

## 2019 Break Out Workshop Session Descriptions

### Friday May 10: Session 1 options:

#### **Five Essentials for Understanding the Behavior of Ourselves and Others-Stephan P Zwolack**

As teachers struggle to support challenging children in the classroom, their own background and experiences often stand at the intersection. The LUME Approach Essentials offers five key lenses that help early childhood professionals to view behavior through new eyes, resulting in increased resilience for staff, children, and families. This session will explore and deepen understanding of the five LUME Approach Essentials: an individual's own emotional development, the emotional development of others, temperament, family history, and environment. Through application of these concepts, early childhood professionals can move from reactive strategies to those based on understanding and compassion for each unique individual. Participants will leave this session with new paradigms that will challenge their understanding and offer new tools.

Stephen P. Zwolack is the founder and CEO of LUME Institute and Executive Director of University City Children's Center (UCCC), LUME's lab school. Steve has more than 45 years experience working in the field of early childhood. He is recognized for leading the conversation on the impact and future of early childhood education in St. Louis and beyond. His years as a classroom teacher, and a leader in various educational arenas, drove him to develop the LUME Approach, for which there is growing evidence of closing the racial and socioeconomic achievement gap. The LUME Approach brings together theoretical, observational, and neuroscientific research that affirms that the emotional development of children is critical to academic success and lifelong positive outcomes.

As a young teacher, Steve studied at the St. Louis Psychoanalytic Institute, an educational center for which he now periodically serves as an instructor for others in child- and family-serving professions. In 2015, he received the American Psychoanalytic Association Educational Achievement Award. Today, Steve is recognized for his visionary thinking and entrepreneurial ability to create, enhance, and expand programs and develop infrastructure. He develops curricula which includes understanding the importance of children's sexual development and addressing angry love with ruthless compassion in the classroom and home.

As a speaker and educator known for his warm demeanor, Steve skillfully challenges and motivates teachers to develop reflective practices in their daily relationships with children and families and to be prepared to administer therapeutic triage using a multi-disciplinary approach.

#### **Sorting out the Alphabet Soup of Infant and Early Childhood Mental Health Treatment-Glade Topham, Ph.D, Tessa Chesher D.O, Ashleigh Kraft, LPC.**

Glade Topham is an Associate Professor and Program Director for the Couple and Family Therapy program in the School of Family Studies and Human Services at Kansas State University. He is a Licensed Clinical Marriage and Family Therapist and an AAMFT

Approved Supervisor. He received his Ph.D. from Texas Tech University in Marriage and Family Therapy and his Bachelor of Science degree in Family Science and his Master of Science degree in Marriage and Family Therapy from Brigham Young University. Glade's research and clinical interests are focused on the parent-child relationship and the most effective/efficacious approaches to early parent-child treatment for vulnerable populations.

Dr. Tessa Chesher is a member of the psychiatry faculty at the OSU School of Community Medicine and is board certified in general psychiatry and child and adolescent psychiatry. She completed her general psychiatry training at the University Of Oklahoma School Of Community Medicine, and her child and adolescent psychiatry training at Tulane University School of Medicine. She completed a Harris Fellowship in Infant and Early Childhood Psychiatry at Tulane University School of Medicine. She was on faculty at Tulane in the departments of child and adolescent psychiatry and pediatrics. She is now an associate professor in the department of psychiatry at Oklahoma State University Center for Health Sciences. Dr. Chesher's professional interests include infant and early childhood mental health and pediatric consultation-liaison psychiatry.

Ashleigh Kraft, LPC is the Clinical Director at The Parent Child Center of Tulsa where she has worked for over ten years. The major areas of focus in her professional experiences over the past sixteen years have included working with survivors of domestic violence, child abuse, and interpersonal trauma. She is trained to provide Trauma Focused Cognitive Behavioral Therapy (TF-CBT), Parent-Child Interaction Therapy (PCIT), Child-Parent Psychotherapy (CPP), and reflective supervision and is apprenticing to become a trainer for CPP. She enjoys leading and supporting staff in working with vulnerable families. She holds a Bachelor of Arts degree in Psychology and a Master of Arts degree in Clinical Psychology from the University of Tulsa.

This workshop will highlight how infant and toddler brains are shaped by early experience in the parent-child relationship and research showing how early parent-child interventions help children catch up from early adverse experiences. The workshop will summarize the basic elements and techniques of a variety of evidence-based treatment models with particular attention to the Circle of Security (COS), Child Parent Psychotherapy (CPP), and Attachment and Bio-behavioral catch-up Infant and Toddler approaches (ABC). In addition, the workshop will cover the steps required to become trained in each approach. This is a good workshop for Home visitors and therapists. Learning objectives or new strategies the audience will be able to use after this session are:

1. Explain the importance of early parent-child treatment.
2. Be familiar with popular evidence-based treatment approaches.
3. Know which approaches might be most appropriate for different families and needs.

## **Implementing Trauma-Informed Practices into Your Early Childhood Program-Sarah Holmes M.S.**

Sarah Holmes KCCTO-KITS Infant Toddler Specialist Network. Sarah has been working in the field of early childhood education for over 15 years in a variety of positions. She received her Bachelor of Science in Psychology from Bethany College and Masters of Science in Early Childhood Education from Kansas State University. Throughout her professional career, she has worked as a classroom teacher for infants, toddlers, and preschool children, as well as a Training Specialist and Community Based Program Manager on Fort Riley. Currently, Sarah is working with KCCTO-KITS Infant/Toddler Specialist Network as an Advanced Infant/Toddler Technical Assistance Specialist.

Trauma-informed care, ACES

Research data show, time and again, that the most important factor affecting a child's ability to build and maintain resilient behaviors is the presence of at least one stable, committed relationship with an adult. Participants will be provided trauma-informed, developmentally appropriate resources, strategies, and interventions to build relationships with the children in their care living with trauma.

Participants will leave with an understanding of key terms such as: trauma, toxic stress, resilience, Adverse Childhood Experiences (ACEs). In addition, participants will be provided concrete, easily applicable resources, strategies, and interventions they will be able to use in the classroom. By implementing these practices, participants will aid in the social, emotional, and self-regulatory behavior and development of the children they currently serve.

## **The Growing Brain - Factors Affecting Brain Growth and Development-Michele Utt, MPA - Trainer - Infant Toddler Technical Assistance with Kansas Inservice Training System University of Kansas Life Span Institute, Barbara Kramer, Early Intervention Specialist, Kansas Inservice Training System, University of Kansas, Life Span Institute**

Michele Utt has worked with children in many different capacities for over 30 years. She has experience in child care setting, preschool education, children's protective services including foster care, Parents As Teacher and service coordination in early intervention services. Michele as worked as an administrator and technical assistance for Part C under the Individuals with Disabilities Education Act (IDEA) for almost 15 years. She has a Bachelor of Science degree in Child and Family Development and a Master of Public Administration degree. She is a certified trainer for the Routines-Based Interview under Robin McWilliam and The Growing Brain curriculum via Zero To Three. Michele also volunteers as Court Appointed Special Advocate in Kansas City, Missouri.

Barbara is an Infant-Toddler Technical Assistance Specialist with the Kansas Inservice Training System. She has over 30 years of experience working in Early Intervention Systems in three states. She has a master's degree in Early Childhood Special Education and additional coursework in infant-toddler assessment and infant mental health. She is a certified trainer of Zero To Three's The Growing Brain curriculum. Her past experiences include providing direct services to families, managing early intervention programs, conducting program monitoring and providing technical assistance and training on recommended practices in early intervention.

Brain development in babies and young children occurs at a rapid pace during the first years of life. Different factors can promote or inhibit healthy brain development. Learn about the factors that can impact a babies development including sleep, nutrition, stress and exposure to toxic substances and how to support families and caregivers in their vital role of their child's development. There are many opportunities for discussion topics within this presentation including how to support families in learning about brain development and how to address challenging topics with practical solutions.

Learning objectives or new strategies the audience will be able to use after this session are:

1. Identify factors that affect brain growth and development
2. Understand the effect of stress on brain development
3. Learn about the 5 R's for supporting healthy brain development

**Race, Privilege, Oppression, and Reflective Supervision- Amittia Parker, LMSW, IMH Specialist, University of Kansas, Shelley Mayse, LCSW, IMH-E, Katherine Mick PhD, APRN, IMH-E (This is a 2 part presentation and attendees must attend both sessions)**

Amittia Parker, LMSW, MPA has worked for a decade as a mental health consultant across a variety of settings in Kansas City, including home-based services, child care centers, school-based services, and health clinics. She is currently a doctoral student at the University of Kansas, School of Social Welfare. Her research focuses on advancing minority mental health, with a particular interest in families with young children. During her time at KUSSW, Amittia has worked as a graduate assistant on community-based research projects in Kansas City, which have focused on understanding and improving behavioral health service availability and delivery. Her current research is centered around understanding the role of natural helpers and natural helping spaces in developing and maintaining family well-being.

Shelley Mayse is currently in private practice and provides consultation and reflective supervision to home visiting programs. Shelley has over 20 years experience working with children and families in a variety of settings: early childhood mental health, schools, hospice, and community mental health. She is a trained Life Coach, Infant Massage instructor, and Clinical Infant Mental Health Mentor. She is a Past President of the Kansas Infant and Early Childhood Mental Health Assoc. (KAIMH) and an active member of the Alliance for the Advancement of Infant Mental Health. Shelley is a practice leader who has worked with many professionals across the early childhood system in both Missouri and Kansas. She has presented on reflective practice and supervision at state and national conferences. Shelley enjoys providing Reflective Supervision for individuals and groups and is passionate about using expressive art experiences to facilitate positive growth and transform the way we understand ourselves and the work we do.

Katherine Mick: I have four granddaughters that provide much entertainment and humbling experiences. They are the joy of my life. I never had any idea being a grandparent would be so much fun! Other interests include reading and writing, bicycling, being outdoors on gorgeous sun-filled days, and interacting with people and their ideas. Professional practice began in labor and delivery – and I've maintained an interest in our youngest since that time. I'm currently practicing independently providing evaluation and testing for very young children; consultation and training about pregnancy through age 5 topics that range from prevention to intervention; individual and group reflective supervision; and am an adjunct professor at WSU teaching play therapy and psychopharmacology for Dept. of Education and providing consultation for Dept. of Psychology. Degrees include Master's of Education in General Counseling, Master's of Nursing in Mental Health and Community Nursing, and PhD in Clinical and Community Psychology. Do not be amazed and believe I planned this crazy journey; it simply reflects the massive changes in the mental health profession that began in the 1980s, when I first began graduate school - a story in itself.

This interactive workshop will examine how issues of race show up in reflective supervision through small group work and interactive activities. The reflective process creates a dynamic encounter in which both reflective supervisors and participants examine themselves and their work with children and families. This workshop is for anyone that has or is participating in reflective supervision, as well as for those who are interested in learning more about reflective supervision. We will share infant and early childhood diversity-informed tenets, which are guiding principles intended to raise self awareness and empower individuals, programs, and systems to address social justice issues within our field. Participation in this two-part workshop will count towards three hours of reflective practice.

### **Friday May 10: Session 2 options:**

#### **Temperament: Fearful, Feisty or Flexible?-Stephan P Zwolack**

Every individual has a basic hard-wired personality that cannot be changed. Knowing this empowers educators to respond to challenging behaviors with a different sense of purpose. How do we value the different personalities children bring? How do we accommodate their unique personhood?

This session will introduce the basic temperament types, nine temperament traits, and then investigate how temperament styles impact classroom dynamics. Participants will be motivated to leave behind a "one size fits all" teaching style and embrace the idea that understanding and accommodating differing temperaments helps children to feel valued and understood. As educators learn to work "with" each child's temperament, they will find their classrooms running more smoothly, an increase in children's motivation, and an overall enhanced learning environment.

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### **Breastfeeding's Impact on Mental Health-Brenda Bandy B.S**

Brenda Bandy is the Executive Director of the Kansas Breastfeeding Coalition and a founding member and past president of the coalition. Brenda Bandy oversees the KBC's programs which includes work with employers, child care providers, families, public health, hospitals, and community organizations. As the Executive Director for the KBC, she serves on the Kansas Maternal Child Health Council which advises the state Title V program. Brenda is an active member of the advisory committee for a statewide maternity care improvement program, "High 5 for Mom & Baby" and is an International Board Certified Lactation Consultant (IBCLC). She has been an active member representative to the US Breastfeeding Committee since 2011 and served on the USBC Board of Directors. Brenda is also a retired La Leche League Leader of 20 years. She has a passion for bringing people together to remove barriers to breastfeeding.

Anyone interested in supporting mothers and babies, from the new home visitor to the experienced child care provider, from public health to the private sector. This session will explore the protective power of breastfeeding to improve maternal and infant mental health. We will look at the physiological effects of breastfeeding on both the mother and the infant. Learn why protecting breastfeeding can be an essential strategy to improving the mental health of mothers and children.

Attendees will be asked to share and contribute to the discussion.

Learning Objectives: 1) Describe the physiological effects of breastfeeding on maternal mental health 2) Describe how breastfeeding mitigates the impact of poor maternal

mental health on the child's mental health 3) Describe the physiological impact of breastfeeding on children's mental health

**Building a Trauma-Informed Culture in Leadership, Organizations and Beyond- Joyce McEwen Crane, Strategic Development Coordinator/TISC Trainer/Coach, Community Engagement Institute; Teresa Strausz, Director of the Impact Center/TISC Trainer & Coach, Community Engagement Institute**

Joyce brings over 30 years of experience with strategy, capacity building, training, program development and leadership to her role in coordinating strategic development efforts for Wichita State University's Community Engagement Institute. Joyce is a masterful coach and member of the coaching team and adjunct faculty at the Kansas Leadership Center. She is passionate about addressing the human experience, health issues, and relationship issues in all of her work. Her current work in Kansas includes providing organizational capacity-building, strategic and succession planning, consulting, program development and leadership training and coaching for businesses, foundations and nonprofits across the state of Kansas. She previously owned two successful businesses, managed two counseling centers, provided corporate training and developed curriculum for several relationship-based, trauma-based, and coaching programs in Kansas.

Teresa is passionate about the human experience in organizations and learning. She has been supporting staff, students, and professionals throughout her career by providing education, supervision, training, and dynamic learning opportunities in a variety of formats. Teresa earned a Master's degree in Social Work in 1996 from the University of Kansas and a Master's in Organization Development in 2012 from Friends University. Teresa is Director of The IMPACT Center and a founding member of the Trauma-Informed Systems of Care team at WSU's Community Engagement Institute. Teresa is a thought leader in trauma-informed care, leadership development and effective supervision practices, receiving numerous requests for speaking, teaching and consulting engagements in her areas of expertise.

Early care and education specialists, child care providers/teachers, Center directors, administrators, clinicians, parents, home visitors, health specialists, special education staff would be a good fit for this workshop. Trauma-informed systems of care isn't just about how you work with a client. It's also about how people show up in organizations, how they think about and work with each other, and how organizations create cultures for greatest employee and client success. Join us for a look at how to become more trauma-informed as an organization in how you lead, interact and create healthier places to work. Learning objectives or new strategies the audience will be able to use after this session are: Identify characteristics of trauma-informed systems and organizations, Identify specific examples organizations can utilize to integrate trauma-informed practice, Apply trauma-informed principles to organizational and supervisory roles. Our presentation will be part didactic, part video and small table discussion, and part activity.

**Courageous Conversations of Racial Equity-Suzy Green, Audrey Pool, Stacie Daniels.**

Suzy Green is the Early Childhood Coordinator for Lawrence Public Schools and oversees the Parents as Teachers and tiny-k programs. My experience includes clinical therapy, early childhood education, home visiting, and domestic violence advocacy, and group facilitation (parenting classes, small groups, and parent-child interaction groups).

Over the past few years with Lawrence Parents as Teachers, I have joined my team on a journey of racial equity - how it connects to parenting, early childhood education, and our personal and professional selves. We have provided safe spaces for families to engage in courageous conversations about equity and have allowed ourselves the space to dig deep and identify assumptions and biases that may impact our work with our families. It is humbling to be a part of this team and our families' lives to witness their undeniable strength, love, and growth.

Audrey Pool is a Parent Education with Parents as Teachers. I have been with Lawrence Parents as Teachers for 7 years. Prior to that, I was as a classroom teacher for young children with hearing loss that primarily wore hearing aids and cochlear implants. As a Parent Educator, I enjoy partnering with and learning from my families.

Stacie Daniels, Parent Educator, Lawrence Parents as Teachers. I have worked in education since 2005. I have been a elementary classroom teacher, Title 1 Teacher, and before/after School program leader here in Lawrence and in my home state of Tennessee. I have been with Lawrence Parents as Teachers since 2016 and I love building and maintaining positive relationships with families and children.

Lawrence Parents as Teachers has been on our own equity journey and decided that nothing will ever change if we aren't brave in speaking about race in the early crucial years of life. We have engaged all of our families in conversations about racial equity and how to speak about race with their children ages 0-5 years old. We will share an overview of our journey and process, how we implement courageous conversations as a team, how we implement it on home visits, and stories of how families engage in these conversations. Anyone who has an interest in or wants to broaden their understanding of racial equity, the impact it may have on our families/clients, and how to navigate conversations about racial equity, should join this session. Learning Objectives/New Strategies will be:

1. Explore your own assumptions and beliefs about racial equity.
2. Learn ways to navigate conversations about racial equity.
3. Begin to develop an understanding of how racial equity ties into everything we do and how it may be impacting our families/clients. This session is mostly large group but will incorporate different activities to engage different learning styles as well as small group and table partner discussions.

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