

WELCOME



Infant & Early Childhood Mental Health Conference

Separations and Reunions:
Opportunities to Promote
Resilience for Young Children and
Their Families and Caregivers

November 8 - 9, 2021 | Online
10.75 CEHs available



For professionals who work with
very young children and their
families and caregivers.

Important Things to Know

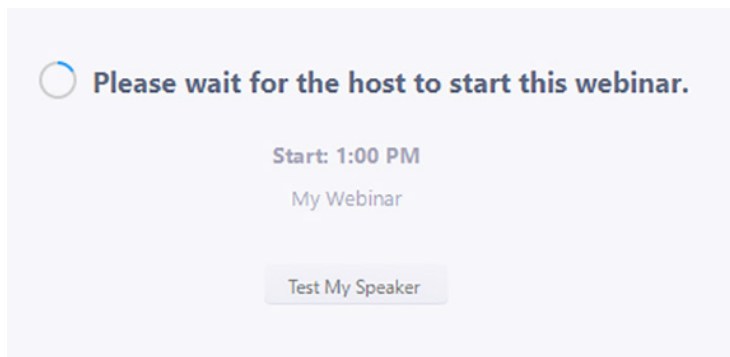
Workshop Access

We will be using the Zoom platform to host our workshops. You do not need a Zoom account to participate; simply join each workshop via the provided link or over the phone. As you join the workshop, you may be prompted to run Zoom Desktop Client. Follow the automatic prompts to download the application. Additionally, for the best user experience, use Chrome as your browser.

Throughout this program, you will find the link, call-in number, ID and passcode (when required) for each workshop. If you do not have Internet access or experience technical difficulties, the call-in number, ID and passcode (when required) can be used to join.

Workshop Start

Workshops will be open for attendees to join 1-2 minutes prior to the start of the workshop. If you log on prior to 2 minutes, you will see the following message. Once the host starts the workshop, you will automatically join.



For both keynotes, please log on between 8:50 – 8:55 for a welcome message covering important things to know.

Interactive Features

The Zoom platform has several interactive features we will be using.

+ Microphone and Camera

For most workshops (those using Zoom Meeting), you will have the option to turn your microphone and camera on. Please keep yourself muted unless participation is requested. For the others, your mic and camera will be off and not accessible.

+ Chat

The Chat feature is located on your toolbar on the bottom of the screen. To see all interactions, select "All Panelists and Attendees" in the Chat dropdown. You can type your message into the chat window and press "Enter" to send your message.

+ Breakout Rooms

For workshops utilizing Zoom Meeting, Breakout Rooms may be used.

Handouts

Workshop handouts are now available on the MACMH website at www.macmh.org/iec2021. The password to access this page is **2021Attendee**.

Recordings

By 9 p.m. on Tuesday, links to access the workshop recordings will be posted on our website at www.macmh.org/iec2021. This content will be available for 30 days following the conference. The password to access this page is **2021Attendee**.

CEHs/Develop Credits

This conference is designed to meet CEH (Continuing Education Hours) credits for many disciplines. CEHs have been approved by the following boards:

- + MN Board of Behavioral Health & Therapy
- + MN Board of Marriage & Family Therapy
- + MN Board of Psychology
- + MN Board of Social Work

Professionals in other related disciplines, as well as those working outside of Minnesota, can submit CEH certificates to their corresponding boards for independent approval.

Following the conference, participants will receive an email with a CEH certificate. This email will come from info@macmh.org. Please note that while participants may watch the workshop recordings, the total number of CEHs available is 10.75.

This event is also Develop approved. Email endorsement@macmh.org with your name and Develop ID to obtain credit.

Post Tests

Electronic post-tests are available for social workers working toward their LICSW to help them meet clinical clock hour requirements. You can complete one by [clicking here](#).

Workshop Content

Clinical Content

Social workers and psychologists are often required to obtain CEHs with clinical content. The sessions marked with this designation qualify for the Board of Social Work's clinical content requirement.

Level

Presenters chose levels that best describe their material and the knowledge attendees should have to derive the greatest benefit from their presentation.

Basic: Introductory material and background information is covered. Audience needs no prior knowledge of topic.

Intermediate: Material builds on existing knowledge and goes well beyond basics. Audience should have some background knowledge of topic.

Advanced: Complex, in-depth concepts or features highlighted; basic and background information will not be covered. Audience should have an intermediate understanding of topic.

Technical Support

If you experience technical difficulties accessing the workshops or during the workshops, please contact Zoom technical support at **1-888-799-0125** and provide the ID number for the workshop you are attending. During the conference, all MACMH staff will be dedicated to running the conference workshops and will not be able to provide individual technology support.

Additionally, the below checklist can help with troubleshooting sound or video issues.

- + Be sure you are using Chrome as your internet browser
- + Check to see if your home internet connection is stable
- + Shut down your computer and re-start

Cancellations and Updates

MACMH reserves the right to substitute presenters, cancel workshops and/or reschedule due to unforeseen circumstances.


Questions During the Conference


For questions during the conference, please reach out to Grace at gcarey@macmh.org.

You can also call the MACMH office at 651-644-7333, but please know that email is the most efficient way to get your questions answered.

Virtual Exhibit Hall

In lieu of the exhibitors we would typically have in person, visit [page 17](#) for a logo list of organizations providing resources and services related to infants, young children and their families. Each logo links to its listing on our [website](#).



We  the professionals
and families who care
for children with mental
health challenges.



Proud to sponsor the 2021
Infant & Early Childhood
Mental Health Conference

Schedule

All times listed in CST

MONDAY, NOVEMBER 8
9:00 – 10:30 . . Keynote
10:30 – 11:00 . . Break
11:00 – 12:30 . . Concurrent Workshops 1–4, Part A
12:30 – 1:30 . . . Lunch/Networking Groups
1:30 – 2:45Concurrent Workshops 1–4, Part B
2:45 – 3:00Break
3:00 – 4:00 . . . Reflective Small Groups
4 :00 – 4:30 . . .Endorsement Q & A

TUESDAY, NOVEMBER 9
9:00 – 10:30 . . . Keynote
10:30 – 11:00 . . . Break
11:00 – 12:30 . . . Concurrent Workshops 5–9
12:30 – 1:15 Lunch/Networking Groups
1:15 – 2:45 Concurrent Workshops 10–13
2:45 – 3:00 Break
3:00 – 4:00Reflective Small Groups
+ Large Group Closing

Special Conference Offerings

Endorsement Q&A

Monday, November 8, 4:00 – 4:30 p.m.*

If you work with or on behalf of children prenatal–6 and their families then you are qualified to pursue Endorsement! Join Coordinator Krista Mrozinski to learn about the Infant/Early Childhood Mental Health Endorsement credential. *Please note this is not approved for CEHs.

Link: <https://us06web.zoom.us/j/87282798659?pwd=WGovQmNjRWgrK1FCM21FWWE02TjBwZz09>

Dial in: 1-312-626-6799

Meeting ID: 872 8279 8659 **Passcode:** 960314

[Click here to join](#)

Lunch Networking

12:30 – 1:30 p.m. Monday

12:30 – 1:15 p.m. Tuesday

This conference may be online—but we can still connect with one another! During these optional networking sessions, attendees will be split into small groups. For discussion prompt ideas, [click here](#).

Link: <https://us06web.zoom.us/j/88135795864?pwd=YzQrSGlzYWtOUeK5NE5Vb29HVXdjZz09>

Dial in: 1-312-626-6799

Meeting ID: 881 3579 5864 **Passcode:** 492101

[Click here to join](#)

Reflective Small Groups

3:00 – 4:00 p.m. Both Days

In an effort to connect with one another and internalize the information we've taken in, the reflective small groups will allow us to get to know one another, reflect on workshops and explore how we might put information into practice after the conference. Each group will have a facilitator guiding conversation, and small group questions can be found [here](#). We encourage individuals to keep their camera on as possible in an effort to best utilize this time.

Link: <https://us06web.zoom.us/j/88391662788?pwd=M0ZHVTfwRys5c2FSSDUvQzNlaS9ldz09>

Dial in: 1-312-626-6799

Meeting ID: 883 9166 2788 **Passcode:** 397097

[Click here to join](#)



Nov 19 **"Who Am I as a Supervisor?"**
An Ongoing Exploration of Cross-Cultural & Ethical Supervision Practices

Renita Wilson, MSW, LICSW

Webinar | 6 CEHs | 9 - 4 pm CST

[CLICK HERE TO LEARN MORE](#)

Diversity Informed Tenets for Work with Infants, Children & Families

Developed and disseminated by the Tenets Initiative, The Diversity-Informed Tenets for Work with Infants, Children and Families are a set of strategies for strengthening the commitment and capacity of professionals, organizations and systems that serve children and families to embed diversity, inclusion and equity principles into their work.

In our work as MACMH's Infant & Early Childhood Division, the tenets help us evaluate our progress in embedding diversity, equity and inclusion into every aspect of our practices and policies. They also help to launch the beginning of an ongoing, always-evolving conversation, about creating a more diverse, inclusive and equitable organization.

Each workshop description in this program has a number by it which corresponds to a tenet the workshop will address. We encourage you to read through the full Tenets document on [page 18](#) and reflect on how you might integrate the tenets into your own setting. Please reach out to info@macmh.org to let us know if there are ways you believe we could better support and carry these out at MACMH.

To access a Spanish version of the Tenets, [click here](#) and visit page 2.

Land Acknowledgement Statement

The tenets remind us that language can both hurt and heal, and discriminatory policies and practices that harm adults also harm the young children in their care. We have chosen to begin the days of our conference with a land acknowledgement to honor our Native and Indigenous neighbors and acknowledge the sacred and unceded land that was stolen from the Dakota and Anishinaabe people who first inhabited the land in Minnesota.

Although words are meaningful, we know that it takes more than words to change oppressive systems and provide equitable services for the Indigenous young children and families in our state. [Click here](#) for ways you can get involved with and support organizations who are doing powerful and transformative work in our Native and Indigenous communities, and ways you can continue to educate yourself around the history of the land in our state.

Monday, November 8

9:00 – 10:30 a.m.

Keynote Presentation

The Legacy of Early Relationship Experience

Link: <https://us06web.zoom.us/j/85002618233>

Dial in: 1-312-626-6799 Webinar ID: 850 0261 8233



[Click here to join](#)

This presentation will be focused on the basic nature of development—how development works. Using findings from the Minnesota Longitudinal Study of Risk and Adaptation, Dr. Sroufe will show not only that early experience has a formative influence but why and how it does. He will also explain how developmental change can occur despite the strength of early experience. A key role for caring relationships will be seen. All of this will be illustrated with case examples of diverse children followed through life in great detail.

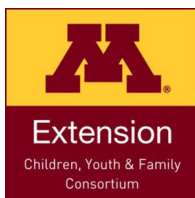
Major longitudinal studies prior to the Minnesota study used middle class children. Minnesota's study began with children born into poverty as it existed in Minneapolis in the mid-1970s. At that time, many of them were first-generation poor and 20% were children of color. They were at "moderate risk" for developmental challenges. Some would likely do well, while some would likely struggle. This made the group ideal for exploring the nature of development and for understanding what leads to relatively good outcomes and what leads to difficulties.

Presented by **L. Alan Sroufe**, Professor Emeritus – Institute of Child Development, University of Minnesota

Addresses [Tenet 5](#)

Alan Sroufe received his Ph.D. in Clinical Psychology from the University of Wisconsin. Dr. Sroufe has been Associate Editor of *Developmental Psychology* and *Development and Psychopathology*. An internationally recognized expert on early attachment relationships, emotional development, and developmental psychopathology, he has published numerous articles and books on these topics, including "The Development of the Person", a two-time award winner, and the recently released, "A Compelling Idea." His other awards include the Distinguished Scientific Contribution Award from the Society for Research in Child Development, the Bowlby-Ainsworth Award for Contributions to Attachment Research, the Mentor Award and the G. Stanley Hall Award for Distinguished Scientific Contribution to Developmental Psychology from Division 7 of the American Psychology Association, an Honorary Doctorate Degree from the University of Leiden, and the Distinguished Teaching Award from the U of M's College of Education.

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Monday, November 8

Concurrent Workshops 1 - 4 | 11:00 to 2:45 (1-hour break at 12:30 for lunch & networking groups)

Workshop 1

Making Sense of Separation

Link: <https://us06web.zoom.us/j/84252968922?pwd=VXVBVUZTYjMzK3FDcnBZZ2VOYWZBUT09>

Dial in: 1-312-626-6799 **Meeting ID:** 842 5296 8922 **Passcode:** 770479



[Click here to join](#)

Separation is one of the most difficult things for young children to understand. Even the most benign experiences (from the adult point of view) can be confusing, because young children create meaning from their limited, self-focused experience. For adults, explaining separation to young children can be very tough as the reasons can be extremely painful. This workshop will give us an opportunity to think about the meaning of separation from the young child's point of view. We will create scenarios, practice language and construct narratives that help us put complicated concepts into simple language.

Presented by **Carol Siegel, PhD, LP, IMH-E®(IV)**, Private Practice & Instructor in Infant and Early Childhood Certificate Program – University of MN

Level: **Intermediate** | Includes Clinical Content | Addresses [Tenets 5 and 6](#)

Workshop 2

Living In The Middle: Supporting Young Children of Separated Families

Link: <https://us06web.zoom.us/j/82543591815?pwd=UDc0TIBkcFN2aXkzVkY1c2I4SDRXQT09>

Dial in: 1-312-626-6799 **Meeting ID:** 825 4359 1815 **Passcode:** 075353



[Click here to join](#)

Divorce or separation is difficult for everyone in a family and can mean families have to navigate separation, grief, complex emotions and often legal systems. Unfortunately, this can take a toll on a family system and can negatively impact children. This workshop will cover some of what families must navigate when a divorce or separation happens as well as the impact on the parent-child relationship and how negative patterns may arise. Attendees will learn how to stay grounded and support families who have been impacted by divorce or separation and how to reduce the negative impact on children

Presented by **Christina Corwin, MA, LMFT**

Level: **Intermediate** | Addresses [Tenets 1, 2, 3, 5 and 6](#)

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On-Demand Trainings

Topics include:

- + Anxiety
- + Cultural Responsiveness
- + Diagnoses
- + Ethics
- + Grief & Loss
- + Interentions

[CLICK HERE TO LEARN MORE](#)

Monday, November 8

Concurrent Workshops 1 - 4 | 11:00 to 2:45 (1-hour break at 12:30 for lunch & networking groups)

Workshop 3

From Separation to Connection: Maternal Mental Health and Two-Generation Trauma Healing

Link: <https://us06web.zoom.us/j/83019730544?pwd=bTNBSXhld3NmeE8zeVY1NC9OU0E0dz09>

Dial in: 1-312-626-6799 **Meeting ID:** 830 1973 0544 **Passcode:** 584647



[Click here to join](#)

This workshop will explore maternal mental health during pregnancy and the postpartum period, providing a rationale for a trauma-informed two-generation approach to intervention and healing. Participants will be invited to consider the ways in which our racial experiences and siloed approaches to care exacerbate mothers' experiences of separation from self, baby and others. Opportunities to deepen connections, including a model for moderate to severe maternal symptomatology, will be explored and case examples provided for discussion.

Presented by **Jesse Flynn, LICSW, IMH-E@**

Level: **Intermediate** | Includes Clinical Content | Addresses [Tenets 3 – 6](#)

Workshop 4

Paternal Bonding and the Power of Presence

List: <https://us06web.zoom.us/j/88298721749?pwd=aDR5ZDhkWit3WG1wL0dveUM3WHNOQT09>

Dial in: 1-312-626-6799 **Meeting ID:** 882 9872 1749 **Passcode:** 137087



[Click here to join](#)

Often a crucial relationship in a child's life, particularly in the earliest years of life, is that with their father or father figure. Fathers hold a dual primary role in shaping a child's experiences and can provide continuity in the security and development of the attachment relationship. When the father's presence is interrupted, there are considerations for children that must be acknowledged and addressed. This workshop will review emerging research on father involvement and explore the ways multiple aspects of separation can influence attachment disorders.

Presented by **Andre Dukes, MA**

Level: **Basic** | Addresses [Tenets 2 –4](#)

Save the Date



Child & Adolescent Mental Health Conference

April 24 - 26, 2022

Designed for everyone who works with or cares for infants, children, adolescents and their families. Our 2022 mental health conference will be expanded to include even more workshop choices than previous years.

[CLICK HERE TO LEARN MORE](#)

Tuesday, November 9

9:00 – 10:30

Keynote Presentation

Support through Separation: Helping Parents and their Young Children Through Separation, Loss, and Reunification

Link: <https://us06web.zoom.us/j/88207259901>

Dial in: 1-312-626-6799 Webinar ID: 882 0725 9901



[Click here to join](#)

This session will explore various circumstances when children are separated from their parents (e.g., incarceration, child welfare involvement) and how parents and professionals can support families before, during and after these separations. Dr. Shlafer will explore how to support children's behaviors and emotions when separations are short-term (e.g., court-ordered visits), as well as when they are more permanent (e.g., termination of parental rights). Participants will consider these experiences through an attachment and development lens.

Presented by **Rebecca Shlafer**, PhD, MPH, Assistant Professor – Department of Pediatrics, University of Minnesota

Addresses [Tenets 1, 3 and 5](#)

Rebecca Shlafer is an Assistant Professor in the Department of Pediatrics at the University of Minnesota. Dr. Shlafer is a developmental child psychologist with additional training in maternal and child public health. Dr. Shlafer's research focuses on the health and development of children and families affected by incarceration.

Institute of
Child Development

UNIVERSITY OF MINNESOTA
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Programs in
**Infant and early
childhood mental
health**



Online MA in applied child and adolescent development Infant and early childhood mental health track

Take core courses in social, emotional, and cognitive development. Track courses include infant observation, early childhood assessment, and prevention and intervention practices and principles. If you live in Minnesota, pursue an option to prepare for an LPCC license.

Visit: z.umn.edu/ICDMA

Online graduate certificate in infant and early childhood mental health

Similar to the MA track without core coursework. Take foundational courses in early childhood development, infant observation, early childhood assessment, and prevention and intervention practices and principles. Earn either academic credit or continuing education units.

Visit: z.umn.edu/IECMHCertificate

CONTACT

Email: icdapply@umn.edu

College of Education and Human Development

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Tuesday, November 9

Concurrent Workshops 5 - 9 | 11:00 - 12:30

Workshop 5

Beyond Burnout: Preventing Secondary Trauma, Healing from Depletion, and Thriving In Our Work With Families in Transition

Link: <https://us06web.zoom.us/j/89576015699?pwd=REZTc3JldkJHYmthOGQvRVZwTFFuZz09>

Dial in: 1-312-626-6799 **Meeting ID:** 895 7601 5699 **Passcode:** 892212



[Click here to join](#)

The world can be a highly stressful place, especially during these past 18 months of pandemic and upheaval. That has impacted the families we serve, who are already coping with the stress of their own individual struggles and stories. As providers supporting them, we can't help but also be impacted by the trauma, conflict, and pain we see.

Presented by **Marit Appeldoorn, MSW, LICSW, RPT-S**

Level: **Intermediate** | Includes Clinical Content | Addresses [Tenets 1 and 4](#)

Workshop 6

Parenting Under the Influence

Link: <https://us06web.zoom.us/j/84254366558?pwd=NkhrazlxWm5JMVBWSDdYTXlyMkdXQT09>

Dial in: 1-312-626-6799 **Meeting ID:** 842 5436 6558 **Passcode:** 085897



[Click here to join](#)

Parenting is hard. It can be even harder when your life is influenced by a substance use disorder. 8.3 million minor children live with at least one parent who has a substance use disorder. A 2014 study published in Pediatrics concluded that children whose parents misuse alcohol or drugs are three times more likely to suffer from emotional, physical and sexual abuse than their peers. The study also points out that these children are more likely to experience educational and developmental delays as well as behavioral and mental health problems later in life. This workshop will explore the impact of parental substance use on the development of young children. Without support and intervention, the impact can be long lasting.

Presented by **Ian McLoone, MPS, LPCC, LADC**

Level: **Basic** | Includes Clinical Content | Addresses [Tenet 8](#)



Fall 2021 Training Series

Oct. 26 - Dec. 14 | 8 Webinars | Up to 27 CEHs

Join us for our Fall Training Series, featuring webinars on anxiety, ADHD, trauma, OCD and more.

[CLICK HERE TO LEARN MORE](#)

Tuesday, November 9

Concurrent Workshops 5 - 9 | 11:00 - 12:30

Workshop 7

Big Dreams and Painful Realities: How Immigration Challenges Faced by the Latinx Community Impact Families and the Provision of Services

Link: <https://us06web.zoom.us/j/85190719603?pwd=VFJKSmMxMy9DZEhKMEZncGR0THJnZz09>

Dial in: 1-312-626-6799 **Meeting ID:** 851 9071 9603 **Passcode:** 031253



[Click here to join](#)

This workshop will look at some of the struggles that are present challenges for the Latinx community involving immigration/migration, including belonging and community (or lack thereof), language barriers, assimilation/loss of identity and the impact they have on the children that we work with in the community.

Presented by *Adalinda Sanchez (Estrada), MA LMFT*

Level: **Basic** | Includes Clinical Content | Addresses [Tenets 1, 3, 5, 6 and 10](#)

Workshop 8

Supporting Parent/Caregiver-Child Relationships Through Separation and Reunion in Early Education Environments

Link: <https://us06web.zoom.us/j/89892785518?pwd=RmxGTStmS2lUZ21KcjN3cUx1b1ZlUUT09>

Dial in: 1-312-626-6799 **Meeting ID:** 898 9278 5518 **Passcode:** 200372



[Click here to join](#)

Within early childhood settings, frequent separations and reunions are experienced for infants, young children, educators, parents and caregivers. This workshop will discuss the unique developmental needs of infants, toddlers and preschoolers around everyday and extended separations and reunions. Strategies and ideas will be shared with participants to support the attachment needs of infants, young children and their parents/caregivers in the context of early care and education settings.

Presented by *Arielle Handevidt, MA, IMH-E®* & *Pam Walz, MS LMFT, RPT, IMH-E®*

Level: **Basic** | Addresses [Tenets 5 and 6](#)

INFANT & EARLY CHILDHOOD DIVISION Staff

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Tuesday, November 9

Concurrent Workshops 5 - 9 | 11:00 - 12:30

Workshop 9

Moving from Trauma to Wellness: Building a Mind Body Healing Practice in Native Communities

Link: <https://us06web.zoom.us/j/81658818107?pwd=VWFyMW5FZE14eINiLzlvYmtwekxHQT09>

Dial in: 1-312-626-6799 **Meeting ID:** 816 5881 8107 **Passcode:** 123890



[Click here to join](#)

This seminar will focus on learning about the historical trauma experience for Native American communities and its contemporary expression, in particular, for children and adolescents within this community. Participants will learn about the strength and resiliency that lies within the culture and how these values, traditions and ceremonies can support young Native people on their healing journey. You will learn to understand how the traditional ways of bonding and attachment help healing from trauma for our Native children.

Presented by *Jessica L. Gourneau, PhD, LP* and *Karla Weber, PsyD, LADC*

Level: **Basic** | Addresses [Tenets 1 and 4](#)



EARLY CHILDHOOD DAY TREATMENT

Help children with struggles such as anxiety, aggressive behaviors, or trauma history reach their fullest potential so they can live, learn, and play in the community with our **Early Childhood Day Treatment** program. Our relational therapy approach is specifically designed to reduce challenging behaviors and improve functioning, setting them up for success at a critical stage of their development. Interpretation services available.



PROGRAM SNAPSHOT

AGES
3-7 years old

FAMILY THERAPY
Available for parents and caregivers

SCHEDULING
3 hours/day, 5 days/week

FORMAT
Up to 6 kids/session

HIGHLY CERTIFIED
Early Childhood Mental Health Professionals & Practitioners

[LEARN MORE](#)

Tuesday, November 9

Concurrent Workshops 10 - 13 | 1:15 - 2:45

Workshop 10

Integrating Reflective Consultation and Infant Mental Health Principles into Early Intervention, ECSE and ECFE Programs: Why, How & Outcomes

Link: <https://us06web.zoom.us/j/88201896970?pwd=VUVyL1k2OFZ2cUdwcURKtkQvUGc2QT09>

Dial in: 1-312-626-6799 **Meeting ID:** 882 0189 6970 **Passcode:** 918392

[Click here to join](#)



Reflective consultation (RC) is considered best practice for multidisciplinary infant and early childhood professionals because of the need for self-awareness in our relationship-based work. Several school districts across the state have integrated RC into their programs serving very young children and their families. This panel will share the impact of RC in their programs, how it was implemented across their systems and some of the resulting outcomes.

Presented by *Susan Williams, LICSW, IMH-E®; Barbara Eckberg, IMH-E®; Angie Klinefelter, LMFT, IMH-E®; Donna Johnson, LICSW, IMH-E®*

Level: Intermediate | Addresses [Tenet 1](#)

Workshop 11

Support and Healing During & After Separation: One Family's Journey

Link: <https://us06web.zoom.us/j/89623808534?pwd=dONmMW0vZlZlZ3k0thd1paSmpOTzE0QT09>

Dial in: 1-312-626-6799 **Meeting ID:** 896 2380 8534 **Passcode:** 592066

[Click here to join](#)



This workshop will build on Tuesday's keynote address about separation, loss and reunification and will include a facilitated discussion with a mother and grandmother directly impacted by incarceration. Ms. Autumn Mason will share her personal experience being pregnant in prison. She will share her experiences being separated from her baby and older children, and what it was like when she came home. Ms. Jolene Mason, Autumn's mother, will share her experiences as a grandparent raising her grandchildren during and after Autumn's incarceration. Together, we'll explore how incarceration disrupts family systems and some ways to support children and families impacted by incarceration.

Presented by *Jolene Mason, Autumn Mason & Rebecca Schlafer*

Level: Intermediate | Addresses [Tenets 4 and 5](#)

INFANT & EARLY CHILDHOOD DIVISION Conference Planning Committee

Michelle Dineen
Barbara Eckberg
Michele Fallon
Arielle Handevitd

Katie Lingras
Alyssa Meuwissen
Lauren Moberg
Krista Mrozinski

Tracy Schreifels
Susan Williams

Special thanks to Elizabeth Carlson for her support shaping this year's conference.

Tuesday, November 9

Concurrent Workshops 10 - 13 | 1:15 - 2:45

Workshop 12

Building Capacity to Facilitate Reflective Spaces: Use of Self, Regulation, and Parallel Process

Link: <https://us06web.zoom.us/j/88261423838?pwd=b0VkbmtxV1htZ1VXa25lZUpKL011dz09>

Dial in: 1-312-626-6799 **Meeting ID:** 882 6142 3838 **Passcode:** 276861



[Click here to join](#)

Facilitating reflection of an individual practitioner or of a group of practitioners requires careful attention to the emotional responses that arise in the reflective space. Using one's own internal response to the content while attending to self-regulation allows the consultant/supervisor to observe and explore with compassionate interest and curiosity. Self-regulation allows for a deepening of self-knowledge by allowing awareness of one's own assumptions, biases, and emotional hooks; it is essential to reducing judgment and to maintaining a reflective stance.

Presented by **Jill Hennes**, LICSW, MSW, LICSW, IMH-E® Infant Mental Health Mentor Clinical

Level: **Advanced** | Includes Clinical Content | Addresses [Tenets 1 and 4](#)

Workshop 13

Better Together: Using Child Parent Psychotherapy to Support Reunification for Children in Foster Care

Link: <https://us06web.zoom.us/j/87431609167?pwd=OThMTElydGw0UGNUcTIGMERiay93dz09>

Dial in: 1-312-626-6799 **Webinar ID:** 874 3160 9167 **Passcode:** 493341



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This workshop will explore the collaborative partnership between mental health professionals and child protection social workers in the reunification process following foster care placement. A multi-disciplinary team approach can bring strengths from multiple systems to support the safety, mental health, attachment, healing and well-being of children, biological parents and foster parents during the initial foster placement, assessment, visitation and reunification. The workshop will incorporate current research and case examples that consider attachment, trauma, safety, parental mental health, child mental health, sibling issues, substance use, legal issues, cultural context and reflective practice.

Presented by **Judy Woods**, PhD, LP, LPCC and **Carrie Meiners**, MS

Level: **Intermediate** | Includes Clinical Content | Addresses [Tenets 1, 3, 5, 6, 8 and 10](#)



Coming this spring: the updated and expanded Guide to Infant and Early Childhood Mental Health, designed for those working with very young children and their families. Visit us this spring at www.macmh.org for details.



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DIVERSITY-INFORMED TENETS FOR WORK WITH INFANTS, CHILDREN, AND FAMILIES

Irving Harris Foundation Professional Development Network Tenets Working Group



THE TENETS

DIVERSITY-INFORMED TENETS FOR WORK
WITH INFANTS, CHILDREN & FAMILIES

CENTRAL PRINCIPLE FOR DIVERSITY-INFORMED PRACTICE

1. Self-Awareness Leads to Better Services for Families:

Working with infants, children, and families requires all individuals, organizations, and systems of care to reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression have had on our lives in order to provide diversity-informed, culturally attuned services.

STANCE TOWARD INFANTS, CHILDREN, AND FAMILIES FOR DIVERSITY-INFORMED PRACTICE

2. Champion Children's Rights Globally: Infants and children are citizens of the world. The global community is responsible for supporting parents/caregivers, families, and local communities in welcoming, protecting, and nurturing them.

3. Work to Acknowledge Privilege and Combat Discrimination: Discriminatory policies and practices that harm adults harm the infants and children in their care. Privilege constitutes injustice. Diversity-informed practitioners acknowledge privilege where we hold it, and use it strategically and responsibly. We combat racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression within ourselves, our practices, and our fields.

4. Recognize and Respect Non-Dominant Bodies of Knowledge: Diversity-informed practice recognizes non-dominant ways of knowing, bodies of knowledge, sources of strength, and routes to healing within all families and communities.

5. Honor Diverse Family Structures: Families decide who is included and how they are structured; no particular family constellation or organization is inherently optimal compared to any other. Diversity-informed practice recognizes and strives to counter the historical bias toward idealizing (and conversely blaming) biological mothers while overlooking the critical child-rearing contributions of other parents and caregivers including second mothers, fathers, kin and felt family, adoptive parents, foster parents, and early care and educational providers.

PRINCIPLES FOR DIVERSITY-INFORMED RESOURCE ALLOCATION

6. Understand That Language Can Hurt or Heal: Diversity-informed practice recognizes the power of language to divide or connect, denigrate or celebrate, hurt or heal. We strive to use language (including body language, imagery, and other modes of nonverbal communication) in ways that most inclusively support all children and their families, caregivers, and communities.

7. Support Families in Their Preferred Language: Families are best supported in facilitating infants' and children's development and mental health when services are available in their native languages.

8. Allocate Resources to Systems Change: Diversity and inclusion must be proactively considered when doing any work with or on behalf of infants, children, and families. Resource allocation includes time, money, additional/alternative practices, and other supports and accommodations, otherwise systems of oppression may be inadvertently reproduced. Individuals, organizations, and systems of care need ongoing opportunities for reflection in order to identify implicit bias, remove barriers, and work to dismantle the root causes of disparity and inequity.

9. Make Space and Open Pathways: Infant, child, and family-serving workforces are most dynamic and effective when historically and currently marginalized individuals and groups have equitable access to a wide range of roles, disciplines, and modes of practice and influence.

ADVOCACY TOWARDS DIVERSITY, INCLUSION, AND EQUITY IN INSTITUTIONS

10. Advance Policy That Supports All Families: Diversity-informed practitioners consider the impact of policy and legislation on all people and advance a just and equitable policy agenda for and with families.

IRVING HARRIS FOUNDATION

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Diversity is used in the most inclusive sense possible, signaling race and ethnicity, as well as other identity markers, and referring to groups and individuals on both the "up and down side of power" along all axes.

Diversity-informed practice is a dynamic system of beliefs and values that strives for the highest levels of diversity, inclusion and equity. Diversity-informed practice recognizes the historic and contemporary systems of oppression that shape interactions between individuals, organizations and systems of care. Diversity-informed practice seeks the highest possible standard of equity, inclusivity and justice in all spheres of practice: teaching and training, research and writing, public policy and advocacy and direct service.

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