

Exploring & Embracing Opportunities for Real and Lasting Change

Friday, March 6, 2020

Moraine Valley Community College • 9000 West College Parkway • Building M • Palos Hills, IL

8:00–8:30 Registration, Sign-in, and Exhibitor Booths

0.5 hour in Working with Families

8:30–8:45 Welcome and Introductions

Susan Connor, Sara Ray Stoelinga, & Ann Freiburg, 0.25 hour in Working with Families, Moraine Room

8:45–10:15 Keynote: Finding & Celebrating the Deep & Simple Moments in Early Intervention

Dana Winters, Ph.D., 1.5 hours in Intervention, Moraine Room

10:15–10:30 Exhibitor Booths and Break

0.25 hour in Working with Families

10:30–12:15 Breakout Sessions #1

- **Engaging Parents in the Therapeutic Process**
Diane Selinger, Ph.D., 1 hour Intervention & 0.75 hour Atypical Child Development, Moraine 1
- **Growing Simple Interactions through Practice**
Dana Winters, Ph.D., 1 hour Typical Child Development & 0.75 hour Intervention, Moraine 2
- **Potential Restored: How Early Intervention Can Positively Change the Developmental Trajectory for Lead-Poisoned Children**
Kaylan Szafranski, MSW, and Stephanie Salgado, 1.75 hours Intervention, M202/204
- **Tackling Implicit Bias**
Jen Newton, Ph.D., 1 hour Intervention & 0.75 hour Working with Families, M201
- **Unlocking the Autism Puzzle – A Father's Story**
Brendan McCormick, 1 hour Intervention & 0.75 hour Atypical Child Dev., Moraine 3

12:15–1:00 Lunch

1:15–3:00 Breakout Sessions #2

- **EI and DCFS: Collaborating to Address Trauma**
Lilli Gray, MSSA, LCSW, RYT, 1 hour Intervention & 0.75 hour Atypical Child Dev., Moraine 3
- **Keeping It New After All These Years**
Kimberly Milligan, MS, SLP, 1 hour Working with Families & 0.75 hour Intervention, Moraine 1
- **Potential Restored: How Early Intervention Can Positively Change the Developmental Trajectory for Lead-Poisoned Children**
Kaylan Szafranski, MSW, and Stephanie Salgado, 1.75 hours Intervention, M210
- **Starting with What Families Already Do: Understanding Family Strengths to Promote Family Confidence and Competence**
Bonnie Keilty, Ed.D. & Carol Trivette, Ph.D., 1 hour Intervention & 0.75 hour Working with Families, M202/204
- **The Earliest Intervention – Empowering families and providers to support infants: Assessment and intervention strategies to set our youngest babies on a path to success**
Laura Zawacki, MS, PT, PCS, 1 hour Assessment & 0.75 hour Intervention, Moraine 2



Keynote

Finding & Celebrating the Deep & Simple Moments in Early Intervention

Presented by Dana Winters, Ph.D.

1.5 hours in Intervention

Serving children and families requires us to understand and address a complex system of challenges and opportunities. It is sometimes difficult to imagine how a single, small, and ordinary moment fits within these complex challenges and rising demands for outcomes, yet such moments are the most essential building blocks of a healthy family and community. Finding meaningful ways to talk about such moments can be encouraging, enriching, and empowering at every level of the family-serving system. Each simple interaction lays the groundwork for lasting developmental relationships – showing children that they are cherished and have a place in this world. At the foundation of every child's healthy development is the power of human connection – and we will explore the power we have to build connections and contribute to the positive development of the children around us.

Breakout Sessions #1

Engaging Parents in the Therapeutic Process

Presented by Diane Selinger, PhD

1 hour Intervention & 0.75 hour Atypical Child Development

Early interventionists of diverse disciplines working with young children should include parents and primary caregivers in the treatment. An early interventionist helps the parent interact and play with the child during the actual session, making the relationship between parent and child the primary focus of treatment. This can be a difficult task, especially when the sensory profiles of the child and parent collide, appearing discordant and incompatible. An early interventionist may feel confused and overwhelmed with this mismatch, preferring to work directly with the child. In this presentation, we will focus on helping early interventionists of diverse disciplines work with the mismatched sensory profiles between parent and child. We will discuss how an early interventionist's knowledge of one's own profile can promote engagement of parents in the therapeutic process. The DIR model (Developmental, Individual Difference, Relationship based) will provide the framework for the presentation.

Growing Simple Interactions through Practice

Presented by Dana Winters, PhD

1 hour Typical Child Development & 0.75 hour Intervention

How do we encourage, enhance, and empower the human relationships around children and youth? Real and lasting change can start with finding what ordinary people do extraordinarily well with children in simple, everyday moments. In this workshop session, we apply an approach to understand practice, program, and policy. We rely on capturing and learning from every day, "simple interactions," in a variety of settings, including homes, childcare settings, and community locations. We explore how this approach may contribute to children's development and how we can support families in their relationships with their children. By capturing and learning from what ordinary people do extraordinarily

well in simple, everyday moments, we hope to strengthen the competence and confidence of families to provide what their children need: the power of relationships.

Participants will gain a deeper understanding of the role of human interactions in child development; identify simple moments as the catalyst for positive change in family-serving settings; and engage with an approach developed to promote and affirm the practice of developmental interactions with children and families.

Potential Restored: How Early Intervention Can Positively Change the Developmental Trajectory for Lead-Poisoned Children

Presented by Kaylan Szafranski, MSW, and Stephanie Salgado

1.75 hours Intervention

Childhood lead exposure remains a persistent environmental health threat, particularly for our youngest and most vulnerable populations. However, many children with lead poisoning won't demonstrate delay until school age, when we have already missed the optimal period to positively impact their developmental trajectory. The Early Intervention Services Systems Act was recently amended to provide automatic eligibility to lead-exposed children. This session will dive into the best practices for serving lead-exposed children and their families; essential information about the devastating impacts of lead and preventing future exposure, and lessons learned from Legal Council and Erikson Institute's current Pilot Study. The law will be implemented statewide by July 2020, so come get a head start on serving lead-exposed children and their families!

Tackling Implicit Bias

Presented by Jen Newton, PhD

1 hour Intervention & 0.75 hour Working with Families

Implicit biases are unconscious, deeply held, and often do not align with our declared beliefs! But, we can tackle them by becoming aware of them, acknowledging the damage they can do, and reframing them as strengths and opportunities. In this session, we will address our own implicit biases and develop skills and strategies for strengthening and sustaining an anti-bias approach to kids and families.

Unlocking the Autism Puzzle – A Father's Story

Presented by Brendan McCormick

1 hour Intervention & 0.75 hour Atypical Child Development

Individuals diagnosed with Autism Spectrum Disorders can be very literal people with diverse personalities and unique talents. They may have difficulty understanding the world as commonly viewed by others who care for them. They may feel unheard or misunderstood while desiring to engage in mutually fulfilling relationships. Likewise, individuals who do not have the neurodevelopmental disorder are tasked with disentangling puzzling behaviors that manifest in daily experiences and caregiving relationships. The personal story of navigating ASD will be shared from the dual perspective of Father, whose child has Asperger Syndrome and Program Administrator, who is also supporting individuals with ASD and their respective families. Participants will gain an in depth understanding of the complexities of ASD and the hope to live full, interactive lives depicted by the infinity puzzle ribbon symbol.

Breakout Sessions #2

EI and DCFS: Collaborating to Address Trauma

Presented by Lilli Gray, MSSA, LCSW, RYT

1 hour Intervention & 0.75 hour Atypical Child Development

Children impacted by adverse experiences are served by a myriad of medical, social and legal systems. The philosophy, language and requirements vary. Diverse methods can at times cloud the shared goal to support the child's optimal functioning. Continuity of care enhances the likelihood of optimal development and well-being. Participants will gain an understanding of the child's experience of removal, conceptualize the needs of the child using a trauma lens, and learn cross-system strategies to better address the complex needs and well-being of the child.

Keeping It New After All These Years

Presented by Kimberly Milligan, MS, SLP

1 hour Working with Families & 0.75 hour Intervention

Admit it! Who else is tired and running on empty after the last home visit of the day? All of us have felt this way and are looking for ways to revive our old used activities and tired strategies. A fresh outlook and simple changes to familiar approaches may be all that is needed to revive those weekly home visits. We will examine home visit expectations, parent/caregiver involvement, family interests, and ways to infuse these into a language rich experience for everyone involved. Trusting that families know their child the best, we will explore ways to combine their unique knowledge with our expertise to individualize learning and play experiences to support increased communicative engagement and interaction.

Participants will increase their understanding that simple changes in familiar household routines are huge and exciting for their EI families, they will be able to identify preferred family/child interests and use that information to personalize activities and play in sessions. Lastly, they will end this session with a renewed confidence in their ability to impact the daily lives of their EI families.

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Starting with what Families Already Do: Understanding Family Strengths to Promote Family Confidence and Competence

Presented by Bonnie Keilty, Ed.D. & Carol Trivette, PhD

1 hour Intervention & 0.75 hour Working with Families

Learn how to build family confidence and competence through the *FamSCLE: Family Strengths in Constructing Learning Experiences*. This process guides professionals to delve into the ways each family currently helps their child learn through silent observation and follow-up discussion. EI practitioners will then understand how each family currently creates learning experiences for their child. Together, practitioners and families then collaboratively uncover the family's developmental priorities and ways to meet those priorities. This session will include families' voices about the FamSCLE and the ways it promoted their confidence and competence.

The Earliest Intervention – Empowering families and providers to support infants: Assessment and intervention strategies to set our youngest babies on a path to success

Presented by Laura Zawacki, MS, PT, PCS

1 hour Assessment & 0.75 hour Intervention

This session is intended for providers who serve our youngest infants in EI, especially credentialed evaluators. Participants will gain a deeper understanding of three different approved assessment tools, *The Test of Infant Motor Performance (TIMP)*, *the Alberta Infant Motor Scale (AIMS)* and *the Gross Motor Scales of the Peabody Developmental Motor Scales-Second Edition (PDMS-2)*, and learn how these tools can support early interventionists in sensitively identifying the strengths and needs of our youngest infants. Additionally, participants will learn under which circumstances each tool might be beneficial. Participants will also learn an evidence based early motor program that empowers families to see their infants as strong and capable and how to set the stage for success in order to avoid container syndrome, positional plagiocephaly and potential cognitive and language delays.