

Program Brochure
Early Relationships Matter: Building Networks
Wisconsin Infant and Early Childhood Mental Health Conference
June 18-20, 2008

Keynote Addresses

Thursday, June 19

Welcome Address

Principles of Infant and Early Childhood Mental Health: The Moral, Ethical and Economic Imperatives for Promotion, Prevention and Early Intervention

Gerard Costa, PhD, Director of Youth Consultation Services
Institute for Infant and Preschool Mental Health, New Jersey

Dr. Costa will provide an overview of principles in the field of infant and early childhood mental health. Findings from the neurosciences and early intervention will be reviewed, offering compelling evidence for promotion, prevention and early intervention with infants, children and families.

Thursday, June 19

Reception and Book Signing – Pre-registration Required

Discovering Who Has Come to Live with You: Discipline Strategies that 'Fit' Each Child

Mary Sheedy Kurcinka, Author of *Raising Your Spirited Child*
and director of www.parentchildhelp.com

This bestselling author will share the importance of temperamental differences, the link between temperament and behavior issues, effective strategies that truly fit each child, how your own temperament plays a role in the quality of your relationship with each child and the joy of discovering who has come to be with you. A book signing session will follow.

Friday, June 20

Luncheon Speaker

Mothers, Infants and Depression: A Relational Approach to Assessment and Treatment

Roseanne Clark, PhD, Director of Parent Infant and Early Childhood Clinic, UW-Madison

Major depression in the postpartum period is a significant public health concern that poses risk to the quality of the mother-infant relationship during a critical period for the development of attachment. Early identification and treatment of maternal depression is important for the mother, the child and the family. Dr. Clark will discuss strategies for screening and identification of maternal depression, as well as assessment and intervention approaches for supporting positive family relationships and emotion, attention, and behavior regulation in young children in home and child care settings.

Pre-conference Sessions

Wednesday, June 18

A1 Kitchen Table Reflections: Using Reflective Practice in Early Childhood Settings

Carol Noddings Eichinger, MS, LPC, LLP, and Karen Wollenburg, MsEd

This highly interactive workshop will offer participants ways to engage one another in safe and respectful conversation about the complex and highly-charged work of early care. Participants also will explore possibilities for the integration of a reflective approach within program routines.

A2 Positive Solutions for Families: Promoting Children's Social-emotional Development and Addressing Challenging Behaviors

Michaelene Ostrosky, PhD

Based on the work of the Center on Social Emotional Foundations for Early Learning, this session will focus on supporting parents in using effective parenting behaviors to promote children's social-emotional development and address challenging behaviors. Topics to be addressed include promoting children's social and emotional skills, understanding children's problem behavior and using positive approaches to help children learn appropriate behavior.

A3 Assessment and Diagnosis of Mental Health Concerns in the Young Child: A Relational Approach

Roseanne Clark, PhD, and Kathleen Hipke, PhD

This session introduces the process of a multi-method, therapeutic assessment for children 0 – 3 years of age and their parents. Topics include, facilitation of a collaborative assessment process; use of video-based assessment and play-back tools to assess parent-child relationship quality; integration of interview, questionnaire and observational data and case formulation and treatment planning using the current diagnostic system for this age group, the Diagnostic Classification System: 0-3 (DC:0-3R).

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Breakout Sessions

Please refer to the **Registration Form** and **Conference Schedule** when choosing which workshops to attend.

Thursday, June 19

B1 Can Managed Care (or Care Management) be Used to Promote Better Outcomes for Young Children by Integrating Infant Mental Health into Existing Health Care Systems?

Patricia Jerominski; Teri Zywicki-Nelson, MSW

A panel presentation will be followed by an interactive Q&A opportunity for discussion to explore how care managers in a specialized managed care program can achieve better outcomes for young children. The panel will include the experienced voices from iCare, a specialized managed care program for disabled adults with community partners in the Bureau of Milwaukee Child Welfare and St. Amelian-Lakeside, a leading provider of wraparound services for children who will address their experience coordinating care for at risk families, an overview of the managed care systems already established, success stories with adults and older children and components for care management models that enhance the efficient use of resources to achieve better outcomes for young children.

Intended Audience: All
Content Level: Introductory/Awareness

B2 A 'Pyramid Scheme' to Promote Social-Emotional Development

Bev Haverly, MS, MSW; Julie Betchkal, MSE

Here's a pyramid scheme worth investing in. The Pyramid Model is an evidence-based teaching model emphasizing strategies to promote social-emotional development and prevent challenging behavior in most young children. Learn successful interventions for young children with challenging behavior, and review other tools to promote social-emotional development. Participants will explore this web-based model, and review other web-based tools to promote social and emotional development in young children.

Intended Audience: Any
Content Level: Introductory/Awareness

B3 Attachment and Bonding: Brain Development Basics of Social-Emotional Development

Jeanne F. Erickson, Director of Leccia and Associates Inc.

Neuroscientists have identified the link between early infant-caregiver interactions and development of the infant's brain. This workshop will look at an overview of the biology of the brain, with emphasis on the limbic system and the critical window for emotional development. We will also discuss how early experiences shape that development and influence attachment and bonding in the child/caregiver relationship. Participants will receive practical applications to enhance those experiences.

Intended Audience: All
Content Level: Introductory/Awareness, Intermediate/Skill Building

B4 Exploring Mental Health Consultation in Early Childhood

Elizabeth Olsen, Zero to Three Director, Dane County Parent Council and Donna Jost, Child Health & Development Director, Dane County Parent Council

Mental health consultation can be instrumental in helping early care and education professionals understand the role of social and emotional development in children's overall development. Even with adequate funding and access to mental health professionals, accomplishing effective consultation can be difficult at best. The goal of this interactive session is to bridge potential practices in consultation with the realities programs face each day. The presenters will share resources, offer examples of mental health consultation and engage participants in a discussion of its role in early childhood programming. Through sharing of experiences, participants will also learn strategies to incorporate into their own programs. We will brainstorm and problem solve potential barriers to accessing mental health professionals and creating effective consultation models.

Intended Audience: Providers
Content Level: Introductory/Awareness, Intermediate/Skill Building

B5 The Importance of Sensory Play in the Development of Infant Attachment and Competence

Jennifer Krull, OTR; Lynn Phillips, MSW, LCSW

This session will review how sensory regulation develops in a parallel process to attachment and emotional development in infants. Learn the different sensory systems and how they affect play, exploration, relationships development and emotional development. Participants will learn sensory strategies to support infant's development and have an understanding of "red flags" to sensory processing that may impact the infant. Session will include lecture, discussion and experiential exercises.

Intended Audience: Providers, Parents
Content Level: Introductory/Awareness

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B6 Identifying Red Flags in Social and Emotional Development Using the ASQ:SE

Arianna Keil, MD; Christine Breunig, MS

The Ages and Stages Questionnaires: Social-Emotional (ASQ:SE) is a validated parent-completed developmental screening tool designed to identify areas of concern in children's social and emotional development. Participants will learn how to describe the ASQ:SE to parents, administer and score it, along referral options for children with concerning results. National screening initiatives for social and emotional development will be highlighted.

Intended Audience: Providers, Admin/Mgmt
Content Level: Intermediate/Skill Building

B7 Working with Families

Theresa Heberling, MS

This workshop, presented by an educator of children with special needs, will help you create a whole picture of effective relationships. We will use personal reflection, individual explorations, and group discussions while we explore adult learning styles, culture, and multiple intelligences. These theories intertwine with what we know about child development to create a whole picture of the families we work with.

Intended Audience: Providers
Content Level: Intermediate/Skill Building

C1 Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers

Christy Coke, BA

This session will provide an overview of temperament, presenting the nine temperament traits and three temperament types that represent common clusters of these traits. This session will also examine how temperament influences the relationships between infants and caregivers, and examine the concept of "goodness of fit". Participants will learn how to recognize both their own temperament traits as well as the temperament traits of the infant in their care, in order to maximize the caregiving relationship and "goodness of fit". This session will combine activities, short lecture and reflection/discussion in addition to video segments.

Intended Audience: Providers
Content Level: Introductory/Awareness

C2 Early Identification and Intervention in Early Childhood: Evidence-based Practices in Autism Spectrum Disorders

Lana Collet-Klingenberg, PhD; Linda Tuchman-Ginsberg, PhD

This session will present an overview of The National Professional Development Center in Autism Spectrum Disorders (NPDC-Autism), followed by work to date including findings and products related to evidence-based practices for early identification and intervention. NPDC's relationship with Wisconsin and planned activities will also be shared.

Intended Audience: All
Content Level: Intermediate/Skill Building

C3 The Devereux Early Childhood Assessment (DECA) Program

Gaye Tylka, MSE

The DECA is a strength-based system designed to promote resiliency in children ages 2 through 5 years, targeting the "with-in child" protective factors of initiation, self-control, and attachment. The DECA was developed for use with all children within this age group, including children with identified disabilities, and is compatible with all developmentally appropriate curricula. Participants in this session will explore group and individual DECA screening/assessment options, the program's family involvement component, and multiple practical classroom strategies to build on individual children's social strengths.

Intended Audience: Providers, Admin/Mgmt
Content Level: Introductory/Awareness, Intermediate/Skill Building

C4 Listening to the Stories-How to Build Meaningful Relationships with Families

Ruth Chvojicek, MA

Building trusting relationships with families is the foundation of all work with families. But when caseloads are high, to-do lists are long and time is short. How do professionals develop trusting relationships with families in a professional and meaningful way? Listening to the families' story is a valuable way to do that. In this interactive, experiential session, participants will: find the value of storytelling and validate the use of storytelling as a necessary tool to working with families; learn professional techniques for building storytelling into working with families; and brainstorm opportunities to build storytelling techniques into all components of the family-service system.

Intended Audience: Providers, Admin/Mgmt
Content Level: Intermediate/Skill Building

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D1 Preventing Child Sexual Abuse

Jennifer Robers Miller, MS, LPC

It's every parent's nightmare, and seems to occur more and more frequently. Sexual abuse of children: it can happen anywhere, and to any child. How are caregivers and professionals to keep children safe from a growing epidemic? This workshop explores practical ways to protect the most vulnerable children, preschoolers, and appropriate ways to deal with disclosures. Emphasis is placed on community awareness, partnering between professionals and caregivers, and empowering children.

Intended Audience: Providers, Other
Content Level: Introductory/Awareness

D2 Play to Talk: Practical Strategies to Help Children with Autism and Other Late-Talkers Join the Conversation

Andy Paulson, PhD; Pam Stoika, PhD

Learn practical, effective strategies to enhance interaction and encourage social and communicative development in late-talking children. Discover tools for setting goals, tracking progress, and training parents and teachers. This theory-guided, clinically validated approach helps children with autism, Down syndrome, motor disorders, and other disabilities build strong relationships and strengthen communication skills.

Intended Audience: Any
Content Level: Beginning/Awareness; Application/Skill Building

D3 Implementing a System of Infant/Early Childhood Mental Health Consultation Across Settings

Susan Kaplan, MSW, LCSW; Lynn Liston, MA; John Roope, MEd; Nancy Segall, MA

This session will describe the process of developing a statewide infant and early childhood mental health consultation system across a variety of settings. Consultation to child care settings, early intervention, home visiting, prevention initiatives, and community mental health settings will be highlighted. Each presenter will discuss his/her project and give a case example of the kind of work consultants do with practitioners at their sites. The overarching goal is to expand the capacity of the consultees to provide relationship-based, reflective work to their clients. Concepts such as a parallel process, slowing down to reflect, and process and content will be discussed.

Intended Audience: Providers, Admin/Management
Content Level: Advanced/Refinement

D4 Reflection Session

Facilitator: Julia Herwig

Do you feel overwhelmed, burned out or isolated in your work? Would you like support surrounding a difficult issue? Would you like an opportunity to take a step back and take a closer look at your work? Would you like a chance for you to reflect individually or with your team on new ideas from the conference and consider how they might be applied in your work setting? This session will provide a chance for you to connect with colleagues, talk about important issues, and gain support through facilitated reflection.

E1 Temperament Education: Theory, Research and Practical Application

Carol Ostergren, PhD; Donna Doll-Yogerst, MS

Research on temperament clearly indicates that children with certain temperament styles are at increased risk for behavior problems and insecure attachment. This workshop will begin by reviewing the theory and research behind the application of temperament knowledge in parenting/caregiving program development. This session will also include interactive components to help participants learn temperament concepts and management skills through their participation in various group activities. Participants will also learn about various temperament-based educational resources that are available to them to use in their work with children and families.

Intended Audience: All
Content Level: Introductory/Awareness; Intermediate/Skill Building

E2 Infant Mental Health Consultation to Home Visiting Programs

Alison Wismer Fries, MS; Roseanne Clark, PhD; Emily Thibedeau, MSW; Petrovnia Charles, MSW; Lindsay McClernan; Jennifer Grether, MSSW

The goal of this workshop is familiarize participants with the role that an Infant Mental Health Consultant can play in early childhood home visiting programs. The collaboration between the Parent-Infant and Early Childhood Clinic in the UW Department of Psychiatry and the Early Childhood Initiative (ECI), a home visiting program that serves pregnant and newly parenting low-income families in Madison, will be used as a model exploring this topic of infant mental health consultation. Within the ECI program mental health consultation works on multiple levels, consultative, educational, and direct service, each of which will be explored during the presentation. Video case examples will be used to illustrate the components.

Intended Audience: Providers
Content Level: Introductory/Awareness

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E3 Supporting Parents in Developing an Adaptive Relationship with their Infant with Special Needs through Guidance During Caregiving

Karen Pridham, PhD, RN and Tondi M. Harrison, RN, MS

Caregiving tasks may challenge parents of infants with special needs in ways that diminish or distort attention to the parent-infant relationship. This interactive workshop will demonstrate processes of guiding parents in forming positive and adaptive relationships with their infants through their caregiving experiences. The experiences we will address are those that are a part of everyday caregiving, including feeding and regulating the infant's physiologic condition, emotion, or attention through soothing, arousing and other activities.

Intended Audience: Providers, Parents
Content Level: Intermediate/Skill Building

F3 Bonding, Attachment and Brain Development

Deborah Lev-Er, LCSW

Participants will learn about the early brain development that occurs from birth to three and the significance of bonding and attachment in early brain development. Participants will also learn new ideas for providing sensory stimulating activities and how these activities lay the foundations for future learning. This workshop will be a combination of lecture, video and interactive elements.

Intended Audience: Parents, Providers, Early Childhood Teachers
Content Level: Introductory/Awareness

F4 Helping Children Get the Sleep they Need: Why Temperament Matters

Mary Sheedy Kurcinka

It's estimated that 69 percent of American children are literally screaming for more sleep. Join Mary Sheedy Kurcinka to discover the scientific link between misbehavior and missing sleep; the importance of sleep for maximizing children's health, development, and performance; the interplay between adult sleep habits and children's sleep and (mis)behavior; how normal everyday events leave children too tense to sleep; strategies for customizing the tools to "fit" each individual; practical tools and real-life examples to help you and the children you live or work with to get the sleep you need and deserve.

Intended Audience: Parents and Professionals
Content Level: Skill Building

G1 Early Childhood Initiative: Integration of Services

Lindsay McClernan; Emily Thibedeau, MSW; Petrovnia Charles, MSW; Jamie O'Dea

This workshop will review the Early Childhood Initiative which is a comprehensive, integrated, home visitation program that works with caregivers that have at least one child in the home under 12 months of age or a pregnant woman. Staff will describe the various integrated services, how they have come to be, why they are important to the work and share case examples of the benefits for families.

Intended Audience: Providers, Admin/Mgmt
Content Level: Introductory/Awareness

Friday, June 20

F1 Maternal Mental Health, Maternal-infant Attachment, and Child Development: Important Aspects to Consider in Early Intervention Practice

Kris A. Barnekow, PhD, OTR; Jennifer Runquist, PhD, RN

This lecture will review how maternal mental health relates to parent-child attachment and affects child development in children with special needs. Implications for practice in early intervention will be discussed and detection, screening, and referral of depression and post-traumatic stress disorder will be covered. Findings from a community-academic research partnership to implement mental health screening of mothers who have children enrolled in the Birth to Three program will also be shared.

Intended Audience: Providers
Content Level: All

F2 Strategies for Helping Socially/Emotionally Challenged Preschoolers

Trena Loomans, LCPC, NCSC, AT

Violent behaviors in preschoolers are an epidemic across the nation resulting in increased social and emotional challenges in the home and classroom environment. Through hands on interactive activities participants will gain insightful strategies benefiting the child, parents, teacher, and the class. Participants will leave with a tool box of ideas.

Intended Audience: All
Content Level: Intermediate/Skill Building

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G2 Promoting Healthy Relationships among Mothers with Severe and Chronic Mental Illness and their Young Children

James M. Geidner, PhD

Participants will engage in several interactive/experiential activities designed to simulate the difficulties relating to others during various degrees of psychotic episodes. Such events as hearing voices, visual hallucinations, and dissociative states will be simulated. Participants will be asked to solve simple problems with another individual while simulating various forms of experiences common to individuals with severe and chronic mental illness. A discussion with successful intervention strategies will follow.

Intended Audience: Providers

Content Level: Introductory/Awareness

G3 The Power of Success: Growing the Roots of Social Competence

Susan Donahoe, MS; Ann Ramminger

This workshop will explore the concept of intentional teaching as applied to the development of Social-Emotional competence. The role of positive framing, environments, activities and actions will be considered. Participants will experience intentional teaching through activities, discussion and personalized transfer of learning plans. Connections between the Social and Emotional Competence information from the Center for Social Emotional Foundations for Early Learning and the Social-Emotional domain of the Wisconsin Model Early Learning Standards will be examined.

Intended Audience: Any

Content Level: All

G4 Developmental Screening Using the ASQ

Arianna Keil, MD; Loraine Lucinski, MPH; Linda Tuchman-Ginsberg, PhD

The Ages and Stages Questionnaire is a validated parent-completed developmental screening tool designed to facilitate the early identification of very young children with developmental concerns. Participants will learn how to describe the ASQ to parents, administer and score it, along referral options for children with concerning results. National and state level developmental screening initiatives will be highlighted.

Intended Audience: Providers, Admin/Mgmt

Content Level: Intermediate/Skill Building

H1 Assessment of Preschoolers' Attachment Representations

Julie Poehlmann, PhD; Emily Hahn, BS

This will be an interactive/experiential workshop focusing on a narrative technique to assess young children's cognitive and emotional expectations of attachment relationships. Participants will learn the history and purpose of narrative assessments of young children's attachment relationships. Participants will be given and opportunity to practice administering the technique as well as review examples and critique administrations with high risk young children.

Intended Audience: Providers

Content Level: Intermediate/Skill Building

H2 Supporting Children's Sensory Processing in Early Care Settings

Terri Enters, P.L.A.Y. Project Consultant

Learn how to support individual children in early care settings by providing environments that support early childhood's body, brain and social emotional development. We will take a practical view of the theory and practice of Sensory Integration. We will explore how children communicate through their behaviors and discover what children are revealing to us about how they perceive the world. We will look at the most frequent disruptive behaviors that children have (biting, hitting, screaming, not sleeping, etc.) and begin to understand what sensory processing disruptions influence these behaviors. We will build on this information to create supports to help children be successful in their early learning and relationship building. Participants will discover two "hidden senses" that lead to understanding children's out-of-control behavior. Participants will walk away with a list of activities and techniques that will help organize children's behaviors and have the children making sense of their world. The session will include lecture, discussion and hands-on learning.

Intended Audience: Providers, Parents

Content Level: Introductory/Awareness; Intermediate/Skill Building

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H3 Poverty and the Impact on Brain Development: How the Pathways of Poverty Influence Social-Emotional Development
Jeanne F. Erickson, Director of Leccia and Associates Inc.

This workshop will explore dimensions of poverty such as nutrition, quality care, restricted and/or high stress environment, toxins such as lead, and the prenatal impacts of stress, inadequate nutrition and substance abuse. Participants will learn how these pathways of poverty impact the brain biology of social-emotional development. A workshop on the impact of poverty would not be complete without a look at the correlation of race and poverty. Participants will also discuss the impacts that transient and long-term poverty have on social-emotional development, behavior, and intelligence.

Intended Audience: Any
Content Level: All

I1 Promoting Social-Emotional Development at the State and Local Level
Therese Ahlers, MS, MPA and Sally McCoy, PhD

Learn how the social and emotional development of infants and young children can be promoted at the community level. The efforts of a small group of people in Rock County over three years will be described. The work of the Wisconsin Alliance for Infant Mental Health will also be featured. Participants will be asked to provide ideas on how the statewide organization can support your community.

Intended Audience:
Content Level: All

I2 Parent-Child Interactions: Use of Standardized and Informal Tools
Patricia Caro, PhD

This presentation is designed to provide the participants with an overview and general instructions regarding administration of standardized tools. The application of the results from informal tools will be experienced by the audience members interpreting a completed protocol. In addition to the published informal tools, the participants will discuss and develop an array of behaviors and skills to be observed informally through discussion and case studies. The importance of each targeted behavior and how it is manifested will be discussed.

Intended Audience: Providers, Admin/Mgmt
Content Level: Introductory/Awareness; Intermediate/Skill Building

I3 Enhancing Supervisory Capacities Through Reflective Practices
Elizabeth Olsen, Zero to Three Director, Dane County Parent Council, Inc.

Supervisors and other leaders responsible for child and family development programs often feel isolated and unsupported in their work. These individuals frequently have little time to process their work and problem solve with others who truly understand their perspective or needs. This lack of sharing can lead to frustration, breach of boundaries and professional burn out. Providing an outlet for mentoring, skill building and networking with peers can help avoid these consequences. This workshop offers an opportunity to learn about how early childhood communities have addressed the need for supervisor support and how reflective strategies can help maintain effective skills, avoid boundary violations and build and maintain professional networks. In this interactive discussion the presenter will share a review of current practices and her experiences supporting supervisors. Participants will be asked to share observations of supervisor's needs and ideas for incorporating reflective practices into their own work. In closing we will brainstorm steps towards building supervisory support networks within our professional communities.

Intended Audience: Admin/Mgmt
Content Level: Intermediate/Skill Building, Advanced/Refinement

I4 The Role of Birth in Early Relationships
Claire Winstone, PhD

This session will review research and what clinicians have been learning regarding the psychosocial impact of the birth experience and what these findings mean for practitioners, parents, teachers and children. This session will present a new perspective on how the standard way of birth in America has enduring impacts on lives and relationships and bring a deeper understanding to working with parent-child relationships.

Intended Audience: Providers/Parents
Content Level: Introductory/Awareness; Advanced/Refinement

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15 Experiences Shape Who We Are: Making Sense of Life
Sharon Gray, EdD(c), LPC

How parents make sense of their own childhood experiences has a profound effect on how they parent their children. This workshop is designed to introduce parents and clinicians to techniques that will help them make sense of their own life, both past and present. Using the scientific approach called "interpersonal neurobiology" (neuroscience + attachment research), psychoeducation and experiential exercises will enhance understanding of how childhood experiences can influence life and affect parenting.

Intended Audience: Providers/Parents
Content Level: All

16 Parenting Newsletters: A Resource to Promote Competent Parenting and Healthy Parent-Child Relationships

Dave Riley, PhD; Carol Ostergren, PhD

Since lack of knowledge is one cause of unhealthy pregnancy behavior and incompetent parenting, University of Wisconsin-Extension developed three series of parenting newsletters—*Preparing to Parent*, *Parenting the First Year*, and *Parenting the Second and Third Years*—that health care providers and professionals who serve families can use to provide research-based information to expectant and new parents. Evaluations of the newsletters have shown that parents really read them, share them with others and rate them highly useful. In this workshop we will discuss the benefits of parenting newsletters for both parents and professionals, how organizations can obtain and distribute the newsletters, as well as opportunities for evaluation.

Intended Audience: All
Content Level: Introductory/Awareness

17 Reflection Session
Facilitator: Terri Enters

Do you feel overwhelmed, burned out or isolated in your work? Would you like support surrounding a difficult issue? Would you like an opportunity to take a step back and take a closer look at your work? Would you like a chance for you to reflect individually or with your team on new ideas from the conference and consider how they might be applied in your work setting? This session will provide a chance for you to connect with colleagues, talk about important issues, and gain support through facilitated reflection.