

ZERO TO THREE's 28th NATIONAL TRAINING INSTITUTE

WEDNESDAY THROUGH SATURDAY, DECEMBER 11-14, 2013

Pre-Institutes Wednesday, December 11th

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Today's Science, Policy, And Practice For Early Childhood Professionals

2013 NTI Schedule at a Glance

Wednesday, December 11

9:00 am – 4:30 pm

Pre-Institute Forums

5:00 pm – 7:00 pm

Opening Reception in the Marketplace

(New Attendee Orientation featured from 5:30 – 6:00 pm)

Thursday, December 12

7:30 am – 8:30 am

Breakfast for Sale in the Marketplace

7:30 am – 6:00 pm

Marketplace Open

8:30 am – 10:00 am

Science Plenary

A Matter of Timing: Enhancing Positive Change for the Developing Brain

10:00 am – 10:30 am

Beverage Break in the Marketplace

10:30 am – 12:00 pm

Breakout Sessions – Section A

12:00 pm – 1:15 pm

Boxed Lunch in the Marketplace

1:15 pm – 2:45 pm

Practice Plenary

Best Practice with Dual Language Learners (DLL)

3:00 pm – 4:30 pm

Breakout Sessions – Section B

3:00 pm – 6:30 pm

NTI Intensives (take place across B and C Breakout Sections)

4:30 pm – 5:00 pm

Beverage Break in the Marketplace

5:00 pm – 6:30 pm

Breakout Sessions – Section C

8:00 pm – 9:30 pm

Sesame Street's *Little Children, Big Challenges: Incarceration* Screening and Discussion

Friday, December 13

7:30 am – 8:30 am

Breakfast for Sale in the Marketplace

7:30 am – 1:30 pm

Marketplace Open

8:30 am – 9:45 am

Keynote Presentation

San Antonio Mayor Julián Castro

9:45 am – 10:15 am

Beverage Break in the Marketplace

10:15 am – 11:45 am

Breakout Sessions – Section D

11:45 am – 12:45 pm

Boxed Lunch in the Marketplace

12:45 pm – 1:30 pm

Poster Showcase/Ignite Presentations

1:30 pm – 2:45 pm

Policy Plenary

Making History with the Family and Medical Leave Act (FMLA)

3:00 pm – 4:30 pm

Breakout Sessions – Section E

3:00 pm – 6:30 pm

NTI Intensives (take place across E and F Breakout Sections)

4:30 pm – 4:45 pm

Beverage Break

4:45 pm – 6:15 pm

Breakout Sessions – Section F

Saturday, December 14

7:30 am – 8:30 am

Coffee Service

8:30 am – 10:00 am

Breakout Sessions – Section G

10:00 am – 12:30 pm

“Spotlight” Plenary Brunch

Laying the Groundwork for a Lifetime of Well-being

Pre-Institutes

Wednesday, December 11th

9:00 am – 4:30 pm

Intensive, hands-on sessions led by early childhood experts—excellent for digging deep into new information and developing your skills and strategies. Registration fees include materials, lunch, and refreshments.

■ Understanding and Promoting Healthy Social-Emotional Development of Infants and Toddlers

Aidan H. Bohlander, LGSW, ZERO TO THREE, Washington, DC; Robert Gallen, PhD, Infant Mental Health Programs, Chatham University, San Mateo, CA; and Joy Osofsky, PhD, Louisiana State University Health Sciences Center, New Orleans

Starting at birth, babies are learning who they are and how to relate to the world through their minute-to-minute experiences with those who care for them. This workshop will delve deep into the ways in which these critical early experiences and relationships influence social-emotional development and, through a variety of interactive activities and presentations, you will learn how to assess, promote, and integrate this vital understanding into your everyday work with very young children and their families.

■ Fostering Family Engagement Through Collaborative Parent-Provider Partnerships

Nikki Darling-Kuria, MA, ZERO TO THREE, Washington, DC; Mary C. Heffron, PhD, Children's Hospital and Research Center Oakland, CA; and Peter Mangione, PhD, Center for Child and Family Studies, WestEd, Sausalito, CA

Through collaborative partnerships with parents we have an extraordinary opportunity to model the type of relationships parents can

create with their very young children. This day-long, highly interactive workshop will allow you to explore this parallel process by reflecting on the ways in which feelings, thoughts, motivations, reactions, and behaviors influence the parent-provider relationship and parents' understanding of their children. You will also learn about and participate in a practice known as co-learning, which is meant to build mutual understanding between parents and staff and engage both in planning services and approaches that promote child and family well-being.

■ Helping Those Who Help Others Through Relationship-Centered, Reflective Practice

Trudi N. Murch, PhD, CCC-SLP, Services for Children with Disabilities, Easter Seals, Southwest Human Development, Phoenix, AZ; Rebecca Shahmoon Shanok, LCSW, PhD, Institute for Infants, Children & Families, Jewish Board of Family and Children's Services, New York, NY; and Jodi Whiteman, MEd, ZERO TO THREE, Washington, DC

This session was developed especially for those whose role is to support the professional development of those working in the early childhood field. That might include coaches, supervisors, technical assistance providers, and mentors. Throughout the day you will develop your skill for building relationships that facilitate learning, growth, and activate real change in practice by exploring the principles of relationship-centered, reflective practice and how to help providers bring mindfulness into their work with others.

■ Learning Through Play: Innovations and Technology for Dual-Generation Education

Led by experts from San Antonio-based nonprofit, AVANCE, Ascend, a policy program at the Aspen Institute, and WGBH Public Broadcasting*

Faculty will lead participants through a world of innovative ideas for engaging parents and children through play from interactive toy-making sessions through exciting new media resources. This session will address appropriate uses of technology in multicultural communities to dispel myths and foster discussion around media, play and young children. Participants will explore inventive activities for educators and service providers to guide parents and engross the child while introducing socialization, best health practices and science, technology, engineering and mathematics (STEM). The day will include a lunchtime session focused on ways to apply a two-generation approach across the early childhood field—from parents to practice to policy.

* Join AVANCE for a Night on the San Antonio Riverwalk with Drinks, Eats and Texas-sized Ideas!

Enjoy true Texas flavor at the AVANCE Welcome Reception on San Antonio's famed Riverwalk. Hop on our shuttle from the JW Marriot Hill Country Resort and come hear experts share innovative ideas, strategies, and lessons learned about working effectively with families in diverse communities. Guests will enjoy dinner and cocktails beside the famous San Antonio Riverwalk along with private river barge rides throughout the evening! (Additional registration and fee applies. Register for this special reception at <http://avanceinc.eventbrite.com>. Questions should be directed by phone to (210) 270-4630 or by email to ehubbert.nat@avance.org.

using a discussion of *DC:0-3R*'s underlying philosophy, key concepts of infant mental health, *DC:0-3R*'s five axes, the application of clinical reasoning in diagnosing infants and toddlers, and *DSM-5* comparisons. Coding crosswalks that support funding for services will be discussed as time permits. Session fee includes a copy of the *DC:0-3R* manual.

■ 5th Annual CME for Pediatric Health Care Providers

Melissa Buchholz, PsyD, Department of Psychiatry, University of Colorado School of Medicine, Aurora; Maya Bunik, MD, MSPH, FABM, FAAP Department of Pediatrics at Children's Hospital Colorado, University of Colorado School of Medicine, Aurora; Dena Dunn, PsyD, University of Colorado Denver School of Medicine, Department of Psychiatry, Aurora; Mary Margaret Gleason, MD, Early Childhood Support and Services, Tulane University School of Medicine, New Orleans, LA; Margot Kaplan Sanoff, EdD, Healthy Steps National Office, Boston University School of Medicine, Boston, MA; Michael Regalado, MD, FAAP, Developmental Pediatrics, Cedars-Sinai Medical Center, Los Angeles, CA; Lynne Sturm, PhD, Riley Child Development Center, School of Medicine, Department of Pediatrics, Indiana University, Indianapolis; and Ayelet Talmi, PhD, Departments of Psychiatry and Pediatrics, University of Colorado School of Medicine, Aurora

This is a special CME event designed to provide primary health care providers practical information and tools to address a range of critical behavioral and developmental issues relevant to families with young children. Topics include: promoting healthy attachment through primary care; creative and effective strategies for addressing parent-child challenges in the exam room; integrating early child mental health services in to the Medical Home; training and workforce capacity development in residency programs; and new approaches to developmental surveillance and anticipatory guidance.

■ **Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood—Revised (DC:0-3R) With DSM-5 Comparisons**

Jean Thomas, MD, Children's National Medical Center, Washington, DC; and Molly Romer Witten, PhD, Private Practice, Child and Adolescent Psychiatry, Chicago, IL

An introduction to the multi-axial, developmentally based approach to diagnosis

Preliminary Program

Thursday, December 12th

SCIENCE PLENARY (8:30 AM – 10:00 AM)

■ A Matter of Timing: Enhancing Positive Change for the Developing Brain

Acclaimed researcher **Nathan Fox, PhD**, on the sensitive or even critical periods during which experiences and interventions are most effective in enhancing positive change for the developing brain.



This session explores lessons from research with pediatric clinics and families that engaged parents in defining, measuring, and improving quality of well-child care. The Well-Visit Planner and the National Quality Forum-endorsed Promoting Health Development Survey will provide structure for a discussion of patient-centered quality improvement models and tools.

A3—Adaptive Leadership: Leading From Where You Are

Lynette S. Aytch, PsyD, ZERO TO THREE: The National Center for Infants, Toddlers, and Families, Washington, DC

Early childhood organizations and systems are increasingly complex. Leadership on the front lines is as important as leadership in the front office. This session explores the concept of adaptive leadership—the capacity to mobilize people to tackle tough challenges and thrive, from wherever they are in the organization.

SECTION A BREAKOUTS (10:30 AM – 12:00 PM)

A1—Creating Infant Minds

Keith L. Pentz, MA, Kaplan Early Learning Company, Sarasota, FL

From the earliest experiences of emotions, gazes, touches, language, nurture, and relational attachment, our bodies, brains, and minds begin to form who we are as individuals. Each interaction—each event, each opportunity, each engagement—profoundly impacts us. Who we are is what we have experienced.

A2—Leveraging Information Technology to Engage Parents and Catalyze Patient-Centered Improvements for Children and Their Families

Susan Carson, MPH, Oregon Health & Science University, Child & Adolescent Health Measurement Initiative, Portland, OR

A4—Valuable Lessons From Restructuring Our Child Welfare System: Nassau County Babies Can't Wait Project for the Right Start for Babies

Marcy Safyer, LCSW, Adelphi University, Garden City, NY; Edmund Dane, JD, Nassau County Family Court, Westbury, NY; Trista Borra, MSW, Nassau County Family Court, Westbury, NY; Stephanie Hublebank, JD, Nassau County Family Court, Westbury, NY; and Maria Lauria, MSW, Nassau County Department of Social Services, Uniondale, NY

Members of a multidisciplinary court-community collaboration will discuss challenges and opportunities encountered while restructuring the child welfare system for children birth to 4 years old and working toward providing developmentally and

trauma-informed care through intensive infant mental health services, supporting parent engagement, and improving stakeholder knowledge. Beginning outcome data, tools, and resources will be shared.

A5—Integrating Mindfulness Within Training, Supervision, and Practice With Parents and Young Children

Linda Gilkerson, PhD, Erikson Institute, Chicago, IL; Rebecca Shahmoon Shanok, LCSW, PhD, Institute for Infants, Children and Families, Jewish Board of Family Children's Services; New York City, NY; and Roseanne Clark, PhD, University of Wisconsin, Madison, WI

Mindfulness has been defined as the ability to be fully in the present moment without judgment. It is the intention and developing capacity to come back to center, paying close attention to our internal experience of sensations, thoughts, and emotions with engaged curiosity, equanimity, deep compassion, and acceptance. This symposium will provide examples of mindfulness practices and tools; describe the integration of mindfulness teaching and practice into a university-based, statewide Infant Mental Health training program; the incorporation of mindfulness as a core intervention process used in moment-to-moment interactions with parents and infants in a national model home visiting program; and its use in reflective practice with supervisees and clients. Through the use of experiential exercises, the ideas of mindful-centered state regulation, insight, transformation, and awakened calm and joy will be illustrated.

A6—Opening Doors to Early Intervention: A Health Care Perspective

Marsha Gerdes, PhD; James Guevara, MD; Manuel Jimenez, MD; and Brooke Rothman, MSSP, PolicyLab at The Children's Hospital of Philadelphia, PA

Innovative, evidence-based approaches to developmental screening and supporting family participation in services will be presented. Strategies include the use of electronic screening methods, improved bidirectional communication, and use of patient navigator to support referrals. The approaches have relevance for participation in early intervention and other early childhood services.

A7—Toward One's Best: Lessons Learned From an Early Childhood Mental Health Consultation Program Evaluation

Sheresa Boone Blanchard, MEd, University of North Carolina at Greensboro; and Katrina P. Cummings, MS, University of North Carolina at Greensboro, Durham, NC

Participants will learn about a program that uses a multipronged mental health consultation approach incorporating The Teaching Pyramid Model and other service delivery methods. Discussion of factors contributing to successes and challenges of this program and implications for the field of early childhood mental health will be shared.

A8—What's Up, Doc? Bringing Early Childhood Mental Health Into Health Care Settings

Ayelet Talmi, PhD, and Melissa Buchholz, PsyD, University of Colorado Denver School of Medicine, Aurora; Dena M. Dunn, PsyD, University of Colorado Denver School of Medicine, Department of Psychiatry, Aurora; and Maya Bunik, MD, MPH, University of Colorado, Aurora

This session describes three programs—pediatric primary care, a breastfeeding management team, and infant-toddler medical day treatment—that have integrated early childhood mental health (ECMH) services in health care settings. Participants will learn how to apply ECMH consultation skills in

providing comprehensive, coordinated early childhood services collaboratively with health professionals.

A9—Using Home Visiting Process Information in Program Supervision: Experiences From Programs Using the HOVRS Tool

Mark S. Innocenti, PhD, Utah State University, Logan; Lori A. Roggman, PhD, Utah State University, Logan; Irene Stevens, Pinal Gila Community Child Services, Inc., Coolidge, AZ; and Gina A. Cook, PhD, Utah State University, Logan

Effective supervision and program monitoring require objective data on the process of home visiting. The Home Visiting Rating Scales (HOVRS) is a reliable and valid tool for collecting home visit data. A coaching-focused supervision project will present the HOVRS, its use in supervision, and discuss what works for programs

A10—High-Touch and High-Tech: Preserving Relationships in Online Learning

Monica Mathur-Kalluri, OTD, OTR, OTR/L, WestEd Center for Prevention and Early Intervention, Sacramento, CA

California's CSPD, Comprehensive System of Personnel Development, transformed from offering only in-person institutes to a hybrid of online and in-person activities. Learn about this unique model that ensures participants still interact and receive feedback from experts and about the online relationship that develops. Further, discover how learning from parent stories is maintained in an online environment.

A11—Emerging Research on Reflective Supervision: Defining Its Essential Elements and Demonstrating Its Impact

Christopher L. Watson, PhD, PITC, University of Minnesota, St. Paul; Lynne Strum, PhD, Indiana University School of Medicine, Indianapolis, IN;

Angela M. Tomlin, PhD, Indiana University School of Medicine, Indianapolis; and Robert Gallen, PhD, Chatham University, Pittsburgh, PA

This interactive session will explore research focused on identifying the essential elements of reflective supervision and demonstrating their impact on early intervention. The presenters will share empirical data as well as video and audio accounts of provider's experiences. Discussion topics will include the evolution of reflective supervision research.

A12—Crafting Messages Parents Will Hear: Important Lessons From the “All Babies Cry” Clinical Trial

Lisa McElaney, MFA, Vida Health Communications, Inc., Westwood, MA

This workshop describes the development process behind “All Babies Cry,” a multi-dose, primary injury prevention program designed around “Strengthening Families” protective factors. Unlike any program before it, “All Babies Cry” appeals to men as much as women with its visual approaches to infant care and parental stress management.

A13—Establishing Quality Sleep for Infants and Toddlers in the Day Care Setting

Karen R. Schwarzbach, CSC Babies to Sleep, Alamo, CA

Sleep begets sleep. Infants and toddlers who don't rest well during the day often struggle with sleep at night. Parents are frequently left to deal with the repercussions of overly tired children at night. Understanding the sleep needs of children will promote intentional and best practices within the day care setting.

A14—Trauma-Informed Child Welfare Services

Mimi Graham, EdD, Florida State University Center for Prevention & Early Intervention Policy, Tallahassee; Brenda Jones Harden, PhD, Department of Human

Development & Quantitative Methodology, University of Maryland, College Park; and Alicia Lieberman, PhD, Child Trauma Research Project, San Francisco General Hospital, San Francisco, CA

This session will address the delivery of trauma-informed child welfare practice from clinical and systems perspectives. An overview of trauma-informed practice will be presented, followed by exemplars of trauma-informed child welfare clinical interventions and systems-level initiatives to integrate trauma-informed practice into child welfare service delivery.

The brain develops physical structures to support life-long learning from conception through the first two years of life. These approaches toward learning (attention, memory, curiosity, information gathering, and problem-solving) are established in infancy through responsive, ongoing, meaningful relationships. This workshop will use video and photo documentation, small and large group discussion, interactive learning activities, and mini/lecture/presentation to explore how the foundations of learning are established in the first years of life.

LUNCH IN THE NTI EXHIBIT MARKETPLACE (12:00 PM – 1:15 PM)

Access to more than 85 exhibits featuring the latest resources, equipment, tools, and information to support you, your staff, and your program.

B2—Access for New Immigrant Children: Early Intervention With Refugee Families Using the BabyTalk® Model

Aimee Hilado Villalpando, PhD, Northeastern Illinois University, Chicago, IL; and Claudia Quigg, MEd, Baby TALK, Decatur, IL

This workshop describes an early intervention model currently adapted to identify and serve new immigrant children and families in need of early childhood services. Effective components of the model will be discussed as well as considerations for providing culturally sensitive services specifically to refugees and undocumented families in early childhood settings.

PRACTICE PLENARY (1:15 PM – 2:45 PM)

■ Best Practice With Dual Language Learners

Our richly diverse nation challenges us to refine best practice with dual language learners.

Dina Castro, PhD, and Linda Espinosa, PhD, offer solutions for early childhood educators and service providers.



B3—Educare: Catalyzing Cross-Sector Early Childhood Champions

Bela Moté, MS, Ounce of Prevention Fund, Chicago, IL; Eva Lester, MS, Buffett Early Childhood Fund, Omaha, NE; and Steven White, Sheltering Arms Early Education and Family Centers, Atlanta, GA

The achievement gap in the U.S. is pervasive and persistent, but it is also preventable. Explore the four pillars (Partnership, Place, Program, and Platform for Programmatic and Policy Change) of a comprehensive, research-based early childhood education model that

SECTION B BREAKOUTS (3:00 PM – 4:30 PM)

B1—Thinking About Brain Development and Approaches to Learning

Sandy Peterson; Amy Dapsauski, MA, and Linda Gillespie, MS, Early Head Start National Resource Center ZERO TO THREE, Washington, DC

draws on local public-private partnerships to prevent the achievement gap from taking root.

B4—CAPTA: A Collaborative Approach to Implementing Trauma Screening for Foster Care Children Within an Urban Infants and Toddlers Part C Program

Tody Hairston-Fuller, MS, The Baltimore City Health Department, Baltimore, MD; and Jessica Lertora, LCSW, University of Maryland, School of Medicine, Child and Adolescent Psychiatry, Baltimore

The field presentation describes the process and outcomes of a clinical model embedding a mandatory trauma screening process, as required by the Child Abuse Prevention and Treatment Act (CAPTA), for all referred foster care children to the early intervention system. The presentation includes a review of mental health consultation, treatment services, data describing children served, case presentation, and lessons learned within the collaboration.

B5—Advancing Trauma-Informed Care Environments Through Organizational Assessment

Rebecca A. Kaufman, MSW, and Leslie Lieberman, MSW, Health Federation of Philadelphia, PA

This presentation will share a framework for developing trauma-informed early care and education environments by using an organizational needs assessment. The aim of this presentation is to detail a case study of an early care and education organization that embarked on this process and present tools and tips learned.

B6—Cradled by Love, Hope, and Healing: A Support Program for Families Who Have Experienced Miscarriage, Stillbirth, or Early Infant Loss

Joyce, E. Nuner, PhD, Baylor University, Waco, TX

Cradled—a program that addresses the needs of families that are grieving the loss of a baby through miscarriage, stillbirth, or in the first year—provides educational resources and support services. The goal is to minimize psychological distress that impacts maternal mental health and attachment and also the well-being of any future children.

B7—Fostering Attachment in Tenuous Times: Strengthening Bonds for Families With Infants and Toddlers in Concurrent Planning

Diane Reynolds, LMFT, Center for Reflective Parenting, Los Angeles, CA. Erin Dornan, PsyD, Los Angeles County Department of Mental Health, T.I.E.S. for Families-South Bay, Torrance, CA. Lisa Althen, PhD, Los Angeles County Department of Mental Health, T.I.E.S. for Families-South Bay, Torrance, CA

Strengthening attachments for at-risk infants in concurrent planning presents special challenges for agencies serving both birth parents and resource caregivers. Using compelling audio-video case material and outcome data, this session illustrates how Mindful Parenting Groups are being adapted for use with families involved in the child welfare system to strengthen attachments between infants and their multiple caregivers.

B8—The Power of Home Visitation: Serving Military and Veteran Families

Dorinda S. Williams, LCSW, ZERO TO THREE, Washington, DC; Ellen DeVoe, PhD, LICSW, Boston University School of Social Work, Boston, MA; and Mary E. Campise, LICSW, Military Community and Family Policy Office, Alexandria, VA

This session will provide an opportunity to explore home visitation in response to the needs of military and veteran families with young children. This focus is consistent with President Obama's commitment to invest in evidence-based home visitation programs and

the mission of the Joining Forces White House initiative to serve military and veteran families.

planning, and other behaviors that impact child safety.

B9—Supporting Healthy Children: Building Relationships and Promoting Care Coordination Between Child Care and the Primary Care Medical Home

Rachel R. Sacks, MPH, Illinois Chapter, American Academy of Pediatrics, Chicago, IL

At least 60% of children younger than 6 years regularly attend an out-of-home child care or early childhood program. However, interaction between child care providers and medical homes is often limited. This session will discuss strengthening connections between child care providers and medical homes through training, information-sharing tools, and relationship-building.

B10—Developing Infant Mental Health Programs in Rural America

James M. Geidner, PhD, University of Wisconsin—Superior

This highly interactive training will present a longitudinal, university-based research project that is finding success in establishing a network of infant mental health clinics in rural settings. Both clinical and program development challenges will be discussed.

B11—Safe and Together Model for Home Visitors

David Mandel, MA, David Mandel & Associates, LLC, Canton, CT

Safe and Together™ is an internationally known model for building competencies and systems collaboration in domestic violence cases. The training provides information about assessing for domestic violence by identifying patterns of abusive behavior, which may include control over maternal health, family

B12—Using Data to Continuously Improve Practice in Center-Based Early Education Settings

Amanda Stein, PhD, Ounce of Prevention, Chicago, IL; Andrew Krugly, MA, and Maribel Centeno, MEd, Educare Learning Network, Chicago, IL

Using examples from a national network of birth to 5 schools, this presentation will illustrate key components of continuous quality improvement systems. Strategies for building a culture of improvement and for using collaborative data dialogues to support data use by staff to improve interactions and instruction will be highlighted.

ISSUE INTENSIVES (3:00 PM – 6:30 PM) (TAKES PLACE ACROSS SECTION B AND C BREAKOUT SECTIONS)

■ Invisible Children, Incarcerated Parents

Ann Adalist-Estrin, MS, National Resource Center on Children and Families of the Incarcerated, Family and Corrections Network, Jenkintown, PA; Barbara Ivins, PhD, and Rashawnda M. Lee, CFP, Children's Hospital and Research Center Oakland, Oakland, CA and Markita Mays, MSW, UCSP/San Francisco General Hospital, Department of Psychiatry, San Francisco, CA

Incarceration has reached near epidemic proportions in this country, increasingly dismantling families and affecting the lives of young children. This session will explore a framework for responding to the needs of young children and families of the incarcerated from multiple perspectives. Personal narratives, research findings, direct practice recommendations, community strategies, and policy efforts for promoting change in systems such as education, child welfare, health and mental health, will be

discussed. Part I will provide an overview of data and demographics, a conceptual framework emphasizing current studies on brain development, trauma and resilience theories, and a description of ports of entry for intervention across various stages of criminal justice involvement and in the community at large. Part II will provide opportunity for case discussions with an open dialogue with presenters, two of whom are survivors of the direct impact of incarceration, demonstrating how bringing multiple stakeholders together—including families—can result in increased services and system change. Strategies for combating stigma, minimizing trauma, promoting parent-child relationships, including fathers in the work, and challenging myths and perceptions about children and their incarcerated parents will be emphasized.

■ The Changing Paradigms of Development Essential for Early Identification and Intervention With Autism Spectrum Disorder

Lucy Miller, PhD, OTR, Sensory Processing Disorder Foundation, Rocky Mountain University, Denver, CO; Amy M. Wetherby, PhD, Department of Clinical Sciences, College of Medicine, Florida State University, Tallahassee; and Serena Wieder, PhD, Private Practice, Silver Spring, MD

ASD is now identified in 1 in 88 children, compelling us to advance early intervention. Major paradigm shifts from single approaches to comprehensive dynamic systems point to the importance of developmentally appropriate and individually tailored interactions that provide the experiences necessary for progress. This session will focus on a foundational framework for development which addresses the core deficits of autism and underlying sensory processing challenges; a systematic, research-based method to both improve early detection and

incorporate developmental paradigms into early intervention for infants and toddlers with or at risk for ASD. The panel will begin by highlighting early signs of ASD based on the new *DSM-5* diagnostic criteria and illustrated with Autism Navigator, a new web-based tool; critical sensory processing challenges which often co-occur with autism. Videos will illustrate effective intervention approaches for coaching parents in natural environments to promote active engagement for toddlers with ASD using the ESI model; how to treat underlying differences in sensory modulation, sensory-motor, and sensory discrimination difficulties using the STAR Center model; and the relationships and emotional capacities that transform development through affect based interactions used in the DIR Model.

SECTION C BREAKOUTS (5:00 PM – 6:30 PM)

C1—Developmental Characteristics of Infants and Toddlers Who Are Dual Language Learners (DLL): Implications for Policy and Practice

Dina C. Castro, PhD, Frank Porter Graham Child Development Institute, Chapel Hill, NC

Understanding the developmental trajectories and the mutually defining features of development for the youngest DLLs will be important for the creation and implementation of policies and practices that are responsive to the unique characteristics and experiences of these children. This session will address the state of knowledge on development of infants and toddlers growing up in bilingual environments and will discuss how policies and practices in early care and education can ensure that young DLLs are provided with optimal environments that effectively promote their development and learning.

C2—A Reflective Approach to Early Care and Education

Janice Englander Katz, PhD, The Child Care Consortium, Inc., Michigan City, IN

Many young children attend child care, and children thrive when caregivers are self-reflective. This workshop helps early care and education professionals apply a self-reflective inquiry process through which they will learn to recognize the personal factors that influence their decisions and determine what child and family information to consider when promoting development and addressing challenging behavior.

C3—Differential Risk Assessment, Engagement, and Response With Culturally Diverse Families With Infants and Toddlers

Lisa A. Melchior, PhD, The Measurement Group LLC, Culver City, CA; Katherine Reuter, PhD, Saint John's Child & Family Development Center, Santa Monica, CA; and Devon Brooks, PhD, University of Southern California, Los Angeles

This presentation will discuss the outcomes of a family strengthening, child abuse prevention model that significantly increased protective factors and also reduced risk and racial disproportionality in long-term outcomes in child protective services. Highlighted findings will illustrate linkages between child safety and permanency outcomes and the level of service engagement and race/ethnicity.

C4—Don't Get So Upset! Help Young Children Manage Their Feelings by Understanding Your Own

Tamar Jacobson, PhD, Rider University, Lawrenceville, NJ

This presentation will examine how adults filter their understanding of discipline through

emotional memory of punishment and will challenge early childhood professionals and teachers to reflect on their own emotional histories and find strategies for responding to children in ways that support their emotional health and development.

C5—TALK, Right From the Start: Building a Strong Language Foundation for Infants and Toddlers

T. J. Ragan, CCC-SLP, MA, SLP; Julianne Smith, CCC-SLP, SLP; and Emily Chen, MEd, Rollins Center for Language & Learning, Atlanta, GA

In this interactive multimedia presentation, educational coaches, trainers, administrators, and teachers will develop a set of tools to help infant-toddler child care teachers become more intentional in “pushing and pulling” language during existing caregiving routines and natural learning activities.

C6—Home-Based Interventions That Support, Validate, and Coach Parents of Children Who Have Hearing Loss

Tracy G. Meehan, MS, Illinois State University, Elmhurst

As increasing numbers of infants and toddlers are identified with hearing loss, more professionals are providing services within family contexts. Developing trusting relationships, while modeling strategies which support reciprocal communication, requires the use of responsive interventions. Early success depends on the adults in a child's world feeling confident.

C7—Teacher Training Innovations: Findings From the Early Childhood Professionals Program

Deb Widenhofer, Baby TALK, Inc., Decatur, IL; Laurie Kabb, LCSW, Ounce of Prevention Fund, Chicago, IL; and Ellen Walsh, MA, Baby TALK, Inc., Decatur, IL

This workshop describes the Early Childhood Professionals Program, an innovative teacher training program implemented with Prevention Initiative Center-Based programs for children birth to 3 years old in local school district programs. The program format is based on a unique early childhood model that incorporates in-person professional development, homework with self-reflection components, and onsite coaching.

C8—Putting It Together: Financing Comprehensive Services in Child Care and Early Education

Hannah Matthews, MS, and Stephanie Schmit, MSW, Center for Law and Social Policy, Washington, DC

This session will draw upon *Putting it Together: Guide to Financing Comprehensive Services* from the Center for Law and Social Policy to discuss ways that states have used a variety of federal funding streams to finance comprehensive services for infants and toddlers including child care health consultants, developmental screening, and preventive health outreach in child care settings.

C9—Engaging and Supporting High-Risk Mothers With Infants and Toddlers: A Community-Based Parenting Program

Jennifer P. Jonika, IMHM, MS LLP, Karol A. Wilson, IMHM, LMSW, Starfish Family Services, Inkster, MI; Maria Muzik, MD, MSc, Kate Rosenblum, PhD, and Emily Alfafara, University of Michigan, Ann Arbor

This workshop will present the practice and research of a psychoeducational attachment-based parenting program for young African-American mothers at risk of maternal depression and anxiety. This program focuses on decreasing barriers to mental health services, improving self-care skills in young

mothers, decreasing depression and anxiety, and fostering attachment behaviors.

C10—Issues in Going to Scale With Evidence-Based Programs for Very Young Children

Karen M. Finello, PhD, WestEd, Los Angeles, CA; and Patsy Hampton, MA, WestEd, Sacramento, CA

Rapid adoption and implementation of evidence-based programs in early childhood settings is common as these programs have gained favor with policymakers and funders. Issues and challenges encountered in implementation in mental health and health-based home visiting agencies will be discussed along with possible strategies for dealing with these issues.

C11—Reconsidering ECMH/IMH Workforce Training Needs and Approaches Discussion

Donna Weston, PhD, and Deborrah Bremond, PhD, MPH, Children's Hospital & Research Center Oakland, CA (Facilitators)

This discussion session will engage the ECMH community in a dialogue about developmentally informed clinical case formulation and related training challenges for the ECMH workforce. We will describe the results of a pilot training needs survey conducted with ECMH service providers to obtain self-reported knowledge base gaps and strengths in developmental domains that are important in early childhood mental health services. The discussion will address *Diagnostic Classification: 0-3R* Axis V contributions to defining content for a “developmental knowledge base.” The group will also be invited to reflect on Applied Practice training models to elaborate understanding of service provider training needs, agency training needs, and implications for pre-service training.

A Special Screening and Discussion of *Sesame Street's Little Children, Big Challenges: Incarceration* (8:00 pm – 9:30 pm)

Nearly 2.7 million children have a parent in state or federal prison and nearly half of those children are under 10 years old. An estimated 30% are under 5. Few resources exist to support these young children and their families with this life-changing circumstance. In response, Sesame Workshop, the nonprofit educational organization behind Sesame Street, recently unveiled its newest, bilingual (English/Spanish) initiative, Little Children, Big Challenges: Incarceration, for families with young children (ages 3–8) who have an incarcerated parent.

This special event will provide attendees with an opportunity to screen the new video and participate in a roundtable discussion with caregivers and service providers exploring options and strategies for using the toolkit in a variety of settings for young children.

Toolkits will also be distributed!

Friday, December 13th

KEYNOTE PRESENTATION (8:30 AM – 9:45 AM)

■ San Antonio Mayor, **Julián Castro**

Drawing on his successful efforts to advance high-quality prekindergarten education to more than 22,000 of San Antonio's young children, Mayor Castro will highlight the growing support for early childhood programs.



them derive maximum benefit from their supervision. This workshop will present information about activities, strategies, and materials that help supervisees learn about reflective supervision. The presenters will also describe evaluation tools and feedback mechanisms that make it possible for supervisees' voices to be heard.

D3—Reflective Supervision With a Nurse Home Visiting Program: Processes, Impact, and Value

Gilbert M. Foley, EdD, Ferkauf Graduate School of Psychology, New York, NY; Marcia Phillips, RN, Harlem Hospital Center, New York, NY; Evelyn Blanck, LCSW, Manhattan Center for Early Learning for Early Intervention, New York, NY; and Marcia Pierre, RN, Harlem Hospital Center, New York, NY

This presentation will demonstrate the impact of reflective supervision for nurses and families in a maternal and infant home visiting program in a large urban minority community using multi-modal presentation strategies. Audience dialogue, qualitative data, and vignettes will aim to stimulate exchange of information, mutual problem solving, and shared replication.

D4—Understanding Teacher-Child Interactions From 4 Weeks to 3 Years Old

Virginia E. Vitiello, PhD, Teachstone, Charlottesville, VA; and Christine Hughes, PhD, Early Learning Coalition, Miami Dade, FL

In this session, participants will learn about the importance of effective interactions for infant and toddler development and begin to identify and analyze these important interactions through video observation. The presenter will also discuss how one community is addressing interactions through observation and feedback to teachers.

SECTION D BREAKOUTS (10:15 AM – 11:45 PM)

D1—Expanding Child Care Services for Underserved Populations: Targeted Initiatives With Results

Jacqueline Rose, MEd, Child Care Aware of America, Arlington, VA

Initiatives have been developed and successfully implemented to increase the supply of child care serving diverse and underserved populations (e.g., children with special needs, English language learners). Learn about the continuing impact of these initiatives and opportunities for replication.

D2—It Takes Two to Tango!: Supporting Early Childhood Professionals to Make Optimal Use of Reflective Supervision

Trudi N. Murch, CCC-SLP, PhD, SLP, Easter Seals Southwest Human Development, Phoenix, AZ; and Mary Claire Heffron, PhD, Children's Hospital and Research Center Oakland, CA

Although many early childhood professionals receive reflective supervision, few have orientation, training, and support to help

D5—Fetal Alcohol Spectrum Disorders: Toxic Cocktails

Leah G. Davies, LMSW, Texas Office for Prevention of Developmental Disabilities, Austin, TX; and Fran Dayal, Department of Assistive and Rehabilitative Services Early Childhood Intervention, Austin, TX

Fetal Alcohol Spectrum Disorders (FASD) are about as prevalent as autism, occurring in 1 per 100 births, and are completely preventable! Although the damage caused by prenatal exposure to alcohol is permanent, early interventions can make positive impacts on life outcomes and may contribute to the prevention of secondary disabilities.

D6—Children Living in Poverty

Valerie Maholmes, PhD, CAS, National Institutes of Health, Rockville, MD

Session Details Coming Soon

D7—Caring for Vulnerable Children: Partnerships That Strengthen the Early Head Start Approach to Comprehensive Services

Amy Dapsauski, MS, and Allyson Dean, MEd, Office of Early Head Start National Resource Center ZERO TO THREE, Washington, DC

This session will share information about how partnerships with child care can strengthen the service to children from low-income families. Particular focus will be on partnerships with family child care providers.

D8—Project BRIGHT: Enhancing Substance Abuse Treatment for Mothers of Young Children With an Attachment-Based Dyadic Intervention

Ruth Paris, LICSW, PhD, Boston University School of Social Work, Boston, MA; Karen Gould, LICSW, Institute for Health and Recovery, Cambridge, MA; and Eda Spielman, PsyD, Jewish Family and Children's Service of Greater Boston, Waltham, MA

Mothers with substance use disorders often have trauma histories, high psychological distress, and decreased capacities to optimally parent their young children. This presentation describes both the clinical process and evaluation of a new dyadic intervention, BRIGHT, Building Resilience through Intervention - Growing Healthier Together for mothers in residential substance abuse treatment and their children birth to 5 years old.

D9—Developmental Screening for All: How Ages and Stages Online Screening Can Increase Access

Erin W. Kinavey, MEd, State of Alaska, Department of Health and Social Services, Anchorage; Jillian Lush, MA, Sprout Alaska, Homer, AK; and Carol M. Prentice, MPA, State of Alaska, Department of Health and Social Services, Juneau

The state of Alaska will present its experience implementing the *Ages and Stages Questionnaire (ASQ-3)* Online as a coordinated statewide system to achieve universal developmental screening of children birth to 5 years old. This innovative Child Find initiative is built on partnering with medical providers and early care and learning agencies.

D10—Truly Including Birth to Three in the New Vision of Successful Early Learning

Peter Mangione, PhD, Center for Child and Family Studies, WestEd, Sausalito, CA

This session will examine the evolving thinking about helping very young children become ready for school. Often the discussion at the state level centers on prekindergarten, the transition to kindergarten, and the linking of standards between the two preschool and primary grades age periods, yet states recognize that learning and development during the first three years of life build the foundation for the preschool and early

elementary school years. This session will introduce how seamless connections across the birth to 3rd grade age continuum can be created in a way that authentically honors the uniqueness of infant/toddler age period. Agency leaders from two states will describe how their states are working to connect guidelines and standards for infant/toddler care to preschool and the primary grades.

D11—The Development and Role of Visual Spatial Processing in Relating, Learning, and Emotional Regulation

Serena Wieder, PhD, Profectum Foundation, Mendham, NJ

“Vision” refers to how we make sense of what we see and how we think and feel and move through space. Few consider its role in forming attachments, early communication, imitation, problem solving, emotional thinking, learning, and anxiety in neurotypical children and ASD. This session will identify challenges in early development, often hidden in plain sight, through videos and case vignettes, and will suggest early interventions.

D12—Opportunities of Reflection: Connecting Our Stories and Celebrating Our Successes, A Collaborative Effort Between Funder and Grantees

Wilknica L. Jefferson, MS, First 5 Kern, Bakersfield, CA; and Theresa Martinez, MA, Kern County Children and Families Commission-First 5 Kern, Bakersfield, CA

The session will provide an overview of relationships between programs offering early child care services, funders, and evaluation. The dynamic relationship allows all parties to stay abreast of local and community-wide needs. Participants will have the opportunity to have open dialogue surrounding promising practices that assist in serving children birth to 3 years old.

D13—Building a Community of Security or Infants and Toddlers: Community-Wide Implementation of Circle of Security Parenting

Melissa Mendez, LCSW, Wheeler Clinic, Plainville, CT

This presentation will focus on a community-wide model of Circle of Security (COS) Parenting. The core components of COS Parenting will be outlined through video and discussion. The presentation will also focus on the community partnerships that have driven the success of COS Parenting in New Britain, Connecticut.

LUNCH AND POSTER SHOWCASE (11:45 AM – 1:30 PM)

Nearly 100 poster presenters discuss their work in early childhood research, practice, and program development.

POLICY PLENARY (1:30 PM – 2:45 PM)

■ A Fresh Look at Family and Medical Leave

*Marking the 20-year anniversary of the Family and Medical Leave Act (FMLA), **Judy Lichtman, LL.B.**, a pioneer in the field of work/family leave policies will share where we've been, where we're going, and how we can work together to enact a new national paid leave policy that supports our families, our workers, and our babies.*



SECTION E BREAKOUTS (3:00 PM – 4:30 PM)**E1— Helping Parents Care for the Next Generation From the Start: A Primer on Building Robust Campaigns for Paid Leave Programs**

Vicki Shabo, MA, JD, National Partnership for Women & Families, Washington, DC

Over the past decade and as recently as this year, states and localities have been at the forefront of adopting new paid family leave and paid sick days laws. This state and local progress is part of a larger movement for a national law that builds on the success of the FMLA. Just as was true in 1993 when the FMLA became law, one of the hallmarks of all of the successful campaigns—and of the coalitions across the nation working for more supportive work-family policies—is the breadth of coalition partners and the strength of the evidence in support of paid leave. This workshop will help you understand the important role you can play in bringing the U.S. in line with the rest of the world in terms of policies that support working families when they need time away from work to provide care to children and elders. The content will include a crash course in work-family policy options that may be appropriate for your own state; outline how to build support inside of government and among researchers, advocates and employers; and provide some information on responding to likely opposition.

E2—Nutrition: A Partner With Early Childhood Education Professionals to Boost Brain Power

Mary Harris, PhD, RD, Colorado State University; and Janice Frey-Angel, CEO, National Healthy Mothers, Healthy Babies Coalition, Alexandria, VA

The preschool years are a time of rapid and dramatic postnatal brain development (neural plasticity), and of fundamental acquisition of cognitive skills (working memory, attention, control of inhibition). It is also a time of transition from parental selection of foods to development of individual food preferences. Nutrition during the preschool years is an important determinant of a child's future school performance. Optimal nutrition includes adequate energy and protein but recent research shows that intake of individual vitamins, minerals, and essential fatty acids during the window of developmental sensitivity (late gestation through the first 5 years of life) are important for optimal cognitive development. This presentation will focus on individual nutrients and how to provide their "power foods" in the day care/early childhood environments. Format: Formal presentation followed by roundtable discussions of overcoming barriers to implementing what you know about early childhood feeding.

E3—Trauma-Informed Early Intervention: New Vision for Practice

Linda Gilkerson, PhD, Erikson Institute, Chicago, IL; Deborah Harris, LICSW, Early Childhood Mental Health Consultation and Training, Sante Fe, NM; Mimi Graham, EdD, Florida State University Center for Prevention and Early Intervention Policy, Tallahassee; and Cindy Oser, MS, ZERO TO THREE, Washington, DC

Many children in Part C Early Intervention have experienced trauma. Providers are able to address developmental concerns but typically have not been trained to understand trauma. This session gives the basics of trauma-informed practice as applied to Part C, stressing collaboration across disciplines and across systems.

E4—Healthy Baby Healthy Brain Campaign: Development and Implementation

Louise Choquette, Health Nexus, Toronto, ON, Canada

The Best Start Resource Centre did an awareness campaign on early brain development. Participants will learn about the research done to develop the messages and strategies. The components' development and use will be explained. Participants will receive results of the campaign evaluation.

E5—Integrating Reflective Practice Into Neonatal Follow-up: Promoting Infant Development and Parental Adaptation Following Preterm Birth

Prachi Shah, MD, University of Michigan, Ann Arbor

This workshop will present research highlighting the relationship between parental adaptation to preterm birth and later social-emotional outcomes of preterm infants. The presenter will translate research into practice and describe a model to support early parent-child relationships using core concepts of reflective practice as applied to a Neonatal (NICU) Followup Program.

E6—Transitioning From Foster Care to Adoption: The Challenges of “Best Practice” in Infant Mental Health

Joanne M. Crandall, PhD, Ministry of Children and Family Development, Prince George, BC, Canada; and Andrea L. Chatwin, MA, A Child's Song, Whiterock, BC, Canada

This presentation explores trends in transitioning young children from foster care to adoption. It includes the impact of culture, the lived experience of both foster and adoptive parents, and the role of community. Guiding principles will be provided based upon

emerging research in neurobiology, infant mental health, and trauma.

E7—A Multidisciplinary Approach to Infant and Toddler Sleep

Angelique P. M. J. Millette, Angelique Millette LLC, Austin, TX

A new sleep model will be proposed building on the premise that every family has a “sleep story” based on culture, parenting style, infant/child temperament, family functioning, and parent-child relationship. Session will expand upon these ideas and provide participants with advanced skills for assisting families with persistent sleep problems.

E8—Sensitive Infants and Toddlers: Ideas That Work When Helping Parents and Child Care Providers

Jane Humphries, EdD, Oklahoma State Department of Health, Oklahoma City; and Kari Rains, MS, Stillwater, OK

This session is designed to equip parents, child care providers, and other caregivers with a basic understanding of how infants and toddlers process their sensory environment. Session presenters will share quick, easy, and inexpensive activities to address the sensory needs of all young children, including those who have difficulty processing.

E9—PLAY Project Intervention for Autism: A Randomized Controlled Trial

Richard Solomon, MD, Ann Arbor Center for Developmental and Behavioral Pediatrics, Ann Arbor, MI

The PLAY Project is an innovative, evidence-based early intervention model for children with autism and their families. Key elements of the model and the National Institutes of Health (NIH) research results will be presented. Video

samples will be analyzed to demonstrate the project's principles, strategies, methods, and techniques.

E10—Infant-Toddler Dialogues: Illinois' Model for Engaging Child Care Providers in Policy and Quality Improvements

Melissa Banerjee, Jasmin Marshall, MS, and Mary A. Bergen, LCSW, MS, Illinois Action for Children, Chicago

Illinois' innovative model of engaging early care and education providers in reflective conversations about quality will be presented as an effective and adaptable strategy for states working to make sustainable quality improvements in infant and toddler child care. The intersection of policy and practice will be illustrated in this interactive workshop.

E11—Benefits and Challenges of Conducting Developmental and Diagnostic Assessments in the Home Setting

Jodi K. Dooling-Litfin, PhD, Marisa Black, Barbara Woodward, MPH, OTR/L, Yvonne Dodd-Bensen, MA, CCC-SLP, and Kathy Culhane-Shelburne, PhD, Rocky Mountain Human Services, Denver, CO

Clinical evaluation of young children is typically conducted in the school or clinic. The Assessment and Consultation Team of Rocky Mountain Human Services was created to provide home-based clinical services for infants and toddlers. This presentation describes this service, examining the benefits and limitations of home-based and center-based clinical assessments.

E12—Prenatal Through Age Three Workforce Development: Cross Sector Core Competencies Discussion

Christina Nigrelli, MA, and Tahra M. Goraya, MA, Western Office, ZERO TO THREE, Los Angeles, CA (Facilitators)

The Prenatal Through Age Three Workforce Development Project identified core competencies necessary to develop an effective Prenatal Through Age Three workforce. This session will provide a forum for discussion of the competencies it delineates as the common core of knowledge required for professionals serving the prenatal through age 3 population across the five service sectors including early care and education, mental health, physical health, child welfare, and early intervention. Participants will discuss shared understandings and necessary collaboration across many disciplines and sectors, and as well as expectations for the foundation of a cross-sector professional development strategy for professionals serving families prenatally and those with very young children.

ISSUE INTENSIVES (3:00 PM – 6:30 PM) (TAKE PLACE ACROSS SECTION E AND F BREAKOUT SECTIONS.)

■ Deepening Our Clinical Practice in Solidarity for Social Justice: Diversity-Informed Infant Mental Health Tenets

Karen A. Frankel, PhD, Harris Program in Child Development & Infant Mental Health University of Colorado, Denver; Carmen Rosa Norona, MSW, MEd, CEIS Boston Medical Center, Division of Developmental and Behavioral Pediatrics, Boston, MA; Maria St. John, MFT, PhD, University of California, San Francisco; and Kandace Thomas, MPP, The Irving Harris Foundation, Chicago, IL

The Diversity-Informed Infant Mental Health Tenets are a set of ten guiding principles that raise awareness of inequities and injustices embedded in our society by empowering individual practitioners, agencies, and systems of care to identify and address the social

justice issues intricately intertwined with all infant mental health work. This workshop introduces participants to the Tenets via vignette presentation, lecture, and discussion. Each Tenet is considered in light of its salience with respect to a range of spheres of work: clinical practice, teaching/training, research/writing, and policy/advocacy. Presenters will demonstrate in-vivo application of the Tenets to participant-provided practice dilemmas, leading to group discussion reflecting on the Tenets and thinking together about applicability and implementation of the Tenets. Participants will emerge from this training with a deeper understanding of the social justice issues interwoven into their sphere of practice, a new tool set for identifying and addressing obstacles to achieving social justice via their work, and strategies for bringing these tools into their daily practice and professional communities.

■ The Changing Landscape of National Home Visiting: Policy, Practice, and Research Innovations

Deborah Daro, PhD, Chapin Hall Center for Children University of Chicago, IL; Jon Korfmacher, PhD, Erikson Institute, Chicago, IL; and David Willis, MD, Home Visiting and Early Childhood Systems, Maternal and Child Health Bureau, Washington, DC; with Brenda Jones Harden, PhD (Moderator), Department of Human Development & Quantitative Methodology, University of Maryland, College Park

This intensive session will address the current U.S. policy emphasis on early childhood home visitation services, and its implications for practice with infants, toddlers, and their families. Specifically, the session will include an overview of the Maternal, Infant, and Early Childhood Home Visiting initiative, present a view from the field; and discuss how the quality of home visiting services to young children and families can be improved through

cross-systems support, technical assistance, and research.

SECTION F BREAKOUTS (4:45 PM – 6:15 PM)

F1—Intergenerational Transmission of Psychopathology: Postpartum Depression, Posttraumatic Stress Disorder, and Implications for Early Bonding and Child Development

Erika L. Bocknek, LMFT, PhD, University of Michigan Department of Psychiatry, Ann Arbor; Emily Alfara, University of Michigan Department of Psychiatry, Ann Arbor; Katherine L. Rosenblum, PhD, University of Michigan Department of Psychiatry, Ann Arbor; and Maria Muzik, MD, MS, University of Michigan Department of Psychiatry, Ann Arbor

This workshop describes findings from a longitudinal study of parenting women who have survived trauma, demonstrating implications of maternal depression and posttraumatic stress disorder (PTSD) on infant and toddler development. The presenters will discuss findings related to early pathways to child psychopathology and will highlight important moderators, such as sensitive parenting, that predict resilience.

F2—RELAX: Alternatives to Anger for Parents and Caregivers

Holly B. Tiret, MA, Michigan State University Extension, Grand Rapids; and Gail Innis, MS, Michigan State University Extension, Sandusky

This session is designed to provide participants with an understanding of the developmental stages of self-control and emotional literacy in children. Activities and techniques will be introduced that support social-emotional development to reduce stress and anger, improve communication skills, and teach ways to make positive behavior changes.

F3—Why Move? The Importance of Putting Research Into Practice to Develop Sensory Motor Skills

Christine Roberts, BA, Nurturing Pathways, Inc, Lynnwood, WA

Current hindrances to healthy development—obesity, screen time, and container care—contribute to one out of six children experiencing sensory processing disorder. Brain research reveals three questions: What should be learned, When should it be learned, and How best can it be learned? Answering these questions provides the solution.

F4—Focusing Juvenile Court Hearings on the Specialized Needs of Babies, Toddlers, and Their Parents

Douglas Johnson, JD, Separate Juvenile Court of Douglas County, Nebraska, Omaha; and Amy J. Bunnell, Nebraska Department of Health and Human Services, Lincoln

Infants and toddlers in foster care have special needs which are often overlooked by the court and child welfare system. This presentation will detail one court's efforts to focus on addressing the special needs of infants and toddlers in early intervention, early education, and mental health services through improved court processes.

F5—Workforce Development in the Infant-Family Field: Improving Quality, Improving Care

Sheryl Goldberg, LMSW, Michigan Association for Infant Mental Health, Southgate; Carol Oleksiak, LMSW, The Guidance Center, Southgate, MI; and Rosalva O. Moorman, LMSW, Southwest Counseling Solutions, Detroit, MI

This workshop presents the design, implementation, and results of an intensive,

competency-based infant mental health training curriculum for practitioners working with at-risk infants, toddlers, and families in a large urban community mental health agency. Curriculum includes attention to knowledge, skills, and reflective practice, with a strong consultation component.

F6—Promoting Healthy Attachment and Trust: Primary Caregiving and Continuity of Care With Infants and Toddlers

Jeanne Malone, MEd, Ithaca Community Childcare Center, Ithaca, NY

Offering infants and toddlers a program that incorporates continuity of caregivers and primary caregiving is best practice, but it's difficult to do. This session will discuss the research behind attachment, benefits to the children and the staff, how to get there, and where to go with it.

F7—What About the Children: Experiences Around the Death of an Infant Sibling

Joann O'Leary, MPH, MS, PhD, University of Minnesota, Minneapolis

The needs of young children regarding grief and loss continue to be under-recognized and poorly addressed. When families experience an infant loss siblings lose both an anticipated sibling and their "normal parents." This presentation addresses supportive interventions for parents and children around loss and any pregnancy that follows.

F8—Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother

Joy Shoemaker, CRNP, MSN, RN, Otterbein University, Westerville, OH; Marjorie Vogt, CRNP, PhD, RN, Otterbein University, Westerville, OH; and Barbara Cornett, PhD, RN, Otterbein University, Westerville, OH

Health care professionals discuss the implementation of a health education and promotion research project for the incarcerated mother in an effort to improve family health. Discussion of the implications for future collaboration with early child care providers and educators to provide such programs to the community including other vulnerable populations will be explored.

F9—Bricks and Mortar: Building a Culture of Reflection

Maretta Juarez, LCSW, Mental Health Department, Santa Clara Valley Health and Hospital System, San Jose, CA; Sherri Terao, EdD, Mental Health Department, Santa Clara Valley Health and Hospital System, San Jose, CA; Marion M. Karian, RN, Exceptional Parents Unlimited, Inc., Fresno, CA; and Daryl L. Hitchcock, PhD, Assessment Center for Children at EPU Children's Center, Fresno, CA

Presenters will illustrate how a county mental health department and a nonprofit organization laid the “bricks and mortar” to build an organizational architecture of reflective practice. Although the structural blueprints were different, the goal of improving outcomes for children, youth, and families was a shared vision. Strategies provided.

F10—Advocacy and Program Partnerships as Effective Levers for Policy Change

Anna M. Torsney-Weir, MS, Ounce of Prevention Fund, Chicago, IL ; Mary Jane Chainski, MA, Ounce of Prevention Fund, Chicago, IL; and Luba Bezbordnikova, MEd, Puget Sound Educational Service District, Renton, WA

This presentation will share a range of strategies and real-life examples of how high-quality early childhood programs and public policy advocates can collaborate effectively to promote policies that hold promise for narrowing the achievement gap beginning at birth for children at risk of school failure.

Saturday, December 14th

SECTION G BREAKOUTS (8:30 AM – 10:00 AM)

G1—Improving Outcomes for Infants and Toddlers in Foster Care: Training and Supporting Baby CASAs

Mary G. Warren, PhD, Prevent Child Abuse Arizona, Prescott Valley; Nicole Valdez, LICSW, and Becky Ruffner, Prevent Child Abuse Arizona, Prescott Valley

Court Appointed Special Advocates (CASAs) improve outcomes for infants and toddlers in foster care. This workshop describes and demonstrates training and support for Baby CASAs that have led to notable changes in practice, policy, and specialized training in juvenile courts, child welfare, and behavioral health agencies.

G2—Relationships Count: A Professional Development Project to Support Relationship-Based Practices in Early Intervention

Jennifer E. Champagne, MEd, Dawn Koger, MSW, PhD, and Marian Orihel, MEd, Oakland Schools, Berkley, MI

We will discuss the implementation and study of an 8-part training series which focused on improving family-centered practices for early interventionists through reflective consultation. We will provide overview of training series, provide video feedback from participants, and utilize a case study method to describe results of project.

G3—Holding, Reflecting, Mourning: Psychoanalytic Concepts Central to the Practice of Infant Mental Health

Claudia M. Gold, MD, Newton-Wellesley Hospital, Newton, MA

Psychoanalytic principles are an integral part of the discipline of infant mental health. This presentation will explore these core concepts. Examining extensive clinical material drawn from the presenter's pediatric and infant mental health practices will demonstrate the use of these concepts to organize and guide clinical work.

G4—"I Want to Eat Bees"—Tools for Regulation, Somatic Resourcing, and Reflection

Terese Gjernes, PsyD, A Better Way, Oakland, CA; and Laura Seidel, MS, OTR, OTR/L, A Better Way, Berkeley, CA

Self-regulation skills form an essential foundation for healthy development and are learned in the context of a child's earliest relationships. The presenters will share strategies to build a family's capacity to regulate, reflect, and connect. Learn practical tools for bottom-up and top-down modulation in order to support learning, attention, and relationships.

G5—From Diapers to Military Duty: Serving Young Children in Military and Veteran Families

Ediza Garcia, PsyD, Catherine E. Mogil, PsyD, and Patricia Lester, MD, UCLA Semel Institute, Los Angeles, CA

Infants and toddlers residing in military and veteran families contend with parental deployments, separations, and injury. This presentation aims to dispel myths about military and veteran young children, foster understanding about their needs, and describe specific resilience-enhancing strategies for optimal psychological functioning.

G6—Using Video to Teach About Early Childhood Development

Heather Chamberlain, PsyD, Aldea Children and Family Services and Dominican University, San Rafael, CA

Movies, TV shows, and video clips have been used to teach about many topics with positive results. The presenter will discuss the use of popular movies and video clips to teach about early child development, including attachment, cognitive development, and the impact of trauma.

G7—Connecting the Dots: Using Authentic Assessment to Inform Early Intervention Practice

Lynn Barts, MA, Illinois Early Intervention Training Program, Saint Louis, MO; and Susan M. Connor, MEd, Illinois Early Intervention Training Program, Chicago, IL

Authentic assessment informs early intervention practice by supplying information that traditional assessment and evaluation tools cannot provide in isolation. Through the use of activities and video, this session offers opportunities to practice gathering authentic assessment data, consider ways to use the data, and develop strategies to weave into everyday practice.

G8—Prenatal Alcohol Exposure: Limiting Its Effects on Young Children in Foster Care

Darneshia Bell, ZERO TO THREE Community Coordinator, Little Rock, AR; Lucy Hudson, Safe Babies Court Teams Project, ZERO TO THREE, Washington, DC; and Rizwan Shah, MD, Child Abuse Program, Blank Children's Hospital, Des Moines, IA

Because substance abuse is so prevalent in families where there is maltreatment, prenatal alcohol exposure (PAE) is very common. Damage from PAE can be successfully mitigated by early detection and strategies that create the structured routine environment that children affected by PAE need. Using the experience of the Arkansas Pilot Safe Babies Court Team as an example, the session will explore ways to support children and their family members where PAE is present.

G9—Making Meaning in the Lives of Toddlers: The Experience Expectable Environment

Karen M. La Paro, PhD, University of North Carolina, Greensboro; Lissy R. Gloeckler, PhD, East Tennessee State University, Johnson City, and Christine Maynard, MS, Human Development and Family Studies, Greensboro, NC

We will discuss the Experience Expectable Environment (EEE) in which children experience predictable interactions, behaviors, and activities in early education classrooms which over time develop neural pathways, wire the brain, and provide opportunities for cognitive and social-emotional learning. The session will provide awareness of and strategies for a growth-promoting EEE.

G10—Charting Progress for Babies and Toddlers in Child Care: State Subsidy, Licensing, and Quality Policies

Stephanie Schmit, MSW, and Christine Johnson-Staub, MS, Center for Law and Social Policy, Washington, DC

This presentation will outline the findings of a 50-state survey administered as part of the Center for Law and Social Policy's Charting Progress for Babies in Child Care Project. The survey looked at promising subsidy, licensing, and quality enhancement policies that benefit infants and toddlers providing a national picture of infant-toddler child care policies.

G11—Treating Maternal Depression in Home Visiting: A Collaborative Model

Robert T. Ammerman, PhD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

This presentation describes a collaborative treatment model that is provided to depressed mothers in home visiting programs. Results of a clinical trial indicated that the treatment reduces depression, improves social support,

and increases engagement with home visiting. Recovery led to improved nurturing, decreased stress, and improved child behavioral health.

G12—Strengthening Families Through Early Intervention: Long-term Impact of Family Intervention on Parents and Children Across Five Localities

Glendelia M. Zavala, EdD, AVANCE, Inc., San Antonio, TX; Jaime Chahin, PhD, Texas State University-San Marcos, San Marcos, TX; and Abelardo Villarreal, PhD, Intercultural Research Development Association, San Antonio, TX

Education begins at birth and with parents serving as their child's first and most important teachers. Early intergenerational interventions facilitate long-term changes in the educational and economic lives of families. This presentation describes lessons learned from family-centered interventions that lead to changes in educational and socioeconomic outcomes of families.

G13—Resiliency in Rural America (CANCELLED)

Natalie Vega O'Neil, MA, Save the Children, Portland, OR; and Brenda Blasingame, MA, Save the Children, Seattle, WA

Implementing successful programs in rural communities is challenging. The presenters will highlight how Save the Children has addressed these challenges by creating Early Steps to School Success (ESSS), a cost-effective home visiting program that is getting results. Showcasing the design, implementation, and results the presenters will share lessons learned when implementing rurally based programs.

“SPOTLIGHT” PLENARY BRUNCH (10:00 AM – 12:30 PM)

Laying the Groundwork for a Lifetime of Well-being

*Lessons and stories from **Brenda Jones Harden, PhD**, and **Joy Osofsly, PhD**, about promoting positive outcomes by fostering protective factors that help buffer the effects of early adversity.*



Registration Rates

Early Bird Rate — \$495.00
Ends 10/11

Regular Rate — \$535.00
Ends 11/08

Late/On-Site Rate — \$560.00
Ends 12/14

For more information or to register, go to:

www.zttntconference.org

SATURDAY, DECEMBER 14TH

Continuing Education

The 28th National Training Institute continuing education (CE) credit is co-sponsored by ZERO TO THREE and The Institute for Continuing Education.

The conference offers a total of 24.50 contact hours as follows:

Wednesday, December 11:	6.00 hrs
Thursday, December 12:	7.50 hrs.
Friday, December 13:	7.50 hrs.
Saturday, December 14:	3.50 hrs.

CE credit is awarded on a session-by-session basis, with full attendance required for each session attended. CE staff will be on site to accept applications for CE credit and to assist NTI attendees with CE questions. The processing fee is \$45.00 per person and may be added to the registration fees by checking the appropriate box on your registration form. Contact hours offered may vary per discipline.

A Certificate of Attendance will be provided free of charge to non-licensed attendees. If you have questions regarding CE contact hours offered, the program, and/or presenters, or for a listing of learning objectives by session, please contact The Institute:

by phone 800-557-1950;
by e-mail: instconted@aol.com.

Note: All attendees who wish to receive CE credit, whether the CE fee is prepaid or paid on site, MUST check in at the Continuing Education desk in order to pick up a CE packet and receive instructions on sign-in/out requirements. Application for CE credit cannot be accepted after the conclusion of the conference.

Psychology: The Institute for Continuing Education is approved by the American Psychological Association to sponsor CE for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content. Not all scheduled sessions may be offered for credit to psychologists. A listing of approved sessions will be available 30 days prior to the conference, and a listing may be obtained by emailing The Institute at: instconted@aol.com. The CE packet that is distributed to applicants at the conference will also contain this information.

Counseling: The Institute for Continuing Education is an NBCC-approved continuing education provider (ACEP™) and co-sponsor of this event. The Institute for Continuing Education may award NBCC-approved clock hours for events or programs that meet NBCC requirements. The ACEP maintains responsibility for this program and its content. NBCC Provider No. 5643.

Social Work: The Institute for Continuing Education is approved as a provider for social work CE by the Association of Social Work Boards (ASWB) through its Approved Continuing Education (ACE) program. The Institute for Continuing Education maintains responsibility for the program. Social workers should contact their individual state jurisdiction to review current continuing education requirements for licensure renewal. ASWB Provider No. 1007

California Board of Behavioral Sciences: Provider No. PCE 636

Illinois Department of Professional Regulation: License No. 159-000606

Ohio Counselor and Social Work Board: Provider No. RCS 030001

Florida Board: Provider No. BAP 255, expiration 03/2015

Marriage/Family Therapy: Texas Board of Examiners of MFT, Provider No. 177.

Drug/Alcohol: The Institute for Continuing Education is approved by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) to provide continuing education for alcohol and drug abuse counselors. NAADAC Provider No. 00243

Child Development Associate: CDAs will be furnished with verification of continuing education contact hours (CEUs) earned which may be used for CDA re-certification.

Certified Family Life Education Professionals:

This program will be submitted to the National Council on Family Relations for review/approval of CE credit. Contact The Institute for final disposition.

Nursing: The Institute for Continuing Education is accredited as a provider of CE in nursing by the California Board of Nursing, Provider CEP 12646. Nurses should contact their state board to determine if approval of this program through provider status with the California Boards of Nursing is acceptable for CE credit in their state.

Noncredit Events: CE credit is not offered for networking group meetings, poster sessions, board meetings, committee meetings, breakfast/lunch/dinner functions, or video screenings. If you have questions about events that offer CE credit, please contact The Institute for Continuing Education via email at: instconted@aol.com.

Skills Level: The National Training Institute is a multidisciplinary conference gathering of professionals working in the areas of child

care, mental health, early intervention, family support, social service, child welfare, and health care. This conference is designed for professionals whose roles span the infant/family field. Participants are urged to review the session descriptions to determine if the content meets their personal and professional goals.

Learning Objectives: A listing of learning objectives by session will be available to interested participants 30 days prior to the conference. If you wish to receive a listing, please contact The Institute for Continuing Education via email at: instconted@aol.com

Plenary Speakers



NATHAN FOX, PHD

**Distinguished University Professor and Chair
Developmental Science Program
Human Development and Quantitative Methodology
University of Maryland at College Park**

Dr. Fox has completed research on the biological bases of social and emotional behavior, developing methods for assessing brain activity in infants and young children during tasks designed to elicit a range of emotions. His work is funded by the National Institutes of Health where he was awarded a MERIT award for excellence of his research program examining social and emotional development of young children. He is one of three Principal Investigators on the Bucharest Early Intervention Project.

Dr. Fox has served as Associate Editor of the journals *Developmental Psychology* and *Psychophysiology* and as Editor of the journal *Infant Behavior and Development*. He is currently Associate Editor of the *International Journal of Behavioral Development*.

Dr. Fox was awarded the Distinguished Scientific Investigator Award from the National Association for Research in Schizophrenia and Depression (NARSAD) and was appointed a Fellow of the American Association for the Advancement of Science in 2008. He is a member of the Executive Committee of the NIH Toolbox Project and of the National Scientific Council for the Developing Child.



DINA C. CASTRO, MPH, PHD

Research Professor

**Mary Lou Fulton Teachers College
Arizona State University**

Director and Principal Investigator

Center for Early Care and Education Research-Dual Language Learners

Dina C. Castro, M.P.H., Ph.D. is a Research Professor of Early Childhood at the Mary Lou Fulton Teachers College, Arizona State University. Previous to this position, Dr. Castro was a Senior Scientist at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill (1997-2013). She has directed or co-directed numerous research and evaluation studies. She conducts research on program policies and practices to promote development and learning among children from diverse cultural and linguistic backgrounds, and has successfully disseminated this work through peer-reviewed journals, book chapters, research briefs and technical reports. She is the lead author of the book *New Voices ~ Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood*, a professional development program for early childhood teachers.

Dr. Castro currently serves as Director of the Center for Early Care and Education Research: Dual Language Learners funded by the U.S. Department of Health and Human Services - Administration for Children and Families (ACF), and is leading the Center's study "Characterizing Family and Early Education Experiences of Young DLLs", a multi-site study focusing on language exposure and use among Spanish-English bilingual children and their relationship with children's language development. Dr. Castro is Principal Investigator on the study *Nuestros Niños Program: Promoting School Readiness for English Language Learners* funded by the National Institute for Child Health and Human Development (NICHD), a randomized controlled trial (RCT) study to test the efficacy of a professional development intervention for teachers of DLLs.

Her previous work includes an intervention study to develop and evaluate a professional development intervention for teachers of Latino DLL preschoolers, a national study of early childhood programs' policies and practices to address the needs of Latino children and their families across various types of programs (Head Start, child care, early intervention) and geographic areas of the US, and the evaluation of a national Early Head Start initiative to support DLL infants and toddlers. She also has conducted studies of childcare choices and factors affecting the well-being of Latino immigrant families. She participates in national task forces and workgroups and presents at national and international venues as an expert on the early care and education of children from cultural, ethnic and language diverse backgrounds.



LINDA ESPINOSA, PHD

Lead Consultant

**Best Practices for Young Dual Language Learners
California State Department of Education**

Co-Principle Investigator

**Center for Early Care and Educational Research-Dual Language Learners
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill**

Dr. Linda M. Espinosa, is currently Co-PI for the Center for Early Care and Education Research—Dual Language Learners (CECER-DLL) at Frank Porter Graham CDI at the University of North Carolina, Chapel Hill and Lead Consultant for the Best Practices for Young Dual Language Learners Project at the California State Department of Education, Child Development Division. She is Professor of Early Childhood Education at the University of Missouri, Columbia (Ret.) and has served as the Co-Director of the National Institute for Early Education Research (NIEER) at Rutgers University and Vice President of Education at Bright Horizons Family Solutions. Her recent research and policy work has focused on effective curriculum and assessment practices for young children from low-income families who are dual language learners. Dr. Espinosa also served on the Head Start National Reporting System (NRS) Technical Advisory Group and was recently sworn in as a member of the Secretary's Advisory Committee on Head Start Research and Evaluation. Recently, she has co-authored the *California Early Learning Foundations*, English Language Learners Chapter, the *California Preschool Curriculum Frameworks* English Language Development Chapter, and the *Desired Results Developmental Profile*, 2010, English Language Development Assessment Measures. Dr. Espinosa recently served as the lead consultant for the LAUSD Transitional Kindergarten program development team.

Dr. Espinosa has worked extensively with low-income Hispanic/Latino children and families throughout the state of California as a school administrator and program director in San Francisco, San Jose, and Redwood City. Her latest book is *Getting it RIGHT for young children from diverse backgrounds: Applying research to improve practice* (2010). She developed and directed the *Family Focus for School Success* program in Redwood City, California, which has received state and national recognition. She has published more than 70 research articles, book chapters and training manuals on how to establish effective educational services for low-income, minority families and children who are acquiring English as a second language. More recently, she has lectured and consulted widely both nationally (California, Oklahoma, Illinois, New Jersey, Colorado, Washington, New York, North Carolina, Nebraska, New Mexico, Washington DC, Harvard University, UCLA, Texas A & M, U. of Chicago, Princeton University) and internationally (China, Canada, Australia, New Zealand).

Dr. Espinosa is the past treasurer of the NAEYC Governing Board and participated on the National Academy of Sciences Research Roundtable on Head Start. She has recently completed a secondary analysis of the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K) on the school achievement patterns of language minority children. Dr. Espinosa also was a member of the National Academy of Sciences, National Research Board Committee on Early Childhood Pedagogy project and a contributing author to *Eager to Learn: Educating Our Preschoolers*, published by the National Academies of Science. She completed her B.A. at the University of Washington, her Ed.M. at Harvard University and her Ph.D. in Educational Psychology at the University of Chicago.



JULIÁN CASTRO

Mayor
San Antonio, TX

A 38-year-old San Antonio native, Mayor Julián Castro is the youngest mayor of a Top 50 American city. First elected on May 9, 2009, Mayor Castro was handily re-elected to a third term in 2013.

Throughout his tenure, Mayor Castro has focused on attracting well-paying jobs in 21st century industries, positioning San Antonio to be a leader in the New Energy Economy and raising educational attainment across the spectrum.

Mayor Castro created SA2020, a community-wide visioning effort turned nonprofit that has galvanized thousands of San Antonians around a simple, but powerful vision for San Antonio – to create a brainpower community that is the liveliest city in the nation.

Under his leadership, the city established Café College, a one-stop center offering high-quality guidance on college admissions, financial aid and standardized test preparation to any student in the San Antonio area. Since opening in 2010, Café College has served more than 25,000 area students.

During his tenure, San Antonio ranked No. 1 on the Milken Institute's Best-Performing Cities list, graded A+ for doing business by Forbes and ranked as the nation's No. 3 new tech hotspot by Forbes.

In November 2012, Mayor Castro led a voter-approved public referendum that will expand high-quality Pre-K services to more than 22,000 San Antonio four-year-olds over the next eight years.

Mayor Castro also has brought a sense of urgency to revitalizing the city's urban core, including the underserved East Side of San Antonio, by initiating the "Decade of Downtown" and approving a series of incentives to encourage inner city investment. These efforts have spurred plans for the construction of more than 2,400 housing units in the center city by 2014.

In March 2010, Mayor Castro joined executives from Google and Twitter in being named to the World Economic Forum's list of Young Global Leaders. Later that year, Time magazine placed him on its "40 under 40" list of rising stars in American politics. Mayor Castro also is a member of the Inter-American Dialogue, an Aspen Institute-Rodel Fellow and serves on the board of the LBJ Foundation.

Mayor Castro earned his undergraduate degree from Stanford University with honors and distinction in 1996 and a juris doctorate from Harvard Law School in 2000. In 2001, at the age of 26, Castro became the youngest elected city councilman at that time in San Antonio history.

He is married to Erica Lira Castro, an elementary school teacher, and they are the proud parents of Carina, born in 2009.

Mayor Castro's brother, Joaquin, serves in the U.S. House of Representatives. Copyright © 2012 City of San Antonio



JUDITH L. LICHTMAN, LL. B.

Senior Advisor

**National Partnership for Women and Families
Washington, DC**

Judith L. Lichtman has been a guiding and influential force in the women's movement for more than 40 years. She stepped down as president of the National Partnership for Women & Families in 2004, and is presently senior advisor at the National Partnership. Her commitment, vision, and talent as an attorney and advocate have made a profound difference for women and families across the United States.

Lichtman often says: "I went to law school because being a lawyer gave me a license for activism." After receiving her law degree from the University of Wisconsin in 1965, Lichtman worked for the Department of Health, Education and Welfare, Jackson State College, the Urban Coalition, the U.S. Commission on Civil Rights, and as legal advisor to the Commonwealth of Puerto Rico. In 1974, Lichtman became the executive director and first paid staff person for the Women's Legal Defense Fund (WLDF), which became the National Partnership for Women & Families in February 1998.

Under Lichtman's leadership, the National Partnership has been at the forefront of every major piece of civil rights legislation related to women and families for more than 40 years. Founded as a small volunteer group, the National Partnership has grown into a national organization with thousands of members and has become one of the country's most influential strategic forces, shaping national policy through its advocacy, lobbying, litigation, and public education. Lichtman's vision and the National Partnership's strength and direct leadership have resulted in the passage of some of the most important legal protections for American women and families, including the Pregnancy Discrimination Act of 1978 and the Family and Medical Leave Act (FMLA) of 1993. In 1996, the National Partnership helped shape key provisions of the Health Insurance Portability and Accountability Act (HIPAA) that make it easier for women and their families to get and keep health coverage. More recently, Lichtman has led efforts to promote patient protections and to bring paid family and medical leave to California.

Lichtman has been recognized by civic and legal organizations, business and labor leaders, and others for her strategic abilities, political savvy, effectiveness in creating powerful and diverse coalitions, and her tireless commitment to building a truly just society. President Clinton called Lichtman "a remarkable national treasure," and *Washingtonian* magazine has identified her as one of Washington, DC's most powerful women and *Washingtonian* of the Year in 1986. The Sara Lee Corporation awarded her the 1989 Frontrunner Award in the area of Humanities. That same year, the Women's Bar Association named her Woman Lawyer of the Year. In 2000, Lichtman received the Leadership Conference on Civil Rights Hubert H. Humphrey Award for her contributions to the advancement of human and civil rights.

Says Lichtman, "For over 40 years, I've tried to make this world a better place for women and families. We've come a long way, but our work is far from done. My daughters, and all our children, deserve a future where every school and workplace is truly free of discrimination, and where all families have the support they need to succeed at home and on the job. I know from experience — if we can imagine it, we can make it happen."

Lichtman lives in Washington, DC with her husband Elliott. They have two married daughters and four grandchildren.



BRENDA JONES HARDEN, PHD

Associate Professor

**Human Development and Quantitative Methodology
University of Maryland College Park**

For over 30 years, Dr. Jones Harden has focused on the developmental and mental health needs of young children at environmental risk, specifically children who have been maltreated, are in the foster care system, or exposed to multiple family risks such as maternal depression, parent substance use, and poverty. She is particularly interested in using this research to inform practice, with respect to preventive interventions to promote positive outcomes for children reared in high-risk circumstances.

Dr. Jones Harden is currently funded to conduct three studies: (1) an implementation and impact evaluation of an intervention to reduce the toxic stress experienced by children enrolled in Early Head Start; (2) an impact evaluation of a rural home visiting program focused on pre-literacy; and (3) an implementation evaluation of a local Educare program.

Dr. Jones Harden is the author/co-author of numerous publications including the books *Infants in the Child Welfare System: A Developmental Framework for Policy and Practice*; *Child Welfare and Child Well-Being: New Perspectives From the National Survey of Child Adolescent Well-Being*; and *Beyond Common Sense: Child welfare, Child Well-Being, and the Evidence for Policy Reform*. She recently served as the Harris Visiting Scholar at the University of Minnesota Institute for Child Development.

She is a current Board Member of ZERO TO THREE and Co-Chair of the Committee on Policy and Communications for the Society for Research in Child Development.



JOY D. OSOFSKY, PHD

Professor

Pediatrics and Psychiatry

Louisiana State University Health Sciences Center

Head, Division of Pediatric Mental Health

Director

LSUHSC Harris Center for Infant Mental Health

New Orleans, LA

Dr. Osofsky is a Board Member, and Past President, of ZERO TO THREE, the Past President of the World Association for Infant Mental Health, Clinical Director of Child and Adolescent Services for Louisiana Spirit, and a Member of the Pew Commission for Children in Foster Care.

Dr. Osofsky is the editor of *Children in a Violent Society*, two editions of the *Handbook of Infant Development*, and co-editor of the four-volume, *WAIMH Handbook of Infant Mental Health*. She also edited *Young Children and Trauma: Intervention and Treatment*.

Her current research includes: (1) research on the effectiveness of relationship-based treatments for traumatized young children; (2) the impact of trauma and violence on infants, children, and families and effective intervention and treatment strategies; (3) evaluation of effectiveness of intensive, collaborative interventions in juvenile court for abused and neglected infants and young children; (4) studies of the impact on mental health symptoms of major disaster on children of all ages over time and effectiveness of evidence-based treatments.

In 1998, Dr. Osofsky was awarded the Badge of Honor by the New Orleans Police Foundation for her work with children and families exposed to violence. In 2006, she was honored with a Proclamation from the New Orleans City Council recognizing her work helping children and families in the aftermath of Hurricane Katrina. She was recognized in 2007 by Family Service of Greater New Orleans for outstanding service to the community. She has been honored by the St. Bernard Parish School Board for outstanding and continuing service to students and faculty, and she received the Sarah Haley Award for Clinical Excellence for work with trauma from the International Society for Traumatic Stress Studies.