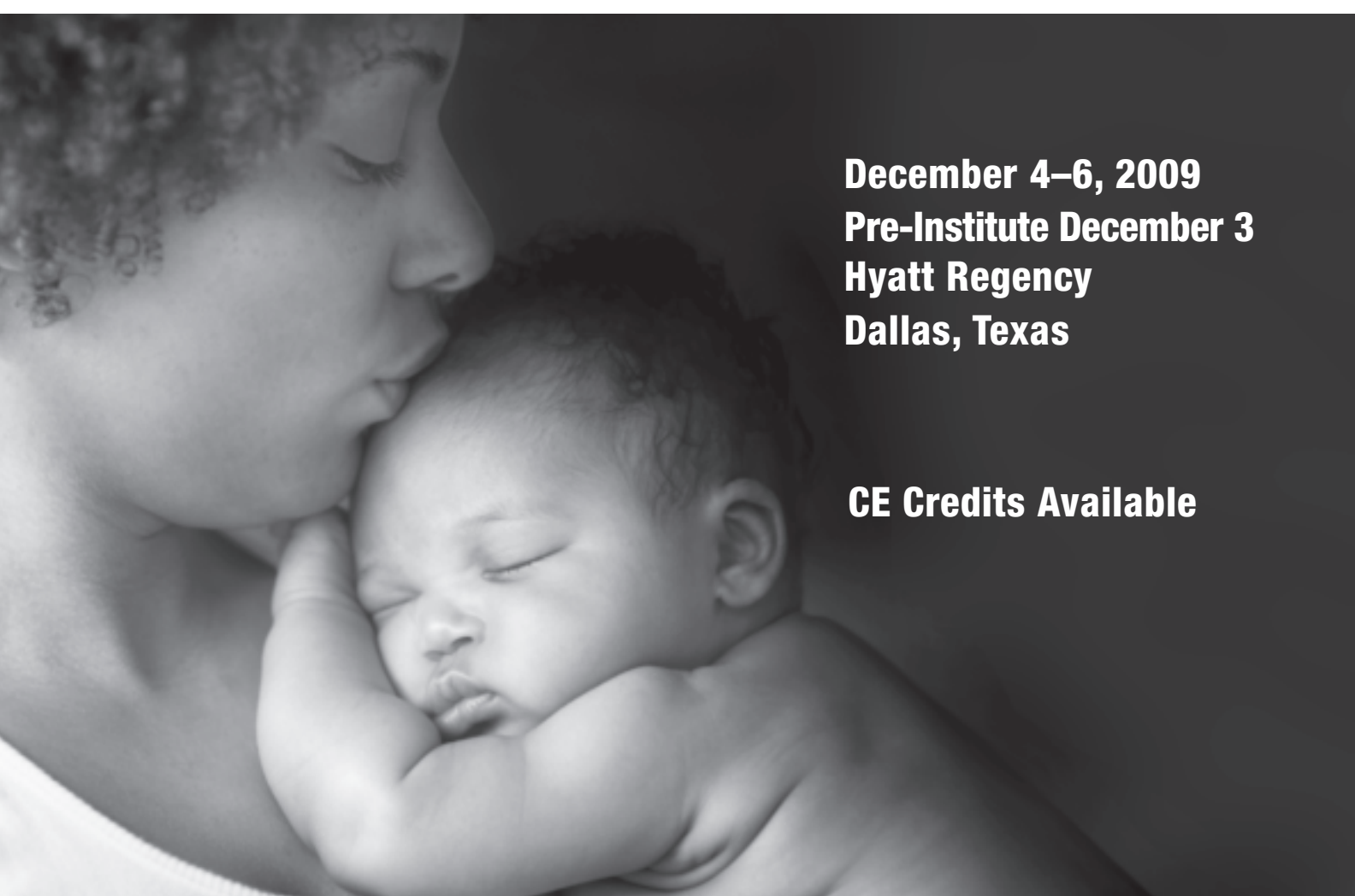


# **24TH NATIONAL TRAINING INSTITUTE (NTI)**

## **Connecting Science, Policy and Practice**



**December 4–6, 2009**  
**Pre-Institute December 3**  
**Hyatt Regency**  
**Dallas, Texas**

**CE Credits Available**

**Register before September 30th to  
take advantage of our Early Bird Rate!**

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National Center for Infants, Toddlers, and Families

# 24TH NATIONAL TRAINING INSTITUTE (NTI)

## Connecting Science, Policy and Practice

### Schedule at a Glance



#### Thursday, December 3

10:00 a.m. – 4:30 p.m.	<b>Pre-Institute Forums</b>
4:00 p.m. – 5:00 p.m.	Welcome/Orientation for New NTI Attendees
5:00 p.m. – 6:00 p.m.	<b>Opening Plenary</b>
6:00 p.m. – 8:00 p.m.	Opening Reception in the Marketplace

#### Friday, December 4

7:00 a.m. – 8:00 a.m.	Breakfast in the Marketplace
8:00 a.m. – 9:00 a.m.	<b>Special Address</b>
9:00 a.m. – 9:30 a.m.	Break in the Marketplace
9:30 a.m. – 11:00 a.m.	<b>Field Presentations &amp; Symposia—Section A</b>
11:30 a.m. – 1:15 p.m.	<b>Luncheon and Keynote Presentation</b>
1:30 p.m. – 3:00 p.m.	<b>Field Presentations &amp; Symposia—Section B</b>
3:00 p.m. – 3:45 p.m.	Break in the Marketplace
3:45 p.m. – 5:15 p.m.	<b>Field Presentations &amp; Symposia—Section C</b>
5:30 p.m. – 6:30 p.m.	Networking Discussion Groups

#### Saturday, December 5

7:00 a.m. – 8:00 a.m.	Breakfast in the Marketplace
8:00 a.m. – 9:30 a.m.	<b>Research Plenary</b>
9:30 a.m. – 10:30 a.m.	Poster Session/Refreshment Break in the Marketplace
10:45 a.m. – 12:15 p.m.	<b>Field Presentations &amp; Symposia—Section D</b>
12:15 p.m. – 1:30 p.m.	Lunch in Marketplace
1:30 p.m. – 3:00 p.m.	<b>Policy Plenary</b>
3:30 p.m. – 5:00 p.m.	<b>Field Presentations &amp; Symposia—Section E</b>

#### Sunday, December 6

7:00 a.m. – 8:00 a.m.	Breakfast
8:00 a.m. – 9:30 a.m.	<b>Field Presentations &amp; Symposia—Section F</b>
9:45 a.m. – 11:15 a.m.	<b>Practice Plenary</b>
11:30 a.m. – 1:00 p.m.	Practice Plenary Dialogue Session

ZERO TO THREE is a national nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.

Our mission is to promote the health and development of infants and toddlers. We achieve this by translating research and knowledge—specifically information about the kinds of early experiences that help children thrive—into a range of practical tools and resources for use by

the adults who influence the lives of young children.

Every year, ZERO TO THREE provides an unparalleled opportunity for multidisciplinary professionals to enhance their knowledge about early childhood development through our National Training Institute (NTI). The NTI offers opportunities to network with colleagues and leaders in our field. Interactive and thought-provoking sessions have been carefully planned to enrich your knowledge and inform your practice.

## Who Should Attend?

- Directors and Administrators
- Trainers and Supervisors
- Nurses and Pediatricians
- Early Childhood Educators and Family Child Care Providers
- Social Workers and Therapists
- Special Educators and Early Childhood Specialists
- Home Visitors and Parent Educators
- Psychologists and Psychiatrists
- Researchers and Professors
- Policymakers and Parent Advocates

## Why Should You Attend?

The NTI is an unparalleled training and networking event designed for experienced professionals in the infant/family field. This year's agenda delivers high-level sessions, cutting-edge research, and best-practice strategies. The NTI offers ample opportunities to meet and network with other professionals.

## What Does NTI Registration Include?

The NTI is a high-value conference, providing you access to six plenary/general sessions by thought leaders in our field, six breakout sessions, 25 poster presentations, discussion groups, the Marketplace full of organizations and vendors, multiple networking opportunities, and several meal functions. **Same registration fee this year! You simply cannot afford to miss this NTI!**

## Don't miss the many opportunities to:

- Learn from leaders in the infant/family field
- Network with professionals who share your commitment
- Share ideas and knowledge
- Grow personally and professionally
- And . . . make a difference!

## A few of the timely topics to be featured include:

- Using the latest brain development research in your program
- Understanding and responding to challenging behavior
- Helping young children and families cope with trauma
- Supporting families in the economic downturn
- Building reflective practices into your program

## Customizing Your NTI Experience

There are more than 70 field presentations and symposia from which to choose. Many sessions each day fit into broad topic areas planned especially for this NTI. Topic areas include the following: early development and learning, mental health/social-emotional, early intervention, and program design/leadership/policy.

## Your Knowledge of the Topic

The NTI is a multidisciplinary conference for infant/family professionals working in the areas of early care and education, mental health, early intervention, family support, social service, child welfare, and health care. The skill level of individual sessions has not been indicated due to the interdisciplinary nature of this conference. Participants are urged to review the description of the sessions offered to determine the professional and personal appropriateness for your learning needs. Learning objectives for individual sessions may be obtained by contacting the continuing education sponsor, The Institute for Continuing Education, at 800-557-1950; FAX: 866-990-1960; e-mail: instconted@aol.com.

*Continuing Education Credits Available  
See page 18 for more information*

# PRE-INSTITUTE DAY

**Thursday, December 3 10:00 a.m. – 4:30 p.m.**

(Choose one of four Pre-Institute forums. Additional registration fees apply. Lunch and afternoon refreshment break included. Space is limited.)

## **DC:0–3R: Introductory Session for Clinicians**

DC: 0–3R is an approach to assessment and diagnosis that takes into account infants' and young children's unique developmental and relational needs. This session will provide an introduction to the DC:0–3R multi-axial diagnostic system and its use in assessing and diagnosing mental health and developmental difficulty in very young children. Participants will discuss the key concepts of infant mental health, the philosophy underlying this approach to diagnosis, and the application of clinical reasoning in developing diagnoses. This interactive session is designed for mental health clinicians and will be of interest to others who treat developmental difficulties in very young children. Presenters will use case examples, lecture, videotape, and discussion.

*Faculty: Karen Frankel, PhD, University of Colorado, Denver, CO; Jean Thomas, MD, MSW, George Washington University School of Medicine, Washington, DC*

**Note:** All participants must bring a copy of the manual *Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: Revised Edition (DC:0–3R)*. The manual can be ordered online at the ZERO TO THREE bookstore, [www.zerotothree.org/dc03rbook](http://www.zerotothree.org/dc03rbook), or by calling 800-899-4301.

## **Helping Young Children and Families in Challenging Circumstances**

Young children and families experience significant challenges when exposed to traumatic experiences such as disasters that lead to displacement, domestic and community violence, child abuse and neglect, and economic adversity. Presenters will explore issues of risk and resilience for these children and families. Presenters will provide a conceptual framework, methodologies, and evidence-based interventions and strategies for multidisciplinary professionals working to support these vulnerable children and suggest policies to better serve their needs.

*Faculty: Russell Jones, PhD, Virginia Tech University, Blacksburg, VA; Joy Ososky, PhD, LSU Health Sciences Center, New Orleans, LA; Sheree Toth, PhD, University of Rochester, NY; and Judy Gentry, LCSW, LMFT, DePelchin Children's Center, Houston, TX*



## **Supporting Military Families in the Face of Trauma, Grief, and Loss**

This session will explore the experiences of military families coping with separation and grief as a result of deployments, physical and emotional injury, or death. Presenters will lead participants in discussions about effective ways that professionals working in military child care, family support, and medical and clinical settings can serve very young children. There will be a particular focus on the role that the cultures of the family and the professional play in the healing and treatment processes.

*Faculty: Sharon W. Cooper, MD, FAAP, Developmental and Forensic Pediatrics, PA, Ft. Bragg, NC; Steve Cozza, MD, Uniformed Services University of the Health Sciences, Bethesda, MD; Betsy McAlister Groves, PhD, Child Witness to Violence Project, Boston, MA; and Barbara Thompson, Department of Defense, Washington, DC*



## The Reflective Continuum: Deepening Knowledge and Process

Reflective supervision (RS) and other reflective practices are increasingly being used in infant/family programs. This Pre-Institute will encourage participants to explore the many facets of RS and the creative ways it is being implemented. Presenters will encourage a dialogue about some of the current questions in the field including who is qualified to supervise and which credentials should be required for supervisors. Dyads, small-group activities, and large-group activities will provide participants an opportunity to experience reflective supervision as they think about improving practice in their own settings.

*Faculty: Brenda Jones-Harden, PhD, University of Maryland, College Park, MD; Prachi Shah, MD, Texas Children's Hospital, Houston, TX; Rebecca Shahmoon-Shanok, PhD, MSW, The Jewish Board of Family and Children's Services, New York, NY; Deborah Weatherston, PhD, Michigan Association for Infant Mental Health, South Gate, MI; and William Schafer, PhD, Ann Arbor, MI*

## Welcome/Orientation for First-Time NTI Attendees!

### Thursday, December 3

4:00 p.m. – 5:00 p.m.

Never been to the NTI before? Come join us for a brief orientation and information session on making the best use of your time at the NTI.

## Opening Plenary

### Thursday, December 3

5:00 p.m. – 6:00 p.m.

## Finding Words for the Unspeakable: The Treatment of Trauma in Infants and Their Parents

*Alicia F. Lieberman, PhD, University of California, San Francisco, ZERO TO THREE Board President*

The experience of violence and other traumatic events is pervasive in the lives of some infants and their families and can lead to profound disturbances in early development and in the child–parent relationship. Dr. Lieberman will describe the manifestations of early trauma and highlight the clinical usefulness of helping young children and their parents communicate with each other about these adverse events using words and play in culturally appropriate ways. Clinical examples will be used to illustrate empirically supported approaches to the treatment of early trauma.

## A Time to Network!

### Opening Reception in the Marketplace

### Thursday, December 3

6:00 p.m. – 8:00 p.m.

Enjoy networking with your colleagues, the ZERO TO THREE Board and staff, the NTI Host Committee, and Marketplace exhibitors to kick off the NTI with a little food, a lot of good cheer, and a peek at the newest products and information on display in the Marketplace.

# DAY ONE

Friday, December 4

## Complimentary Continental Breakfast in the Marketplace

7:00 a.m. – 8:00 a.m.

### Special Address

8:00 a.m. – 9:00 a.m.

#### Evolutionary Theory Meets Early Childhood

*David F. Bjorklund, PhD, Florida Atlantic University, Boca Raton, FL*

**E**volutionary theory can be used to examine and improve the practice of education. A child's capacity to learn is the product of millions of years of evolution and requires an appropriate social environment. Modern educational practices that ignore our evolutionary heritage can cripple the capacity to learn. The author of several books, among them *Why Youth is Not Wasted on the Young: Immaturity in Human Development* (2007), Dr. Bjorklund will discuss how evolutionary theory can be applied to the design of optimal learning environments for very young children.

## Break in the Marketplace

9:00 a.m. – 9:30 a.m.

## FIELD PRESENTATIONS AND SYMPOSIA

### Section A: Friday, December 4

9:30 a.m. – 11:00 a.m.

#### A1 (Symposium) Special Address Breakout: Evolutionary Theory Meets Early Childhood

This session will provide those who are interested with an opportunity for an in-depth discussion with Dr. Bjorklund about additional critical issues related to how evolutionary theory can be used to examine and improve the practice of education.

*Faculty: David F. Bjorklund, PhD, Florida Atlantic University, Boca Raton, FL*

## Early Development and Learning

#### A2 (Field) Innovative Applications of Music and Movement That Promote Positive Outcomes for Children and Families

Music is a powerful universal language used worldwide for communication, healing, and pleasure. Learn how a research-based music and movement program has been used to support a variety of positive outcomes, including reuniting separated families, bridging the achievement gap for minority children, and reinforcing therapeutic interventions for children with special needs.

*Faculty: Carol Ann Blank, LPC, and Mª Territo, BA, Music Together, LLC, Princeton, NJ*

#### A3 (Field) Respecting and Managing Varying Cultural Practices in Infant/Toddler Caregiver/Educator Training Programs: Reflections From a Multicultural Society

This session will involve an exploration of how caregiver/educator training programs in a multicultural society weave together the complexities of different cultural practices and meet the caregiving and developmental needs of infants and toddlers in group settings.

*Faculty: Christine Chen and Therese Tan, MEd, Association for Early Childhood Educators, Singapore*

#### A4 (Field) Yes We Can: State Policies That Build the Supply of High-Quality Infant/Toddler Child Care

Babies can thrive in high-quality child care, but the supply is limited. This session will explore lessons learned from policy strategies that states are using to build the supply of child care that meets high-quality standards. Come ready to think through how these approaches can work in your state or community.

*Faculty: Rachel E. Schumacher, MPP, Center for Law and Social Policy, Washington, DC; Lanier DeGrella, PhD, Child Care Services Association, Chapel Hill, NC*

## Mental Health/Social-Emotional

#### A5 (Field) Helping Parents SOAR in the Parenting Role: A Model to Observe and Optimize the Early Parent-Child Relationship

This interactive workshop will demonstrate how the SOAR model can be used to observe and support early parent-child relationships in the context of home visiting. Using case presentations, video vignettes, group processing, and interactive



exercises, participants will learn how to incorporate this model in their work with young children and their families.

*Faculty: Prachi Shah, MD, Texas Children's Hospital, Houston, TX*

## **A6 (Field) Playtime for Everyone: Bolstering Vulnerable Families Through Dyadic Work in Playgroups**

Social support, understanding of child development, and positive attachments protect vulnerable families against the risk of abuse. Our playgroups combine group and dyadic work to promote healthy attachment and provide a social network for families. Groups are accessible to parents and young children in high-risk neighborhoods and foster care.

*Faculty: Pamela S. Potischman, LCSW, and Sharmeela Mediratta, LCSW, SCO Family of Services, Brooklyn, NY*

## **A7 (Symposium) Trauma, Grief, and Loss in Military Families: A Cultural Perspective**

Presenters will lead a discussion on how the different cultures of the military, family, and provider all play a role in the healing and grieving process. Perspectives and approaches to providing trauma-focused support for culturally diverse families within the military context will be explored for possible application to participants' settings.

*Faculty: Patricia Van Horn, PhD, San Francisco General Hospital, San Francisco, CA; and Judith Cohen, MD, Allegheny General Hospital, Pittsburgh, PA*

## **Early Intervention**

### **A8 (Field) A Collaboration Project Working With Children Identified as Failure to Thrive**

A collaboration between an inner-city county hospital and social service agency provides families with a comprehensive approach to managing children diagnosed with failure to thrive. Team meetings, home visits, and individualized treatment contributed to families being able to improve their rate of success and help their children gain weight.

*Faculty: Rachel E. Engram, LCSW, Juvenile Protective Association, Chicago, IL; Norel Rosado, MD, and John H. Stroger Jr., Cook County Hospital, Chicago, IL*

### **A9 (Field) Building Partnerships to Address Challenges in Children With Autism Spectrum Disorders and Related Disabilities**

Multisector collaboration with stakeholders can have a positive impact on early identification and intervention for children with autism spectrum disorders. State plans provide insight into common needs for public awareness, cross-system collaboration, increasing the supply of qualified professionals, and the need for evidence-based practices.

*Faculty: Jennifer A. Bogin, BCBA, MEd, and Sue Lin, MS, Association of University Centers on Disabilities, Silver Spring, MD; Georgina Peacock, MD, MPH, Centers for Disease Control and Prevention, Atlanta, GA*

## **Program Design/Policy/Leadership**

### **A10 (Field) Preparing Relationship-Based Early Intervention Personnel**

This session will highlight the components of an inclusive infant/toddler playgroup practicum experience. This student practicum is the core feature of a federally funded interdisciplinary preservice personnel preparation program that prepares students as relationship-based early interventionists. Presenters will share evaluation data.

*Faculty: Mary-Alayne Hughes, PhD, University of Illinois, Champaign, IL; Marilyn Espe-Sherwindt, PhD, Family Child Learning Center, Tallmadge, OH*

### **A11 (Symposium) Getting Out the Word in a Changing Media Environment**

In today's fluid media environment, programs may feel uncertain about how to promote their services or the importance of their work. Learn strategies on how to work with the media to get out the word through traditional publicity, "new" media (e.g., Twitter, blogs, social media), partnerships, and advertising.

*Faculty: Ann Pleshette Murphy, ABC's Good Morning America, New York, NY; Nancy Churnin, Dallas Morning News, Dallas, TX; and Dianna Webb, Appletree Learning Center, Casper, WY*

## A12 (Symposium) Beginning to Create an Evidence Base for Reflective Supervision

There is ample anecdotal information about the efficacy of reflective supervision (RS), but there is little empirical evidence. A recent online chat about RS highlighted the need to know more about its effectiveness. This session is a brainstorming opportunity to generate questions for, and approaches to, building the evidence base. Work will continue after the NTI via online discussion.

*Faculty: Walter S. Gilliam (Moderator), PhD, Yale University, New Haven, CT; Brenda Jones-Harden, PhD, University of Maryland, College Park, MD; Prachi Shah, MD, Texas Children's Hospital, Houston, TX; Rebecca Shabmoon-Shanok, PhD, LCSW, The Jewish Board of Family and Children's Services, New York, NY; Deborah Weatherston, PhD, Michigan Association for Infant Mental Health, Southgate, MI; and William Schafer, PhD, Ann Arbor, MI*

## Luncheon and Panel Presentation

11:30 a.m. – 1:15 p.m.

### The Past as a Guide to the Future: Reflecting on 40 Years in the Field of Infancy

*Ron Lally, EdD, WestEd, Sausalito, CA; Bernie Levy, Mambaset, NY; Jeree Pawl, PhD, Mill Valley, CA; Ed Zigler, PhD, New Haven, CT; and Alicia F. Lieberman (Moderator), PhD, University of California, San Francisco*

This luncheon conversation will feature four pioneers in the field of infancy who will describe the evolution of ZERO TO THREE and share their experiences over the years in helping to shape policy and practice on behalf of infants, toddlers, and their families.

## FIELD PRESENTATIONS AND SYMPOSIA

### Section B: Friday, December 4

1:30 p.m. – 3:00 p.m.

## Early Development and Learning

### B1 (Symposium) The Wonder and Complexity of Infant and Toddler Peer Relationships

Infants and toddlers experience joys and challenges as they negotiate peer interactions and relationships; adults play a central role in supporting them. The presenter will share research, her documentation of peer interactions and relationships, and strategies to support children's sense of self and other.

*Faculty: Donna Wittmer, PhD, University of Colorado, Denver, CO*

### B2 (Field) A Multidisciplinary Approach to Working With Parents of Infants and Toddlers With Sleep Problems

Sleep deprivation is common in parents of infants and young children. Parents may not know how to change their infants' sleep problems. Early intervention advocates, family practitioners, and infant mental health professionals can help by providing parents with infants a multidisciplinary approach to infant sleep problems.

*Faculty: Angelique P. Millette, CD, PhD, Angelique Millette LLC, Fairfax, CA*

### B3 (Field) Providing Consultation to Child Care Programs: An Evidence-Based Approach

This session will describe an evidence-based process for providing technical assistance and consultation to early care and education programs caring for children with special health care needs, disabilities, and challenging behavior. We will share our consultation checklist, and describe our latest service innovation—collaboration with early childhood mental health consultants.

*Faculty: Martie Kendrick, MEd, University of Maine, Windham, ME; Debra H. Rainey, MEd, University of Maine, Augusta, ME*

### B4 (Symposium) The Effects of Immigration on Very Young Latino Children and Their Families

Many young children in immigrant families live in poverty with parents having low education levels and limited English proficiency. This symposium will focus on issues, especially traumatic experiences, that impact young children in immigrant families and discuss interventions, supports, and treatments designed to address and reduce risk factors for these children.

*Faculty: Luis Flores, MA, LPC, LCDC, RPT-S, Serving Children and Adolescents in Need Inc. (SCAN), Laredo, TX; Chandra Ghosh Ippen, PhD, Child Trauma Research Project, San Francisco, CA; and Maria Chavez (Moderator), PhD, Albuquerque, NM*

## Mental Health/Social-Emotional

### B5 (Field) Infant Mental Health Training in Child Protection and Family Law: Changing Practice, Changing Lives

A national effort to educate professionals such as family law and child protection workers who make life-long decisions about maltreated infants is the focus of this session. We will share tools, resources, and educational materials developed for these audiences to promote empirically supported case management strategies, placements, and interventions for maltreated babies.

*Faculty: Evelyn M. Wotherspoon, MSW, Calgary Health Region, Calgary, Alberta, Canada; Chaya Kulkarni, EdD, Hospital for Sick Children, Toronto, Ontario, Canada*

## Program Design/Policy/Leadership

### B10 (Field) Developing Competency Standards for the Infant and Early Childhood Field

Spokespersons from three state systems will discuss competency in the infant and early childhood field. After offering a working definition of competency, presenters will summarize the development and use of standards to promote policy, practice, and training as well as the challenges and lessons learned in their states.

*Faculty: Deborah J. Weatherston, PhD, Michigan Association for Infant Mental Health, Southgate, MI; Lynn R. Liston, MA, Family Living Center, Belvidere, IL; and Mary Claire Heffron, PhD, Children's Hospital Oakland, Oakland, CA*

### B11 (Field) Nurse–Family Partnership: New Evidence, New Opportunities

Nurse–Family Partnership is a nationally recognized community health program in which nurses conduct home visits with first-time mothers from the time of her pregnancy until the child is 2. This session will describe the program and results of recent economic analyses that are leading to increasing government investment in the program as a policy priority.

*Faculty: Peggy L. Hill, MEd, Nurse–Family Partnership National Service Office, Denver, CO; Susan Smithson, BA, YWCA of Metropolitan Dallas, TX*

### B12 (Field) Policy and Legal Issues Concerning Young Children on the Autistic Spectrum

There are many policy and legal challenges confronting program administrators, practitioners, policymakers, and parents concerning services for young children with autistic spectrum disorders (ASD). The presenter will provide a review of legislation, regulations, and case law to ensure provision and funding of appropriate services for young children with ASD.

*Faculty: Sheryl Dicker, JD, Albert Einstein College of Medicine, Montrose, NY*



### B6 (Symposium) Interventions to Support Maternal Parenting Self-Efficacy: “I See How I Make a Difference to My Child”

From research findings to the wisdom of practice, we explore the trajectory of maternal self-efficacy, both what helps and what hinders its development. You will learn about the impact of maternal depression and infant temperament on self-efficacy and about strategies to promote a mother's sense of effectiveness with her child.

*Faculty: Linda Gilkerson, PhD, and Tracy Moran, PhD, Erikson Institute, Chicago, IL; Beth Troutman, PhD, University of Iowa, Iowa City, IA*

### B7 (Field) Parent–Infant Play Therapy: Establishing Crucial Connections

During their first 2 years, children form attachments with caregivers that profoundly affect their emotional lives. Presenters will provide a brief overview of attachment theory, brain development, and theoretical frameworks of parent–infant play therapy. A case presentation will illustrate how to integrate information to create crucial connections within the parent–infant dyad.

*Faculty: Maretta Juarez, LCSW, and Sbarla R. Kibel, LMFT, Santa Clara Valley Health and Hospital System, San Jose, CA*

### B8 (Field) Taking on the High-Risk Mom and Baby: A Journey of Relationship, Intervention, and Reflection

This session will look at the experience of working with high-risk families and children, highlighting the challenges in working with women who abuse substances and infants. Infant mental health models of relationship-based work, self-reflection, and integration of evidence-based curricula as they apply to fostering healthy parent–child relationships will be explored.

*Faculty: Stacey R. Bromberg, PhD, and Karen A. Frankel, PhD, University of Colorado Denver School of Medicine, Denver, CO; Christy Balentine, PhD, The Haven, Denver, CO*

## Break in the Marketplace

3:00 p.m. – 3:45 p.m.

### FIELD PRESENTATIONS AND SYMPOSIA

#### Section C: Friday, December 4

3:45 p.m. – 5:15 p.m.

### Early Development and Learning

#### C1 (Field) Having It Both Ways: Institutionalizing an Early Childhood System but Keeping It “Glowing”

Ten years ago, civic leaders and elected officials created a county public-private partnership focused on ensuring that children enter kindergarten healthy, happy, and ready to learn. This presentation will discuss the realities behind moving an exciting idea into an initiative and establishing a county Office of Early Childhood.

*Faculty: Rebekah L. Dorman, PhD, Invest in Children, Cleveland, OH*

#### C2 (Field) Extending Home Visiting Programs to Nonparental Caregivers: Opportunities and Barriers

Many infants and toddlers spend significant time with nonparental caregivers, including family, friends, and neighbors providing child care while parents work, or kinship caregivers raising children when parents cannot. This session will provide diverse perspectives on opportunities and barriers to using home visiting models with nonparental caregivers.

*Faculty: Elizabeth Hoffmann, BA, MPP, Center for Law and Social Policy, Washington, DC*

### Mental Health/Social-Emotional

#### C3 (Field) FOGIN: Family of Origin Ghosts in the Nursery: Group Therapy for Parents and Infants

FOGIN is a group approach for treating infant-parent relationship difficulties, from parenting problems to relationship pathology. This presentation will provide specific guidelines, techniques, and exercises for leading a psychodynamic relationship-focused group engaging parents and young children together. Theoretical underpinnings will be discussed, and video clips will illustrate process highlights.

*Faculty: Sarah Hinshaw-Fuselier, LCSW, PhD, University of Texas School of Social Work, Austin, TX; Jean M. Valliere, LCSW, Louisiana State University Health Sciences Center, New Orleans, LA*

#### C4 (Field) Serving Military Families With Young Children: Preliminary Findings From the Development of a Home-Based Reintegration Program

Very young children in military families may be particularly vulnerable throughout the deployment cycle. Presenters will report findings regarding family needs related to reintegration and describe a new program designed to mitigate the impact of combat and/or deployment stressors for military families with young children.

*Faculty: Ruth Paris, LICSW, PhD; Michelle Acker, PsyD, Boston Medical Center, Boston, MA*

#### C5 (Field) The Real Story: A Juvenile Justice Pilot Project for Moms Who Are Delinquent and Their Babies

The needs of teen mothers in the juvenile justice system are often overlooked. This presentation will focus on a project designed to serve young families, identified through the courts, to help them “keep their baby in mind.” Lessons from the field describe a complex mix of challenges, strategies, and skills.

*Faculty: Barbara White, MEd, MSW, Florida State University Center for Prevention & Early Intervention Policy, Tallahassee, FL; Lester Langer, JD, 11th Circuit Court, Miami, FL; and Sandra Adams, PhD, OTR, Florida State University, Miami, FL*

### Early Intervention

#### C6 (Field) Blending the DIR Model and Natural Learning Environment (NLE) Practices in Early Intervention Service Delivery

Parallels between the DIR (Developmental, Individual Difference, Relationship-based) model and natural learning environment (NLE) practices and the rationale and framework for blending these approaches will be the focus of this session. NLE practices that can support and strengthen parents’ competence and confidence in carrying out Floortime across daily routines will be highlighted.

*Faculty: Debra H. Rainey, MEd, Sandy Doctoroff, PhD, and Martie Kendrick, MEd, University of Maine, Windham, ME*

#### C7 (Field) Infantile Anorexia and Sensory Food Aversions: Differential Diagnosis and Treatment

Infantile anorexia is characterized by a general lack of appetite and random food refusal that leads to growth deficiency. However, sensory food aversions present as the refusal of specific foods because of the taste, texture, temperature, or smell of the foods. The presenter will describe the different treatment approaches for each.

*Faculty: Irene Chatoor, MD, Children’s National Medical Center, Washington, DC*

### **C8 (Field) Enhancing Developmentally Oriented Primary Care (EDOPC): Best Practice in the Real World**

EDOPC's goal is to improve the delivery and financing of preventive health and developmental services for children birth to 3 in primary care practices throughout Illinois. It focuses on developmental, social-emotional, postpartum depression, domestic violence, and autism screening; referral and delivery of preventive services; and early identification of delays and/or concerns.

*Faculty: Juanona A. Brewster, MDiv, and Scott G. Allen, MS, Illinois Chapter, American Academy of Pediatrics, Chicago, IL*

### **C9 (Field) Using the Peer Worker Intervention Model With Mothers of Newborns Who Are Substance Exposed and Identified Through CAPTA**

This presentation will focus on a project utilizing the peer worker intervention model to intervene in the immediate postpartum period with child welfare-involved families with newborns who are substance exposed. This Children's Bureau-funded demonstration project is a collaborative effort to provide a comprehensive, coordinated system of care for these infants, their mothers, and families by the state public health and child welfare departments, substance use disorder treatment providers, and the early intervention system established under Part C of IDEA.

*Faculty: Enid Watson, MA, MDiv, Institute for Health and Recovery, Cambridge, MA*

## **Program Design/Policy/Leadership**

### **C10 (Field) A Study of Teacher Practices With Toddlers During Problem-Solving Opportunities**

This session will feature research findings on teacher practices with toddlers during problem-solving opportunities in child care classrooms. Useful strategies, practices, and techniques used by toddler teachers will be reviewed, and a simple problem-solving/conflict resolution technique that can be taught to very young children will be presented.

*Faculty: Lissy R. Gloeckler, PhD, and Helen M. Lane, MEd, East Tennessee State University, Watauga, TN*

### **C11 (Field) Mentoring Infant and Toddler Teachers: Online Education for Early Childhood Educators**

Participants will be able to view selected online modules developed for both English- and Spanish-speaking infant/toddler professionals as stand-alone professional development, inclusion in existing college courses, or as a complete college course. The Mentoring Infant and Toddler Teacher Initiative is an Office of Head Start Innovation and Improvement Grant.

*Faculty: Melissa Neal, MS, University of Cincinnati, Cincinnati, OH; Donna Britt, PhD, ZERO TO THREE, Washington, DC; and Tamara Halle, PhD, Child Trends, Washington, DC*

### **C12 (Symposium) Supporting Coparenting in All Families of Children 0–3: Emerging Models and Innovative Programming**

Programming to support coparenting in diverse family systems is offered in various programs by the Family Initiatives (FI) section of the Child Support Division in Texas serving unmarried, partnered, teen, and postdivorce two-parent families. Coparenting considerations for kinship families will be addressed, and resources and program models for adaptation shared.

*Faculty: Hon. Michael Hayes, Office of the Attorney General—Texas, Austin, TX; James McHale, PhD, University of South Florida, St. Petersburg, FL*



## **Networking Discussion Groups**

**5:30 p.m. – 6:30 p.m.**

# DAY TWO

## Saturday, December 5

### Complimentary Continental Breakfast in the Marketplace

7:00 a.m. – 8:00 a.m.

#### Research Plenary

8:00 a.m. – 9:30 a.m.

#### Mindsight and Neural Integration: The Mechanisms of Social and Emotional Resilience and Well-Being

*Daniel J. Siegel, MD, Mindsight Institute, Los Angeles, CA*

**D**r. Siegel will offer an overview of a wide range of sciences that provide the research foundation for a view of the mind, the brain, and our interpersonal relationships. He will describe the foundations of social and emotional intelligence and how young children develop resilience. Mindsight is the human capacity to monitor and modify the internal world of feelings, thoughts, and impulses. Cultivated within the early interactions between caregiver and child, mindsight emerges from a central process called neural integration in which separate regions and their functions are linked as a functional whole. Practical implications of this synthetic view will be provided.

### Poster Session/Refreshment Break in the Marketplace

9:30 a.m. – 10:30 a.m.

#### Poster Presentations

Posters are proposed to ZERO TO THREE by infant/family professionals from across the country and selected for presentation through a blind peer review process. During the poster session, poster presenters are at their boards and available to discuss their work with you.

**This is another opportunity to expand your knowledge at the NTI!**

## FIELD PRESENTATIONS AND SYMPOSIA

### Section D: Saturday, December 5

10:45 a.m. – 12:15 p.m.

#### D1 (Symposium) Research Plenary Breakout: Mindsight and Neural Integration: The Mechanisms of Social and Emotional Resilience and Well-Being

This session will offer an opportunity for dialogue with Dr. Siegel. Participants will be able to explore research and implications for practice regarding the human capacity to monitor and modify the internal world of feelings, thoughts, and impulses.

*Faculty: Daniel J. Siegel, MD, Mindsight Institute, Los Angeles, CA*

#### Early Development and Learning

#### D2 (Symposium) In Their Hands: Grandparents Raising Their Grandchildren

Increasingly, programs serving infants, toddlers, and their families are serving grandparents with primary responsibility for their grandchildren. In the latest census, 2.4 million children were being raised by grandparents. The grandparents in this session will talk about their experiences and highlight the supports that programs can provide to make “parenting again” a little easier.

*Faculty: Amanda Perez, MSW, ZERO TO THREE, Washington, DC; Lynda Thomas, Grandparent, Fircrest, WA; Anna Smith, Grandparent, Cromona, KY; and Molly McDonald, Grandparent, Devils Lake, ND*

#### D3 (Field) Understanding Teachers’ Values: Creating a Paradigm Shift in Our Approach to Training

Developing effective trainings across cultural and linguistic differences is a dynamic process. Through a two-year case study, the presenters investigated and learned about specific approaches to training that would result in improved outcomes for teachers.

*Faculty: Cheryl A. Hughes, MEd, and Cynthia Chang, MS, Wu Yee Children’s Services, San Francisco, CA*

#### Mental Health/Social–Emotional

#### D4 (Symposium) Infant–Parent Psychotherapy Through the Experience of the Therapist: How Our Feelings Matter

Therapists often get caught in relationship dilemmas with families that parallel the family’s own problematic emotional dynamics.



Video vignettes involving interventions with the infant's movement, vocalization, and gaze patterns and the thoughts, feelings, and actions of the parent will be used to illustrate how these issues occur in real-time interaction.

*Faculty: Barbara Kalmanson, PhD, Kentlands, CA; Stephen Seligman (Discussant), DMH, University of California, San Francisco*

## **D5 (Field) Home Visiting 101: How to Maximize Opportunities for Assessment, Intervention, and Reflective Practice**

Home visiting is an essential tool for understanding and serving infant/toddler needs. Presenters will use infant mental health principles to discuss home visiting. Video will illustrate what can be observed during home visits and what can be learned about the infant, the family, and the home visitor him- or herself.

*Faculty: Carla Barron, LMSW, Macomb County Community Mental Health, Clinton Township, MI; Nichole Paradis, LMSW, Michigan Association for Infant Mental Health, Southgate, MI*

## **D6 (Field) Perinatal and Postpartum Mood Disorders: Current Status of a Public Health Crisis**

This presentation will provide a comprehensive overview of the incidence, risk factors, etiology, assessment tools, and treatment currently available for antenatal and postnatal affective disorders. The impact of untreated maternal depression on the child will be highlighted as will current legislative bills pending at the state and federal levels.

*Faculty: Shoshana Bennett, PhD, Postpartum Support International, Tenafly, NJ*

## **Early Intervention**

### **D7 (Field) An Alternative Approach to the Family Drug Court Model: CPS, ECI, and the Courts Enjoying Working Together**

CPS (Child Protective Services), ECI (Early Childhood Intervention), and the courts frequently collide when parents are abusing substances. Historically, these systems have a difficult time collaborating. Participants will learn about a project in which these systems are working together, and the emphasis is on creating integrated services and shifting the focus back to the children.

*Faculty: Michele D. Gortney, LPC, MS, and Meghan Glovier, MS, MHMR, Tarrant County, Fort Worth, TX; Holly McFarland, JD, LMSW, Tarrant County Challenge Inc., Fort Worth, TX*

### **D8 (Field) Embracing Complexity Across Disciplines: How Reflective Supervision Got Integrated Into a Speech-Language Pathology Graduate Program**

Illustrating how to provide graduate and postgraduate education in reflective practice to allied health professionals, the presenters will demonstrate how to integrate mental health constructs into the expertise of practitioners' discipline-specific work. One graduate program in speech-language pathology will highlight transformations that can occur using an integrative model.

*Faculty: Elaine Geller, CCC-SLP, PhD, Long Island University, Brooklyn, NY; Rebecca Shabmoon-Shanok, LCSW, PhD, The Jewish Board of Family and Children's Services, New York, NY*

### **D9 (Field) Using the DC:0-3R Diagnostic System With Infants and Young Children Who Are Alcohol Exposed: Research Outcomes and Implications for Early Intervention**

The DC:0-3R diagnostic system can be used with young children who are alcohol exposed. The role of pre- and postnatal risk factors, parenting stress, mother-infant relationship quality, neurobehavioral domains related to fetal alcohol spectrum disorder, and other related clinical disorders will be identified and discussed in this session.

*Faculty: Patricia A. Freeman, MA, York University, Toronto, Ontario, Canada; Mary Motz, PhD, Mothercraft, Toronto, Ontario, Canada*

## **Program Design/Policy/Leadership**

### **D10 (Symposium) Embracing Complexity! Aligning Infant/Toddler Early Learning Guidelines**

This session will pose and explore questions for states to consider when aligning infant/toddler and 3-5 Early Learning Guidelines (ELGs). What domains are most appropriate for this age period and how can these domains be aligned with 3-5 ELGs when the domains may not be consistent? Come learn from states that have worked hard on these issues.

*Faculty: Deborah Swenson-Klatt, MA, Minnesota Department of Human Services, St. Paul, MN; Linda Gillespie, MS, ZERO TO THREE, Washington, DC; and Arlene Kasper, MS, Virginia Department of Social Services, Richmond, VA*

## **D11 (Field) Invest in Kids: Mapping Out Philanthropy in Los Angeles**

In recent years, it has become vital for the field of philanthropy to explore innovative ways to assess and plan individual grant making and collective funding efforts within regions. In Los Angeles County, a project combining GIS mapping technology and P-5 data is working to do just that.

*Faculty: Lori Thompson, BA, John Kim, and Shannon Ulrickson, MA, Advancement Project, Los Angeles, CA*

## **D12 (Field) South Dakota Infant/Toddler Project: A Relationship-Based Professional Development Series for Trainers Across Cultures**

The South Dakota Infant/Toddler Project is a training series created for infant/toddler trainers to foster culturally responsive relationships. Incorporating the values of American Indian culture and the belief that the natural environment offers a place for relationship building, we focus on a positive image of children, the role of observation, and natural environments.

*Faculty: Ann Michelle Daniels, PhD, Andrew Stremmel, PhD, and Kathy Schwartz, MS, South Dakota State University, Brookings, SD*

## **Lunch in the Marketplace**

**12:15 p.m. – 1:30 p.m.**

### **Policy Plenary**

**1:30 p.m. – 3:00 p.m.**

#### **Early Care and Education Initiatives in the Obama Administration**

*(Invited) Roberto Rodriguez, Special Assistant to the President for Education Policy, White House Domestic Policy Council; Matthew Mehmed, Executive Director, ZERO TO THREE, Washington, DC*

**F**rom the campaign trail to the White House, President Barack Obama has repeatedly emphasized the importance of early childhood education for the future success of our children and our nation. This presentation will explore in depth the Obama Administration's successes to date and early childhood proposals—from significant investments in early childhood through the American Recovery and Reinvestment Act to the creation of the Early Learning Challenge Fund and a new federal funding stream for home visitation.

## **FIELD PRESENTATIONS AND SYMPOSIA**

### **Section E: Saturday, December 5**

**3:30 p.m. – 5:00 p.m.**

## **Early Development and Learning**

### **E1 (Symposium) Addressing Challenging Behavior in Your Infant/Toddler Program**

This session, designed primarily for trainers, technical assistance (TA) providers, and program leaders, will describe the model and materials developed by the Center for the Social Emotional Foundations for Early Learning to help caregivers understand and respond to challenging behavior in child care and Early Head Start. Presenters will focus on strategies for building buy-in across all program levels for improving social-emotional outcomes for infants and toddlers.

*Faculty: Mary Louise Hemmeter, PhD, Vanderbilt University, Nashville, TN; Amy Hunter, LICSW, ZERO TO THREE, Washington, DC*

### **E2 (Symposium) Moments of Meeting Between Neonate and Parent**

Moments of meeting between parents and infants will be described as they occur during neonatal interventions with the Brazelton Scale. These key moments signify a crucial transformation of the mother's representation of her infant and jumps the bonding process to a new level. It is also the beginning of intersubjectivity for the mother with her baby. Video examples will be provided, and clinical and theoretical implications discussed.

*Faculty: Nadia Bruschiweiler-Stern, MD, Swiss Brazelton Centre, Geneva, Switzerland*

## **Mental Health/Social-Emotional**

### **E3 (Field) Infant Mental Health Consultation Strategies: Nurturing Providers to Nurture Their Children**

The presenter will describe an evidence-based infant mental health consultation program used with child care providers and other caregivers. Consultation strategies will be described and illustrated with case stories and pre-post intervention videos.

*Faculty: Jean F. Kelly, PhD, University of Washington, Seattle, WA*

### **E4 (Field) Not a Good Start: Perinatal Depression and Infant Mental Health**

Perinatal depression negatively impacts the attachment relationship between mother and child during pregnancy and beyond. This presentation will review theory and literature, and using a didactic and reflective approach will help participants learn about diagnostic and dyadic treatment with this population. Severe Axis I disorders related to the pregnancy/postpartum period will be reviewed.

## Program Design/Policy/Leadership

### **E9 (Field) Down and Out in the Nursery: Helping Infant Practitioners Self-Identify and Overcome Their Compassion Fatigue**

Compassion fatigue and burnout have different symptoms and implications for professionals experiencing them. This session will focus on the symptoms of compassion fatigue, common coping mechanisms, and personal, interpersonal, and organizational strategies for combating it.

*Faculty: John M. Palladino, PhD, Eastern Michigan University, Ypsilanti, MI; Sharon Hoffman, PhD, Southeastern Louisiana University, New Orleans, LA; Mark Giesler, MSW, PhD, Saginaw Valley State University, University Center, MI*

### **E10 (Field) Going Online: Key Issues in Redeveloping Face-to-Face Training for Online Learning**

Successfully redeveloping training for online delivery involves being prepared to address needs related to technology, online instructional design, and the internal relationship issues that are certain to emerge. Presenters will cover the information and tools to successfully develop and deliver online training in any organization.

*Faculty: John Jamison, PhD, and Patti Torchia, LPC, Ounce of Prevention Fund, Springfield, IL*

### **E11 (Field) Supporting the Babies in the Village: Minnesota's Family, Friend, and Neighbor Statewide Initiatives**

Two Minnesota statewide initiatives are focusing on supporting the needs of family, friend, and neighbor (FFN) caregivers. Presenters will highlight promising programs, curricula, and evaluation design and findings. Participants will be encouraged to apply evaluation findings to design their own program improvements.

*Faculty: Amy Susman-Stillman, PhD, Karen Stout, PhD, and Vicki Hawley, MS, University of Minnesota, Minneapolis, MN*

### **E12 (Symposium) The Texas Judiciary Focuses on Vulnerable Children**

The Texas courts, at every level, have made maltreated children a priority. In 2008, the Supreme Court of Texas created the Permanent Judicial Commission for Children, Youth, and Families. Model courts have been created throughout the state. This session will describe the efforts of three strong initiatives to improve the lives of young maltreatment victims.

*Faculty: Hon. Patricia Macias, 388th Family District Court, El Paso, TX; Hon. Ronald Pope, 328th District Court, Richmond, TX; Tina Amberboy, JD, Supreme Court Permanent Judicial Commission for Children, Youth, and Families, Austin, TX*

*Faculty: Jean Valliere, LCSW, Louisiana State University, New Orleans, LA; Sarah Hinsbaw-Fuselier, LCSW, PhD, University of Texas, Austin, TX*

## Early Intervention

### **E5 (Field) Colic Solved: Understanding Reflux, Allergy, and the Care of the Miserable Infant**

In this interactive session, the author of *Colic Solved* will share the latest information on reflux, allergy, and other treatable causes of colic. The presenter will move the audience beyond shush and whisper techniques and describe common reasons why babies scream and how to help them.

*Faculty: Bryan Vartabedian, MD, FAAP, Baylor College of Medicine/Texas Children's Hospital, Houston, TX*

### **E6 (Field) Home-Based Early Intervention Program for Families With Deaf Children in South Africa**

Early intervention services to support families with a deaf or hard of hearing infant in South Africa are nonexistent. Two years ago the country launched the first home-based program based on the American model (SKI-HI). This session will describe how the South African version of the program evolved.

*Faculty: Claudine Storbeck, PhD, Witwatersrand University, Johannesburg, South Africa*

### **E7 (Field) Identifying and Serving Newborns Who Are Substance Exposed: Lessons From Four CAPTA Demonstration Projects**

The federal CAPTA (Child Abuse Prevention and Treatment Act) reauthorization of 2003 requires that state child welfare agencies be notified of newborns affected by substance abuse and develop a plan of safe care. The Children's Bureau has funded four demonstration projects to implement the CAPTA requirements. This workshop will describe these model projects and share joint recommendations.

*Faculty: Celeste Smith, MA, St. Vincent Mercy Medical Center, Toledo, OH; Kristin Funk, LCSW, MA, University of Oregon, Eugene, OR*

### **E8 (Field) Safe Beginnings**

The demonstrated benefits of nurse home visitation for infants and their caregivers provide unique advantages for parents challenged with physical, psychiatric, or learning difficulties. This presentation will explore a replicable model that addresses the economic, medical, and social risk factors as well as the needs of these parents.

*Faculty: Richard E. Hennie, MSW, Ronald Tompkins, MSN, and Linda Spina, RN, Nurses for Newborns Foundation, St. Louis, MO*

# DAY THREE

Sunday, December 6

## Complimentary Continental Breakfast

7:00 a.m. – 8:00 a.m.

## FIELD PRESENTATIONS AND SYMPOSIA

### Section F: Sunday, December 6

8:00 a.m. – 9:30 a.m.

## Early Development and Learning

### F1 (Field) Improving Toddler Outcomes Through Enhanced Teacher Support

What can your program learn from a Migrant and Seasonal Head Start's toddler program? Come see how we encourage and inspire teachers to infuse toddler classrooms with creativity, joy, and wonder while supporting child development goals through effective and supportive teacher training and an individualized professional growth program.

*Faculty: Clarissa Martinez, BS, and Diane Meisenheimer, BA, Oregon Child Development Coalition, Wilsonville, OR*

### F2 (Field) KIPS: An Evidenced-Based Parenting Assessment Tool That Enhances Family Services, Tracks Progress, and Measures Outcomes

Family service programs commonly aim to enhance parenting. However, few directly assess it. Assessing parenting can help tailor interventions to parents' unique strengths and needs, track progress, and evaluate outcomes. The presenters will describe one program's experiences in implementing KIPS (Keys to Interactive Parenting Scale), a practical, reliable, and valid parenting assessment tool.

*Faculty: Marilee Comfort, PhD, Comfort Consults, LLC, Cheyney, PA; Shirley Seaney, MHS, Healthy Families, San Antonio, TX*

### F3 (Field) Quality Enhancement Through Quality Mentoring

This presentation will describe an intensive mentoring approach that supports center directors as they assess challenges and create and implement plans of action to improve and sustain program quality. The "inside-out" approach to quality improvement focuses on building a relationship with the director, targeted training, and on-site demonstrations for staff.

*Faculty: Linda Winkelman, MA, and Ranelle Livingston, MEd, United Way of Tarrant County, Fort Worth, TX*

## Mental Health/Social-Emotional

### F4 (Field) Healing the Invisible Wounds of Exposure to Violence: A Resource for Parents

Exposure to violence can have short- and long-lasting impact on infant/toddler development in all domains. This session will demonstrate the use of *Healing the Invisible Wounds of Exposure to Violence*, a resource to engage and support families (biological, foster/adoptive, military) in meeting the needs of their children who have been exposed to violence.

*Faculty: Elena Cohen, MSW, JBS International, North Bethesda, MD*

### F5 (Field) Infant Mental Health in the Home: A Model for Success

Participants will learn about three phases of treatment for in-home infant mental health services that include a three-prong approach assisting parents/caregivers to gain greater understanding of their young child's developmental needs while building effective strategies to permanently improve attachment, emotional regulation, and behaviors.

*Faculty: Paul Reinecke, BS, and Carrie Reinecke, LCSW, MSW, Carolina Parenting Solutions, LLC, Matthews, NC*

### F6 (Field) The Curious Case of Three Teen Moms: Video Vignettes

This presentation will follow three adolescent mothers who participate in an inner-city setting in which child care is provided for infants and toddlers in high schools. The cases will address topics such as an adolescent's ambivalence as she creates her role as mother, breaking the cycle of despair, and building strong bonds.

*Faculty: Martha Alvarez, LCSW, NYC Department of Education, Bronxville, NY*

## Early Intervention

### F7 (Field) Addressing Maternal Depressive Symptoms in Early Intervention Settings: The Experience of Project Solve

One third of mothers of young children experience depressive symptoms impacting their child's development. Project Solve is a research project designed to improve depressive symptoms among mothers whose children receive early intervention services. We will demonstrate a preventive intervention using role-plays and case studies; discussion of its implementation will follow.

*Faculty: Emily Feinberg, CPNP, DSc, Boston University School of Public Health, Boston, MA*

## F8 (Symposium) Evaluating and Intervening With Newborns and Young Infants With Special Health and Developmental Needs and Their Families (BABIES Model)

The BABIES (Bio-physiological organization, Arousal and sleep, Body movement, Interaction with others, Eating, and Self Regulation) model identifies the building blocks for later cognitive, motor, communication, and social-emotional development. Presenters have developed a parent booklet and are in the process of creating an adaptive behavior scale for professionals who work with children birth to 6 months.

*Faculty: Joy V. Browne, PhD, CNS-BC, IMH-E (IV), and Ayelet Talmi PhD, University of Colorado Denver School of Medicine, Denver, CO*

## Program Design/Policy/Leadership

### F9 (Field) A Program to Transform the Way First-Time Parents Are Prepared for Parenting: Lessons Learned

Research shows that many first-time parents lack knowledge about child development and parenting. Our agency developed a multimedia program to help parents become the best parents they can be. A description of the program, the strategies used to engage parents, the challenges encountered, and lessons learned will be shared.

*Faculty: Karon J. Foster, BScN, MEd, RN, and Palmina Ioannone, PhD, Invest in Kids, Toronto, Ontario, Canada*

### F10 (Field) Partnering to Support Infants and Toddlers Who Are Court Involved and Their Families

Members of a multidisciplinary team will discuss early successes and challenges a court-community partnership has faced addressing its primary goals: provide infant mental health services; support family/parent engagement; improve system knowledge; and develop effective, multisystem partnerships. Early outcome data, practical tips, and reproducible examples of tools/resources will be shared.

*Faculty: Sheri Hill, CCC-SLP, MEd, PhD, and Kelly Warner-King, JD, Center for Children and Youth Justice, Seattle, WA; JoAnne Solchany, ARNP, PhD, Center for Children & Youth Justice, Bothell, WA*

### F11 (Field) South Carolina's Creative Strategies for Improving Infant/Toddler Care

Presenters will describe South Carolina's collaborative cross-system approach to improving the quality of care provided for infants and toddlers in out-of-home settings. These efforts include a multifaceted professional development system that incorporates caregivers' formal and informal education, the development of infant/toddler guidelines, program assessment, grant incentives, and technical assistance support.

*Faculty: Kerrie L. Welsh, MA, and Nancy Freeman, PhD, University of South Carolina, Columbia, SC; Beverly Hunter, MS, South Carolina Department of Social Services, Greenville, SC*

## F12 (Symposium) Treatment Strategies for Infants, Toddlers, and Parents With Fetal Alcohol Spectrum Disorders

Fetal alcohol spectrum disorders (FASD) are routinely overlooked when developmental assessments are made of young children. This session will provide participants with strategies to use with diagnosed children and parents as well as in cases in which no diagnosis has been made, but the child's behavior problems do not improve with other techniques.

*Faculty: Claire Coles, PhD, Emory University School of Medicine, Atlanta, GA*

## Practice Plenary

9:45 a.m. – 11:15 a.m.

### Early Interpersonal Experience and Intersubjectivity

*Daniel N. Stern, MD, University of Geneva, Geneva, Switzerland and Cornell University Medical School, Ithaca, NY*

Intersubjectivity influences the experience of interpersonal relations from the beginning. Dr. Stern will provide a brief developmental overview of intersubjectivity beginning at birth that requires a medium to reach across two minds. He will suggest the experience of the dynamics of movement, "forms of vitality," as a crucial and overlooked medium. This examination leads to new ways to see the nature of early infant experience.

### Special Bonus Breakout: Post-Practice Plenary Dialogue With Dr. Daniel N. Stern

11:30 a.m. – 1:00 p.m.

This session will offer an opportunity for dialogue with Dr. Stern. Participants will be able to explore ways to see the nature of early infant experience in a more in-depth way. (This session will be ticketed.)

*Faculty: Daniel N. Stern, MD, University of Geneva, Geneva, Switzerland and Cornell University Medical School, Ithaca, NY*

## NTI Scholarships Available

### The Emily Fenichel Memorial NTI Scholarship

ZERO TO THREE is pleased to announce the availability of 10 NTI scholarships (in the amount of \$200 each) in honor of Emily Fenichel's 30 years of service to the infant/family field through her work at ZERO TO THREE. Among Emily's many roles, she was the editor of the *Zero to Three* Journal, Editor in Chief of the ZERO TO THREE Press, and was one of the first coordinators of the NTI. Her vision and commitment were instrumental in establishing the NTI as the premier conference for the infant/family field, and her love for and dedication to babies and families are remembered with respect and gratitude.

To request a scholarship application, contact Bill McCall at [bmccall@zerotothree.org](mailto:bmccall@zerotothree.org). The application deadline is **September 30, 2009**. Winners will be informed by **October 15, 2009**.

# CONTINUING EDUCATION

The 24th National Training Institute continuing education credit is cosponsored by ZERO TO THREE and The Institute for Continuing Education. Continuing education (CE) credit is offered as listed, and credit is awarded on a session-by-session basis, with full attendance required for each session attended. Representatives from The Institute will be on site to accept applications for CE credit and to assist NTI attendees with CE questions. The processing fee is \$45.00 per person and may be included in the registration fee by checking the appropriate box on your registration form. Contact hours offered may vary per discipline.

A Certificate of Attendance will be provided free of charge to nonlicensed attendees. If you have questions regarding CE contact hours offered, the program, presenters, or for a listing of learning objectives by session, please call The Institute: 800-557-1950; FAX: 866-990-1960; e-mail: instconted@aol.com.

*Note: All attendees who wish to receive CE credit, whether the CE fee is prepaid or paid on site, MUST check in at the Continuing Education desk in order to pick up a CE packet and receive instructions on sign-in/sign-out requirements. Application for CE credit cannot be accepted after the conclusion of the conference.*

**Psychology:** The Institute for Continuing Education is approved by the American Psychological Association to sponsor continuing education for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content. Not all scheduled sessions may be offered for credit to psychologists. A listing of approved sessions will be available 30 days prior to the conference, and a listing may be obtained by calling The Institute at 800-557-1950. The CE packet distributed to applicants at the conference will also contain this information.

**Counseling:** The Institute for Continuing Education is an NBCC (National Board for Certified Counselors)-approved CE provider and a cosponsor of this event. The Institute for Continuing Education may award NBCC-approved clock hours for

programs that meet NBCC requirements. The Institute for Continuing Education maintains responsibility for this program and its content (NBCC Provider No. 5643).

**Social Work:** The Institute for Continuing Education is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) through its Approved Continuing Education (ACE) program. The Institute for Continuing Education maintains responsibility for the program. Social workers should contact their individual state jurisdiction to review current continuing education requirements for licensure renewal (ASWB Provider No. 1007).

**California Board of Behavioral Sciences:** Provider No. PCE 636

**Illinois Department of Professional Regulation:** License No. 159-000606

**Ohio Counselor and Social Work Board:** Provider No. RCS 030001

**Florida Board:** Provider No. BAP 255, expiration 03/2011

**Marriage/Family Therapy:** The Institute for Continuing Education is an organization approved by the Texas Board of Examiners of Marriage and Family Therapists, Provider No. 177.

**Drug/Alcohol:** The Institute for Continuing Education is approved by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) to provide continuing education for alcohol and drug abuse counselors (NAADAC Provider No. 00243).

**Child Development Associates:** The Institute for Continuing Education recognizes the CE criteria and guidelines of the International Association for Continuing Education Training for the awarding of continuing education credit to early childhood educational professionals.

**Certified Family Life Education Professionals:** This program has been submitted to the National Council on Family Relations for review/approval of continuing education credit.

**Nursing:** The Institute for Continuing Education is accredited as a provider of continuing education in nursing by the California Board of Nursing, Provider CEP 12646. *Nurses should contact their state board to determine if approval of this program through provider status with the California Boards of Nursing is acceptable for continuing education credit in their state.*

**Noncredit Events:** CE credit is not offered for networking group meetings, poster sessions, board meetings, committee meetings, breakfast/lunch/dinner functions, or video screenings. If you have questions about events that offer continuing education credit, please call The Institute for Continuing Education at 800-557-1950.

**Skills Level:** The National Training Institute is a multidisciplinary conference gathering of professionals working in the areas of child care, mental health, early intervention, family support, social service, child welfare, and health care. This conference is designed for professionals whose roles span the infant/family field. Participants are urged to review the session descriptions to determine if the content meets your personal and professional goals.

**Learning Objectives:** A listing of learning objectives by session will be available to interested participants 30 days prior to the conference. If you wish to receive a listing, please contact The Institute for Continuing Education at 800-557-1950; FAX: 866-990-1960; email: instconted@aol.com

# HOTEL INFORMATION



ZERO TO THREE has arranged rooms for NTI attendees at the Hyatt Regency, Dallas, Texas. Please contact the Hyatt Regency Dallas directly to make hotel reservations.

Rooms must be booked no later than November 12, 2009 to receive the discounted rate, which is based on availability within our group block. Reserve your room early. Be sure to mention that you will be attending the ZERO TO THREE 24th National Training Institute in order to take advantage of the negotiated conference rate.

## NTI Room Rate

**\$165.00 Single/Double Occupancy**

**\$185.00 Triple Occupancy**

**\$205.00 Quad Occupancy**

A deposit of one night's stay is required to hold your reservation. If this deposit is paid by credit card, the card will not be charged unless the reservation is cancelled after 3:00 p.m. Central Time three days prior to your arrival date. If this deposit is paid by check or money order, it is fully refundable if your reservation is cancelled prior to 72 hours from your arrival date.

To make your reservation online, visit [www.zttntconference.org](http://www.zttntconference.org) and go to the Hotel/Travel page, or call 214-651-1234 or 888-421-1442.

## Hyatt Regency Dallas

300 Reunion Blvd.

Dallas, TX 75207

214-651-1234

<http://dallasregency.hyatt.com>

**Hotel reservation cutoff date is Friday, November 12, 2009.**

## Travel and Transportation

NTI attendees are responsible for arranging their own air and ground transportation.

### Air Travel

The Hyatt Regency Dallas is 22 miles from Dallas Fort Worth International Airport and 8 miles from Love Field.

### Ground Transportation

#### DFW Airport

Super Shuttle: \$17 per person one way. Operates 24 hours a day. Regularly scheduled departures to DFW Airport every half hour from 5:20 a.m. to 6:20 p.m. After 6:20 p.m., call 800.BLUE.VAN to schedule pickup. [www.supershuttle.com](http://www.supershuttle.com)

Cab Service: Approximately \$40–\$45, \$2 fee for additional passengers  
TRE Service: Transportation to and from DFW International Airport to Union Station available via Trinity Railway Express (TRE). Cost is \$2.50 for a day pass. [www.trinityrailwayexpress.org](http://www.trinityrailwayexpress.org)

### Dallas Love Field

Cab Service: \$20–\$30

### Hotel Parking

Valet Parking: Available at hotel entrance. In-and-out privileges are available for hotel guests only. Overnight valet pricing is \$19.00 plus tax. Daily rates are as follows: 0–3 hours \$10.00, 3–6 hours \$14.00, 6–24 hours \$18.00 plus tax.

Self-parking: Available in the outdoor Radish Lot, which is conveniently located on the north end of the hotel at the intersection of Hotel Street and Reunion Boulevard West. No in-and-out privileges are available. Pricing includes a maximum \$10.00 per day (including tax).

# REGISTRATION

## Registration Fees

**NTI Regular Registration fee: \$520**

**Early Bird Registration fee: \$480 (\$40 discount for Early Bird Registration if received by September 30, 2009)**

**Registrations received after November 7 will be charged the Late/On-Site Registration fee of \$545**

**National Training Institute Registration includes:**

- ✓ Opening Reception (Thursday night)
- ✓ All Plenary Sessions
- ✓ Your choice of up to six field presentations and symposia
- ✓ Admission to the NTI Marketplace
- ✓ Poster Presentations
- ✓ Continental Breakfast on Friday, Saturday, and Sunday
- ✓ Lunch on Friday and Saturday
- ✓ Your choice of Networking & Discussion Groups

**The Pre-Institute Forums** on Thursday have an additional registration fee of \$240. **The Pre-Institute registration fee includes:**

- ✓ Your choice of one of four full-day forums
- ✓ Lunch and refreshment break

## How to Register

You can register one of two ways:

1. Register online at [www.zttnticonference.org](http://www.zttnticonference.org)
2. Complete and return the attached registration form by fax **410-654-5335** or mail to:

### ZERO TO THREE

**National Training Institute**

**P.O. Box 759206**

**Baltimore, MD 21275-9206**

✓ Indicate your order of preference (1st, 2nd, 3rd choice) for sessions in each time slot (Sections A–F). Sessions are confirmed on a first-come, first-served basis depending on available seating. If you register before November 7th, you will receive notification of your confirmed sessions prior to the conference via e-mail.

✓ Complete the **ABOUT YOU** section.

**NOTE: Purchase orders will only be accepted until November 7, 2009. All purchase orders must be paid prior to the conference. It is the responsibility of the registrant to ensure that the purchase order is paid in full before the conference begins. No purchase orders will be honored on site, and an alternate form of payment may be required in order to be admitted to the NTI.**

**Registration Cancellation Policy:** Cancellation/refund requests received or post-marked by November 7, 2009 will receive a refund of one half of all registration fees collected. **No refunds will be made after November 7, 2009.** All cancellations/refund requests must be received in writing by e-mail, fax, or U.S. mail to Designing Events. Refund requests will be processed after the close of the conference.

Registrations may be transferred to another person at any time before the conference. The original registrant should submit a transfer notice in writing by e-mail, fax, or U.S. mail to Designing Events **before November 20, 2009** and should include the name of the person they are substituting and the phone number and e-mail address of the substitute. If the registration transfer is **after November 20, 2009**, please send the information via e-mail to [ntiinfo@zttnticonference.org](mailto:ntiinfo@zttnticonference.org)

Send correspondence only (not conference registration or payment) to the following address:

ZERO TO THREE CONFERENCE

C/O Designing Events, LLC

10811 Red Run Blvd., Suite 204

Owings Mills, MD 21117

FAX: 410-654-5335

E-mail: [ntiinfo@zttnticonference.org](mailto:ntiinfo@zttnticonference.org)

### 2009 NTI Work Group

**Cheryl Polk, Chair**

Wil Blechman

Maria Chavez

Linda Eggbeer

Charlyn Harper-Brown

Ron Lally

Tammy Mann

James McHale

Barbara Moss

Joy Osofsky

Rebecca Shahmoon-Shanok

Barbara Stroud

Pam Winton

### NTI Project Team

**Terra Bonds,  
Project Director**

Bill McCall

Gail Roache

Lynette Ciervo

### Logistics Management Company

**Designing Events, LLC**

10811 Red Run Blvd., Suite 204

Owings Mills, MD 21117

Toll Free: 877-215-1023

Local: 410-654-4499

FAX: 410-654-5335

# NTI Conference Registration Form

**24th National Training Institute (NTI)**  
**December 4–6, 2009 Pre-Institute December 3**  
**Hyatt Regency, Dallas, Texas**

## Contact Information

Prefix: \_\_\_\_\_ \*First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_ \*Last Name: \_\_\_\_\_

Degree Initials: \_\_\_\_\_ \*First Name for Badge: \_\_\_\_\_

Address Type:  Personal  Professional \*Title: \_\_\_\_\_ \*Organization: \_\_\_\_\_

\*Address 1: \_\_\_\_\_

Address 2: \_\_\_\_\_

\*City: \_\_\_\_\_

\*State / Territory /Province: \_\_\_\_\_

\*Zip/Postal Code: \_\_\_\_\_ Country: \_\_\_\_\_ \*Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ \*E-mail: \_\_\_\_\_

Additional e-mail: \_\_\_\_\_

### \*Required Information

Special Considerations: Please list any dietary restrictions, accessibility needs, etc: \_\_\_\_\_

Check here to receive periodic e-mail updates from ZERO TO THREE.

## NTI Registration

	Before Sept. 30	After Sept. 30	After Nov. 7
<input type="checkbox"/> Full NTI Registration	\$480.00	\$520.00	\$545.00
<input type="checkbox"/> I would like to attend a Pre-Institute ONLY.	\$240.00	\$240.00	\$240.00

If you would like to attend the Pre-Institute, please select your choice below. Note that additional fees will apply.

### Pre-Institute Registration

The cost to attend a Pre-Institute forum is \$240.

- DC:0–3R: Introductory Session for Clinicians
- Helping Young Children and Families in Challenging Circumstances
- Supporting Military Families in the Face of Trauma, Grief, and Loss
- The Reflective Continuum: Deepening Knowledge and Process

### Institute Add-Ons

#### Continuing Education Credit

Please check this box if you will be applying for Continuing Education Credit for the NTI. A \$45 processing fee applies. (A Certificate of Attendance will be provided free of charge to all attendees.)

#### NTI CD-ROM

Please check this box if you would like to purchase the NTI CD-ROM (includes audio recordings and materials for the NTI plenaries and breakout sessions). The cost if ordered in advance is \$99. This is a cost savings of 15%!

## Payment Information

### Payment Options:

Purchase Order: PO Number \_\_\_\_\_  I do not have a PO number yet

Check: Check Number \_\_\_\_\_

(Please make checks and purchase orders payable to ZERO TO THREE.)

Credit Card:  Visa  MasterCard  American Express  Discover

Name as it appears on card: \_\_\_\_\_

Credit card number: \_\_\_\_\_

Exp. Date: \_\_\_\_\_ CVW Code: \_\_\_\_\_

My billing address is the same as my mailing address.

If not, please fill out information below.

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Province: \_\_\_\_\_ Zip: \_\_\_\_\_

Country: \_\_\_\_\_ Phone: \_\_\_\_\_

Please mail in registration and payments directly to ZERO TO THREE—2009 National Training Institute, P.O. Box 759206, Baltimore, MD 21275-9206 USA. If you have any questions, please contact Designing Events at 877-215-1023.

## Field Presentations and Symposia

Please select your option for your first, second, and third choice for each time slot. Best efforts will be made to accommodate your first choice. You will receive a final confirmation prior to the conference informing you of the sessions that you are confirmed to attend.

### Day One

#### Section A – Friday, December 4, 2009

9:30 a.m. – 11:00 a.m.

1st Choice: \_\_\_\_\_ 2nd Choice: \_\_\_\_\_ 3rd Choice: \_\_\_\_\_

- A1 (Symposium) Special Address Breakout: Evolutionary Theory Meets Early Childhood
- A2 (Field) Innovative Applications of Music and Movement That Promote Positive Outcomes for Children and Families
- A3 (Field) Respecting and Managing Varying Cultural Practices in Infant/Toddler Caregiver/Educator Training Programs: Reflections From a Multicultural Society
- A4 (Field) Yes We Can: State Policies That Build the Supply of High-Quality Infant/Toddler Child Care
- A5 (Field) Helping Parents SOAR in the Parenting Role: A Model to Observe and Optimize the Early Parent–Child Relationship
- A6 (Field) Playtime for Everyone: Bolstering Vulnerable Families Through Dyadic Work in Playgroups
- A7 (Symposium) Trauma, Grief, and Loss in Military Families: A Cultural Perspective
- A8 (Field) A Collaboration Project Working With Children Identified as Failure to Thrive
- A9 (Field) Building Partnerships to Address Challenges in Children With Autism Spectrum Disorders and Related Disabilities
- A10 (Field) Preparing Relationship-Based Early Intervention Personnel
- A11 (Symposium) Getting Out the Word in a Changing Media Environment
- A12 (Symposium) Beginning to Create an Evidence Base for Reflective Supervision

#### Section B – Friday, December 4, 2009

1:30 p.m. – 3:00 p.m.

1st Choice: \_\_\_\_\_ 2nd Choice: \_\_\_\_\_ 3rd Choice: \_\_\_\_\_

- B1 (Symposium) The Wonder and Complexity of Infant and Toddler Peer Relationships
- B2 (Field) A Multidisciplinary Approach to Working With Parents of Infants and Toddlers With Sleep Problems
- B3 (Field) Providing Consultation to Child Care Programs: An Evidence-Based Approach
- B4 (Symposium) The Effects of Immigration on Very Young Children and Their Families
- B5 (Field) Infant Mental Health Training in Child Protection and Family Law: Changing Practice, Changing Lives
- B6 (Symposium) Interventions to Support Maternal Parenting Self-Efficacy: “I See How I Make a Difference to My Child”
- B7 (Field) Parent–Infant Play Therapy: Establishing Crucial Connections
- B8 (Field) Taking on the High-Risk Mom and Baby: A Journey of Relationship, Intervention, and Reflection
- B10 (Field) Developing Competency Standards for the Infant and Early Childhood Field
- B11 (Field) Nurse–Family Partnership: New Evidence, New Opportunities
- B12 (Field) Policy and Legal Issues Concerning Young Children on the Autistic Spectrum

#### Section C – Friday, December 4, 2009

3:45 p.m. – 5:15 p.m.

1st Choice: \_\_\_\_\_ 2nd Choice: \_\_\_\_\_ 3rd Choice: \_\_\_\_\_

- C1 (Field) Having It Both Ways: Institutionalizing an Early Childhood System but Keeping It “Glowing”
- C2 (Field) Extending Home Visiting Programs to Nonparental Caregivers: Opportunities and Barriers
- C3 (Field) FOGIN: Family of Origin Ghosts in the Nursery: Group Therapy for Parents and Infants
- C4 (Field) Serving Military Families With Young Children: Preliminary Findings From the Development of a Home-Based Reintegration Program
- C5 (Field) The Real Story: A Juvenile Justice Pilot Project for Moms Who Are Delinquent and Their Babies
- C6 (Field) Blending the DIR Model and Natural Learning Environment (NLE) Practices in Early Intervention Service Delivery
- C7 (Field) Infantile Anorexia and Sensory Food Aversions: Differential Diagnosis and Treatment
- C8 (Field) Enhancing Developmentally Oriented Primary Care (EDOPC): Best Practice in the Real World

- C9 (Field) Using the Peer Worker Intervention Model With Mothers of Newborns Who Are Substance Exposed and Identified Through CAPTA (Child Abuse Prevention and Treatment Act) Requirements
- C10 (Field) A Study of Teacher Practices With Toddlers During Problem-Solving Opportunities
- C11 (Field) Mentoring Infant and Toddler Teachers: Online Education for Early Childhood Educators
- C12 (Symposium) Supporting Coparenting in All Families of Children 0–3: Emerging Models and Innovative Programming

### Day Two

#### Section D – Saturday, December 5, 2009

10:45 a.m. – 12:15 p.m.

1st Choice: \_\_\_\_\_ 2nd Choice: \_\_\_\_\_ 3rd Choice: \_\_\_\_\_

- D1 (Symposium) Research Plenary Breakout: Mindsight and Neural Integration: The Mechanisms of Social and Emotional Resilience and Well-Being
- D2 (Symposium) In Their Hands: Grandparents Raising Their Grandchildren
- D3 (Field) Understanding Teachers’ Values: Creating a Paradigm Shift in Our Approach to Training
- D4 (Symposium) Infant–Parent Psychotherapy Through The Experience of the Therapist: How Our Feelings Matter
- D5 (Field) Home Visiting 101: How to Maximize Opportunities for Assessment, Intervention, and Reflective Practice
- D6 (Field) Perinatal and Postpartum Mood Disorders: Current Status of a Public Health Crisis
- D7 (Field) An Alternative Approach to the Family Drug Court Model: CPS, ECI, and the Courts Enjoying Working Together
- D8 (Field) Embracing Complexity Across Disciplines: How Reflective Supervision Got Integrated Into a Speech-Language Pathology Graduate Program
- D9 (Field) Using the DC:0–3R Diagnostic System With Infants and Young Children Who Are Alcohol Exposed: Research Outcomes and Implications for Early Intervention
- D10 (Symposium) Embracing Complexity! Aligning Infant/Toddler Early Learning Guidelines
- D11 (Field) Invest in Kids: Mapping Out Philanthropy in Los Angeles
- D12 (Field) South Dakota Infant/Toddler Project: A Relationship-Based Professional Development Series for Trainers Across Cultures

#### Section E – Saturday, December 5, 2009

3:30 p.m. – 5:00 p.m.

1st Choice: \_\_\_\_\_ 2nd Choice: \_\_\_\_\_ 3rd Choice: \_\_\_\_\_

- E1 (Symposium) Addressing Challenging Behavior in Your Infant/Toddler Program
- E2 (Symposium) Moments of Meeting Between Neonate and Parent
- E3 (Field) Infant Mental Health Consultation Strategies: Nurturing Providers to Nurture Their Children
- E4 (Field) Not a Good Start: Perinatal Depression and Infant Mental Health
- E5 (Field) Colic Solved: Understanding Reflex, Allergy, and the Care of the Miserable Infant
- E6 (Field) Home-Based Early Intervention Program for Families With Deaf Children in South Africa
- E7 (Field) Identifying and Serving Newborns Who Are Substance Exposed: Lessons From Four CAPTA Demonstration Projects
- E8 (Field) Safe Beginnings
- E9 (Field) Down and Out in the Nursery: Helping Infant Practitioners Self-Identify and Overcome Their Compassion Fatigue
- E10 (Field) Going Online: Key Issues in Redeveloping Face-to-Face Training for Online Learning
- E11 (Field) Supporting the Babies in the Village: Minnesota’s Family, Friend, and Neighbor Statewide Initiatives
- E12 (Symposium) The Texas Judiciary Focuses on Vulnerable Children

### Day Three

#### Section F – Sunday, December 6, 2009

8:00 a.m. – 9:30 a.m.

1st Choice: \_\_\_\_\_ 2nd Choice: \_\_\_\_\_ 3rd Choice: \_\_\_\_\_

- F1 (Field) Improving Toddler Outcomes Through Enhanced Teacher Support
- F2 (Field) KIPS: An Evidence-Based Parenting Assessment Tool That Enhances Family Services, Tracks Progress, and Measures Outcomes
- F3 (Field) Quality Enhancement Through Quality Mentoring
- F4 (Field) Healing the Invisible Wounds of Exposure to Violence: A Resource for Parents
- F5 (Field) Infant Mental Health in the Home: A Model for Success
- F6 (Field) The Curious Case of Three Teen Moms: Video Vignettes
- F7 (Field) Addressing Maternal Depressive Symptoms in Early Intervention Settings: The Experience of Project Solve

- F8 (Symposium) Evaluating and Intervening With Newborns and Young Infants With Special Health and Developmental Needs and Their Families (BABIES Model)
- F9 (Field) A Program to Transform the Way First-Time Parents Are Prepared for Parenting: Lessons Learned
- F10 (Field) Partnering to Support Infants and Toddlers Who Are Court Involved and Their Families
- F11 (Field) South Carolina’s Creative Strategies for Improving Infant/Toddler Care
- F12 (Symposium) Treatment Strategies for Infants, Toddlers, and Parents With Fetal Alcohol Spectrum Disorders

### Special Bonus Breakout

Post-Practice Plenary Dialogue With Daniel N. Stern, MD  
11:30 a.m. – 1:00 p.m. Check this box if you would like to attend. This session will be ticketed.

### About You

We are working to better understand our audiences. Please select the answer that most closely corresponds to your situation.

**\*How would you describe your involvement with young children?**

Professional  Parent  Policymaker or Staff to Policymaker

**\*If you’ve selected “Professional” for the previous question, what is the primary focus of your work?**

- Early care and education/child care (e.g., center or home-based child care provider; educator, trainer, or researcher in this area)
- Mental health (e.g., psychologist, psychiatrist, counselor, or social worker; educator, trainer, or researcher in this area)
- Child welfare (e.g., case worker, judge, adoption worker, or social worker; educator, trainer or researcher in this area)
- Early intervention (e.g., physical therapist, speech-language pathologist, occupational therapist, early childhood special educator, educator, trainer, or researcher in this area)
- Health (e.g., physician, nurse, or child life specialist; educator, trainer, or researcher in this area)
- Other (specify): \_\_\_\_\_

**\*What is the current number of children under the age of 3 whom you serve?**

Fewer than 5  5–20  21–50  51–100  101–500  501+

**\*What is the current number of children under the age of 3 served by your program?**

Fewer than 5  5–20  21–50  51–100  101–500  501+

**\*How many years have you been professionally involved with children under the age of 3?**

Less than 5  6–10  11–20  21+

**\*In what setting do you work?**

- University  Child Care Center  Early Intervention Program
- Home Visiting Program  Private Practice
- Community Mental Health Center/Clinic
- Other (specify): \_\_\_\_\_

**\*What is your highest level of education?**

- High school diploma/GED  Associate’s degree  Bachelor’s degree  Master’s degree  Doctoral degree
- Other (specify): \_\_\_\_\_

**\*In what age category do you fall?**

Under 18 years  1–25  26–35  36–45  46–55  56–65  66+

**Which of the following best describes you? (Optional)**

- White (not of Hispanic origin)  Black or African American
- Hispanic or Latino  Asian  Native Hawaiian or other Pacific Islander  American Indian  Alaskan Native  Two or more races

**How did you hear about NTI? Please select all that apply.**

- Call for Proposals  Mailer  Postcard  Website  ZTT Journal
- Colleague  Save the Date Postcard  *Young Children* Magazine
- Search Engine  *Children and Families* Magazine
- Register Now Postcard  Child Care Information *Exchange* Magazine  E-mail Newsletter/Distribution  NASW *Children & Schools* Journal  Preliminary Program Book
- Other (specify): \_\_\_\_\_

### Transfer or Cancellation/Refund Policy

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## ZERO TO THREE wishes to announce the members of our Texas NTI Host Committee\*

### Honorary Chair

T. Berry Brazelton  
Native Texan and “America’s Pediatrician”

Richard C. Adams  
*Texas Scottish Rite Hospital for Children*

Connie Almeida  
*ZERO TO THREE*

Denise Brady  
*Texas Health and Human Services Commission, Office of Program  
Coordination for Children and Youth*

LaShonda Y. Brown  
*Texas Head Start State Collaboration Office—Children’s Learning  
Institute—UTHSC*

Susan Craven  
*Texas Association for Infant Mental Health*

Maurine Dickey  
*Dallas County Commissioner, District 1*

Anna Abbey Diver  
*Community Family Advocate/Abbey Consulting and Evaluation*

Marianne L. Ehrlich  
*Healthy Family Initiatives*

Barbara L. Fountain  
*Texas Department of State Health Services*

Eileen Garcia  
*Texans Care for Children*

Lisa W. Genecov  
*Dallas Developmental Pediatrics*

Michael Hayes  
*Office of the Attorney General—State of Texas*

Susan Peek Hoff  
*United Way Metropolitan Dallas*

Kara Johnson  
*Texas Early Childhood Education Coalition*

Mary M. Keller  
*The Military Child Education Coalition*

Barbara A. Moss  
*Early Childhood Consultant/Volunteer*

Margaret Tresch Owen  
*School of Behavioral and Brain Sciences,  
The University of Texas at Dallas*

Cindy Patrick  
*The Meadows Foundation*

Honorable Ronald R. Pope  
*328th District Court, Ft. Bend County*

Lisa Poynor  
*Fort Bend Regional Council on Substance Abuse, Inc.*

Rosa Rosales  
*League of United Latin American Citizens*

Prachi Shah  
*Meyer Center for Developmental Pediatrics,  
Texas Children’s Hospital*

Elaine Shiver  
*Texas Parents as Teachers/Mental Health America of Texas*

Kim Wedel  
*Early Childhood Intervention Services, Texas Department  
of Assistive and Rehabilitative Services*

Ginny Woods  
*Children’s Justice Act Project, Texas Center for the Judiciary*

*\*As of July 27, 2009*

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National Center for Infants, Toddlers, and Families

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ZERO TO THREE is a national nonprofit organization whose mission is to promote the health and development of infants and toddlers.

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**24TH NATIONAL TRAINING INSTITUTE (NTI)  
Connecting Science, Policy and Practice**