Breakout Session Details and Descriptions:

Saturday, July 25, 2009  10:30am – 11:30am

Breakout Session 1:

1a. What Every New Mother Wishes Her Pediatrician or OB Would Ask Her About Her Baby
Elizabeth Bogado Briganti, PsyD, Licensed Psychologist, Certified School Psychologist; Julia W. Woldorf, PT, MBE, PCS; Physical Therapist Consultant; Lee Ann Fancher, PT, Pediatric Therapeutics, Inc, Stacey Carpenter, Psy.D., Post-Doctoral Fellow, Special People in Northeast, Kate Walsh, MSS, LSW, Social Worker, Pinwheels DTS, Inc, Jessica Maga, MA, Psychiatric Specialty Counselor, Western Psychiatric Institute & Clinic

1b. The Effects of Poverty on Parent-Child Attachment and Child Development
Anita Smith, SAP Mental Health Liaison, Head Start Mental Health Consultant, Family Counseling Center of Armstrong County; Tamara Ozlanski, MS, Special Instructor, Sunny Days, Inc, Allison Adelman, MA in Forensic Psychology, MSCP Student, Chatham University.

A look at the challenges of living in poverty and the possible effects on family interactions, parent child attachment, and child development.

1c. The NICU Experience: What it Means for Infants and Families
Cheryl Milford, Ed.S., Neonatal Psychologist, & Barbara Zapalo, Ed.D., Developmental Specialist, Magee-Womens Hospital of UPMC

Infants requiring NICU hospitalization are either premature, critically ill or both. This has developmental implications for both the infant and the family. A basic understanding of how medical conditions impact long term developmental and family dynamics will be discussed.

1d. Strategies to Promote Reflective Practices
Gerard Costa, Ph.D., Director, YCS Institute for Infant and Preschool Mental Health.

This workshop will examine the importance of reflective practices in infant and early childhood programs. Participants will consider the ways in which our personal “stories” and subjective experiences with infants, children and families can have a profound, but often unexamined impact on the nature of our helping relationships. Several activities designed to promote staff “reflectivity” will be described.

1e. Routine Based Care – Developing a Home Program Within the Family Routine
Christopher Joseph MSPT, Director of Physical Therapy, & Lorelli Moser MSOTR/L, Director of Occupational Therapy, The Children’s Institute of Pittsburgh

Families today are very busy lives adding the stress and care of a child with a disability can be very taxing on the family dynamic. Therapy is designed to be carried over by the family to maximize the potential of the child. Families sometime have difficulty with this carry over process. Designing a home program that can be integrated into the routine of the family is essential to families participating in the carry over process. This presentation will help you think more of how to place the home program into a family’s routine so that they can carry over activities to improve the function of the child we serve.
Sunday, July 26, 2009 10:30am – 11:30am

Breakout Session 2:

2a. Helping the Foster Child through Relationship-Based Activities
Pamela McCloskey, M. Ed, Private Practice Licensed Psychologist, Jill Cole, MA in Special Education, Early Intervention Special Instructor, Bedford County

This workshop will focus on activities and interventions that the parent can use to help the foster child cope with the grieving process, handle the challenges of being involved in the foster care process, and develop healthy relationships.

2b. Exceptional Parents for Exceptional Children- Changing the Picture of the “Perfect” Child
Adrienne McKinney, BS Ed, Early Intervention Special Instructor, Community Care Connections – Infant Stimulation Program in Butler County, Certified Infant Massage and Bonding Educator (CIMBE); DeeAnne McDaniel, BS in Human Development and Family Studies, Special Instructor and Certified Infant Massage Instructor (CIMI), Family-Child Resources in York, PA; Melissa Rogel, BS – Psychology, Special Instructor/ASD Related Services, Kids and Family Early Intervention in Philadelphia County; Nancy Lehman, BS, Developmental Specialist, Therapeutic Pathways in Westmoreland County; Rachel Bechtel, M.S. Certified School Psychologist/Special Instructor employed by Harrisburg School District and Dauphin/Cumberland/Perry EI

John Bowlby says that attachment is “The strong affectional ties that bind a person to an intimate companion” (1969). What happens to the attachment bond when a child has a disability? Parents of special needs children have special needs of their own. This workshop will explore the natural grieving process for families. This process may begin during pregnancy, at delivery or many years later. Infant massage is a technique used to support the development of positive relationships between infants and parents. This will be presented as a helpful strategy for families with children with special needs. Finally, this workshop will explore what Early Intervention services are available to families. Testimonials will be used to support the presentation.

2c. Dialectical Behavior Therapy with Depressed Mothers
Katherine L. Wisner, M.D., M.S.

Description of a project conducted with Healthy Start to address skill building for perinatal depressed women based upon dialectical behavior therapy (DBT) principles

2d The Visual & Behavioral Characteristics of Children with Cortical Visual Impairment
Christine Roman, Ph.D., West Penn Hospital, Director of Pediatric View

Cortical Visual Impairment (CVI) is the leading cause of low vision in children in North America, however, it is frequently under diagnosed or misdiagnosed. This presentation will focus on the causes, behaviors, and interventions that differentiate CVI from autism, learning disabilities, or other neurological impairments.

2e. The Early Childhood Mental Health Consultation and Treatment Program: Transition and Transformation
Evelyn Blanc, MSW Associate Executive Director, New York Center for Child Development; Beth Kastner, Psy.D., MPH Project Psychologist at Settlement Health

The Early Childhood Mental Health Consultation and Treatment Program, funded by the New York City Department of Health and Mental Hygiene, serves children five and under with mental health needs living in Central and East Harlem. In addition to screening, referral and the provision of relationship-based/DIR intervention services, the project aims toward system transition and transformation by working across systems to maximize service delivery and funding, training early childhood professionals on the centrality of mental health to optimal development across domains and by forging an operational alliance between health care and mental health (primary care psychology). This presentation describes the theory, aims, operational model, clinical services, dissemination/replication services and impact of this innovative model on families and community.
Sunday, July 26, 2009  2:45pm – 3:45pm  
Breakout Session 3:

3a. Sensory Integration on a Shoestring Budget  
Anja Wagner,  M. Ed., Outpatient Child and Family Therapist with Cen-Clear Child Services, Inc., Philipsburg,  
Laura Hertel, MS, OTR/L, & Mary Jo Baum- McConnell, MA in Community Counseling. Family Based Therapist  
at Nulton Diagnostic & Treatment Center, Johnstown, PA  

The presentation will briefly inform the audience about the different sensory processing difficulties in children. The impact of these difficulties for family interactions and bonding will be discussed. Next, some inexpensive strategies and activities will be provided to work with each of the different groups of sensory processing difficulties. Participants will learn how to apply these strategies on home visits with parents, in a group setting and in a therapy setting.

3b. Infant Mental Health Concerns in Adoption and Foster Care  
Sherry Anderson, MSW/LSW, Program Director and Family Therapist, Three Rivers Adoption Council  

This workshop will explore the role of infant mental health development in the foster care and adoption processes. Parent preparation, matching and placement, and post finalization are stages when knowledge of development can be crucial to healthful choices for children.

3c. Infants and Toddlers in Early Care and Education Programs: Helping them Through Experiences of Loss.  
Michele Walsh, MSW, LSW, Early Childhood Mental Health Project Manager Pennsylvania Key, Mary Jo  
Mastriani, MA, Early Childhood Mental Health Consultant, Community Services for Children, Sharon L. Geibel,  
LCSW, Early Childhood Mental Health Specialist, University of Pittsburgh, Office of Child Development, Dina  
Stipetic, BS, Early Childhood Mental Health Coordinator Pennsylvania Key  

Infant mental health occurs within the context of relationships. Through attachment relationships with adults, including early care and education practitioners, the emotions and behavior surrounding loss can be acknowledged and supported so that children are better able to cope with significant losses.

3d. A Multi-Method Treatment Approach for Early Childhood Mental Health  
Kim Blair, Ph.D., Assistant Professor of Psychiatry, & Dianne Jandrasits, Psy.D., Matilda Theiss Child development  
Center at the Western Psychiatric Institute and Clinic of UPMC  

This workshop will provide an overview of best-practices in providing mental health services to young children that includes assessment and intervention techniques that are both age-appropriate and evidence-based. The presentation will focus on multiple methods of treatment, behavioral/classroom-based, child-centered, and dyadic interventions.

3e. The Continuum of Prenatal to Early Childhood Substance Exposure  
Aimee Santucci, Ph.D., Jennifer Willford, Ph. D., Barbara Zapalo
Sunday, July 26, 2009  4:00pm – 5:00pm

Breakout Session 4:

4a. Early Relational Trauma in Children’s Artwork and Play
Bonnie McNally-Brown, LPC, NCC, Private Practice Therapist, Child Family & Community Inc.

This presentation reviews how children express themselves through art and play. We will look at examples and discuss how children process what has happened to them, how safe they currently feel, how they show their growth, and movements towards health.

4b. Family Focused Grief Counseling
Tracy Limegrover, LPC, Clinical Psychotherapist, Focus on Renewal

The workshop is designed to promote revitalizing the life of those who grieve by exploring assessments of grief, identifying practical strategies for coping through use of emotion-focused, attachment processes.

4c. Identifying Autism Spectrum Disorders in Infancy
Jana M. Iverson, Associate Professor of Psychology, & Mark S. Strauss, Associate Professor of Psychology, University of Pittsburgh

This workshop will focus on our current understanding of early signs of autism spectrum disorders (ASD) in infants and toddlers. We will describe recent research in this area, focusing on what has been learned from studies of infants later diagnosed with ASD and of infants at heightened risk for developing ASD. We will identify aspects of early cognitive, perceptual, social, motor, and communicative development that may provide behavioral indices of risk for a later ASD diagnosis.

4d. From Sports Fans to Nurturers: An Early Head Start Program’s Evolution Toward Father Involvement
Christopher J. Dunkerley, M.S., Family Community Partnerships Coordinator, & Angela Tookes, M. Div, Parent Involvement Coordinator, University of Pittsburgh Early Head Start

This workshop will look at an Early Head Start program’s evolution of father involvement. It will describe how dad’s themselves, see the role in their child’s development and how their own childhood experiences effect their parenting styles. Also, the importance of the father-child relationships and what they mean for both the father and child will be discussed. Finally, this workshop will talk about how the family, mother, father and child(ren) benefit from these relationships.

4e. Less than Zero: The Role of Prenatal Development in Infant Mental Health
Aimee Santucci, Ph.D., Research Associate, Center for Research on Health Care

The field of infant mental health focuses heavily on the first few years of life, with this time period playing a pivotal role in early relationships and emotional development. However, the prenatal period is critical for setting the foundation for infant mental health in the form of normal developmental processes that have postnatal implications for the establishment of early interaction skills, cognitive development, and temperament. As well, adverse prenatal environments may result in persistent effects of on mental as well as physical health and have implications for infant-caregiver relationships.