



April 6-8 and 11-12, 2022

**IECMHI + CAFBH**

Virtual Conferences



## AGENDA

### Day One: Wednesday, April 6

#### 9 to 11 am Plenary

#### **Innovation in Alaska: A Panel Discussion of Programs Supporting Infant and Early Childhood Mental Health Workforce Development**

*Mary Dallas Allen, PhD, Meghan Johnson, MS*

*Gail Trujillo, M.Sc., PhD (ABD), IMH-E®, Hattie Harvey, PhD*

*Kim Swisher, LMSW, Sherrell Holtshouser, RN, MPH*

*Kristen McKay, Cary Moore, PhD, OTR/L*

Mary Dallas Allen, PhD, will moderate a panel of program leaders who will share the strategies they are using to integrate infant and early childhood mental health principles and competencies into programs and practices and to build the infant and early childhood mental health workforce.

#### 1 to 3 pm Workshops

#### **WORKSHOP 1: A Relational Approach to Supporting Mental Health and Wellness in Early Childhood**

*Jessica Sanígaq Ullrich, MSW, PhD*

*LaVerne Xilegg Demientieff, LMSW, PhD*

A relational identity is necessary for the healthy development of Indigenous children, families, and communities because knowing who you are and where you come from at the core of one's sovereign and relational being can provide strength and resilience to many of life's challenges. This workshop weaves together a story from what two Indigenous scholars have learned about childhood trauma and wellbeing, traditional practices and wellbeing, and relational wounding, relational healing and relational continuity.



## Day One: Wednesday, April 6 (continued)

### 1 to 3 pm Workshops

#### **WORKSHOP 2: Navigating Perinatal Mental Health within the Family System- Part I** *Elizabeth O'Brien, LPC, PMH-C*

Perinatal Mental Health refers to a person's mental health during pregnancy as well as the first two years after delivery and includes a range of mental health disorders like depression and anxiety. Undiagnosed and untreated Perinatal Mental Health disorders are an urgent public health issue in our country. According to the CDC Prams report in 2019, 14.8% of women self reported having depressive symptoms during pregnancy which is higher than national averages. These disorders affect not only the wellbeing of our mothers/birthing persons, but also negatively impact the entire family system. Early childhood professionals have a unique opportunity to help make a difference in both the prevention and outcome of families at risk.

Part one of this series provides a macro overview, education and understanding of the issues related to perinatal mental health. This multimedia training incorporates a combination of lecture, interactive group and small breakout room discussions. Participants of this webinar will:

- become familiar with signs and symptoms of perinatal mental health disorders.
- understand the prevalence and seriousness of perinatal mental health within all aspects of the family system.
- understand how perinatal mental health impacts IECMH and relationships within the family system.
- begin to explore how various early childhood professionals can best support the family unit within their individual expertise and roles.

#### **WORKSHOP 3: The Consultative Stance: A Relational Way of Creating Effective Collaboration** *Kadija Johnston, LCSW*

Relationships are at the heart of our work as Infant and Early Childhood Mental Health (IECMH) practitioners. While we appreciate the importance of relationships between young children and their caregivers, we may pay less attention to the surrounding adult relationships. Collaboration between providers, specifically the quality of the IECMH Consultant – consultee relationship is being recognized as critical to positive outcomes for children and families. The benefit of better collaboration is being shown to be especially impactful for children of color.

The presentation will focus on the Consultative Stance. The compilation of essential elements of collaboration and comportment, developed by Kadija Johnston and Charles Brinemen, is being shown to promote positive provider relationships and effectiveness. Following an overview of the ten elements comprising the Consultative Stance, we will focus on those components that correlate most closely with enhanced provider capacity and explore practical ways of incorporating these elements in the practice of consultation on behalf of better outcomes for babies, young children and their families.

## Day Two: Thursday, April 7

### 9 to 11 am Plenary

#### **Implicit Bias, Racial Trauma, and Mental Health in Early Childhood: Impacts on Children and Those Who Serve Them** *Walter Gilliam, PhD*

This session will focus on the mental health impacts of both implicit bias and racial trauma on children and early childhood professionals. Participants will learn about some of the recent research in this area, how the COVID-19 pandemic has exacerbated stress and racialized aggression, and what early childhood professionals can do to address these issues.

### 12 pm to 1 pm Meeting

#### **Alaska Association for Infant and Early Childhood Mental Health (AK-AIMH) Annual General Meeting**

Join us for the annual AK-AIMH awards presentation, introduction of new board members, and our report to members of the Association's 2021 projects & activities. This is a chance to find out about AK-AIMH's membership benefits, including access to 30 hours of free training in infant and early childhood mental health topics.

### 1 to 3 pm Workshops

#### **WORKSHOP 1: How We Can Create a More Mentally Healthy Environment for All Early Childhood Staff, Families, and Children** *Walter Gilliam, PhD*

This workshop focuses on how early childhood settings can be more attentive to the mental health needs of adults and children. Given the stress of the pandemic, mental health needs are incredibly high for everyone, but there are things we can do to move from self-care to community-care.

#### **WORKSHOP 2: Best Practice for Integrating Perinatal Mental Health within Family Systems - Part II** *Elizabeth O'Brien, LPC, PMH-C*

Part II of this series drills down at a micro level to explore how early childhood providers can help improve the wellbeing of families suffering with perinatal mental health disorders. This training will focus on best practices for screening, supporting, and referring families for evidence-based treatment. This multimedia training incorporates a combination of lecture, interactive group and small breakout room discussions. Participants of this webinar will:

- learn best practices for screening families for perinatal mental health challenges.
- understand primary barriers families face in getting appropriate treatment and care.
- learn about evidence-based treatment options and free/low cost referral methods for perinatal mental health within specific communities.
- feel more comfortable communicating with families about perinatal mental health challenges (through experiential exercises/role play).



### 1 to 3 pm Workshops

#### **WORKSHOP 3: The Essentials of Reflective Parenting - Part I**

*Arietta Slade, PhD*

One of our main goals as infant mental health practitioners is to promote resilient, loving, and supportive attachment relationships between parents and children. We know that a parent's capacity to be reflective, to be curious and open to the child's experience, is essential to the child's sense of security. This presentation will focus on the key components that allow reflection to flourish – in the parent and in the clinician-parent relationship - the relational foundations of reflection. This process depends first upon safety, or the relative absence of threat. Reflection also depends upon regulation, which accompanies safety, and allows for the relative quieting of body and mind that makes it possible to move out of the body and toward others. Once established, the development of trusting parent-clinician and parent-child relationships is possible. This trusting relationship then provides the scaffold for learning, discovery, and reflection.



## Day Three: Friday, April 8

### 9 to 11 am Plenary

#### **Addressing Inequities in Education: Considerations for American Indian and Alaska Native Children and Youth in the Era of COVID-19**

*Monica Tsethlikai, PhD, Jessica Barnes-Najor, PhD, Hiram Fitzgerald, PhD*

COVID-19 exacerbated the effects of historical trauma on American Indian and Alaska Native (AIAN) communities. High death rates among Elders, parents, and extended family, who are central figures in preserving cultural traditions, threaten children's ability to overcome adversity. Already at risk for low levels of school achievement, AIAN children are further threatened by school closures due to limited access to broadband services and technology, inadequate access to nutritious food and dedicated space to study at home. Systemic inequalities not only limit access to needed services but also result in the provision of low quality education and health care, which worsens the negative impact of COVID-19. We will discuss the policies needed to direct funds to provide children with culturally informed educational experiences and mental health services. We will also discuss strategies to work with AIAN families and communities in ways that will help mitigate the impact of COVID-19 on AIAN children. Attendees will be encouraged to contribute to an open discussion of the specific needs of Alaska Native children to generate concrete ways we can come together and support their well-being and educational needs.

### 1 to 3 pm Workshops

#### **WORKSHOP 1: Help Me Grow Alaska: Offering Resources, Referral Connections, and the PAL-PAK Program** *Elizabeth Schultz, Robert Hilt, MD*

Attendees will understand and know how to access the services and resources of Help Me Grow Alaska, a program of the All Alaska Pediatric Partnership. Attendees will also understand and know how to access the Pediatric Access Line-Partnership Alaska (PAL-PAK) program. PAL-PAK is a partnering program with the Division of Behavioral Health (DBH) and Seattle Children's Hospital (SCH) and offers free access to a child psychiatry consult line through the Partnership Access Line at Seattle Children's Hospital. This is a program for any medication-prescribing providers who work with children. Through a series of Case Studies and discussion, participants will gain an increased understanding of how Help Me Grow Alaska builds upon community partnerships to improve the system of care for families and children in Alaska.



### 1 to 3 pm Workshops

#### **WORKSHOP 2: Advanced Practice in Perinatal Mood and Anxiety Disorders for Mental Health Clinicians** *Elizabeth O'Brien, LPC, PMH-C*

This training provides mental health clinicians an opportunity to expand their skills in the area of perinatal mental health, with a focus on complex cases such as Birth Trauma, Postpartum OCD, and Postpartum Psychosis. The experiential format will include case consulting and a review of case studies, considering the impact of working with clients during a global pandemic. Participants are encouraged to bring in difficult cases they are working on to discuss. Lastly, participants will discuss their own sustainability plans learning about ways to take care of themselves while taking care of mothers/parents. Participants of this training will:

- become familiar with current assessment tools and resources for their perinatal clients.
- increase knowledge and confidence in working with complex trauma birth/loss/postpartum cases.
- understand how the global pandemic has increased risk factors and signs/symptoms of perinatal mood and anxiety disorders, including other creative ways to engage our clients.
- build sustainability plan with clinician's utilizing; mindfulness, administrative changes, nature therapy and breathwork.

#### **WORKSHOP 3: The Essentials of Reflective Parenting - Part II**

*Arietta Slade, PhD*

The establishment of safety, regulation, and relationship is but the first step in helping a parent be more regulating, sensitive, and supportive of the child's complex needs. In this workshop we introduce a staged approach to enhancing reflection in parents once the relational foundations of reflection have been established, beginning with observing and listening, affirming, and then – as parents become more open – mirroring, wondering, and hypothesizing. This is often a slow process that requires considerable time for repair and reconnecting. Clinicians often feel an urgency to push the process and move too quickly to wondering and inquiring, at times triggering defensiveness in parents. This is particularly the case with highly stressed parents, who can easily move back into withdrawal and projection, as a means of self-protection.



## Day Four: Monday, April 11

### 9 to 11 am Plenary

#### **1115 Waiver - The New Mental Health Services - A Panel Discussion**

*Moderated by Bunti Reed, BA*

Bunti Reed will moderate a panel of Division of Behavioral Health staff and behavioral health program leaders who will discuss the services that are now available through the 1115 Waiver. Requirements for providing those services and how programs can move to providing those services will be discussed. Behavioral Health providers from the field will share their experience in introducing new services, the challenges faced, and the benefits provided.

### 1 to 3 pm Workshops

#### **WORKSHOP 1: Trauma-Responsive Training**

*Elijah McCauley, MA, CRC, CTP-CE*

This presentation introduces participants to a Trauma-Responsive mindset and teaches participants about toxic stress and trauma; how to help process those experiences; and how to foster and nurture characteristics of resilience. This course focuses on a Strength-Based Approach and includes an exploration of how to effectively build rapport, trust, and connection with our clients. The presentation also introduces strategies to promote the Four C's of Trauma Responsive Care: Connection, Coping, Cultivating Awareness & Creating Meaning.

#### **WORKSHOP 2: Self-Care: Are You Pouring From an Empty Cup?**

*Heather Coulehan, Patrick Sidmore, MSW*

Tending to one's own health and wellness is a critical aspect of trauma-engaged practice. Self-care practices can help adults avoid secondary trauma, burnout, and compassion fatigue while providing support and positive role modeling for self, colleagues, and consumers. In some cultures, taking care of others is part of your own self-care. Taking care of oneself is vital to being able to take care of others. During this session, many strategies will be shared.



### 1 to 3 pm Workshops

#### **WORKSHOP 3: Alaska Native Collaborative Hub for Research on Resilience (ANCHRR): Focusing on Community Strengths as a Promising Approach to Support Youth Wellness** *Lisa Wexler, PhD, Evon Peter, MA*

Coming from a statewide collaborative network, the Alaska Native Collaborative Hub for Research on Resilience (ANCHRR), the workshop will present on-going collaborative research – the Alaska Native Community Resilience Study (ANCRS)- focused on community strengths as an important, often overlooked, contributor to youth wellness and thus a vital protective factor in reducing the risk of youth suicide. ANCRS seeks to describe community-level resources and processes associated with reduced suicide risk and with increased protection. The workshop will share more about the key factors hypothesized to be associated with youth protection from suicide, and engage the audience in exploring how these factors function in their own communities. The interactive small group discussions will allow for participants to apply the ANCRS concepts to their own contexts, culture and experiences. In this way, the workshop will invite discussions about culturally specific functions of formal and informal social processes, resources and institutional practices. Considering the value of such a strengths perspective for increasing community-level protection will invite broader possibilities for communities to improve the mental wellness of youth and children.





## Day Five: Tuesday, April 12

### 9 to 11 am Plenary

#### **What Have We Learned from the Pandemic and What Might be Here to Stay?**

*Panel of local experts and Alaska Providers*

### 1 to 3 pm Workshops

#### **WORKSHOP 1: Innovative Techniques for Anti-Bullying**

*Elijah McCauley, MA, CRC, CTP-CE*

This interactive workshop explores the dynamics of bullying and the deep impact it has on youth and young adults. We will explore the 7 Interventions to help reduce the negative effects it has on the lives of young people, and build resiliency, self-determination, and self-advocacy.

#### **WORKSHOP 2: How are Alaskan Kids Doing?**

*Leah Van Kirk, Patrick Sidmore, MSW*

The session will update participants on the latest mental health and suicide data for children and youth and cover new prevention services coming on-line. School behavioral health efforts across the state will be highlighted including how community agencies are coordinating with schools for better impact. School frameworks and paradigms will be discussed to allow participants to better communicate with schools.

#### **WORKSHOP 3: Recovery High Schools: Adolescents Recovering in Community at Harmony Academy** *Sharon Dursi Martin, MAT*

The founding principal of Oregon's first Recovery High School, Harmony Academy, will share about the innovative and responsive RHS model for serving adolescents with substance use disorders and helping them find community, lasting recovery, and personal success. Now in its third year, Harmony Academy is committed to sharing lessons learned along the way; stories of hope, joy and perseverance; and nuts and bolts information on how recovery high schools can move from the idea phase, through the chaos of start-up, and into something beautiful and lifesaving for young people.

