The 28th Annual Children's Network

CONFERENCE

September 24 & 25, 2014 • Ontario, California

WELCOME

Children's Network
County of San Bernardino

We are glad you will be joining us at the 28th Annual Children's Network Conference. This year we will be a highlighting the insight, vision, and commitment of some amazing folks that are dedicated to the service of children and families. Many are local professionals and others we have come across in our search for the most dynamic, cutting edge speakers/trainers in the nation.

Our keynote speakers will present on such topics as: insightful solutions to toxic conditions; ideas on ways to help meet the developmental and emotional needs of high-risk infants and children; and a cultural perspective on post-partum depression.

The Children's Network Conference is one of the Southern California's premier training events with numerous workshops covering a wide variety of topics related to our work with children, youth, and families. We hope you enjoy our conference and walk away with valuable information.

Kathy Turnbull,
Interim Children's Network Officer

ABOUT THE CHILDREN'S NETWORK:

Children's Network of San Bernardino County concerns itself with at-risk children who are defined as minors who, because of behavior, abuse, neglect, medical needs, educational assessment, and/or detrimental daily living situations, are eligible for services from one or more of the member agencies of the Children's Network Policy Council. A variety of public and private agencies deliver a broad and occasionally confusing array of direct services to these children.

Children's Network was created to identify gaps and overlaps in services, provide a forum for clarifying perceptions and expectations among and between agencies and the community. Children's Network also sets priorities for interagency projects and implements collaborative programs, public and private, to ensure better, more comprehensive services to children and youth.

The overall goal of Children's Network is to help at-risk children by improving communications, planning, coordination, and cooperation among youth-serving agencies.

REGISTRATION INFORMATION

Registration Deadlines

Early Bird Registration: $225
Registrations prior to August 31, 2014

Advanced Registration: $250
September 1 through September 19,2014

On-Site Registration Rates: $300
Any registrations received after September 19 will pay on-site registration rates.

Payment Methods
Registration must be paid in full by check, cash, or credit card before admittance to Conference. If mailing or faxing, your payment must accompany your registration form. Make checks payable to **COUNTY OF SAN BERNARDINO**. A non-sufficient funds fee of **$30** will be charged for all checks returned to Children's Network. An e-mail address is required for each registrant to receive registration confirmation.

If you would like to pay with a purchase order, please request an invoice and one will be e-mailed to you. Purchase orders must be paid by the designated date to qualify for applicable rate. To receive the Early Bird Rates or Advanced Rate, purchase orders must be paid in full before admittance to conference.

Cancellation Policy
Cancellations received on or prior to **September 19, 2014** will receive a 50% refund of conference registration funds. Cancellations received after that date are not eligible for refunds or credit.

Substitution Policy
If you are unable to attend, you may substitute a colleague for your entire registration. There is no sharing of registrations.
A written/e-mail must be submitted by the original registrant or authorized representative by **September 19, 2014**. There is a **$20 fee** for each substitution.

Photograph & Video Policy
Registration and attendance at, or participation in, The 28th Annual Children's Network Conference constitutes an agreement by the registrant to the Children's Network's use and distributions (both now or in the future) or the registrant or attendee's image or voice in photographs and videos of such events and activities.

Workshop Attendance
Allow approximately ten minutes to get to workshops so you can arrive in plenty of time to be seated. Workshop moderators must close a workshop when all chairs are occupied to conform with fire code regulations.

Badges
Badges must be worn at all times. Entrance to workshops and the Exhibit Hall will not be permitted without the proper badge.

Food
A continental breakfast will be served in the Ballroom Foyer each morning. Lunch will be served in the Ballroom at 12:00pm each day of the conference.

Dress Code
There is no dress code, but temperatures vary greatly from room to room. Please dress in layers and wear comfortable shoes for walking.

Electronic Devices
Please have all electronic devices turned off or in silent mode during all presentations and workshops.

Exhibit Hall
Come visit the Exhibit Hall during your breaks and lunch period! The Exhibit Hall will be open 8:00am - 3:00pm both conference days.

Conference Evaluations
Your opinion matters! You will be provided with an Overall Conference evaluation in your conference bag and there will be individual workshop evaluations available in each workshop.

Please return workshop evaluations to workshop moderators. Overall Conference evaluations need to be returned to the Information Desk. Attendees that return a completed evaluation will receive a raffle ticket for the Closing Raffle on September 25.

Certificate of Attendance
Each conference attendee will receive a Certificate of Attendance included in the Conference Program.

Assistance
For assistance or information concerning special services to accommodate a physical, perceptual, or learning disability, please call Children's Network at (909) 383-9677. It is the Children's Network's policy to provide reasonable accomodations to persons with disabilities.

Continuing Education Credits
This conference offers courses that meet the qualifications for up to (TBD) hours of continuing education credit for MFT's, LPCC's, LEP's, and/or LCSW's as required by the California Board of Behavioral Sciences.

The 28th Annual Children's Network

CONFERENCE

September 24 - 25, 2014 ▪ Ontario, CA

REGISTRATION FORM

REGISTER ONE OF THREE WAYS! *Payment must be submitted with registration.*

E-MAIL
Complete registration form and email it to
maria.zuniga@hss.sbcounty.gov

FAX
Complete registration form and fax it to
(909) 383-9688

MAIL
Mail registration form to:
Children's Network
825 E. Hospitality Ln., 2nd Fl
San Bernardino, CA 92415-0049

ATTENDEE INFORMATION

*Please print clearly on form. Complete **ONE** form for **EACH** attendee.*

Name _____ Employer/Agency _____

Street Address _____

City _____ State _____ Zip _____

Contact Phone _____

E-Mail Address *(Registration confirmation and any additional conference information will be e-mailed to this e-mail address.)*

SPECIAL NEEDS: ☐ Wheelchair Access ☐ Vegetarian Lunch

WORKSHOP SELECTION

Please print clearly on form. Complete each section with the workshop session number (ex. A-3) you will be attending.

	WEDNESDAY SEPT. 24			THURSDAY SEPT. 25		
1ST CHOICE	A___	B___	C___	D___	E___	F___
2ND CHOICE	A___	B___	C___	D___	E___	F___

REMEMBER!
The Early Bird Registration catches the Workshop Worm! Register early to ensure you get the workshop selections you would like to attend.

ATTENDANCE SELECTION

☐ 2 Days, Early Bird Rate - **$225** *(before 8/31/14)*

☐ 2 Days, Adv. Registration Rate - **$250** *(9/1/14 - 9/19/14)*

☐ 2 Days, On-Site Rate - **$300** *(9/20/14 - 9/25/14)*

☐ Wednesday ONLY - **$150**

☐ Thursday ONLY - **$150**

☐ Attendee Substitution Fee - **$20** *(before 9/19/14)*

If you have any questions about the registration process, please contact Children's Network at (909) 383-9677

PAYMENT INFORMATION

☐ CHECK *(Please make checks to COUNTY OF SAN BERNARDINO)*

☐ PURCHASE ORDER *(Attach copy of PO to this form)*

☐ COUNTY OF SAN BERNARDINO MOU FUNDS *(Please contact your supervisor about using MOU funds.)*

☐ CREDIT CARD ☐ Visa ☐ Mastercard ☐ American Express

Card # _____ Security Code # _____

Cardholder Name _____ Exp. Date _____

Card Billing Address _____

Authorized Signature _____ Date _____

AGENDA-AT-A-GLANCE

Wednesday September 24, 2014

7:00 - 8:00 - Registration & Continental Breakfast
8:00 - 8:15 - Welcome & Introductions
8:15 - 10:15 - Keynote: Dr. Jeff Duncan-Andrade
10:15 - 10:45 - Book signing/Break/Visit Exhibitors
10:45 - 12:00 - Session A
12:00 - 1:15 - LUNCH/Exhibitors
1:15 - 2:30 - Session B
2:30 - 2:45 - Break/Exhibitors
2:45 - 4:00 - Session C
4:00 - Adjourn for the day

Thursday September 25, 2014

8:00 - 9:00 - Registration and Continental Breakfast
9:00 - 9:15 - Welcome and Introductions
9:15 - 10:15 - Keynote: Jennifer Rodriguez
10:15 - 10:45 - Break/Exhibitors/Book signing
10:45 - 12:00 - Session D
12:00 - 1:15 - LUNCH/Exhibitors
1:15 - 2:30 - Session E
2:30 - 2:45 - Break/Exhibitors
2:45 - 4:00 - Session F
4:00 - 4:30 - Closing Raffle (Exhibit Hall)
4:30 - Adjourn

KEYNOTE SPEAKERS:

Jeff Duncan-Andrade

Jeff Duncan-Andrade, Ph.D., has dedicated his adult life to supporting and developing urban youth to help create a sustainable urban community. He is an Associate Professor of Raza (Mexican American) Studies and Education at San Francisco State University and Director of the Educational Equity Initiative at the Institute for Sustainable Economic, Educational, and Environmental Design (ISEEED). In addition to these duties, he continues as a high school teacher in East Oakland where for the past 21 years he has practiced and studied the use of critical pedagogy in urban schools. Critical pedagogy combines the philosophy of education with critical theory – focusing on the relationship between teaching and learning. Fearing our country is at risk of losing an entire generation of young people in urban centers who feel trapped in a vicious cycle of poverty, violence, hopelessness and despair; Duncan-Andrade's core work is in finding solutions that can help the vast majority overcome such toxic conditions to become responsible and productive adults that will eliminate those conditions. He has lectured around the world about the elements of effective teaching in schools serving poor and working class children. He has authored two books and numerous journal articles and book chapters on the conditions of urban education, urban teacher support and development, and effective pedagogy in urban settings. His first two books, ***The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*** and ***What a Coach Can Teach a Teacher***, focused on effective teaching strategies for urban schools.

Jennifer Rodriguez

Jennifer Rodriguez is the Executive Director of the Youth Law Center (YLC). As a former foster youth who also spent time in juvenile justice institutions, Jennifer initially earned her GED, but found herself wanting to do systemic legal advocacy on behalf of other children and youth who, like her, are growing up with a government agency as their only family. Jennifer earned her law degree from the University of California, Davis, and began her fellowship at YLC. After the completion of her fellowship, Jennifer stayed on at YLC as a staff attorney, and in 2012 she took the reins as Executive Director. Jennifer works on both child welfare and juvenile justice projects at YLC, with a special focus on ensuring children and youth involved in both systems live in conditions that meet their developmental and emotional needs, and are provided with the opportunities they need to build a foundation for a healthy adulthood. She works to improve services for infants and toddlers in foster care through the application of research on child development and brain science; to increase incarcerated youths' access to and relationship with their babies; to eliminate the use of and improve conditions in congregate care; expand resources for young people transitioning out of child welfare and probation to adulthood; and to ensure every young person in foster care lives in a foster family where they will receive loving, nurturing high quality care. In her work on behalf of system-involved children, Jennifer employs a range of strategies, including developing and drafting legislation; participating in state and national workgroups; working collaboratively with state and local agencies to improve programs and services; and providing training and technical assistance to professionals, youth and families.

A-1
INTRODUCTION

Autism Spectrum Disorder Collaborative in the Inland Empire

Richard Chinnock, MD, *Professor and Chair of Pediatrics, Loma Linda University School of Medicine and Children's Hospital*
Peter Currie, Ph.D., *Director of Behavioral Health at Inland Empire Health Plan (IEHP)*
Kiti Freier Randall, Ph.D., *Pediatric Neurodevelopmental Psychologist*

Autism Spectrum Disorder (ASD) has become one of the most prevalent pediatric mental disorders in recent years and its prevalence is growing: One in 50 children (CDC, 2012) is diagnosed with Autism. It is a developmental disorder characterized by a wide variety of possible symptoms. Even though research projects focus chiefly on discovering genetic causes, finding a cure is probably still years away. As such, appropriateness and access to intervention for children with ASD is critical. Organizations and agencies within Southern California's Riverside and San Bernardino counties who each are responsible for the organization and service provisions for children with ASD have created a collaborative to address these issues. The collaborative is creating an independent Autism assessment center of excellence to provide timely, accurate, trans-disciplinary diagnosis that addresses each agency's criteria. Appropriate diagnoses will assist to identify and coordinate available treatment services each child is qualified to receive. Workshop participants will be introduced to the Inland Empire Autism Collaborative, learn about Autism Spectrum Disorders in the Inland Empire, and be provided with information regarding the Inland Empire Autism Assessment Center of Excellence.

A-2
INTERMEDIATE

Characteristics of Motor Development in Relation to Healthy Relationships

Arezou Salamat, OTD, OTR/L, *Assistant Professor, Loma Linda University Department of Occupational Therapy*
Stefanie Reyes, MOT, *Pediatric Occupational Therapist*
Cady Graves, MOT, *Licensed and Registered Occupational Therapist*

Immediate consequences of maltreatment can be identified at an early age, including delays in gross and fine motor development (Bjorn, 2011; DeYoung, 2011; Kalber, 2006; Lewis, 2004; & Singer, 2012). Children explore and experience life by maneuvering physically through the environment by rolling, crawling, walking and running, reaching, grasping and manipulating objects. Challenges in motor development can impact the child's play, self-care, and school-readiness. This presentation will discuss how appropriate motor development can positively impact the child's daily routine and ultimately the engagement and interactions with family members and peers.

A-3
INTERMEDIATE

Fetal Alcohol Spectrum Disorders

Carolyn Shaputnic, RNC, MPH, *Clinical Coordinator, University of California San Diego, Department of Pediatrics*
Rachelle Feiler, *Education Specialist, Institute for Fetal Alcohol Spectrum Disorders Discovery at the University of CA, San Diego*

Fetal Alcohol Spectrum Disorder (FASD) is an umbrella term describing the range of effects that can occur in a child exposed to alcohol before birth. These life-long effects range from severe to mild and may include physical, mental, behavioral and learning disabilities. FASD is estimated to affect approximately 1% of children in the general population; the prevalence is much higher for children in the foster care system and juvenile justice system. This workshop will address the effects of prenatal exposure to alcohol (PAE) and how FASD is diagnosed. The patterns of alcohol use among women and strategies for prevention will be described. The impact of PAE on development, learning, and behavior, and strategies for addressing these effects, will be discussed. Participants will receive information about the work of the Institute for Fetal Alcohol Spectrum Disorders Discovery at UCSD, including information on how to make referrals for diagnosis, resources for intervention, and support services available for families caring for an individual with FASD.

A-4
INTRODUCTION

Gunfire in the Hallway

Clark Morrow, *San Bernardino County Sheriff's Department, Public Affairs Division*
Frank Navarro, *Deputy Sheriff, San Bernardino County Sheriff's Department*

Over 100,000 guns go to school illegally every day in America, in backpacks and pockets and car trunks. In many communities there are more gun outlets than McDonald's restaurants. Many kids think they're not "dressed to impress" unless they're packing heat. Do you know the "arming habits" of each segment of your student population? Do you know the difference between urban and rural tastes in on-campus weaponry, and the tactics kids use to smuggle guns into the classroom? This fact-laden presentation tackles the most alarming student practice imaginable, and does so with fast-moving slides, videos and many disturbing examples of student gun violence. Tools for dealing with the threat are examined in this highly interactive presentation.

A-5
INTRODUCTION

Kidsdata.org: Your Gateway to Data about Child Health and Well-Being of Children in California

Regan Foust, Ph.D., *Data Manager, Lucile Packard Foundation for Children's Health*

Do you need data about children and families to bolster your program planning, grant proposals, or reports? Kidsdata.org can help you find facts quickly and easily. This free, user-friendly site offers more than 500 indicators of child health and well-being in more than 50 topics, including emotional and behavioral health, education, family economics, physical health, safety, special needs, and demographics. The site offers data for every county, city and school district in California; you also can compare regions of interest and view comparable state-level data. Customize your data to make the most impactful visualization, then simply download data, copy into your report, or share with colleagues. Also provided are policy narratives, contextual information, and curated links to seminal works in the field. Kidsdata.org aims to make data easily accessible, understandable, and useable to those who influence kids' lives. This workshop will help you get the most out of this useful resource.

A-6
INTRODUCTION

Life Support After CPR (Child's Purpose Resuscitated)

Esther Pilgrim, RN, *High Risk Maternity RN, Former Foster Child, Author, Speaker*
Willie Horenburg, *Visitation Coach, Walden Family Services*

A child's development has many aspects: physical, cognitive, social, and emotional. Emotional maturation is influenced by interaction between both biological and environmental processes. Children who are compromised like those who ultimately enter into foster care, have a much different and greater need for interventions personalized individually to help them recover to the best of their abilities, just as each major motor vehicle accident victim does. Social workers and foster parents are to an emotionally traumatized child what doctors and nurses are to a motor vehicle accident victim. They are the ones who are first responders and who set the course for recovery. What they do especially during critical periods and the methods they use to stabilize and give back balance to the child, weighs greatly on what the outcome will be on this child's entire lifetime. Using personal, medical, research and evidence-based practice information, attendees will be provided with life supporting tools to help stabilize, empower, encourage, and provide hope to the wounded, traumatized souls you work with.

A-7
INTERMEDIATE

Shaken Baby Syndrome Prevention Program

Jacqueline Clemens, MSN/Ed, RNC-MNN, *Clinical Nurse Educator for Mother/Baby Pediatrics at Arrowhead Regional Medical Center*
Nanette Buenavides, MSN/Ed, BSN, CLEC, *Nurse Manager for the Mother/Baby, Newborn Nursery and Pediatric Units at Arrowhead Regional Medical Center*

Four babies become victims of Shaken Baby Syndrome every day in the United States. Out of these four babies, one will die. The remaining three will suffer injuries that will affect them and their families for the rest of their lives. Can the devastation suffered by victims and families of Shaken Baby Syndrome be prevented? Put simply, yes it can. This workshop will discuss how Arrowhead Regional Medical Center has put into place a program that educates parents and caregivers about Shaken Baby Syndrome. This prevention program, using the Dias Model, has already been instituted successfully in many states throughout the country and is now being piloted in California by Arrowhead Regional Medical Center.

A-8
INTERMEDIATE

Reflective Practices that Support All Children

Sue Bollig, LCSW, *Project Associate, California Inclusion Behavior Consultation Network, Center for Prevention and Early Intervention at WestEd*
Jan Kearns, MA, *Systems Improvement Specialist, California Inclusion Behavior Consultation Network, Center for Prevention & Early Intervention at WestEd*

This session is focused on reflective practice strategies that support positive relationships and foster high quality inclusive practices for children with disabilities and/or challenging behaviors. Participants will engage in activities that build reflective problem solving and lead to positive outcomes for children, families and program staff. The presentation will introduce reflective practice, with interactive opportunities to practice reflective inquiry. Participants will be introduced to a reflective practice problem solving model and will engage in small group practice of reflective inquiry, using California Inclusion Behavior Consultation handouts and reflective tools.

A-9
INTERMEDIATE

The Anatomy of Possibility: Integrating Brain, Body and Heart Intelligences for Optimal Childhood Development

Tim Burns, MA, *Educator and Author, Founder/Director of EDUCARE*

We live in an exciting and challenging time, one in which science - from neuroscience to anthropology, from the "new biology" to quantum physics - is redefining what it means to be human. Recent discoveries about the brain reveal an astonishing three pound universe of possibilities inherent in each of us, with more knowledge having been acquired in the last decade than in the past 150 years. Recent discoveries about environmental enrichment, brain plasticity, neurogene-sis, "mirror neurons," epigenetics, and the remarkable "upgrades" that take place in the brain of children, are revolutionizing our understanding of the brain and along with it the nature of human possibility. Discoveries in the field of neurocardiology point to the human heart as not simply a pump, but as an "organ of vast intelligence." Moreover the body itself has what Michael Gerson, M.D., author of the book, *The Second Brain: The Scientific Basis of Gut Instinct*, refers to as a system of bodily intelligence. In effect, we have not one but three separate yet highly integrated brains. This presentation makes it clear that when it comes to childhood development, learning capacity, health, performance, and creativity, three brains are better than one!

"There are no seven wonders of the world in the eyes of a child. There are seven million."
- Walt Streightiff

B-1
ADVANCED

Collaboration and Cash

Kent Paxton, MPA, *Homeless Policy Advisor, County of San Bernardino, Board of Supervisors 5th District*

This workshop will provide participants with the "how to" develop successful partnerships to respond to grant applications that require interagency collaboration. Participants will learn how to develop collaborative partnerships, work with partners to develop collaborative grant proposals, and learn how to sustain and evaluate funded collaborative grant funded programs.

B-2
INTERMEDIATE

Environmental Exposures and Autism: Examining the Evidence

Teresa Dodd-Butera, Ph.D., RN, *Associate Professor, California State University, San Bernardino*
Melody Amaral, MA, MSW, *CEO of Carolyn E. Wylie Center for Children, Youth and Families*

Autism is recognized as a spectrum of disorders characterized by an impairment in social interactions and communication. All disorders have been merged into one diagnosis of autism spectrum disorder (ASD), according to the DSM-V diagnostic manual. The scope of the ASD problem appears to be increasing, with approximately 1 in 68 children being identified with ASD, according to estimates from the Centers for Disease Control and Prevention (CDC) Autism and Developmental Disabilities Monitoring (ADDM) Network. The purpose of this presentation is to examine the evidence of environmental influences in ASD. Topics to be addressed include environmental influences and autism; information on immunizations; and an examination of the evidence on recent Autism Spectrum Disorder research. Educational and family services that are available and effective in the Inland Empire will also be discussed. Application of the evidence to parent-child programs and educational resources will be discussed for availability and accessibility in the Inland Empire. The goal of this presentation is to empower participants, families, and communities to better understand and use the evidence in decision-making for prevention, mitigation, and support for those affected by ASD.

B-3
INTRODUCTION

Family Strengthening: An Introduction to the Protective Factors
John Lowther, *Training Specialist, Strategies*
Roderick Elzy, *Project Specialist, Strategies*

The Five Protective Factors are a key component in the Strengthening Families Framework ™ that can be used by social services and other disciplines that work directly with children and families. Staff unfamiliar with this research-based framework will learn about the underlying link between the presence of these factors and the reduction in abuse and neglect. Workshop attendees will learn how to identify protective factors shown to impact abuse and neglect, practical ways to incorporate them into their agency's programming, and how to inspire families and communities to find and act on their strengths.

B-4
INTERMEDIATE

Intervention Skills for Suicide Prevention: What's In Your Toolbox?

Olivia Sevilla, LCSW, *Executive Director, Bilingual Family Counseling Service, Inc.*

Suicide is viewed as a public health problem which is preventable. For youths ages 15-24, suicide was the 3rd leading cause of death, with the suicide rate among youth being greatest in San Bernardino County in comparison to the surrounding counties of Riverside, Orange, and Los Angeles. In 2007, suicide was the 11th leading cause of death in the United States (Healthysanbernardinocounty.org). This workshop offers prevention and early intervention education and skills which are paramount for the following reasons: to reduce risk factors and stressors, build protective factors and skills, increase support to those at risk. Educating and equipping professionals, students, and those community members who are more likely to be in a position to provide front-line intervention is important to breaking down the barriers to reducing risk of harm and accessing resources. Equipping professionals and community members to know the signs of emotional distress is an effective strategy to reduce suicide risk and increase awareness of community resources. There are various effective and evidence-based models such as ASIST, SafeTALK, and Mental Health First Aid. This workshop provides an overview of the models, and engages the audience in basic skills of risk assessment, intervention, and identifying relevant and local resources.

B-5 INTRODUCTION

Neurofeedback: A Non-Invasive Alternative Treatment for ADD, ADHD, Conduct Disorder, and Other Limiting Conditions (PART 1 of 2)

Connie J. McReynolds, Ph.D., *Licensed Psychologist, Director, California State University, San Bernardino, College of Education, Institute for Research, Assessment & Professional Development*

Train your attention, decrease anxiety or depression, alleviate chronic pain, and lessen behaviors that interfere with living your best life. "Neurofeedback is an effective, drug-free, painless procedure in which the child/adult learns to re-train the attention mechanisms of their brain, alleviating the condition," (Ferrari, 2012). Neurofeedback is a ground breaking technique that challenges the brain to better function. This powerful brain-based technique has been successfully helping clients around the world for over 30 years. It is a non-invasive process with dramatic results for a multitude of symptoms. Neurofeedback works by training the brain to function at its maximum potential, which is similar to the way the body is exercised, toned and maintained. This workshop will provide background information on the ground-breaking use of neurofeedback as an alternative treatment effective in reducing or eliminating the symptoms of conditions such as ADD/ADHD, depression, anxiety, sleep disorders, conduct disorders, etc. A demonstration of neurofeedback will culminate the presentation with an opportunity for audience members to participate in using neurofeedback, as time permits. **(This is PART 1 of a 2 PART Workshop)**

B-6 INTRODUCTION

Strategies for Enhanced Brain Development and Engaged Learning: Using Movement, Rhythm, and Play in the Classroom

Tim Burns, MA, *Educator and Author, Founder/Director of EDUCARE*

It is common knowledge that children today exercise, move, and play outdoors less often than any previous generation, while at the same time they engage in ever more screen time and "virtual reality." The troubling result of this " evolutionary experiment" can be seen in the rise of problems related to, bonding and attachment, attentional focus, concentration, impulse control, and in-depth learning. Since all new learning results from a sequence of events taking place in the brain, and beginning with the modulated arousal of so-called "attentional networks," a well integrated neural system - one that effortlessly engages the three attentional systems - is central both to brain organization and to the acquisition of new learning. Movement, rhythm, and creative play are the primary mechanisms by which these dynamical systems organize the brain throughout early childhood and beyond, while serving to ready the brain for new learning throughout life. In this workshop we briefly survey theory and research, spending most of our time together exploring a variety of movements, including those involving rhythm and play that can serve to engage and enhance the brains of children, teens, and adults**.**

B-7 INTERMEDIATE

The Daddy Difference

Karino S. Bravo, Ph.D., LMFT, *Owner of Bravo! Therapy & Consulting*

Do you know what a difference a "daddy" makes? Come and hear about the research underlying the role of fatherhood in the lives of young children. More specifically, learn about the effects that being a "daddy" has for not only the father, but also the child or children, and for the father-child relationship. Understand the specific way that father's play with their children has an effect on their developing sensory systems. Be introduced to the changes that occur in the brains of children and physiological changes that occur in the father. Leave prepared to motivate all caregivers to support the "Daddy Difference". The training is concentrated on early intervention/prevention for young children and is useful for strengthening families and communities. This workshop will benefit any individual involved with a child and their families to include, but not limited to: parents/caregivers, early childhood educators, child care staff/teachers, parents/caregivers, program directors, social service practitioners and/or case managers.

B-8
INTERMEDIATE

What've Rights Got to Do With It? Personal Rights in the Foster Care System

Margaret Evanow, M.S., L.P.C., *Children's Advocacy Group, Inc.*

We all know that foster youth have rights. But how are these rights asserted and up-held in the variety of placement settings in which our youth reside? And, what happens when the rights of a foster youth are in direct opposition to the needs or limits of the foster placement? This workshop will review some of the most important rights of youth in the foster care system and how these rights can be honored and upheld even when there is a conflict between those rights and logistics and limits of the foster care system itself. Using breakout groups to discuss ways in which foster youth rights can be up-held and honored, this workshop will attempt to take a new look at how rights can be negotiated between the system, the placement, and the youth.

B-9
INTRODUCTION

Understanding the Effects of Homicide on Families and Friends

Agnes Gibboney, *Leader of the Inland Empire Chapter of Parents of Murdered Children*
Dolores Conyer, *Former Chapter Co-Leader*

This workshop will address the history of National Organization of Parents of Murdered Children INC (POMC). Attendees will learn what the Inland Empire Chapter (IEC) does to help homicide victims' families. Attendees will be given a glimpse into the lives of survivors from the initial call, through the court process, and the aftermath of a homicide. Discussion of the trauma to family and friends when they lose a loved one to a violent crime will be discussed; the process of solved vs. unsolved cases; how to support victims' families and resources available to victims will be shared.

"Children's talent to endure stems from their ignorance of alternatives."
- Maya Angelou

C-1 INTRODUCTION

C.A.S.A. of San Bernardino County: 2014 and Beyond

Trisha Hendricksen, MA, *Program Manager, C.A.S.A. of San Bernardino*
Briawna Williams, MA, *Advocate Supervisor, C.A.S.A. of San Bernardino*

Court Appointed Special Advocates (C.A.S.A.) of San Bernardino County is a non-profit that recruits, screens, trains and supervises community members that serve as advocates and mentors to youth living in foster care or on probation. All C.A.S.A. volunteers must pass a rigorous background check, participate in 30 hours of pre-service training, be sworn in by the Juvenile Court and commit to a minimum of 18 months of service to the youth they are appointed to. By becoming a C.A.S.A., volunteers are agreeing to spend 10-15 hours each month not only visiting with their appointed youth, but also collaborating with other professionals on the case. These collaborations often include having regular communication with the County Social Worker, group home staff, foster parents, Educational Liaisons, Probation Officers and school officials. Their involvement also extends to attending Team Decision Making Meetings (TDMs), Transitional Conferences (TC's), Individualized Education Plan Meetings (IEPs) and the like. Workshop attendees will learn what C.A.S.A. is, how a C.A.S.A. volunteer is beneficial to youth AND professionals, and will find out the new practices C.A.S.A. has implemented to aid the youth in San Bernardino County.

C-2 INTRODUCTION

Children of Incarcerated Parents Partnership

Geoffrey Canty, JD, *Chief Deputy Public Defender, San Bernardino County*
Mailee Wang, MA, *Program and Policy Director Project WHAT!*

Two point four million American children have a parent behind bars today. Seven million children have a parent under criminal justice supervision whether it be in jail or prison, on probation, or on parole. Children whose parents have been arrested and incarcerated face a plethora difficulties. Many have experienced the trauma of sudden separation from their sole c aregiver. These children are vulnerable to feelings of fear, anxiety, anger, sadness, depression and guilt. They may be moved from caretaker to caretaker. Children of prisoners have a myriad of needs. They need a safe place to live and people to care for them in their parents' absence. In addition they need everything else a parent might be expected to provide: food, clothing, and medical care. Even though there are so many children with a parent incarcerated there is no requirement that the various institutions charged with dealing with those accused of breaking the law, inquire about children's existence, much less concern themselves with children's care. The San Bernardino County Public defender's office in conjunction with Project WHAT! will educate and raise awareness about children with incarcerated parents with the long-term goal of improving services and policies that affect these children. The workshop will utilize ProjectWHAT's youth trainers to provide the audience with tools to more effectively serve children who have or have had a parent incarcerated.

C-3 INTRODUCTION

Family Therapy: Understanding Family Dynamics and Ways to Improve Communication

Linda Llamas, LMFT, *Program Manager, Desert/Mountain Children's Center*
Theresa Vaughan, LMFT, *Behavioral Health Counselor Supervisor, Desert/Mountain Children's Center*
Guille Robles, LCSW, *Behavioral Health Counselor Supervisor, Desert/Mountain Children's Center*

This presentation will focus on how mental health clinicians can use various family therapy interventions to promote healthy communication among family members. There will be a strong emphasis on play therapy interventions, which will be demonstrated during the workshop, and can be used during family therapy sessions in the home, community or mental health clinic. An overview of the transformation of family dynamics over the years and defining the word "family" will also be explored. Participants will be able to identify at least three common dysfunctional patterns among families, familial traits that signal a positive therapeutic prognosis, and learn at least three play therapy interventions to use with families to increase communication skills.

C-4
INTRODUCTION

Helping Grieving Children and Teens

Pamela Gabbay, M.A. FT, *Director of The Mourning Star Center*

Children and teens frequently struggle after the death of someone they love. Often, well-meaning adults would like to help, but aren't sure how to help. Through her training and many years of working with grieving children and teens at the Mourning Star Center, the speaker has learned effective ways to work with kids in a way that helps them cope with and process their grief. This workshop will cover practical ways that you can support children and teens after the death of someone close to them. Topics that will be included in this workshop are: what to tell children after a death, should children attend the funeral, developmental considerations when working with grieving children, common grief reactions in kids, cultural considerations and helpful ways to engage grieving children. Focus will also be given to the ways grieving kids and teens express themselves. Samples of artwork created by kids from the Mourning Star Center will be provided. This workshop is intended for anyone who works with kids who would like to learn more about their grief and loss experience and the best ways to help. Resources and helpful activities will be handed out.

C-5
INTRODUCTION

Neurofeedback: A Non-invasive Alternative Treatment for ADD, ADHD, Conduct Disorder, and Other Limiting Conditions (PART 2 of 2)

Connie J. McReynolds, Ph.D., *Licensed Psychologist, Director, California State University, San Bernardino, College of Education, Institute for Research, Assessment & Professional Development*

Train your attention, decrease anxiety or depression, alleviate chronic pain, and lessen behaviors that interfere with living your best life. "Neurofeedback is an effective, drug-free, painless procedure in which the child/adult learns to re-train the attention mechanisms of their brain, alleviating the condition," (Ferrari, 2012). Neurofeedback is a ground breaking technique that challenges the brain to better function. This powerful brain-based technique has been successfully helping clients around the world for over 30 years. It is a non-invasive process with dramatic results for a multitude of symptoms. Neurofeedback works by training the brain to function at its maximum potential, which is similar to the way the body is exercised, toned and maintained. This workshop will provide background information on the ground-breaking use of neurofeedback as an alternative treatment effective in reducing or eliminating the symptoms of conditions such as ADD/ADHD, depression, anxiety, sleep disorders, conduct disorders, etc. A demonstration of neurofeedback will culminate the presentation with an opportunity for audience members to participate in using neurofeedback, as time permits. **(This is PART 1 of a 2 PART Workshop)**

C-6
INTRODUCTION

Mindfulness for Children and Teens

Marie Louise Bosin, MA, LMFT, *Registered Play Therapy Supervisor, Executive and Clinical Director for NorthSouthEastWest Mindfulness Education Center*
Kara Londa, *MFT Intern, NorthSouthEastWest Mindfulness Education Center*

Mindfulness should be taught to children from birth. Actually, newly born babies are very mindful except when they are hungry or in pain. To be able to hold on to that degree of mindfulness present in the child's mind would solve all of our societal problems. When a person can soothe herself by examining her behavior, owning her projections, and paying close attention to what she is doing in the moment, there is no reason for suffering of any kind. Let NSEW Mindfulness Education Center teach you how to work with your children and teens to implement these amazing skills. Using didactic, experiential, sensory and group discussion we will walk the participants through the philosophy and practice of mindfulness activities for children and teens. Participants will gain a better understanding of the philosophy behind mindfulness, learn at least three mindfulness activities for children and three for teens, and be able to teach a small group one mindfulness practice.

C-7
INTRODUCTION

Maternal Child Co-Occupation Within a Domestic Violence Shelter

Jessica De Brun, OTD, MOT, OTR/L, *Clinical Practitioner, Victor Community Support Services and West End Family Counseling*

The purpose of this project was to explore the maternal-child co-occupational experiences within the context of a domestic violence shelter. Participants include female survivors of domestic violence who are mothers of young children, or whom may be pregnant. Data included observations of maternal-child co-occupations and five individual interviews exploring the mothers' perspectives of the effects of violence on their young child's development. This project aimed to also describe how maternal mental health impacts the mothering ability to facilitate meaningful co-occupations within the context of a shelter through a 6-week program designed for mother survivors to attend and learn about the effects of domestic violence on their young child's development. Each mother was provided with recommendations on how to facilitate meaningful co-occupations within the confines of the shelter. This workshop will illustrate the specifics of the completed study with discussion about early-interventionists role with survivors of domestic violence and their young children. Intervention strategies and ideas for working within the confines of a shelter will be shared with the audience.

C-8
INTRODUCTION

The Secret Society of Gang Grief

Melissa Lunardini, MA, *MFT Intern, Program Coordinator, The Mourning Star Center*

Uncovering the secret society of gang grief can be a difficult task for professionals. This presentation is particularly helpful for that attendee who works with a population that may be grieving a gang related death. Participants will learn language, lifestyles, and grief related rituals specific to gang related grief. Specific tools and techniques that are used to build rapport with gang related survivors will be discussed. Attendees will learn ways to overcome secrecy, stigma, retaliation, shame, guilt and mistrust. Lastly, attendees will hear from Isaac an ex-gang member on his experience with grief and loss.

C-9
INTRODUCTION

Using Computer Games to Remediate Children's Working Memory and Attention

Caitlin Younger, MA, *Child Development Student, Lead Research Assistant, Lead Child Enrichment Specialist and Trainer for Project CUIDAR, California State University, San Bernardino: Institute for Child Development and Family Relations*

Children who struggle with working memory and attention skills are likely to struggle in academic as well as social settings. Finding a way to improve these skills would have a significant impact on performance, behavior, and self-esteem. This workshop will introduce attendees to the concept of computer-assisted cognitive training and its use in remediating children's working memory and attention skills by exploring just one type of program being used to do just that. The computer-assisted cognitive training program software consists of a series of games focused on improving specific executive function skills (e.g., working memory, attention). Results from an ongoing study with elementary and junior high school students will be presented and practical implications will be explained. Attendees will have an opportunity to participate in a hands-on demonstration of the games. The possibilities for further implementation of this type of cognitive training, including its use as an integrated component of school curricula, will be considered.

"It is easier to build strong children than to repair broken men."
- Frederick Douglass

D-1
INTRODUCTION

Cooking Up Healthy Relationships

Kyndra Woosley, MS, *Assistant Professor, Clinical Coordinator at Loma Linda University, Department of Nutrition and Dietetics*
Arezou Salamat, OTD, MOT, OTR/L, *Assistant Professor, Loma Linda University Department of Occupational Therapy*

There are many factors that hinder the development of a healthy child during the fetal stage, infancy, and toddlerhood. Some of these factors may include prenatal exposure to alcohol and narcotics, maltreatment, neurological and developmental disorders such and Cerebral Palsy, Autism, and developmental disabilities as well as other medical and mental health disorders. The consequences of disabilities in children are lifelong threads which hinder the child's interactions and participation in childhood activities such as playing, sleeping, self-care and meal time which negatively impact their healthy attachment and relationships with family members. It is through participation in daily activities and engagement with others that a child gain insight on one's self, develop personal identity and sense of being and belonging to a community (Hassklkus, 2002). One of these activities includes the quality time that families spend cooking and eating together. Cooking and meal preparation provide wonderful opportunities for bonding and providing education while being creative with our food. This activity is a common daily routine and can support the child's healthy relationship with family members, improve problem solving skills and socialization. In this workshop, there will be discussion of how disabilities can create barriers in active participation in childhood activities, ultimately impacting a child's daily routines. Discussion of a healthy diet in a healthy environment will be discussed including how meal time can promote healthy attachment and appropriate interactions.

D-2
INTERMEDIATE

Did Inland Empire Families Get Health Coverage?

Marci Aguirre, MPH, *Director of Community Outreach, Inland Empire Health Plan*
Jackie Hernandez, *Product Manager, Inland Empire Health Plan*

Now that the first wave of enrollment from the Affordable Care Act has passed... how did we really do Inland Empire? Come and learn about some of the best practice strategies used out in the community to reach families with the health coverage message. Review data on what the Inland Empire looked like before implementation of the Affordable Care Act and after. What are the next steps for continued education and healthcare enrollment? Workshop attendees will learn concrete enrollment data for Medi-Cal and Covered CA in the Inland Empire. Participants will be given best practice guidelines on how to reach populations with the healthcare message.

D-3
INTRODUCTION

Homeless Outreach and Proactive Enforcement (HOPE): A Collaborative Approach to Homeless

Michael Jones, *Deputy Sheriff, San Bernardino County Sheriff's Department*
San Bernardino County Sheriff's Department Staff

Homelessness is an extremely complex issue in society. It is a problem that people from all walks of life and ages face. As law enforcement we usually are the first responders to complaints of homeless individuals. Sheriff McMahon implemented a non-traditional law enforcement approach to assist homeless. By educating homeless and connecting them with available services we all can benefit and save taxpayers costs associated with caring for homeless. While there is not a current count of homeless youth, it is estimated that 41% of homeless children are under the age of 4. The school district has identified over 36,000 homeless youth in SBC. This is a staggering number and we see the youth of today the homeless of the future. Working with these children through mentoring programs and other groups we can make a difference. To make this possible we need to build strong teams and community collaborations. By educating all types of groups we begin to build as a community and county. The HOPE program changes the traditional approach. Throughout this workshop, attendees will be given valuable information regarding contacting homeless, types of homeless, homeless rights, and available resources to offer when encountering homeless individuals and families. The goal is for everyone to gain the skills to develop positive working relationships with various social service agencies and be encouraged to develop a sense of empathy toward the homeless population. There will be a focus on youth homeless and collaboration to reduce homelessness.

D-4
INTRODUCTION

Introduction to Effective Black Parenting

Wandalyn Lane-Williams, MA, *Program Manager, Valley Star Community Services: Promoting Resiliency in African-American Children*
Steven Hall, Carla Lark, Gayla Young, Kim Brown, *Program Instructors - Promoting Resiliency in African-American Children Program*

The Effective Black Parenting program is unique in that it embraces traditional African-American customs, is respectful of African-American patterns of communication, recognizes the African roots of the Extended Black Family, and is taught by making references to African proverbs. This workshop is an introduction and overview of the "Effective Black Parenting" parenting program developed by Dr. Kerby T. Alvy, Ph.D. and the Center for the Improvement of Child Caring. The Valley Star Promoting Resiliency in African-American Children (PRAAC) Program has been providing and teaching this curriculum in the local San Bernardino County communities with great success. Attendees of this workshop will walk away with a better understanding of the unique challenges of the African-American community, struggles with traditional black discipline, and tools to help effectively parent African-American youth. The Introduction to Effective Black Parenting workshop is appropriate for any professional and/or community individual who works with and/or interacts with the African-American population and would like to learn more about this incredible parenting program.

D-5
INTRODUCTION

Parent Grooming By A Child Predator

Cassandra Black, *Client Service Advocate, San Bernardino Sexual Assault Services*

The notion that parents or caregivers may be a gateway to their child being sexual abused is UNTHINKABLE! But consider this: Child predators are aware that parents are the decision-makers for young children and that they typically must get passed the parent first before they can gain access to the young child. Child predators realize that responsible parents will protect their children at all cost. So, for the child predator, there is work to be done before the targeted child can be addressed. First, the parent must be groomed. In this presentation we will discuss the parent grooming process: targeting, testing, behavioral norms, non-sexual activities, perpetrator dependency, grooming for reaction, readiness and parent responses and what to do if you suspect parent grooming. This presentation includes a Power Point visual and input from child molesters. The presentation content is intended to build awareness and alert parents and caregivers to early warning signs of parent grooming to possibly prevent later child sexual abuse.

D-5
INTRODUCTION

A Comprehensive Approach to Serving Mothers Experiencing Substance Use: The Work of the Partnership for Healthy Mothers and Babies Program

Vickie Baumbach, JD, *Program Manager II, County of San Bernardino, Department of Behavioral Health Alcohol and Drug Services*
Kimberly Harvey, *Certified Drug/Alcohol Counselor, County of San Bernardino, Department of Behavioral Health*

The mission of the Partnership for Healthy Mothers and Babies is to institute a process of screening and assessment for pregnant women in the County of San Bernardino for drug, alcohol, tobacco use and/or abuse followed by referral to appropriate treatment programs to ensure that: Babies will be born free of prenatal exposure to alcohol, tobacco and illicit drugs, and children will be more likely to be raised in safe, nurturing homes and will achieve optimal health and development. The Partnership for Healthy Mothers and Babies (PHMB) was implemented in the County San Bernardino in 2004, originally called the Partnership for Healthy Babies, and later the Perinatal Screening, Assessment, Referral, and Treatment (PSART) Program. The PHMB is a collaborative effort between several County of San Bernardino agencies with funding provided by First 5 San Bernardino through a contract with DPH in an effort to promote, support and enhance early development of children from birth to five years of age through an accessible, need based, family centered, and culturally appropriate and integrated service delivery system. The delivery of 105 drug free babies in FY 13-14 speaks to program effectiveness and success. Workshop participants will learn about referral and available resources for women experiencing substance abuse, the supportive services provided to women experiencing substance abuse and how to apply techniques to prepare women for treatment. There will be a discussion of the collaborative approaches to serving women experiencing substance abuse

D-7 INTERMEDIATE

Simple Child Guidance Techniques that Will Improve Child-Adult Interactions and Decrease Meltdowns

Heather L. Hammond-Williams, *Children's Program Coordinator, Project CUIDAR, California State University, San Bernardino*

This presentation will focus on providing attendees with positive child guidance strategies to increase child-adult relationships, increase compliance and decrease meltdowns of young children. The presenter will address young children's meltdowns and appropriate ways to respond and common pitfalls that adults face with young children's meltdowns. There will be a discussion of which child guidance techniques should be used at appropriate occasions determined by the behavior of the young child. The goal is to provide attendees additional skills in implementing positive guidance techniques, how to talk/interact with young children, and managing young children's meltdowns in a positive manner by using Developmentally Appropriate Practices (DAP) and positive guidance techniques which will strengthen their relationships with their students, clients, and/or children. Information provided will help strengthen attendees' relationships with their students, clients, and/or children while improving a child's overall development

D-8 INTERMEDIATE

Stages of Change and Working with Commercially Sexually Exploited Youth

Anne-Michelle Ellis, *Coordinator, Coalition Against Sexual Exploitation*
Deborah Donnelly, LCSW, *Clinical Therapist II County of San Bernardino, Department of Behavioral Health*

This workshop is designed to help those working with victims of commercial sexual exploitation, particularly children and young adults, build rapport and get a sense of where a young person is in their decision to exit "the life" or prostitution as a result of trafficking. Based on the Stages of Change model, originally developed in the context of working with addicts, the workshop will help service providers understand and respond to the process of behavior change. This workshop assumes that attendees have a general understanding of the dynamics of a trafficking situation. Specifically, how young people are often recruited and manipulated by traffickers to participate in commercial sex. Attendees will learn techniques to help build rapport with victims. Attendees will also gain knowledge of the different stages victims go through (using the Stages of Change model) in exiting "the life" and why it is a helpful framework for service providers to use when working with them. The importance of being trauma sensitive when working with victims of commercial sexual exploitation will also be discussed.

D-9 INTRODUCTION

Youth Suicide Prevention: What Everyone Needs to Know

Bob Burt, *Inland Empire Outreach Coordinator, TEEN LINE*

This session will give those in attendance a wide range of information ranging from a few statistics to signs and symptoms of at-risk youth. Participants will gain an understanding of the depth of the student suicide problem, learn the causes, signs and symptoms that end in attempted suicide, have a better understanding of causes of youth suicide, and develop strategies to educate and prevent youth suicides. Attendees will get a first-hand look at the prevention model that Teen Line is using to educate youth and those who are in daily contact with at-risk youth. This is a powerful presentation and will be beneficial to anyone in attendance.

"Children are the living messages we send to a time we will not see."
- Neil Postman

E-1 INTRODUCTION

Art Therapy for Children and Teens

Marie Louise Bosin, MA, LMFT, *Registered Play Therapy Supervisor and Trainer, NorthSouthEastWest Mindfulness Education Center*
Elisa Canovese, *MFT Intern, NorthSouthEastWest Mindfulness Education Center*

Art Therapy and the creative process has been systematically eliminated from our educational system much to the detriment of our children. Children who are constantly goal directed and goal oriented in every activity lose their sense of self and their connection to their true self and their creative process. They become robots in our society. This workshop will help you explore the Arts with children in a non-threatening way (for you and the child) so they can be exposed to a non goal directed, goal oriented process. Through didactic, experiential, sensory and practice techniques, participants will explore the uses of art therapy with children and teens.

E-2 INTRODUCTION

Duty to Care

Kristi May, M.Ed., *Early Childhood Program Specialist, Save the Children*
Jennifer Jennings, *Early Childhood Coordinator, Save the Children*

As military families continue to make personal sacrifices, it is reassuring to know that their unique needs are being recognized and addressed. It is important that those who support the military communities are familiar with the strengths, challenges, and circumstances unique to the military culture. This training focuses on providing support to military families with young children. This workshop is adapted from Zero to Three's Coming to Gather Around Military Families 2 day training it is designed to provide an overview of the unique struggles that military families face and the importance of the service providers who work to support the military community, especially those with young children. Attendees to this workshop will gain a better understanding of military culture, the importance of attachment during military separations, learn of challenging behaviors that might be present in military families with young children and how to support the caregiver, and free resources will be available to providers working with military families.

E-3 INTRODUCTION

Engaging Inner City Youth

Luis R. Ruan Jr., *Author, Youth Leadership Director, Bienvenidos Family Services*

This workshop will offer an alternative and empowering methodology for dealing with the disenfranchised. Through anecdotal portrayals and personal experiences, the presenter illustrates what is effective for today's youth. From the California Correctional System to the calloused, poverty-stricken streets of Southern California, the presenter shares his experiences on how he faces the inhumanity compounding the troubles of our youth – many of whom are locked away and forgotten. Through challenging outdoor backpacking excursions, and cultural exchange programs on Native American reservations, Luis Ruan's leadership has helped a generation of youth learn about their inherent potential and the place they hold in the world. Poignant and heartfelt, the presentation will provide a realistic view of alternative programs aimed at reintegrating marginalized youth, and celebrating spiritual and emotional development.

E-4 INTRODUCTION

Integrating Technology into School-Based Practices

Amber Seidel, LMFT, LPCC
April M. Clay, Ed.D., *Adjunct Faculty, University of Redlands, School of Education*

New technologies have changed our world rapidly. With all these changes, how do we know what to turn to? This presentation will provide an overview on the valuable systems of technologies that can assist children with special interests to special needs. This workshop aims to provide information on the evolving role technology plays in our lives and how it can be utilized to assist children to meet goals in their lives.

E-5
INTERMEDIATE

More Than A Story: From Victim to Survivor to Leader

Autumn Burris, *Founder and Director, Survivors for Solutions*
D'Lita Miller, *Founder and Director, Families Against Sex Trafficking*

Survivor Leaders are frequently called upon to be a part of the movement to combat sexual exploitation and human trafficking. Agencies and Individuals request Survivors for public speaking, training delivery, testifying on legislation, media opportunities, service provision and a variety of other opportunities. Survivor Inclusion is critical to program development, service delivery, effective public and private policy development and training in the area of Commercial Sexual Exploitation. The benefits of the Survivors voice and opportunities are indispensable; agencies benefit from the impact of survivor inclusion. Survivors, organizations and public agencies will benefit from attending this workshop to discover ways in which Survivors can participate in the most effective, honoring and healthy ways for the individual and the entity. The benefits in considering Survivor Leaders as subject matter experts and the responsibilities of the Survivor Leader and the organization will be topics for discussion. The workshop is designed to educate and inspire participants to include Survivors of Commercial Sexual Exploitation in program development, service delivery, private and public policies and a variety of ways. The importance of Peer-to-Peer service delivery, incorporating Survivors into public and organization policy development, and fostering positive and healthy working relations will be discussed. Participants will have the opportunity to participate in dialogue on viewing Survivors as more than a story but as active participants in creating solutions to commercial sexual exploitation.

E-6
INTRODUCTION

Raising an African-American Leader in a Single Parent Home Using Evidence-Based Practices

MiRanda Hawkins, *Mental Health Specialist and Facilitator, Young Visionaries Youth and Leadership Academy*
Niki Chambers, *CEO, The Desertsong Group*

Raising African American Children in the United States is an extremely challenging task. Though all children progress thought similar stages of development, and all children need nurturance and sensitive guidance, African American children and their parents face special problems as a result of our country's history of racism and discrimination. These problems often make it harder to raise proud and capable African American children. Effective Black Parenting Program, which is based on an achievement orientation to African American parenting, provides an excellent learning and relearning context to help parents of African American children do the best job possible. Its basic ideas are derived from the writings of African American parenting scholars, from research with African American parents, and from adaptations of parenting skills that have been found helpful in raising children of all ethnic and socioeconomic backgrounds. Discussion of the history of African-American single parenting and the challenges associated with being a single parent will be discussed. Evidence-based strategies to help single parents cope with stress will be provided, attendees will learn how to identify and capitalize on a child's strengths and strategies toward fostering a new family legacy through your child.

E-7
INTRODUCTION

Safety in the Workplace

Tracy Klinkhart, *Deputy Sheriff, Office of County Safety & Security, San Bernardino County Sheriff's Department*
Robert McCoy, *Sergeant, Office of County Safety & Security, San Bernardino County Sheriff's Department*

This workshop is designed to promote workplace safety and security by educating attendees on the potential hazards of workplace violence and the measures to detect, prevent and report workplace violence. Attendees will gain an awareness of the potential for , understand key pre-indicators for and the appropriate response to workplace violence. Preventative measures to safeguard the workplace against violence will be provided, along with tips for maintaining safety and security in the workplace.

" A man never stands as tall as when he kneels to help a child."
- The Knights of Pythagoras

E-8
INTRODUCTION

Sex Offenders in Our Community (PART 1 of PART 2)

Jim Black, *PC 290 Coordinator, San Bernardino County Sheriff's Department*

The number of convicted sex offenders in our communities continues to increase. Research shows that nearly 90 percent of next year's sex offenses will be committed by someone never convicted of a sex offense before. With inmate overcrowding, thousands of sex offenders will be released into the community. It is our responsibility to protect our children and the children in our community. Being familiar with sex offender characteristics, typology and methodology is one way to do this. Knowing the tools which are available to identify sex offenders in our communities, knowing danger signs to watch for and how to communicate with children regarding sex offenders is another. Workshop attendees will learn about the traits and characteristics of sex offenders, how to identify registered sex offenders living in the community, how to identify signs of possible child sexual abuse, and learn ways to talk to children about the dangers sex offenders pose. (This is PART 1 of a 2 PART Workshop)

E-9
INTERMEDIATE

Trust: Trust Yourself…then Others. How Trust Issues Transmit to the Families We Work With

Hilary Catling, LMFT, *Victor Community Support Services*

According to Erik Erikson's stages of development, trust vs. mistrust is the first step in the socialization process. In this important stage (birth to 18 months) we learn to trust or mistrust our most significant relationship (caregiver). If we fail to experience trust in our formative years and our needs are not met, (caregivers are neglectful or perhaps even abusive) we may end up with a sense of mistrust of our caregiver, and therefore the world. This interactive workshop will address challenging issues around trust. We first learn trust from our primary relationships. How do we learn a healthy sense of trust? Activities during this session will help participants with their trust journey. Once we know what healthy trust is, and begin to trust ourselves, we focus on trusting others. We will look at how we have learned to mistrust others, how we have put up walls and boundaries that may or may not be "healthy" for us. We will then look at the families we work with and how we can help them build trust for themselves. Participants will be challenged to identify sources outside themselves that they trust and we will look at our spiritual selves to gather interior resources for ourselves, and our families.

"Nothing I've ever done has given me more joy and rewards than being a father to my children."
- Bill Cosby

F-1
INTRODUCTION

40 Quick and Easy Interventions and 2 Slow Ones

Bruce Malcolm, *MFT Intern, Intervention Specialist, Desert/Mountain Children's Center*
Amber Seidel, LMFT, LPCC

Attendees to this workshop will learn 40 quick and easy interventions to use to with children to address socio-emotional coping skills and teach appropriate identification and expression of emotions. The interventions presented also address behaviors and teach different various skills such as social skills, anger management, etc. Each of the interventions requires little to no set-up time and you have all of the materials to do them already. Lastly, two slow interventions will be demonstrated and each participant will be allowed time to try them out themselves. Many of the interventions demonstrated use items readily available at most stores.

F-2
INTERMEDIATE

Early Intervention Strategies for Children with Developmental Delays and Autism

Kerri Tracy, LCSW, *Behavioral Health Counselor Supervisor, Desert/Mountain Children's Center*
Audra Sengstock, LMFT, *Behavioral Health Counselor Supervisor, Desert/Mountain Children's Center*

This interactive presentation will provide parents and treatment providers with strategies that can be used to enhance engagement and improve connection with children who present with developmental concerns and/or autism. This workshop aims to improve skills of parents and treatment providers by demonstrating activities aimed at increasing joint attention and shared enjoyment through mutual play when spending time or working with children who present with developmental concerns and/or autism, teach parents and treatment providers to recognize communication cues of the child and respond in a way to increase connection, and provide insight for parents and treatment providers about the functions of certain behaviors presented by the child and how to utilize behaviors to increase connection and engagement within interactions.

F-3
INTRODUCTION

Engaging Non-Traditional Girls in the Traditions of Girl Scouts

Amber Thorneycroft, *Membership and Community Development Manager, Girl Scouts of San Gorgonio Council*
Yolanda Stephanie De Loera, *Membership and Community Development Manager, Girls Scouts of San Gorgonio Council*

This workshop introduces participants to the traditional programming of Girl Scouts and also provides insight into some of the lesser known pathways that Girl Scouts offers. Examples of different programming for different age groups will be provided. For example, Girl Scouts offers a program known as Be a Friend First (BFF); an anti-bullying program that promotes self-esteem and self development in girls and is offered to junior high and high school aged girls in a 4-session classroom series. There will be interactive components to this workshop with attendees taking part in some of the activities that are fairly common at Girl Scout troop meetings. There will be discussion of collaborative initiatives, future goals, and the community developments and partnership that are in place and being proposed. All attendees will leave with a better understanding and working knowledge of the Girl Scout mission and how it can improve our community and make a meaningful impact on the lives of the girls in our county.

"The world is a dangerous place, not because of those who do evil,
but because of those who look on and do nothing."
- Albert Einstein

F-4
INTRODUCTION

Engaging Youth & Overcoming Resistance to Change

Lynette Glinsey, *Life Skills Coach/Advancing Youth Advocate Facilitator, Walden Family Services, Advancing Youth Advocates*
Mayra Perez, *Lead Life Skills Coach, Walden Family Services*

We know our work is easier and we see better outcomes when young people and the families we serve are fully engaged in their own planning and goal setting. This workshop will teach you some of the most effective techniques for engaging youth and families. Through visual presentations, group discussion and experiential exercises, participants will learn the 6-step process for helping others to overcome resistance. The workshop will introduce (or re-introduce) participants to the three-phase transition model developed by William Bridges and adopted by the Andrus Family Fund (a New York foundation supporting programs which assist young people make the precarious transition from foster care to independence). Foster care agencies across the United States have been implementing this framework to improve practice. These agencies have found that using this approach consistently decreases resistance and ultimately, improves the stability of their foster homes, decreases placement disruptions, and improves permanency outcomes.

F-5
ADVANCED

Setting Limits and Gaining Cooperation – Alternatives to Spanking

Larann R. Henderson, MSW, ASW, *Parent Educator & Outreach Coordinator, Project CUIDAR, California State University, San Bernardino*

The purpose of the presentation is to inform parents and professionals of current research findings of the harmful effects of corporal punishment, increase their understanding of the causes of child "misbehavior", and empower them with more developmentally-appropriate strategies to set limits and get children to cooperate. Research studies on the harmful effects of corporal punishment have found that spanking is less effective in improving children's behavior than the use of positive guidance strategies - and is even harmful to children's development. The positive child guidance strategies to be covered include: Use "I-messages", "positive re-phrasings", redirection, distraction, negotiation, closed choices, when-thens, transitional warnings, family meetings, pre-set consequences. This is an interactive presentation, inviting participants to explore their own experience in their personal history, and professional history in gaining cooperation from children without the implementation of punitive measures.

F-6
INTERMEDIATE

Strengthening and Supporting Father Strengthens Our Community

Marty Sellers, MFT, *Chair, Inland Empire Father Involvement Coalition; Co-Founder/Program Director, First Fathers, Inc.*
Ryan Berryman, MSW, *PR/Outreach Committee Co-Chair, Inland Empire Father Involvement Coalition; Supervising Social Service Practitioner, County of San Bernardino Children and Family Services*
John Feith, *Education Committee Chair, Inland Empire Father Involvement Coalition;Educator, Boot Camp for New Dads, Pomona Valley Hospital Medical Center*
Lesford Duncan, MPH, *PR/Outreach Committee Chair, Inland Empire Father Involvement Coalition; Child Abuse Prevention Coordinator, County of San Bernardino Children's Network*

One of the most consequential social trends of our time is widespread father absence within the lives of our nation's children. An absent father increases a child's risk for experiencing a host of poor outcomes in the immediate and distant future, such as living in poverty, poor school performance, interpersonal violence, emotional and behavioral problems, and incarceration. The Inland Empire Father Involvement Coalition (IEFIC) is a group of individuals from various professions and sectors collaborating and pooling their resources, services and expertise to eliminate fatherlessness in our communities, and strengthen, support and encourages fatherhood and positive male role modeling. This workshop will provide attendees with relevant data and research depicting the ills of our society related to father absence and the lack of father involvement. Attendees will learn of the barriers to father involvement, as well as potential solutions, resources, services and programs that are available in our communities to minimize these barriers and strengthen our families and communities.

F-7 INTRODUCTION

Using Music to Understand and Work with African American Youth in a Therapeutic Context

Tarron Riley, LCSW, CAS, *Behavioral Health Counselor Supervisor, Desert /Mountain Children's Center*
Veronica Hay, Ph.D., LMFT, *Behavioral Health Counselor Supervisor, Desert/Mountain Children's Center*

Oral history has long been a part of the African American tradition. From oral storytelling, to Negro spirituals, to the music of the Harlem Renaissance and beyond, music has helped African Americans to define and move through their experiences with resiliency. As music has grown and developed so have the messages and content, hence creating new genres. The musical genre of hip hop, or rap, has been met with controversy since its inception. However it has also been instrumental in bringing about social and political change at a macro level. On a micro level music has been particularly helpful for survival of many youth in the African American community. The purpose of this interactive presentation is to provide participants with information about the manner in which they can use music as a strategy to bring about self-awareness and address the mental health needs of African American youth. Through the examination of musical lyrics participants will learn to recognize patterns and themes that affect the social, emotional and mental well-being African American youth. Various frameworks and interventions (e.g. grief and loss, coaching, cognitive restructuring) to assist clients with making change and improving their social-emotional functioning will be explored.

F-8 INTRODUCTION

Sex Offenders in Our Community (PART 2 of PART 2)

Jim Black, *PC 290 Coordinator, San Bernardino County Sheriff's Department*

The number of convicted sex offenders in our communities continues to increase. Research shows that nearly 90 percent of next year's sex offenses will be committed by someone never convicted of a sex offense before. With inmate overcrowding, thousands of sex offenders will be released into the community. It is our responsibility to protect our children and the children in our community. Being familiar with sex offender characteristics, typology and methodology is one way to do this. Knowing the tools which are available to identify sex offenders in our communities, knowing danger signs to watch for and how to communicate with children regarding sex offenders is another. Workshop attendees will learn about the traits and characteristics of sex offenders, how to identify registered sex offenders living in the community, how to identify signs of possible child sexual abuse, and learn ways to talk to children about the dangers sex offenders pose. (This is PART 2 of a 2 PART Workshop)

F-9 INTRODUCTION

Vicarious Trauma and Self-Care: What We Need To Do For Ourselves

Cheryl J. Babb, LCSW, *Behavioral Health Counselor Supervisor, Desert/Mountain Children's Center*
Jessica Martinez, LMFT, *Behavioral Health Counselor, Desert/Mountain Children's Center*

The term vicarious trauma (Perlman & Saakvitne, 1995), sometimes also called compassion fatigue, is a term that describes the phenomenon generally associated with the "cost of caring" for others (Figley, 1982). Other terms used for compassion fatigue include: secondary traumatic stress (Stemm, 1995, 1997), secondary victimization (Figley, 1982). Vicarious trauma is the emotional residue of exposure that one may experience from working with trauma survivors people as they are hearing their trauma stories and become witnesses to the pain, fear, and terror that trauma survivors have endured. It is believed that those persons working with trauma survivors experience vicarious trauma because of the work they do. It is important not to confuse vicarious trauma with "burnout". Attendees to this workshop will be able to distinguish the difference between stress, burnout, and vicarious trauma. Participants will be given the opportunity to take quizzes in order to assess their current level of stress/burnout/vicarious trauma and will have a chance to prepare an individual self-care plan. This is a necessary workshop for those in the helping field.

September
24 & 25, 2014

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