



October 27-29, 2010
Doubletree Hotel, Columbus/Worthington

Early Childhood Mental Health and Early Childhood Education Institute



CONFERENCE OBJECTIVES

This conference is designed to enhance knowledge and skills related to supporting the social emotional development of young children, providing effective mental health services in early childhood settings, and **supporting coordination between educators and mental health professionals in addressing mental health issues**. Highly qualified presenters from diverse areas of academia, medicine, mental health and social service will provide participants with information to build knowledge and skills integral to effective mental health services including professional practice, assessment, engagement and intervention strategies, human development issues, and strategies to improve services to young children and their families. As a result of this conference, participants will have the knowledge, tools and techniques to develop and implement a plan to improve practice in their program.

INTENDED AUDIENCE

This training is designed for individuals involved in providing or supervising the provision of Early Childhood Education services and/or Early Childhood Mental Health Services, which includes (but is not limited to) Education Managers, Teachers, Mental Health Consultants, Itinerant Teachers, and Behavior Specialists.

It is best experienced by a team that attends together from a local program.

Participants from all areas of Early Care and Education will benefit from this conference.

Conference sessions are being submitted for Step Up to Quality
Specialized Training approval as well as Ohio Counselor and Social Worker CEUs.

Registration form and Hotel Information enclosed

FOR MORE INFORMATION

If you have additional questions, please contact the
OHSAL office at 937-435-1113 or at stone@ohsai.org.

Conference Agenda

Wednesday, October 27

10:00-12:00

Registration

12:00-1:30

Luncheon and Keynote Address

Gayle Channing Tenenbaum



Director Policy & Governmental Affairs, Public Children Services Organization of Ohio
“The State and National Landscape for Early Childhood Mental Health: Barriers and Opportunities”

A 2010 inductee into the Ohio Women’s Hall of Fame, Gayle Channing Tenenbaum is a tireless advocate at the state and federal levels on behalf of Ohio’s most vulnerable citizens. Having served on both the Strickland Transition Team focusing on health and human services policy, and President Barack Obama’s Health and Human Services Transition team, Gayle is able to bring us a unique perspective of public policy and human services, most specifically early childhood mental health.

1:30 - 4:30

Breakout Sessions

Sensory Integration Dysfunction and Its Impact on Learning

William DeMeo, Ph.D., Developmental School Psychologist

This presentation will assist teachers and administrators involved with children in the latest research regarding Sensory Integration Dysfunction and its impact on learning. This workshop will explore appropriate sensory integration learning strategies, the negative effects of stress on learning, the principles of brain development and the role sensory integration in learning. Participants will be able to use these strategies to integrate sensory information immediately when returning to their classrooms to help the most challenging child to develop to their fullest potential.

Implementing an Effective Behavior Management Process

Renee Sutherland, MSW, Knox County Head Start

Early identification and treatment of potential mental health and behavior concerns is key to young children’s success. This sometimes can be a cumbersome and overwhelming process for parents and teachers. In this training you will have the opportunity to see the Behavior Intervention Process that one Head Start uses to get parents, teachers and the local community mental health agency working together to address the needs of children with challenging behaviors.

Creating Connections with Families

Grace Schoessow, Early Childhood Mental Health Consultant

This session will give professionals, who may go into a family home to provide services, strategies to connect with the parent or primary caregiver. Creating a connection is critical to intervention follow through and success. This session will raise your awareness of interpersonal dynamics at play during a home visit; the importance of culturally sensitive practices; the value of taking the other’s perspective; and practical strategies for overcoming barriers to connecting. Participants will have opportunities to collaborate and brainstorm strategies and solutions to common barriers to making the connection.

Wednesday, October 27, 1:30pm to 4:30pm, continued

Rebuilding Attachments in Traumatized Children

Ginny Sprang, Ph.D., University of Kentucky Center for the Study of Violence Against Children

This workshop describes the impact of loss, violence and maltreatment on the development and functioning of a young child, and proposes strategies that professionals can use to create corrective emotional experiences for these children. Through case examples, small group exercises, open discussion, participants will learn the range of interventions available to address the biopsychosocial response children have to lost relationships and traumatic events.

Foundations of Social Emotional Development

Joy Miller, PC

What is social emotional development and how can you support it? This session will provide a foundation of understanding by exploring the overall social-emotional development of children birth to five and how relationships and responsive care impact this development. We will then move on to exploring how understanding social and emotional development impacts how we facilitate learning, how we view behavior, and the discipline and strategies we utilize individually and in group settings.

Thursday, October 28

9:00 – 12:00 **Breakout Sessions**

Working with the Highly Disruptive Child

Anthony Pizzuti, P.C., N.C.C.

This session is designed for professionals who care for children whose behavior problems are beyond those encountered normally. Participants will be able to utilize effective communication. In particular, participants will be able to list both effective and ineffective commands which lead to an understanding of how to work with the highly disruptive child. In addition, participants will be able to explain how to successfully implement "Time Out" at home and/or in the classroom to combat disruptive behavior. Finally, attendees will be able to appropriately reinforce pro-social behaviors while utilizing a Daily Report Card (DRC).

Out of Our Minds: A Layman's Guide to Understanding and Applying Brain Research to Work with Children and Families

Jim Still-Pepper, M.A.

Research is discovering new things about the human brain on a daily basis. Many of the discoveries have great implications to our work with children and their families. This course is designed, not as a technical look into the brain research, but a layman's guide to understanding the brain. Time is spent applying the new research to our work with kids and families.

Administering the Ages and Stages Questionnaire for Social and Emotional Development®

Joy Miller, PC

We will be exploring how you can make this developmental screening tool work for you, your program and the families you work with from administration to scoring and interpretation. This session also will also include information on overall social and emotional development in young children from birth to age five, as well as how to communicate screening information to parents, make referrals to community providers and provide appropriate follow-up activities to families.

On the Road to Intervention

Linda Primrose-Barker, Council on Rural Services

Navigating the road of screening, identifying, evaluating, diagnosis, treatment planning, intervention and follow up for children with social emotional issues can be confusing, frustrating and difficult. In this session, participants will address all stages of the process from knowing how to identify delays and when to be concerned, to partnering with LEAs to get children identified and served under an IEP/IFSP. The roles of classroom staff, administrators, consultants and families will also be discussed.

Responsive Approaches for Engaging Boys

Larry Griffin, M.Ed.

Gender science verifies that girl and boy brains differ in three categories: blood flow patterns, structure, and chemistry. This session will consider how gender-specific hardwiring expresses itself in the classroom creating challenges for teaching staff. Participants gain practical insights that have immediate application for teacher practices in the early learning environment, especially effective approaches utilizing intentional play experiences to prepare children for school and life—especially boys!

12:00 – 1:30

Luncheon and Keynote Address

Dr. John Duby, MD

Director, Division of Developmental-Behavioral Pediatric, Akron Children's Hospital

"Social and Emotional Health: Building the Foundation for Success"

2009 Ohio AAP Pediatrician of the Year, Dr. Duby is a nationally recognized expert in the area of NeuroDevelopmental Pediatrics. He has been a strong voice for children with disabilities and has been a proponent of support and training programs which teach parents proven strategies and techniques to manage a child's behavior in caring and constructive ways. Currently he is the Medical Director of the Autism Diagnosis Education Pilot Project, which seeks to identify children with developmental, behavioral and emotional problems earlier and improve access to services in their local communities.



1:30 – 4:30 **Breakout Sessions**

Behavior Management Techniques for the Classroom

Anthony Pizzuti, P.C., N.C.C.

This practical session will provide professionals who care for children whose behavior problems are beyond those encountered normally with tools to address issues in group settings. Attendees will learn how to successfully implement "Cool Down" and "Time-In" to assist teachers in managing disruptive behavior as well as additional behavior management techniques to reinforce pro-social behaviors.

Understanding Specific Mental Health Diagnosis

Jim Still Pepper, M.A.

With more young children exhibiting social-emotional problems, it is vitally important that practitioners who work with young children have an understanding of mental health disorders. Participants will explore the symptoms of common childhood mental health diagnoses, with an emphasis on signs, symptoms and interventions. As a result, participants will have a greater awareness of these disorders and the resources available, and will be better partners in the comprehensive approach to managing the behavior of young children.

Thursday, October 28, 1:30pm to 4:30pm, continued

Children Under Stress

Sandra Allison, LSW

One in three children suffer some stress related illness. This session will address the types of stressors and symptoms, as well as the effects of stress on young children, their skill development, and teacher-child relationships. Participant will examine preventative strategies for coping, stress reduction and support that can be used in the classroom to support change for the young child under stress that will benefit all children served and decrease stress related social emotional issues in the classroom.

This session will be repeated on Friday, October 29th.

Taking Care of Your Brain While You're Taking Care of Theirs

Larry Griffin, M.Ed.

If a person's brain is functioning correctly, she will function effectively. Helping staff cultivate brain-healthy lifestyles ensures the quality of teaching and learning in classrooms, as well as management and consultative practices. This session explores the biology of the human brain and practices that enhance brain function and those that have negative effects. Participants receive information that will be both personally and professionally beneficial.

Effective Early Childhood Mental Health Consultation: Working with Family and Classroom Systems

Wayne Floyd, Council on Rural Services

In order to effectively help children with challenging behaviors in early childhood classrooms we need to understand and facilitate change in the systems in which the child lives day in and day out. This training will provide you with the tools to assess both family and classroom systems. We will use this information to develop plans and methods of joining with systems and creating change in those systems that ultimately drive the child's behaviors at home and in the classroom.

Friday, October 29

9:00 – 12:00 **Breakout Sessions**

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This is a repeat of the Thursday, October 28th session.

Mental Health Consultation in Head Start and Early Head Start

John D. Kinsel, M.S., LPCC-S

Early Childhood Mental Health is a complex and diverse field. Translating such topics as brain development, social/emotional development, behavioral disorders of the young children, managing challenging behavior and the intricacies of establishing healthy relationships to Head Start staff, para-professionals and parents can be a daunting task. This session will provide an opportunity to explore strategies for providing effective Early Childhood Mental Health Consultation in Head Start and Early Head Start.

The Necessities of Play

George Enfield, M.Ed.

Participants in this training will explore and develop skills related to the different types of play and methods to respond to play situations within the context of social emotional development of young children. They will also learn about the language of play and potential for positive social and academic outcomes through the use of play. Participants will have the opportunity to put into practice the skills and ideas discussed in the training, and will also learn about the role and scope of Play Therapy.

The Impact of Media Violence on Young Children

Michelle Knox, Ph.D.

This presentation will address the impact of media violence (e.g. violence on television, violent video games, and computer content) on children. Research findings on the relationships between young children's behavior and media violence exposure will be summarized. Participants will view multiple examples of violent media that children see, and hear examples of cases in which children were affected by it. Participants will also learn methods to prevent children's exposure to violence in the media.

Supporting Young Children with Challenging Behaviors- Finding the Function

Dawn Denno, D.Ed.

This session will take participants through the elements of a Functional Assessment to determine the underlying function of challenging behaviors. Participants will discuss potential trigger events and discuss the elements of environmental influences that may perpetuate concerning behavior. Participants will utilize case studies and small group work to enhance understanding and practice application.

12:00 – 1:30



Luncheon and Keynote Address

Benjamin W. Kearney, Ph.D.

Vice President and Chief Clinical Officer of Berea's Children's Home and Family Services

"Our First Line of Defense: Highlighting the role that Early Childhood Educators Play in Mental Health Prevention"

Ben serves on a number of committees, both locally and state-wide, that are involved in advocating for children's mental health concerns. In 2005, at the request of the Ohio Department of Mental Health, he authored *Helping Ohio's Children: Understanding the Impact of Early Childhood Mental Health Services*. In 2007, at the request of the Ohio Department of Mental Health, he became the lead researcher of the current evaluation of Early Childhood Mental Health Consultation Services in Ohio.

THE OHIO HEAD START ASSOCIATION
 Early Childhood Mental Health and Early Childhood Education Institute
Making the Connection
 October 27-29, 2010

Please list one participant per form

<p>Name _____</p> <p>Agency _____</p> <p>Address _____</p> <p>City _____</p> <p>State _____ Zip _____</p> <p>Phone _____</p> <p>Fax _____</p> <p>Email _____</p> <p>Please list the email you would like a confirmation sent to</p>	<p>Registration Rates and Deadline for Registration Included with your registration: Lunch Buffet each day, materials</p> <p>Member: \$250.00</p> <p>Member On-Site: \$300.00</p> <p>Non-Member: \$300.00</p> <p>Non-Member On-Site: \$350.00</p> <p style="text-align: center;">Please submit your Registration with payment or PO by Wednesday, October 20, 2010</p> <p>OHSAL strives to have as many attendees as possible pre-registered and paid. If payment cannot be made by the deadline, please forward a purchase order. If a registration must be cancelled, please do so seven (7) working days prior to the training. OHSAL does not refund registration fees but alternate participants may attend.</p> <p style="text-align: center;">Late Fees: \$25.00 Registrations received after the deadline listed above will be assessed a late fee of \$25.00 per person.</p>
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Workshop Selections:

For each time slot, place a 1 next to your first choice, and a 2 next to your second choice.

Wednesday, October 27, 1:30pm to 4:30pm

- Sensory Integration Dysfunction
- Effective Behavior Management Process
- Creating Connections with Families
- Rebuilding Attachments in Traumatized Children
- Foundations of Social Emotional Development

Thursday, October 28, 9:00am to 12:00pm

- Working with the Highly Disruptive Child
- Understanding and Applying Brain Research
- Administering the ASQ:SE
- On the Road to Intervention
- Responsive Approaches for Engaging Boys

Thursday, October 28, 1:30pm to 4:30pm

- Behavior Management Techniques for the Classroom
- Understanding Specific Mental Health Diagnosis
- Children Under Stress
- Taking Care of Your Brain
- Effective Early Childhood Mental Health Consultation:
Working with Family and Classroom Systems

Friday, October 29, 9:00am to 12:00pm

- Children Under Stress
- Mental Health Consultation in Head Start
- The Necessities of Play
- The Impact of Media Violence on Young Children
- Supporting Young Children with Challenging Behaviors-
Finding the Function

- Check enclosed made payable to the Ohio Head Start Association, Inc. (OHSAL)
- PO enclosed PO# _____

Received _____ Check# _____ Check Date _____ Amount Received \$ _____

The Ohio Head Start Association, Inc. 144 Westpark Road, Dayton, OH 45459
 937.435.1113 (o) 937.435.5411 (f) www.ohsai.org

Hotel Reservations

Please reserve your overnight stay at the



DOUBLETREE HOTEL Columbus/Worthington

175 Hutchinson Ave., Columbus 43235
1-800-870-0349 or 614-885-3334

**Participants should identify themselves as a part of the
Education/Mental Health Institute when calling in**

Please reserve your room by
Tuesday, October 5, 2010

Single or Double Occupancy is **\$94.00**

State and local taxes are currently 16.75%

\$10.00 per person will apply for the third and fourth person per guest room.

You may also reserve on-line

http://doubletree.hilton.com/en/dt/groups/personalized/CMHWNDT-EMH-20101026/index.jhtml?WT.mc_id=POG

Group Name: OHSAI Education and Mental Health Institute

Group Code: EMH

Check in time is 3:00 pm. Check out time is 12:00 noon.

Self-Parking is available at no charge.