2018 KAIMH Conference Break-Out Session Descriptions:

Break-Outs Session 1 (Thursday May 31, 1-2:45):

- **Challenging Behavior, Who's Being Challenged?- Dr. Rosemarie Allen**
  This interactive workshop will provide information about strategies that reduce preschool suspension and expulsion. Developing a child-centered, culturally relevant, welcoming, and supportive environment improves child outcomes and decreases the incidents of challenging behaviors in early childhood settings. The workshop will focus on evidence based techniques that reduce incidents of challenging behaviors in the classroom.

- **Infant Mental Health: Let Me Explain-Tiffany Willis, PsyD**
  Dr. Tiffany Willis earned a doctorate of psychology from the University of Denver and completed her internship with the University of Denver Consortium. Dr. Willis has always enjoyed working with the most vulnerable populations and desired to make the earliest impact in the lives of children. This lead her interest in working with infants and young children and their caregivers, with special interests in mother baby attachment, relationship, and bonding. Dr. Willis completed her postdoctoral fellowship training from University of Colorado at Denver, School of Medicine in the Department of Psychiatry, where she was a fellow in the renowned Harris Infant Mental Health Fellowship program.
  Dr. Willis currently serves as the Neonatal Psychologist at Children’s Mercy where she has developed a comprehensive psychosocial program to address the needs of families and their babies, throughout the perinatal and postpartum periods. She works with the Fetal Health Center for women delivering babies with identified congenital anomalies, the Intensive Care Nursery (NICU), and the Special Care Clinic where NICU graduates are seen for follow up pediatric care. Dr. Willis’ clinical interests include attachment and bonding, trauma, infant mental health, and underrepresented minority populations. Dr. Willis is also on the board of directors and a founding member of the Missouri Association for Infant Mental Health and Early Childhood (MOAIMH-EC), a member of the Kansas Association for Infant Mental Health (KAIMH), and sits on a national workgroup of leading NICU Psychologists. In her spare time, she enjoys activism and giving back to the community.
  The target audience for this workshop would be individuals who interface with children of any age or adults. While the content will speak to infant mental health, it provides a foundation for understanding how and why people behave and interact with the world in certain ways throughout their lifespan. It is helpful for childcare providers and administrators, teachers, non-profits, therapist, social workers, physicians, nurses, counselors, community workers (police, fire fighters, EMTs etc.).
  **Objective 1:** Learn the definition of Infant Mental Health and why it is important
  **Objective 2:** Understand how to utilize the principles of Infant Mental Health in your professional role to maximize healthy growth and development of infants and young children
Objective 3: Learn the risk factors that impede healthy infant mental health and tools to help mitigate those risks. This workshop is designed to provide a comprehensive overview of infant mental health. Infant mental health is not just relevant to the infant, it is relevant to all people. Every individual was once an infant and so much of who people become is based on what was experienced during their earliest years. Learn how the relationships between an infant, as early as its embryonic stages, and its primary caregiver are impacted by relationship or lack there of. This workshop is ideal for those who have interactions with babies, toddlers, children, adolescents, or adults of any age. This workshop will aim to help participants to understand and interact with individuals more effectively and efficiently, by increasing their ability to engage with others from a place of greater understanding and empathy.

This workshop will consist of PowerPoint, video, vignettes, and small group activities as means of engagement.

- **Showing Up: Leading In Conflict - Joy Hoofer, Ph.D., Licensed Clinical Psychologist**

  Joy Hoofer is a licensed clinical psychologist, consultant, trainer and private practitioner in North Newton, Kansas. She graduated in 2003 from Wichita State University with a doctorate in Community/Clinical Psychology. For nearly 15 years, she has provided mental health services to children, adults and families in a variety of settings. Dr. Hoofer is a state-approved mediator in the areas of Core and Domestic mediation. She has served on the Board of Governors for KPA and on the KAIMH Board. Joy is currently a Trustee on the Board of the Kansas Learning Center for Health.

  Joy enjoys all areas of her work, as they are avenues for her to connect with others. She especially loves partnering with individuals and groups that understand the importance of relationships and who strive to demonstrate compassion with themselves and others. She is a certified trainer in Leading Out of Drama (LOD), the Process Communication Model (PCM) and the Process Education Model (PEM). Her goal is to bring her best self to everything she does and to work in collaboration with organizations in providing quality trainings and services that increase self-awareness, as well as promote growth in communication processes, leadership abilities and cultures of compassion.

  How do you experience conflict in your life? Do you experience unproductive meetings, gossip, strained relationships, lack of accountability, resistance to change and passive-aggressive behavior? Showing Up: Leading in Conflict is an interactive training opportunity for individuals to understand the power of conflict. Participants will be exposed to Stephen Karpman’s drama roles, the cost of these unhealthy roles in our lives and how negative conflict can deplete our energy and other resources at work and in our homes. Next Element’s Leading Out of Drama model offers basic strategies for transforming the energy of conflict into meaningful contributions through increased self-awareness and Compassionate Accountability. Everyone will be invited to learn how to adjust their behavior for healthier and more effective interactions in their personal and professional lives. All participants will walk away feeling more confident in engaging others and in being the person who can do conflict without all the drama. Each participant can even enhance their learning experience by completing a Drama
Resilience Assessment and downloading the results with an interpretive guide to refer to during the presentation. How do you show up? Are you a positive leader in conflict? Don't shy away from conflict; use it! The presentation will facilitate individual reflection opportunities, small and large group discussion, personal and professional application and movement with a floor model. I am a learner in this process and actively engage the group in open dialogue discussion around the topic area.

Learning Objectives/Strategies:
1. Be able to define negative and positive conflict.
2. Identify 3 drama roles in negative conflict and increase self-awareness of how you contribute to drama in your own life.
3. Learn the three essential compassion skills in promoting positive conflict and identify the three strategies to deploy each compassion skill.
4. Learn to bring compassion skills to every interaction and how you can stay healthy in conflict and lead others to do the same.

- **Be Present for Yourself: Self-care and Advocacy for One Another- Jeannene Schweitzer**
  
  I have an elementary education degree, early childhood special education license and Master's Degree in Management. I have been employed at Rainbows United, Inc., as ECSE Teacher, mentor teacher and program director and Community Based Education and Therapy Service Director. Also I was program director at ELF Children's Center, Early Childhood Coordinator teaching classes at Associated Colleges of Central Kansas. I was curriculum training specialist at McConnell AFB serving children and families of deployed airmen. Additionally I worked at The Opportunity Project Early Learning Center as program director, mentor teacher, volunteer and staff development coordinator and am currently semi-retired while consulting and training staff in early childhood centers.
  
  We will discuss taking care of yourself though self-care and advocacy for one another by being present. In order to take care of yourself and be present you must minimize your stress. You will learn how to do this through simplifying, organizing and strategizing to make your and others' lives more efficient and fun.
  
  Interactive lecture and individual work.
  
  Learning Objectives/Strategies:
  your life strategies.
  Self-care strategies.
  Targeted organizational strategies.
  Individualized emotional bank account.

- **Reflective Supervision: What is it? Why do it?- Shelley Mayse LSCSW, IMH-E**
  
  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.

Reflective Supervision/Consultation has become an important practice to support the Infant/EC field: but what does it mean? what does it look like? how do you know its happening? Lets take a look at "ways of being" that help us gain insight into our reflective selves. Experiential activities to expand our understanding of RS through mindfulness, group process and use of self. Come and be curious and wonder together on the journey of RS discovery.

Learning Objectives/New Strategies:
1. define RS and discuss value and importance to the field
2. Discuss core elements, benefits, and strategies
3. Experiential learning and process, bringing RS to life.

Break-Outs Session 2 (Thursday May 31, 3-4:45):

- **Parent Engagement That is Inclusive and Culturally Responsive-Dr. Rosemarie Allen**
  This workshop will provide information based on current literature that underscores the impact of culturally responsive parent engagement on children’s overall success. This workshop will address the question: *What can I do to ensure that culturally responsive engagement takes place?* Participants will learn effective and proven strategies to fully engage diverse families.

- **Engaging and Partnering with Families- Janet Newton**
  Janet Newton, M.S., has over 30 years of experience working in early care and education. Janet started her career as a Family Child Care Provider and Child Care Center Director and Teacher. She has held many leadership roles in state government in the Child and Adult Care Food Program, Child Care Licensing Program and the Kansas Parents as Teachers program. Janet has provided training and technical assistance with a diverse group of professionals at the national, state and local levels. She contributed to the development of the Kansas Early Learning Standards, Kansas School Readiness Framework, and the Kansas Family Engagement and Partnership Standards for Early Childhood. Throughout her career, she has been and continues to be a strong advocate for the importance of high quality programs and practices that support all young children and their families. She currently serves on the National Board of Directors for Parents as Teachers.
  How well does your child care program engage and partner with families? Join in an exploration of the Kansas Family Engagement & Partnership Standards for Early Childhood. Participants will use the child care self-assessment tool aligned with the standards to identify strengths and areas for improvement.
1. Become familiar with and be able to use the Kansas Family Engagement and Partnership Standards for Early Childhood,
2. Evaluate the family engagement and partnership practices in their child care facility to identify strengths and areas needing attention.
3. Plan for action to strengthen family engagement and partnership practices following this session.
This is a hands on session. Participants will actively engage in completing the child care assessment tool and share ideas and thoughts with other attendees.

- **DEC Recommended Practices: Supporting infants, toddlers, and preschoolers with disabilities Peggy Kemp, PhD Executive Director Division for Early Childhood**

As Executive Director of the Division for Early Childhood (DEC), Peggy Kemp guides DEC’s strategic direction and oversees daily operations.

Before joining DEC, Peggy Kemp served in the Kansas early childhood system for more than 15 years. She has worked in the field of early childhood since 1984 and specifically in the field of early intervention since 1997. Peggy comes to DEC with a variety of experiences at the local, state and national level. Peggy was involved in a variety of early childhood initiatives in Kansas. Examples include serving as a member of the state leadership team for the Kansas State Systemic Improvement plan (SSIP), a member of the original Kansas Early Learning Standards development team, lead team member for the Primary Service Provider Initiative and co-author of the Kansas Early Years online training modules. Peggy served full time as a statewide technical assistance provider for the Kansas early intervention programs through her position at the University of Kansas, Kansas Inservice Training System (KITS). Prior to her time at KITS, Peggy served as Kansas Part C Coordinator, local Part C program director, early intervention teacher and early childhood teacher. Peggy spent the early years of her career within the military childcare system serving in various capacities including teacher, education specialist, assistant director and center director.

The DEC Recommended Practices offer guidance to parents and professionals who work with young children 0-8 with developmental delay or disability. The DEC RP’s provide guidance on the most effective ways to improve learning outcomes and promote development in all domains including social emotional. The RP’s are intended to be used by professionals across a variety of early childhood settings providing services to all children.

Learning objectives/new strategies
1. Participants will be aware of the DEC Recommended Practices.
2. Participants will know where to find research based resources related to serving young children with disabilities.
3. Participants will understand how to integrate information from the DEC RP’s into daily practice through use of checklists particularly in the area of Family and Interactions.

Attendees will receive a copy of the DEC Recommended Practices. Attendees will have hands on practice with checklists related to the practice in the area of family and interaction.
**Showing Up: Leading In Conflict -Joy Hoofer, Ph.D., Licensed Clinical Psychologist**

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Infant Mental Health: Let me explain-Tiffany Willis, PsyD

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This workshop is designed to provide a comprehensive overview of infant mental health. Infant mental health is not just relevant to the infant, it is relevant to all people. Every individual was once an infant and so much of who people become is based on what was experienced during their earliest years. Learn how the relationships between an infant, as early as its embryonic stages, and its primary caregiver are impacted by relationship or lack there of. This workshop is ideal for those who have interactions with babies, toddlers, children, adolescents, or adults of any age. This workshop will aim to help participants to understand and interact with individuals more effectively and efficiently,
by increasing their ability to engage with others from a place of greater understanding and empathy.

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**Break-Outs Session 3 (Friday June 1, 12:30-2:15):**

- **Promoting family-centered practices: Evidence-based strategies to support child development in infants and toddlers—Dr. Angel Fettig**
  Research has documented the impact family-professional partnerships have on family and child outcomes. The presenter will guide participants in understanding benefits and barriers to family-centered practices in birth-3 and early intervention contexts. Participants will learn effective and strength-based strategies to collaborate with families to support infants and toddlers.

- **Infant and Early Childhood Mental Health 101—Brenda Salley, PhD**
  Brenda Salley, PhD is a clinical developmental psychologist and Assistant Professor of Pediatrics at the University of Kansas Medical Center and Children’s Mercy Kansas City. Her clinical focus is the early evaluation of young children, including infant mental health concerns, developmental delay and autism spectrum disorder. Her research examines early social and cognitive developmental processes that lead to meaningful outcomes for children in both typically developing and clinical populations, with the translational goal of informing early identification of delays and intervention efforts. Understanding infant/early childhood mental health is critical for promoting positive outcomes for children and families. Rates and awareness of social-emotional disturbances in young children are increasing. Improving understanding of the development of healthy social emotional skills is the first step for prevention and treatment. This workshop will begin with brief discussion of recent trends and changes in infant/early childhood mental health. An overview of the cornerstones of infant/early childhood mental health will be presented, to frame the discussion of risk factors (e.g., contextual factors) and red flags that are important to consider when working with children and families (e.g., key behaviors that should alert us to the potential for an infant mental health concern). Screening practices and tools will be reviewed, along with a case discussion and practical application (e.g., how to discuss a risk or need for further evaluation with a family). Evidence based interventions will be briefly reviewed, with strategies for practice providers working with families to support infant mental health.
  Attendees will participate in small group discussions of case examples, and case application of screening tools.
  Learning objectives/new strategies:
  1. Understand cornerstones of infant/early childhood mental health
  2. Recognize risk factors and red flags
3. Gain familiarity with best practices for early identification
4. Identify evidence based approaches and tools for supporting families

- **The Importance of Understanding 0 to 5 Brain Development for the Early Childhood Professional (Part 1). (This is a 2 part lecture)**
  - Richard L Gaskill Ed.D, LCP, LCPC, IMH-E® (IV)

Dr. Gaskill has worked in community mental health for over 40 years. He is currently the Executive Director of Sumner Mental Health Center in Wellington, KS. Rick also served as Children’s Director and Clinical Director before becoming the CEO. He is a Licensed Clinical Psychotherapist, Licensed Clinical Professional Counselor, Registered Play Therapist-Supervisor, and an Infant Mental Health Clinical Mentor. Rick was a founding member and past president of the Kansas Association for Play Therapy and currently serves as the Chair of the Board of Directors for the national Association for Play Therapy as well as a reviewer for the International Journal for Play Therapy.

Dr. Gaskill is an adjunct faculty member at Wichita State University, teaching play therapy and supervising play therapy practica since 1995. He was a cofounder of the WSU Approved Play Therapy Center in 2010. Dr. Gaskill has published 4 book chapters (3 with Dr. Bruce Perry), a research article, and magazine articles regarding the neurobiology of trauma and the use of play therapy and NMT guided play activities. He has designed, operated, consulted, and lectured on children’s therapy; therapeutic preschools and integration of school based mental health services throughout the United States, Canada, and Australia over the past 20 years. He received the Chairman’s Award from Future’s Unlimited in 1997 for his work with at risk children and was named the Kansas Head Start Partner of the Year in 2005 for his work with therapeutic preschools. Dr. Gaskill was named a Fellow of the Child Trauma Academy in Houston, Texas, in 2004. In 2006, he was named one of the Regional Administrator’s Leadership Award Winners for ACF Region VI of the Department of Health and Human Services and in 2013 served on the Governor’s Mental Health Task Force for the State of Kansas. In 2014, Dr. Gaskill was honored with the Exemplary Service to Children and Families Award at the Kansas Governor’s Conference for the Prevention of Child Abuse and Neglect. In 2015, He was also recognized for his work with traumatized preschoolers by the National Association to Protect Children and in 2017 Wichita State University awarded him the College of Education’s Champion of Education Award. Also in 2017 Dr. Gaskill was presented the Alice Eberhart-Wright Visionary Award for his outstanding achievements and contributions in the field of early childhood mental health by the Kansas Association of Infant Mental Health.

Children are born with the most immature brain of any animal on earth. Yet in a few years the brain will grow to 90% of adult size and is the largest brain of any mammal based on body to brain size. The incredible growth allows human babies to amass great amounts of knowledge about the world they live in and how they can manage this world in a way that helps the survive and thrive. Unfortunately, little has been known about this incredible biological process until recently. Parents, teachers, home visitors, therapists, and others can greatly assist the children and families they work with if they understand a few basic principles of brain development during this critical phase of life.
Knowing how the brain develops and matures, how it learns, and what it is sensitive too can greatly empower adults to positively support this miraculous odyssey of brain development. There by assisting infant’s development, family participation, and ultimately the quality of world our children will inherent.

Learning Objectives/New Strategies:
1. Name the major regions to develop in the 0 to 5 ages
2. List major functional capacities evolving in these critical years in each of the regions
3. Describe several family and therapeutic activities helpful to families working with children during this period


Gayle Anderson is a certified Triple P Coach with the Triple P Positive Parenting Program and is an Attachment and Bio-Behavioral Catch-Up (ABC) Parent Coach at Russell Child Development Center (RCDC) Garden City, KS. She is currently working towards ABC Parent Coach certification with the University of Delaware. Gayle has a Master’s degree in Adult and Continuing Education from Kansas State University and a bachelor’s degree in Early Childhood from the University of Kansas. She has over 20 years experience as Home Visitor serving families in Kansas.

Katie Hart is an Attachment and Bio-Behavioral Catch-Up (ABC) Parent Coach at Project Eagle, a program of the Department of Pediatrics at the University of Kansas Medical Center in Kansas City, KS. She is currently working towards ABC Parent Coach certification with the University of Delaware, and is a licensed social worker in the state of Kansas. Katie has a Master’s degree in Social Work from Saint Louis University in Saint Louis, Missouri, and a bachelor’s degree in psychology from Creighton University in Omaha, Nebraska.

Bobbie Cooprider, LMSW is an Attachment and Bio-Behavioral Catch-Up (ABC) Coordinator/Parent Coach at Horizons Mental Health Center, Hutchinson, KS. She is currently working towards ABC Parent Coach certification with the University of Delaware. Bobbie has a Master’s degree in Social Work from Newman University in Wichita, Kansas, and a bachelor’s degree in Behavioral Psychology from Ashford University in Clinton, Iowa. She has 16 years of experience working with children, conducting quality improvements in child care centers and homes, and advocacy with children and families.

Dannah Schatz earned a Bachelor of Science in Elementary Education from Newman University in 2001 and a Master of Science in PreK-12 Adaptive Special Education from Fort Hays State University in 2011. Dannah taught in the public education system for 13 years, teaching first grade for 3 years and Early Childhood Special Education for 10 years. In 2014, Dannah joined Russell Child Development Center as a Triple P (Positive Parenting Program) Coach. She has been certified in Levels 2, 3, 4 and 5 Triple P.
programs and teaches a weekly seminar to inmates in the Ford County Detention Center. In June 2017, she began training and coaching in the ABC (Attachment and Biobehavioral Catch-Up) program. Dannah is married and has 4 sons. She enjoys learning all she can about ACEs and brain development, camping and watching movies with her family. Dannah has a Master of Science: PreK-12 Adaptive Special Education. Erika is an Early Intervention Social Worker in the tiny-K Infant Toddler Program in Garden City, KS. She is a certified Triple P Coach with the Triple P Positive Parenting Program and is an Attachment and Bio-Behavioral Catch-Up (ABC) Parent Coach. She is currently working towards ABC Parent Coach certification with the University of Delaware. Erika has a Master’s degree in Social Work from the University of Kansas and a Bachelor’s degree in Social Work from Fort Hays State University. She has worked with children and families for 10 years.

This presentation will explore an intervention designed to help buffer the impacts of toxic stress levels in young children by enhancing caring and responsive relationships with caregivers. Attachment and Bio-Behavioral Catch-Up (ABC) is evidence-based, originally developed at the University of Delaware, ABC uses video feedback and “in the moment” coaching strategies to elicit target behaviors from caregivers. Attendees will also apprehend the effects of investments in interventions like the ABC Program with insight of the Kansas NeuroNurture Project. This session will be informative and interactive with lively discussion.

Learning Objectives/New Strategies:
After attending our presentation, attendees will:
- Obtain a detailed understanding of the Attachment and Bio-Behavioral Catch-Up intervention and be able to identify specific strategies that caregivers can use to promote mental health and secure attachment in infants and young children aged 6-24 months
- Understand the impacts of toxic stress in early childhood due to adverse childhood experiences (ACEs), including the role of cortisol production in infants and young children
- Explore current ABC implementation across the state of Kansas; be able to advocate for investment in short-term, early interventions like ABC.

- "Understanding Risk and Promoting Resilience in the First Five Years" - Phoebe Rinkel, MS

Phoebe Rinkel has a MS Degree in Family and Child Development and holds licensure in early childhood special education and as supervisor/coordinator of special education. She has worked with infants and preschoolers with special needs, their families, and the adults who support them for nearly 40 years. Her professional experience includes administrative, research, direct services (center-based and home-based), coaching, consultation, and technical assistance in support of evidence-based practices. In 2016 Phoebe was chosen as one of 16 national ambassadors whose role is promoting the new Division for Early Childhood Recommended Practices and the online
products being developed to support their implementation by practitioners and families. Promoting the social and emotional competence and behavioral health of infants and young children has been a focus of Phoebe’s career. She is a long time KAIMH member, certified Pyramid Model and TPOT trainer, Master Trainer for Kansas Safety First, and trained as a Trauma Smart coach. Phoebe works as a technical assistance specialist for the KCCTO-KITS Infant Toddler Specialists Network.

Infants and young children experience adversity for a variety of reasons, from many different sources, including special health care needs, disabilities or developmental delays, mental health issues, poverty, foster care, abuse/neglect, homelessness, migrant or refugee status, family instability, or traumatic events. While some of these factors could negatively impact later development, they will not affect all children the same way. Why not?

We all have the capacity for resilience, but it’s greatest in the early years of life. It’s a capacity we can (and should) facilitate in infants and young children, whether or not they have identified special needs. It’s a capacity that can be strengthened by understanding where it comes from, e.g., the interaction of internal traits and external experiences, that can act as “risks” and “protective” factors.

What are risk and protective factors in the early childhood years? What are some of the risk factors experienced by infants and young children in your program? What protective factors are in place? How can you strengthen the protective factors for a child to buffer their exposure to adverse experiences? How should you react to a child who has been exposed to toxic levels of stress or trauma?

In this interactive session, participants will be able to:

1. Understand the concept of resilience and identify examples of risk and protective factors within the child, the family, and the child’s community.

2. Recognize possible effects (positive and negative) of different types of stress experienced by young children and respond appropriately to children exhibiting different stress response patterns.

3. Know how the Kansas Early Learning Standards (KELS) can be used to promote resilience through skill-building.

4. Understand the connection between nurturing relationships, skill-building, and the development of resilience in young children.

5. Access and share professional development resources to support adults in early care and education settings in promoting resilience in the young children in their care.

**Break-Outs Session 4 (Friday June 1, 2:30-4:15):**

- **Pyramid Model Strategies: Supporting Social Emotional Development in the first 5 years-Dr. Angel Fettig**

  In this session, the presenter will provide a comprehensive overview of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.
Practices involved in the implementation of positive behavior support within early childhood programs serving young children birth through 5 will be discussed.

- **You Can't be Healthy without Good Oral Health- Kathy Hunt, Dental Program Director/ RDH, ECP II**
  A Registered Dental Hygienist for 38 years, Kathy Hunt first began her work in public health in 2004 when she took advantage of a new expanded dental practice act to design the first system in Kansas that provided preventive dental care in schools, Head Starts, and health departments. She was also instrumental in developing, implementing, and directing a dental clinic within a safety net clinic located in her local community. Since 2007, Kathy has provided leadership for the Kansas Head Start Association oral health initiative entitled Kansas Cavity Free Kids, co-authored several oral health resource materials, and presented at the state and national level. Currently she also serves as the Dental Program Director for Oral Health Kansas and collaborates with other state organizations on making systems changes for the oral health needs of pregnant women and young children.

  Dental disease is the #1 chronic disease that effects children. Nearly 1 in 3 preschool age children already have cavities. This is important because children need healthy teeth for proper physical and emotional development. They use their teeth to eat healthy foods and speak clearly. They use their smile to make friends. Studies show that children with unhealthy teeth have more difficulty learning the skills they need to succeed in life. The good news is that cavities are preventable. Everyone who surrounds the young child can play a role in that prevention. This session will help you understand why you can’t be healthy without good oral health and ways to help kids grow up to be cavity free…and ready to learn.

  Learning objectives/new skills:
  - List the 3 most common diseases of the mouth
  - Describe how oral health impacts behavioral and overall health
  - Identify evidence based strategies to prevent oral disease
  - State barriers young child face in accessing dental care
  - Locate evidence based oral health resources appropriate for families with young children

  Attendees will participate in an experiment demonstrating acid attacks in the mouth. They will also practice using a caries risk assessment as well as how to start a conversation with parents about oral health.

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  Dr. Gaskill has worked in community mental health for over 40 years. He is currently the Executive Director of Sumner Mental Health Center in Wellington, KS. Rick also served as Children’s Director and Clinical Director before becoming the CEO. He is a Licensed
Clinical Psychotherapist, Licensed Clinical Professional Counselor, Registered Play Therapist-Supervisor, and an Infant Mental Health Clinical Mentor. Rick was a founding member and past president of the Kansas Association for Play Therapy and currently serves as the Chair of the Board of Directors for the national Association for Play Therapy as well as a reviewer for the International Journal for Play Therapy.

Dr. Gaskill an adjunct faculty member at Wichita State University, teaching play therapy and supervising play therapy practica since 1995. He was a cofounder of the WSU Approved Play Therapy Center in 2010. Dr. Gaskill has published 4 book chapters (3 with Dr. Bruce Perry), a research article, and magazine articles regarding the neurobiology of trauma and the use of play therapy and NMT guided play activities. He has designed, operated, consulted, and lectured on children’s therapy; therapeutic preschools and integration of school based mental health services throughout the United States, Canada, and Australia over the past 20 years.

He received the Chairman’s Award from Future’s Unlimited in 1997 for his work with at risk children and was named the Kansas Head Start Partner of the Year in 2005 for his work with therapeutic preschools. Dr. Gaskill was named a Fellow of the Child Trauma Academy in Houston, Texas, in 2004. In 2006, he was named one of the Regional Administrator’s Leadership Award Winners for ACF Region VI of the Department of Health and Human Services and in 2013 served on the Governor’s Mental Health Task Force for the State of Kansas. In 2014, Dr. Gaskill was honored with the Exemplary Service to Children and Families Award at the Kansas Governor’s Conference for the Prevention of Child Abuse and Neglect. In 2015, He was also recognized for his work with traumatized preschoolers by the National Association to Protect Children and in 2017 Wichita State University awarded him the College of Education’s Champion of Education Award. Also in 2017 Dr. Gaskill was presented the Alice Eberhart-Wright Visionary Award for his outstanding achievements and contributions in the field of early childhood mental health by the Kansas Association of Infant Mental Health.

Children are born with the most immature brain of any animal on earth. Yet in a few years the brain will grow to 90% of adult size and is the largest brain of any mammal based on body to brain size. The is credible growth allows human babies to amass great amounts of knowledge about the world they live in and how they can manage this world in a way that helps the survive and thrive. Unfortunately, little has been known about this incredible biological process until recently. Parents, teachers, home visitors, therapists, and others can greatly assist the children and families they work with if they understand a few basic principles of brain development during this critical phase of life. Knowing how the brain develops and matures, how it learns, and what it is sensitive to can greatly empower adults to positively support this miraculous odyssey of brain development. There by assisting infant’s development, family participation, and ultimately the quality of world our children will inherent.

Learning Objectives/New Strategies:
1. Name the major regions to develop in the 0 to 5 ages
2. List major functional capacities evolving in these critical years in each of the regions
3. Describe several family and therapeutic activities helpful to families working with children during this period

- *Rewiring the Brain to Unveil What is Hidden Underneath the Surface: Addressing Implicit Bias that Manifest in Work with Racial/Ethnically Diverse Children and Families Using a Brain-Based Approach* - Amittia Parker, LMSW, MPA

Amittia is a doctoral student at the University of Kansas in the School of Social Welfare. She was born and raised, as well as lives, works, plays, and prays in Kansas City, KS. She received her Bachelor’s degree from KU, Master’s in Social Work from the University of Texas, and a Master’s Degree in Public Administration at the University of Missouri-Kansas City (UMKC). Her research and scholarship interests cover several areas including spirituality in social work, early childhood mental health, social networks, access and utilization of mental health services in populations of color, health disparities, cultural diversity, and leadership in social work. She has 10 years of experience working as a mental health consultant for children and families in a variety of settings, from home-based services, child care centers, and school based services to work in health clinics.

Something is crippling our capacity to move beyond superficial, generalized conversations about race. Ignorance is not the answer and misunderstanding is not the excuse. Yet, while significant attention is finally being directed towards institutional inequality and injustice within America, social activism appears stagnant. The brain-mind-body phenomena might explain this disappointing circumstance. Though the conscious mind desires to understand and even help make a difference in terms of race relations, it is a slave to our unconscious mind (Choudhury, 2015). Prejudice underneath the surface of the iceberg of implicit bias drives fear, guilt, shame, and despair manifests itself through the fight, flight, and freeze response. Once emotionally triggered, biophysiological processes stifle our capacity to further race reconciliation, as automatic physiological processes take over in place of our best intentions. The capacity for critical thinking, to empathize, think logically or rationally, problem solve, prioritize, and plan, become inaccessible skills once our survival state response has been ignited. Anti-racist infant and early childhood work must begin with the awareness and acknowledgment of the history of racism within the field and the unveiling of the invisible bias that influences the work today. To combat the injustices plaguing this country, collectively, the process towards social change begins with an internal transformation. A brain-based framework situates implicit bias in the mind-body-spirit context that might move towards meaningful change personally and professionally. Through this interactive workshop, participants will learn practical strategies for rewiring their brain to create neuro-pathways for transformation from the inside out using a Conscious Discipline framework.

After completing the workshop, participants will be able to:
- Go beyond general, superficial conversations about race in work with racially and ethnically diverse children and families
- Understand the brain in a basic way and the role it plays in manifesting implicit bias
- Reflect upon their implicit bias and the way it impacts their work
Notice when triggered and how to respond instead of react
Develop a plan for working through their implicit bias

- "Preventing Suspension and Expulsion in Early Care and Education Settings"-Phoebe Rinkel, MS
Phoebe Rinkel has a MS Degree in Family and Child Development and holds licensure in early childhood special education and as supervisor/coordinator of special education. She has worked with infants and preschoolers with special needs, their families, and the adults who support them for nearly 40 years. Her professional experience includes administrative, research, direct services (center-based and home-based), coaching, consultation, and technical assistance in support of evidence-based practices. In 2016 Phoebe was chosen as one of 16 national ambassadors whose role is promoting the new Division for Early Childhood Recommended Practices and the online products being developed to support their implementation by practitioners and families. Promoting the social and emotional competence and behavioral health of infants and young children has been a focus of Phoebe’s career. She is a long time KAIMH member, certified Pyramid Model and TPOT trainer, Master Trainer for Kansas Safety First, and trained as a Trauma Smart coach. Phoebe works as a technical assistance specialist for the KCCTO-KITS Infant Toddler Specialists Network.

Suspension and expulsion of preschool age children has become a national focus, but do we all recognize it when we see it in early childhood settings? How do we know if there is a problem in Kansas? Who are the kids getting expelled from childcare and preschool programs, and what happens to them? What can programs/teachers/providers do to prevent suspension and expulsion in early care and education settings?

Participants in this interactive session will be able to:

1. Define suspension and expulsion in early care and education settings, understand the scope of the problem, and identify the potential impact of suspension and expulsion on very young children, their families, their programs and beyond.

2. Describe who gets expelled from early care and education settings and why: what predicts expulsion/suspension of preschoolers? Answer the question: Is there ever a rationale for expelling a preschooler?

3. Identify specific steps programs/teachers/providers can take to prevent suspension/expulsion in early care and education settings. Identify and access online professional development resources on preventing suspension and expulsion of very young children in early care and education.