivery Systems to Embrace Infant Mental Health: Update and Refunding
Evelyn Blanck, L.C.S.W., *Associate Executive Director and Principal Investigator, New York Center for Child Development, Early Childhood Consultation and Treatment Program;* Gilbert Foley, Ed.D., *Consulting Clinical Director, New York Center for Child Development, Early Childhood Consultation and Treatment Program; Associate Professor of School-Clinical Psychology, Ferkauf Graduate School of Psychology, Yeshiva University;* Beth Kastner, Psy.D., M.P.H, *Psychologist, New York Center for Child Development, Mental Health Consultation and Treatment Program;* Rebecca King, Psy.D., *New York Center for Child Development, Mental Health Consultation and Treatment Program*

Funded by the New York City Department of Health and Mental Hygiene, this model demonstration project has successfully integrated mental health screening and consultation services into a pediatric primary care clinic, a childcare program, and a protective service agency in Central and East Harlem. Cross-program funding (Early Intervention and Preschool Education) is engaged to support long-term relationship-based dyadic intervention (DIR-informed) for families by optimizing funding under the social- emotional domain, typically an under-utilized category. This presentation will be both descriptive and data based focusing on the processes, successes, challenges and data profile of transforming existing service delivery systems to embrace infant mental health and delivering those services to diverse and challenging-to-engage families.

Conference Overview

Friday, October 22, 2010 7:15 a.m. to 5:00 p.m.

7:15-8:15 a.m.	Registration	Houston Hall Lobby
	Continental Breakfast	Reading Room, First Floor
	Resource Area Open	
8:15-8:30 a.m.	**Welcome and Opening Announcements**	Bodek Lounge
8:30-10:00 a.m.	**Opening Keynote**	Bodek Lounge
10:00-10:30 a.m.	Break and Transition	
10:30 a.m.-Noon	**Breakout Session 1**	
12:00-1:00 p.m.	Lunch	Bodek Lounge
12:30-1:00 p.m.	**Infant Mental Health Update**	Bodek Lounge
1:00- 1:30 p.m.	Break and Transition	
1:30-3:00 p.m.	**Breakout Session 2**	
3:00-3:30 p.m.	Break and Transition	
3:30-4:45 p.m.	**Afternoon Keynote**	Bodek Lounge
4:45-5:00 p.m.	**Closing Remarks**	Bodek Lounge

Saturday, October 23, 2010 7:30 a.m. to 4:30 p.m.

7:30-8:30 a.m.	Check In	Houston Hall Lobby
	Continental Breakfast	Reading Room
	Resource Area Open	
8:30-10:00 a.m.	**Morning Keynote**	Bodek Lounge
10:00-10:30 a.m.	Break	
10:30 a.m.-Noon	**Late Morning Keynote**	Bodek Lounge
12:00-1:00 p.m.	Lunch	Houston Market, Ground Floor
1:00-2:30 p.m.	**Breakout Session 3**	
2:30-3:00 p.m.	Break and Transition	
3:00-4:30 p.m.	**Breakout Session 4**	
4:30 p.m.	Conference Ends	

Conference at a Glance

Friday, October 22, 2010

7:15 a.m. Registration and Resource Area opens

7:15-8:15 a.m. Continental Breakfast

8:15-8:30 a.m. **Welcome and Opening Announcements**

– Gail Edelsohn, MD, *Director, Community Behavioral Health, City of Philadelphia*

– Tami D. Benton, M.D., *Psychiatrist-in-Chief, Department of Child and Adolescent Psychiatry and Behavioral Science, The Children's Hospital of Philadelphia*

8:30-10:00 a.m. **Opening Keynote**
Attachment and Biobehavioral Catch-up: An Intervention for High-Risk Infants and Their Parents
Mary Dozier, Ph.D.

10:00-10:30 a.m. Break and Transition

10:30 a.m-Noon **Breakout Session 1**

Bodek Lounge
1a. Building Better Behavior: Making a Difficult Job Easier
Marsha Gerdes, Ph.D.; Susan L. Dougherty, Ph.D.

Ben Franklin Room
1b. Brain Development in Infants at Risk for Autism Spectrum Disorder
Sponsored by Achieva, Pittsburgh, PA
Sarah Paterson, Ph.D.

Golkin Room
1c. KIPS: An Evidence-Based Assessment Tool That Enhances Family Services, Monitors Progress, and Measures Outcomes
Marilee Comfort, Ph.D., M.P.H.; Phil Gordon, Ph.D.

Class of 47 Room
1d. Facilitating Parent-Infant Interactions during and after a NICU Stay
Britta Schasberger, M.S.P.T., Ed.D.; Dahlia Bundus, M.A., C.C.C.-S.L.P; Judith Finnerty, R.N.C., B.S.N., M.S.; Sarah Daley, C.R.N.P., O.B., G.Y.N.

12:00-1:00 p.m. Lunch

12:30-1:00 p.m. ***Infant Mental Health in Pennsylvania Update: Sustainability and Accountability***
Michele Walsh, M.S.W., L.S.W. and Robert Gallen, Ph.D.

1:00-1:30 p.m. Break and Transition

1:30-3:00 p.m. **Breakout Session 2**

Bodek Lounge
2a. The NICU Hospitalization: Impact on Infant Mental Health
Cheryl A. Milford, Ed.D.

Class of 47 Room
2b. Fetal Alcohol Spectrum Disorder: A State Perspective on Policy and Practice Implications for Early Childhood Mental Health Practitioners
Gordon Hodas, M.D.; John Biever, M.D.; Deborah Hardy; Cynthia Christensen, Psy.D.; Dianna Broscious

2d. Nutrition and Infant Mental Health: Managing Food Refusals, Feeding Delays, and Weaning from Baby Bottles from a Relational Perspective
Richard Kahn, M.S., R.D., Ph.D. Candidate, *Nutritionist, Department of Family and Social Medicine; Nutritional Study Manager, Einstein College of Medicine; Pediatric Nutritionist, Early Intervention Nutritionist and Morrisania WIC Program*

Learn basic macronutrient nutrition to help families understand and improve overall nutrition and improve rate of weight gain. Learn to make use of standard developmental drives to self-feed in order to rule out or minimize the effect of sensory and feeding delays that often mask food refusals. The session will include the presentation of an evidence based method of weaning children off baby bottles and time for an open discussion of clinical problems.

Saturday, October 23, 2010

1:00-2:30 p.m. Breakout Session 3

3a. Neuroscience Basics of Interventions: Why Early Is Important
Pat Levitt, Ph.D., *Director of Zilkha Neurogenetic Institute; Provost Professor of Neuroscience, Pediatrics, Psychiatry, and Pharmacy, Keck School of Medicine of University of Southern California; Chair of Department of Cell and Neuroscience, Keck School of Medicine of University of Southern California*

Dr. Levitt will provide a basic understanding of sensitive and critical periods of brain development, the hierarchical nature of skill-building, and how these principles are being used to develop early interventions for at-risk children.

3b. Building Collaborations to Help Young Children in Juvenile Court
Joy Osofsky, Ph.D., *Barbara Lemann Professor, Departments of Pediatrics and Psychiatry, Louisiana State University Health Sciences Center*

The science of early childhood development and its application to practice has grown enormously in the past decade. It is imperative that judges, lawyers, CASA, child welfare, mental health, early intervention, health care, and early childhood education learn more about trauma and the effects on children and families, brain development, and effective intervention strategies for children in order to respond as well as possible to the needs of children of all ages. The focus of this breakout session will be on ways to bring the science of early childhood development to juvenile court settings to build collaborative programs.

3c. "Babies" vs. "March of the Penguins": Child Development Reaches Hollywood
Cindy Kennedy Reedy, Ed.D., *Assistant Professor, Education Department, Arcadia University*

One of the greatest challenges of the 21st century is to support the growth and development of young children. To this end, we must ask ourselves – Does Hollywood support this challenge and make us take note of child development, and if so, what is the outcome?

3d. Productive Play for the Preoccupied Child
Erin Troup, M.S.C.P., C.T., *Mental Health Specialist, The Alliance for Infants and Toddlers*

Children who have had multiple transitions and difficulties within their home can become anxious and have difficulty with coping skills. This presentation will demonstrate some play activities to use with young children (birth-5) to build trust and coping skills.

care during their NICU stay and its impact as evidenced during developmental follow-up will be explored from a developmental perspective. The stories of consenting past and present NICU patients and their families will provide enriched opportunities for small group discussion, problem-solving, and reflection on current and future practice options.

1:30-3:00 p.m. Breakout Session 2

2a. The NICU Hospitalization: Impact on Infant Mental Health
Cheryl A. Milford, Ed.D., *Neonatal Psychology, Magee-Womens Hospital of UPMC*

Infants who are born preterm or critically ill require neonatal intensive care unit (NICU) care. This unexpected and traumatizing experience impacts all members of the family, including the neonate and is a risk factor for poor mental health. This presentation will review the latest research and clinical practices utilized in NICUs to support optimal mental health for the neonate and all members of the family.

2b. Fetal Alcohol Spectrum Disorder: A State Perspective on Policy and Practice Implications for Early Childhood Mental Health Practitioners
Gordon Hodas, M.D., *Statewide Child Psychiatric Consultant, Office of Mental Health and Substance Abuse Services;* John Biever, M.D., *Child Psychiatric Consultant, Office of Mental Health and Substance Abuse Services;* Deborah Hardy, *Mental Health Program Representative, Office of Mental Health and Substance Abuse Services;* Cynthia Christensen, Psy.D., *Child Psychological Consultant, Office of Mental Health and Substance Abuse Services;* Dianna Broscious, *Executive Director, PA Families Incorporated*

This workshop will describe the efforts of the State Bureau of Children's Behavioral Health Services in the Office of Mental Health and Substance Abuse Services to address prevention and treatment issues for children with Fetal Alcohol Spectrum Disorder (FASD), recognizing that FASD is poorly understood and frequently unrecognized. The presentation will include basic information about FASD of particular relevance to early childhood practitioners and settings – including definitions, prevalence, warning signs, and beginning strategies for intervention – and will discuss the strategic process to address this significant public health issue.

2c. Treatment of Autistic Spectrum Disorder: Experiencing Safety and Loving Connections
William M. Singletary, M.D., *Child, Adolescent, and Adult Psychiatrist and Psychoanalyst; Faculty, Psychoanalytic Center of Philadelphia; President, Margaret S. Mahler Psychiatric Research Foundation*

Autistic spectrum disorder is understood as a neurobiological illness with psychological consequences that interfere with the infant's relationships. Although a neglected area, understanding the inner life of the child with autistic spectrum disorder can be quite useful to parents as well as to professionals from all disciplines who work with these children. Material from the psychotherapy of children with Asperger's Syndrome-including drawings, song lyrics, and treatment videos-as well as from autobiographical accounts of autism will be used to provide insight into the child's inner world and how we can help these children surrender their unhelpful protections and, instead, develop a sense of safety through loving connections.

Golkin Room
2c. *Treatment of Autistic Spectrum Disorder: Experiencing Safety and Loving Connections*
William M. Singletary, M.D.

Ben Franklin Room
2d. Nutrition and Infant Mental Health: Managing Food Refusals, Feeding Delays, and Weaning from Baby Bottles from a Relational Perspective
Richard Kahn, M.S., R.D., Ph.D. Candidate

3:00-3:30 p.m. Break and Transition

3:30-4:45 p.m. **Afternoon Keynote**
The MOM Program: Home Visiting to Empower Mothers with Young Children
Jerilynn Radcliffe, Ph.D.

4:45-5:00 p.m. Closing Remarks

Saturday, October 23, 2010

7:30-8:30 a.m. Check In
Continental Breakfast
Resource Area Opens

8:30-10:00 a.m. **Morning Keynote**
The Neuroscience of Toxic Stress and its Impact on Mental and Physical Health for a Lifetime
Pat Levitt, Ph.D.

10:00-10:30 a.m. Break

10:30 a.m.-Noon **Late Morning Keynote**
Trauma through the Eyes of a Young Child
Joy Osofsky, Ph.D.

12:00 - 1:00 p.m. Lunch

1:00–2:30 p.m. **Breakout Session 3**

Bodek Lounge
3a. Neuroscience Basics of Interventions: Why Early Is Important
Pat Levitt, Ph.D.

Class of 47 Room
3b. Building Collaborations to Help Young Children in Juvenile Court
Joy Osofsky, Ph.D.

Golkin Room
3c. "Babies" vs. "March of the Penguins": Child Development Reaches Hollywood, *sponsored by Arcadia University, Graduate Certificate in Infant-Toddler Mental Health, Glenside, PA*
Cindy Kennedy Reedy, Ed.D.

Ben Franklin Room
3d. Productive Play for the Preoccupied Child, *Sponsored by The Alliance for Infants and Toddlers, Allegheny County, PA*
Erin Troup, M.S.C.P., C.T.

2:30-3:00 p.m. Break and Transition

3:00-4:30 p.m.	**Breakout Session 4**
Class of 47 Room	***4a. Enhancing Teachers' Interactions with Infants and Toddlers by Encouraging Strong Attachments*** Ta'Mora Jackson, M.A.T.; Peg Szczurek, M.Ed.; Judy Okin-Wertheimer. M.S.S.
Golkin Room	***4b. Assessing Autism in Young Children with High Risk Neonatal Histories*** Casey Hoffman, Ph.D.
Bodek Lounge	***4c. Together We Play: Parent-Child Interaction Coaching Program: Building Relationships to Support Development,*** *sponsored by The Post-Graduate Center, Institute for Graduate Clinical Psychology, Widener University, Chester, PA* Chiara Nuzzo, Ph.D.
Ben Franklin Room	***4d. Transforming Service Delivery Systems to Embrace Infant Mental Health: Update and Refunding*** Evelyn Blanck, L.C.S.W.; Gilbert Foley, Ed.D.; Beth Kastner, Psy.D., M.P.H.; Rebecca King, Psy.D.
4:30 p.m.	Conference Ends

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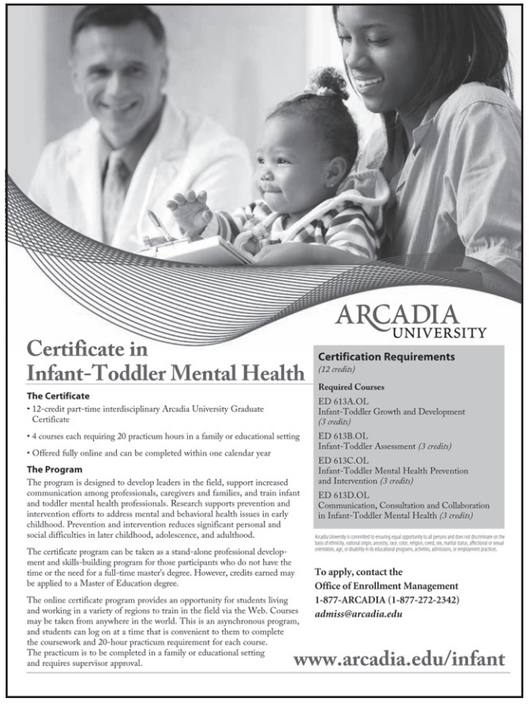

Breakout Session Details and Descriptions

Friday, October 22, 2010

10:30a.m.-Noon Breakout Session 1

1a. Building Better Behavior: Making a Difficult Job Easier
Marsha Gerdes, Ph.D., *Senior Psychologist, PolicyLab;* Susan L. Dougherty, Ph.D., *Post-Doctoral Fellow, PolicyLab*

This workshop will present on two evidence based programs provided in the community setting, Parent Child Interaction Therapy (PCIT) and the Incredible Years (IY) infant and toddler series, designed to provide support for caregivers with the difficult job of parenting young children. The presenters will provide a description of their experience within three different projects focused on supporting traditionally underserved caregivers with children birth through 5 years of age utilizing these evidence based programs, including issues of access and barriers. Audience participation will be encouraged.

1b. Brain Development in Infants at Risk for Autism Spectrum Disorder
Sarah Paterson, Ph.D., *Research Assistant Professor, Children's Hospital of Philadelphia, University of Pennsylvania*

An overview of our current knowledge about brain development in Autism Spectrum Disorder will be presented along with a discussion of what remains to be investigated. A description of an ongoing NIH funded multi-center study of infant siblings at risk for Autism (the Infant Brain Imaging Study - IBIS) will provide an example of how we are beginning to probe the links between structural brain development and early signs of ASD.

1c. KIPS: An Evidence-Based Assessment Tool that Enhances Family Services, Monitors Progress, and Measures Outcomes
Marilee Comfort, Ph.D., M.P.H., *Partner, Comfort Consults;* Phil Gordon, Ph.D., *Partner, Comfort Consults*

Family service programs commonly aim to enhance parenting, yet few directly assess progress toward this important goal. Assessing parenting can help tailor your intervention to parents' unique strengths and needs, track progress, and evaluate outcomes. Come learn how the Keys to Interactive Parenting Scale (KIPS), a practical, reliable, and valid parenting assessment tool can help you better serve your families and document parenting outcomes.

1d. Facilitating Parent-Infant Interactions During and After a NICU Stay
Britta Schasberger, M.S.P.T., Ed.D, *Developmental Coordinator, Neonatal Intensive Care Unit, Main Line Health System.;* Dahlia Bundus, M.A. C.C.C.-S.L.P., *Feeding Specialist and Speech Language Pathologist, Main Line Health System;* Judith Finnerty, R.N.C., B.S.N., M.S., *Staff Nurse, Neonatal Intensive Care Unit, Main Line Health System;* Sarah Daley, C.R.N.P., *O.B. G.Y.N. Nurse Practitioner, Main Line Health System*

This panel presentation will examine parent-infant interaction using developmental assessments from a multidisciplinary perspective to learn from high risk infants and families within the context of the NICU experience and developmental follow-up. The importance of and barriers to involving parents in their infants

Joy Osofsky, Ph.D.

Babara Lemann Professor, Departments of Pediatrics and Psychiatry, Louisiana State University Health Sciences Center

Joy D. Osofsky, Ph.D. is a clinical and developmental psychologist and Barbara Lemann Professor in the Departments of Pediatrics and Psychiatry at Louisiana State University Health Sciences Center in New Orleans. She is Head of the Division of Pediatric Mental Health. Dr. Osofsky is Co-Director of the Louisiana Rural Trauma Services Center, a center in the National Child Traumatic Stress Network, and Director of the Harris Program for Infant Mental Health. She is editor of *Children in a Violent Society* (Guilford, 1997) and *Young Children and Trauma: Intervention and Treatment* (Guilford, 2004) and co-editor of the four-volume *WAIMH Handbook of Infant Mental Health.*

Dr. Osofsky is past president of ZERO TO THREE: National Center for Infants, Toddlers, and Families and past president of the World Association for Infant Mental Health. Following Hurricane Katrina, Dr. Osofsky was asked to serve as Clinical Director for Child and Adolescent Initiatives for Louisiana Spirit, and in that role she provided leadership for the State of Louisiana Crisis Counseling Program. She continues to provide leadership for the State related to disaster response and recovery following the Deepwater Horizon oil spill. She has consulted nationally and internationally related to disaster response, especially for children, adolescents, and families. Dr. Osofsky does research, intervention, and clinical work with infants, children, and families exposed to trauma including disasters, community and domestic violence, and maltreatment. She served on the Pew National Commission for Children in Foster Care. For over a decade, she has consulted with juvenile courts throughout the United States and with ZERO TO THREE court teams for maltreated infants and toddlers related to the establishment and evaluation of programs to benefit the development of high-risk young children and families. In 2007, she received the Sarah Haley Award for Clinical Excellence for trauma work from the International Society for Traumatic Stress Studies. In 2009, the LSUHSC team from the Department of Psychiatry was awarded the Distinguished Partners in Education Award by the Board of Elementary and Secondary Education of the State Department of Education for their work in schools following Hurricane Katrina. In 2010, Dr. Osofsky was honored with a Presidential Commendation from the American Psychiatric Association for her work in the aftermath of Hurricane Katrina.

Trauma Through the Eyes of a Young Child

The presentation will provide education on infant mental health, the effects of trauma on young children and their parents or caregivers, and the importance of a relationship perspective for understanding and helping young children. Dr. Osofsky will describe and use video illustrations showing the importance of relationship-based evaluations, child-parent psychotherapy, and different intervention and treatment strategies for understanding young children in the context of their relationships and environment. Dr. Osofsky will also discuss the risk for vicarious traumatization with exposure to trauma and work with high-risk young children and the need for reflective supervision to help support those who do this important work.

Building Collaborations to Help Young Children in Juvenile Court

The science of early childhood development and its application to practice has grown enormously in the past decade. It is imperative that judges, lawyers, CASA, child welfare, mental health, early intervention, health care, and early childhood education learn more about trauma and the effects on children and families, brain development, and effective intervention strategies for children in order to respond as well as possible to the needs of children of all ages. The focus of this breakout session will be on ways to bring the science of early childhood development to juvenile court settings to build collaborative programs.

Keynote Speakers

Mary Dozier, Ph.D.

Amy E. du Pont Chair of Child Development, Department of Psychology, University of Delaware

Dr. Mary Dozier is the Amy E. du Pont Chair of Child Development at the University of Delaware. She obtained her Ph.D. in Clinical Psychology from Duke University in 1983 and completed an internship and post-doctoral fellowship at St. Elizabeth's Hospital in Washington, D.C. After her first position at Trinity University in Texas, Dr. Dozier moved to the University of Delaware. She was promoted to Professor at the University of Delaware in 2003 and was named Amy E. Dupont Chair of Child Development in 2004. For the last 15 years, Dr. Dozier has studied challenges faced by young children in the child welfare system in Delaware, Baltimore, and Philadelphia. She has developed interventions to enhance relationships between children and their caregivers. The intervention has been adapted for use with foster parents, for birth parents, and for parents adopting internationally. Three intervention studies are currently funded by the National Institute of Mental Health and by Edna Bennett Pierce. Dr. Dozier is an associate editor of *Child Development,* and on the editorial boards of *Child Maltreatment, Attachment and Human Development,* and *Archives of Pediatrics and Adolescent Medicine.* She is the recipient of the 2006 NIMH Innovation Committee Nomination and of the 2007 Bowlby-Ainsworth Award. Both awards have honored her for translational research in interventions for vulnerable children.

Attachment and Biobehavioral Catch-up: An Intervention for High-Risk Infants and Their Parents

In this talk, Dr. Dozier will discuss the development of an intervention for high-risk infants and their parents, describe the intervention, and present evidence of the intervention's effectiveness. Attachment and Biobehavioral Catch-up is a 10-session intervention that targets issues identified as problematic among young children who have experienced early adversity. The intervention helps parents provide nurturing and responsive care, which target attachment and regulatory issues in children. The intervention has been shown to be effective in enhancing attachment security and cortisol regulation among foster children and maltreated children.

PROGRAMS in INFANT MENTAL HEALTH

MASTER OF SCIENCE IN INFANT MENTAL HEALTH COUNSELING (60 credits)

MASTER OF SCIENCE IN INFANT MENTAL HEALTH (36 credits)
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Jerilynn Radcliffe, Ph.D., ABPP

Director, Behavioral Neuroscience Core, Clinical Translational Research Center, The Children's Hospital of Philadelphia, The MOM Program: Home Visiting to Empower Mothers with Young Children

Dr. Jerilynn Radcliffe is Associate Professor of Clinical Psychology in Pediatrics at the University of Pennsylvania School of Medicine; she is also a member of the medical staff at The Children's Hospital of Philadelphia. Dr. Radcliffe is a cum laude graduate of Bryn Mawr College. Her career began as a Montessori teacher. During her three years as a classroom teacher, she became interested in child development and early mental health. She then entered doctoral training at the University of Pennsylvania, graduating with a Ph.D. in School Psychology.

Dr. Radcliffe has been part of CHOP for more than thirty years, where she has conducted clinical work and research that have spanned the age range of childhood through adolescence. She is currently Director of the Behavioral Neuroscience Core of the Clinical Translational Research Center and Co-Chair of the Institutional Review Board, as well as Chair of one of the four medical/behavioral review committees. She has received continuous NIH funding for her research during the past twenty years.

Dr. Radcliffe has been recognized as a Fellow within the American Academy of Child and Adolescent Psychology and as a Fellow within the Division of Pediatric Psychology of the American Psychological Association.

For the past ten years, Dr. Radcliffe has been part of The MOM Program. When the original director, Dr. Donald Schwarz, left CHOP to become Deputy Mayor for Health and Opportunity for the City of Philadelphia in late 2007, Dr. Radcliffe became program director. She is currently Principal Investigator for The MOM Program 8-year follow-up study.

The MOM Program: Home Visiting to Empower Mothers with Young Children

Women living in U.S. urban poverty face many challenges to effective child-rearing. To address the complex, interactive issues of poverty and to promote child outcomes, nurse home visiting programs have proven effective in enhancing both short- and long-term outcomes. This report presents results of The MOM Program, an innovative home visiting program using a model that includes both nurse practitioners and community staff. The goal of the program was to demonstrate that mothers randomized to the intervention condition [regular home visiting] would be more able to access developmental and early education services for their children than mothers in the control [no home visiting] condition. Another program goal was to determine if mothers in the intervention group were more effective in child behavior management than those in the control group. These results will be presented, as well as those from an exploratory analysis of how maternal factors such as depression and family stress contribute to child outcomes at five years of age.

Pat Levitt, Ph.D.

Director of Zilkha Neurogenetic Institute; Provost Professor of Neuroscience, Pediatrics, Psychiatry, and Pharmacy, Keck School of Medicine of University of Southern California; Chair of Department of Cell and Neuroscience, Keck School of Medicine of University of Southern California

Dr. Levitt received his undergraduate degree from the University of Chicago and the Ph.D. in Neuroscience at the University of California, San Diego. He completed a postdoctoral fellowship in Neuroscience at Yale University. Dr. Levitt has held leadership positions at several medical schools, including Associate Dean of Graduate Studies at the Medical College of Pennsylvania, Chairman of the Department of Neurobiology at the University of Pittsburgh School of Medicine, and Director of the Vanderbilt Kennedy Center for Research on Human Development. Named a McKnight Foundation Scholar in 2002, Dr. Levitt also was a MERIT awardee from the National Institute of Mental Health and recently completed his term as a member of the National Advisory Mental Health Council for the National Institute of Mental Health. He is an elected Fellow of the American Association for the Advancement of Science (AAAS), and of the Dana Alliance for Brain Initiatives. He serves as Scientific Director of the National Scientific Council on the Developing Child and as Director of the Marino Autism Research Institute. He is a member of a number of scientific advisory boards for foundations and university programs, and he is also a member of six editorial boards of basic and clinical neuroscience journals. Dr. Levitt's research focuses on the development of brain architecture that controls learning, emotional and social behavior. His human genetics and basic research studies focus on understanding the causes of neurodevelopmental and neuropsychiatric disorders such as autism and schizophrenia and on how genes and the environment together influence typical and atypical development. He has published over 225 scientific papers.

The Neuroscience of Toxic Stress and its Impact on Mental and Physical Health for a Lifetime

Dr. Levitt will present the core principles of neuroscience that provide a new understanding of brain and child development. The powerful impact of early adverse experiences will be discussed, including what we now understand about the influence that these events can have for a lifetime and on the next generation of children.

Neuroscience Basics of Interventions: Why Early Is Important

Dr. Levitt will provide a basic understanding of sensitive and critical periods of brain development, the hierarchical nature of skill-building, and how these principles are being used to develop early interventions for at-risk children.