

# Breakout Sessions

2019 IDTA Conference



## *Dancing with Differences: What about a Dancer?*

This highly interactive breakout session immediately following the Keynote will take participants further into discussion of practical skills needed for their success in dancing with differences. The very important focus during the workshop will be on the “dancers”. Practitioners who do the work are at the center of each successful and each challenging cross-cultural interaction with children and their families. Being aware of one’s own reality of the moment and mindfully present to intricacies of an intercultural engagement are the essential parts of the work.

Participants will be introduced to a Critical Moment Dialogue – a tool based on a Personal Leadership model that supports one’s ability to be mindful and creative under stress and pressure in intercultural encounters. Attendees will be encouraged to reflect their own experiences, to identify and examine challenges and to consider effective ways to navigate culturally different terrains in the future.

**Approved for 1.25 Hours of EI Credit in the area of Working with Families**

Presented By: Tatyana Fertelmeyster, LCPC

## *Domestic Violence and Early Intervention*

This breakout session will introduce the dynamics of domestic violence, including the power and control wheel, profiles and the effect on children. Resources will be described in terms of interventions, types of shelters and advocacy. The second part of the workshop will focus on the overlap between domestic violence and Early Intervention: what domestic violence may look like in EI, what complications may arise, and how to support the families within the EI system.

**Approved for 1.25 Hours of EI Credit in the area of Working with Families**

Presented By: Nadia Spencer, LCPC

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

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. In order to capitalize on this opportunity, we need to prioritize critical interventions like developmental therapy which is essential in serving this population. This session will dive into the Service Guidelines being finalized to share best practices for EI providers 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!

### ***Approved for 1.25 Hours of EI Credit in the area of Intervention***

Presented By: Pam Epley, PhD, Erikson Institute; Amy Zimmerman, JD, Legal council for Health Justice; Kaylan Szafranski, MSW, Legal Council for Health Justice

## *Post-partum Depression*

Women with a history of postpartum depression or other psychiatric history are at risk for symptoms of depression or anxiety after childbirth. This workshop provides a safe and non-judgmental way to discuss the demands of motherhood and how the life of the mothers we provide services to have or will change. We will learn about the prevalence and risk for mother-infant relationship quality, child development and family functioning. Participants will learn the difference between baby blues/general depression due to having a child with a medical need/ diagnosis and or disability and post partum depression. Lastly, we will talk about best strategies for intervention and how to build and sustain a sufficient support program for the families we served.

### ***Approved for 1.25 Hours of EI Credit in the area of Working with Families***

Presented By: Dayimiris Peguero, LCPC

## *Sharing the Floor: How Early Intervention and Home Visiting Programs can work together to support families*

Join this session to hear how home visiting and early intervention can work collaboratively with families and the benefits to all three. Some of the questions that will be answered are: What is the advantage of referring to home visiting? What does a home visitor do that is different from what I may be doing? Is there a fee for home visiting? Who is eligible for home visiting/what if they are not eligible for EI? Will this overwhelm the families who may have multiple disciplines already? What are the most common home visiting models being used in Illinois and where are their programs? How do I make a referral? Together we can help families as they make their way through systems built to strengthen, encourage, validate, scaffold and advocate for both they and their children.

### ***Approved for 1.25 Hours of EI Credit in the area of Working with Families***

Presented By: DuPage Home Visiting Network

### *Trauma in Early Intervention for Providers*

Trauma can effect a child's developmental trajectory and its symptoms can often make our sessions difficult and confusing. This workshop will support the participant in understanding trauma, what happens in the brain and what it looks like behaviorally in a session. The effect of trauma on development and the parent-child relationship will be highlighted. There will also be a discussion about how to respond to the behaviors, decrease symptoms and support the family. Vignettes and case examples will be used to support the learning process.

**Approved for .5 Hours of EI Credit in the area of Atypical Development & .75hrs in Working with Families**

Presented By: Nadia Spencer, LCPC

### *Working with Same Sex Parents in Early Intervention*

Research on lesbian and gay (LG) parents and their children is consistent across studies and samples in finding that both parents and children are well adjusted and do not differ in well-being or related developmental outcomes from the general population. LG-parent families living in supportive environments, and families with more social, financial, and legal resources, generally show the most optimal adjustment. Although the legal climate for same-sex couples and their children has improved in recent years in the United States, there is still evidence of greater poverty among families headed by LG parents. In this presentation participants will learn how to provide a supportive and welcoming environment to same sex parents and their children. This will be an interactive presentation where we will explore the use of language in forms, evaluations and conversations that could deter these families from getting services.

**Approved for 1.25 Hours of EI Credit in the area of Working with Families**

Presented By: Dayimiris Peguero, LCPC

### *Dispelling the Myths of Working with Middle Eastern & Muslim Families*

This breakout session will examine the role of the Developmental Therapist in a Middle Eastern and/or Muslim family and how it may differ from other families. In today's culture, there is a divide and a significant amount of misinformation surrounding the Muslim faith. The presentation will cover a variety of topics including: A discussion of the difference in parenting styles and how the family system impacts parenting views, what is the Muslim faith and its major belief system? Cultural norms and how best to respect the differences of each household. How to have a difficult conversation with families without damaging the therapist/parent relationship. Extended family and the role they play in parenting decisions. The role of the interpreter in the Arabic speaking household.

**Approved for 1.25 Hours of EI Credit in the area of Working with Families**

Presented By: Nahed Elayyan

## *Working with Interpreters: How to work together to build strong relationships with the families you serve.*

We have all heard the term “the third wheel”, and we all have heard how no one wants to be “the third wheel”. I, however, would suggest that “the third wheel” is extremely beneficial, just look at a wheelbarrow, without that trusted “third wheel” you wouldn’t get very far when hauling material. As DT’s we have the privilege of servicing a wide range of families, and without “the third wheel” we would not be able to effectively communicate or connect with some families. Today I want to challenge the lens through which you view one of the team members whom I have come to believe is one of the most critical members for the success of the family! You guessed it; translators! Over 90% of my caseload is spent working with translators, and I can tell you, I am most definitely a better therapist because of it! So, what have you done to foster a good relationship with the translators you work with? How do you view them? What role do you believe they should play? What have you learned from them? How have they made a positive impact on your relationships with the families you serve? These are just a few of the things we will explore today as we dig deeper into how when we work together, we can build stronger relationships with the families we serve, thereby significantly increasing the growth and development of the children and families we work with. Jen will be teaming up with a translator to share his training through EI on the role of the interpreter. As well as together they will share some of the challenges that they have faced when working in the triad, along with some of the highlights of working in the triad. As a DT you will hear directly from a interpreter as to what they feel we as the DT can do to foster a better working relationship with interpreter thereby helping the families we serve together.

***Approved for 1.25 Hours of EI Credit in the area of Working with Families***

Presented By: Jen Matl