

# Sprouting for Success

Friday, May 10<sup>th</sup>, 2019

8:30 - 9:00 am	<b>Registration</b>
9:00 - 9:10 am	<b>Welcome</b>
9:10 - 10:15 am	<p><b>Keynote – Bloom Where You’re Planted: How Families Grow Through the Early Years</b></p> <p>A panel of families who have children who have received Early Intervention and/or preschool services share their stories and the impact these have had on their child and family.</p> <ul style="list-style-type: none"> <li>• Participants will gain a greater understanding of the importance of making connections.</li> <li>• Participants will gain a greater understanding as to the importance and the power of families telling their stories.</li> <li>• Participants will be presented with different experiences of early intervention and the impact that it had on each family.</li> <li>• Participants will learn about the long term impact of early intervention after a child starts elementary school.</li> </ul>
10:15 - 10:30 am	<b>Break and Exhibits</b>
10:30 - 11:45 am	<p style="text-align: center;"><b><u>Breakout Session 1</u></b></p> <p><b>Collaborating with Families</b>  <b>Kimberly Hile, PhD</b></p> <p>Partnering with families caring for children with disabilities who are also experiencing challenges such as separations due to military deployments or incarceration, homelessness, teen parents, poverty, parents with mental health issues, etc. will be discussed and how these additional stressors may impact effective collaborations.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will identify challenges faced by families</li> <li>• Participants will gain knowledge on how these stressors affect collaborations</li> </ul> <p><b>Introduction to Trust-Based Relational Intervention (TBRI)-Part 1</b>  <b>Natalie Balch, LICSW</b></p> <p>This course provides an overview of TBRI, an evidence-based, trauma-informed intervention that is specifically designed for children who come from hard places, such as maltreatment, abuse, neglect, multiple home placements, and violence. Principles will also apply to all children, and have been used in homes, schools, residential facilities, and orphanages around the world.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Lay the foundation for deeper insight about the impact of a child's history on their long-term development</li> <li>• Create a framework for practical intervention and application</li> <li>• Enhance understanding about how to interpret behavior and respond appropriately</li> </ul>

	<p><b>How “Heavy Work” Works</b>  <b>Cindy Page, PT</b></p> <p>Heavy work activities are used for children with sensory processing difficulties to help increase attention, decrease defensiveness, moderate arousal. Learn how childcare providers can help children with unique sensory needs be more successful by utilizing simple materials and ordinary play.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will discover simple strategies to help children with sensory processing difficulties increase attention, decrease defensiveness, and moderate arousal.</li> </ul>
11:45 - 1:15 pm	<p><b>Lunch Break</b></p>
1:15 - 2:30pm	<p style="text-align: center;"><b><u>Breakout Session 2</u></b></p> <p><b>Trust-Based Relational Intervention (TBRI) Connecting Principles-Part 2</b>  <b>Natalie Balch, LICSW</b></p> <p>Take a deeper look into the connecting principles that are at the heart of TBRI and deep healing for children from hard places. Learn ways to help children create attachment bonds and encourage caregivers to reflect upon their own attachment history. Explore mindfulness and engagement strategies to help restore a child's "voice."</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Gain knowledge and insight about what secure attachment looks like between children and caregivers</li> <li>• Learn helpful ways to help build a connection with children who come from hard places and did not have secure attachment</li> <li>• Understand the impact attachment history can have on children's behavior</li> <li>• Gain insight and awareness about how our own attachment history influences the way we care for children</li> <li>• Learn appropriate proactive strategies to empower children with behavioral tools</li> </ul> <p><b>Effects of Secondary Traumatic Stress</b>  <b>Dallas Rabig, LPC, IMH-E ®</b></p> <p>Secondary traumatic stress is the emotional duress that results when an individual hears about the firsthand trauma experiences of another. Each year more than 10 million children in the United States endure the trauma of abuse, violence, natural disasters, and other adverse events. These experiences can give rise to significant emotional and behavioral problems that can profoundly disrupt the children's lives and bring them in contact with child-serving professionals. Awareness of the effects of this indirect trauma exposure is a basic part of protecting the health of the worker and ensuring that children consistently receive the best possible care from those who are committed to helping them.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe Secondary Traumatic Stress and how to recognize it in others and in oneself</li> <li>• Discuss the importance of seeking ongoing support and guidance from reflective supervision</li> <li>• Use reflective practice throughout work with infants/young children and families to understand own emotional response to work within the infant/young child-family field</li> </ul> <p style="text-align: center;">Intermediate Level/Lecture, Discussion, Activities</p>

	<p><b>Attaining Positive Behavior Can Be Enjoyable</b>  <b>Brandy M. Worthy, BCBA, Behavior Analyst</b></p> <p>This session will focus on positive strategies to help promote appropriate behavior in a child’s setting(s) by touching on the following areas: eating non-edible items, picky eating, biting, hitting/pushing, head banging, running, climbing, inconsolable meltdowns, frequent humming/noise making, lack of eye contact, and not wanting to play/interact with others. Tips will also be given to maintain these strategies.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will have positive strategies to help with a variety of specific behaviors</li> <li>• Participants will have tips to maintain these strategies</li> </ul>
2:30 - 2:45 pm	<p><b>Break and Exhibits</b></p>
2:45 - 4:00 pm	<p style="text-align: center;"><b><u>Breakout Session 3</u></b></p> <p><b>Thinking Outside the Box: Strategies for Successful Visits</b>  <b>Early Intervention Provider Panel-Kate Bartley, PT; Debbi Daniel, OTR/L; Maura Edwards, SLP; Bailey Johnson, SI; Michelle Creekmore, SC and Facilitator</b></p> <p>A panel of Early Intervention providers will discuss various ways of addressing a variety of situations faced during home or daycare visits. Strategies from different disciplines will be offered.</p> <ul style="list-style-type: none"> <li>• Participants will learn hands on approaches to situations commonly encountered during Early Intervention home and daycare visits.</li> <li>• Participants will collaborate with panel in an open discussion led by a multi-disciplinary team.</li> </ul> <p><b>Top 5 Mistakes Parents Make About Sleep</b>  <b>Dana Stone, CSSC</b></p> <p>Sleep can be very counterintuitive. We will take a deep dive into the common misconceptions around sleep. We will also discuss foundational steps to get families sleeping through the night.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will understand the concept of sleep debt and discuss appropriate sleep needs for various ages of development.</li> <li>• Participants will learn common misconceptions around sleep and the foundations of healthy sleep.</li> <li>• Participants will learn the two most common issues that create tension and struggles at bedtime for toddlers and preschoolers.</li> <li>• Participants will learn some actionable first steps that families can take to get the whole family sleeping better.</li> </ul> <p><b>Seeing Visuals in a Whole New Light</b>  <b>Beth Parameswaran and Robin Maise, SLP</b></p> <p>This session will provide easy, practical examples of how and why to incorporate visuals into your daily preschool classroom routine. Examples will include helping with transitions, promoting communication, incorporating literacy, and classroom management ideas. There will also be a make-and-take portion so you can easily implement what you've learned.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will identify one reason why visuals are effective in preschool classrooms.</li> <li>• Participants will identify four examples of ways to incorporate visuals in the preschool classroom.</li> <li>• Participants will have the knowledge to effectively use the make-and-take with their students.</li> </ul>

## Presenters:

**Kimberly Hile, PhD:** Dr. Hile is an Assistant Professor in the Department of Curriculum and Instruction at the University of Alabama in Huntsville. She obtained her Ph.D. in Special Education, Ed.M. in Special Education, and B.S. in Human Development and Family Studies from the University of Illinois. Dr. Hile has a number of publications, and has presented at national and international conferences. She is a member of CEC's Teacher Education Division (TED), Zero to Three, International Society on Early Intervention (ISEI), National Association for the Education of Young Children (NAEYC), CEC's Division of Early Childhood (DEC), and the Council for Exceptional Children (CEC).

**Natalie Balch, LICSW:** Natalie Balch is Licensed Independent Clinical Social Worker trained as a Trust-Based Relational Intervention (TBRI) Practitioner and an Attachment and Bio-Behavioral Catch-up (ABC) Parent Coach. She is the Director of Social Services at AGAPE of North Alabama, a foster care and adoption agency in Madison, AL. Through AGAPE, Natalie recruits and trains foster parents using evidence-based, attachment-focused models of intervention. Natalie and her husband, Matthew, are foster parents with Madison County DHR and are currently parenting two precocious children.

**Cindy Page, PT:** Cindy Page is a Physical Therapist who works with children from preschool through 12th grade for the Madison County School System. She also assists United Cerebral Palsy with presentations on gross motor skill development and other topics through the "Childcare Enhancement with a Purpose" program. Cindy is a graduate of Georgia State University and has also completed the "Neurodevelopmental Treatment" program for pediatrics.

**Dallas Rabig LPC, IMH-E ®:** Licensed Professional Counselor and holds an Infant Mental Health Clinical Mentor Endorsement® through First 5 Alabama. She is currently the State Coordinator for Infant and Early Childhood Mental Health at the Alabama Department of Early Childhood Education and Endorsement Coordinator for First 5 Alabama where she works to advance the Competencies for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health® across all disciplines in the infant/young child-family field.

**Brandy M. Worthy, BCBA:** Brandy Worthy, Director of Behavioral Intervention Services, Inc. has provided services to families of children with autism and related disorders since 1995. Mrs. Worthy received her B.S., Ed. in Learning Disabilities in 1996 from Athens State University and her M. Ed. in Autism and Behavior Disorders in 1998 from Auburn University. She completed her doctoral level coursework in autism in 2004 at Florida State University. She has volunteered with agencies across the United States that serve the autism population. These include The Young Autism Project replication site located in New Jersey and Autism Partnership in Seal Beach, California. Mrs. Worthy began her career in autism as a paraprofessional/teacher's assistant in an elementary school working one-on-one with a child with autism. After completing three months at the replication site in New Jersey she began working with other families as a therapist and senior therapist. Upon completion of her Master's degree, she began offering consulting services and is a Behavior Consultant to many families in the Southeast.

**Kate Bartley, PT:** Kate Bartley is a Physical Therapist in pediatrics with the birth to 18 population at Compass PT in Madison. She has a background in rehabilitation and pediatrics, and has worked in Early Intervention, school-based services, and providing training to child care providers. She has provided evaluation and treatment; equipment and seating assessments; and orthotic and casting services to a variety of ages. She obtained her B.S. in Physical Therapy from Southwest Baptist University. Kate has a passion for facilitating movement and giving clients and their families the tools to help them reach their full potential. She has recently started providing telehealth PT services through Enablemychild.com and launched a website for women's wellness to start addressing the needs of the many overwhelmed mothers she meets every day ([www.shewalksinwellness.com](http://www.shewalksinwellness.com)). She is also in the process of becoming a certified Health and Wellness/Life Coach.

**Deborah J. Daniel, OTR/L:** Debbi is a graduate of University of Alabama Birmingham with a degree in Occupational Therapy. She has over forty years of pediatric experience, twenty-eight years with the school systems and several years with Children's Rehabilitation Services coordinating and working Feeding, Augmentative Communication, and Seating Clinics. She has experience in the private sector with pediatric outpatient and Early Intervention as well as being a vendor for the Feeding and Augmentative Communication Clinic with CRS. Debbi retired from the State of Alabama Children's Rehabilitation Services in 2017. Currently she works contract for RISE Developmental Program at UAH Early Learning Center. Debbi is certified in Pediatric Neurodevelopmental Treatment and training in Sensory Integration both theory and treatment techniques. She has specialized feeding courses such as SOS Approach to Feeding four day intensive, Deborah Beckman's facial stretches and oral motor, and the privilege of 1:1 training/consultation with Marsha Dunn Klein. She has attended extensive training in multiple pediatric areas over the years.

**Maura Edwards, MS, CCC-SLP:** Maura obtained her BS in Speech Pathology and Audiology from the State University of New York at Albany in 1978 and her MS in Education/Communication Disorders from St. Rose College in Albany, New York in 1979. She has practiced Speech-Language Pathology in various school systems throughout the United States. She began contracting services in 1992 expanding her caseload to include Geriatric and Head Start programs. She joined the Arc of Madison County's Infant-Toddler program in 2005. She opened Speech Therapy Solutions, LLC in Madison Alabama in 2009. She is a wife of 38 years, mother of three, and grandmother of one. She enjoys walking, reading, and working in the ministries at St. John the Baptist Catholic Church.

**Bailey Johnson, MS, RBT:** Bailey has a MS in Clinical Psychology. She works in the field of child development and specifically Autism Spectrum Disorders. She is a Registered Behavioral Therapist and trained in ADOS diagnostics. She also works as a vendor Special Instructor for the district Early Intervention office.

**Michelle Creekmore, Service Coordinator:** Michelle grew up in Red Bay, Alabama (Franklin County) and graduated from the University of Alabama in Huntsville in 1990 with a Bachelor's degree in Sociology/Psychology. She began working in Early Intervention in 1994 with the Arc of Madison County as a Developmental Specialist. She became a Service Coordinator in 1996, working for the Madison County 310 Board. Michelle held Private Vendor status as a Special Instructor for many years working in North Alabama counties. She returned to the Arc of Madison County in 2008 as a Service Coordinator. She is currently the ITP Program Director as well as Service Coordinator.

**Dana Stone, CSSC:** Dana Stone is the founder of Rest Assured Consulting, a pediatric sleep consulting business that focuses on supporting families and creating customized plans to get Infants, Toddlers and Preschoolers sleeping independently through the night. She started Rest Assured Consulting in August of 2015 with certification through Sleep Sense. She is currently a member of the Association of Professional Sleep Consultants, and was named one of the Top 200 Sleep Consultants in the US by Tuck.com. She has been a featured speaker at various events like The Mompreneurs Event and Babypalooza. In 2018 she also became a Training Director for Sleep Sense, the organization that she received her original certification through. She works with families locally, nationally, and internationally on how to get a better night's sleep. When she's not talking sleep she is the mother to four beautiful children and a loving wife.

**Beth Parameswaran:** Beth teaches a preschool inclusion class at the UAH Early Learning Center. She received her Bachelor's degree from Transylvania University in Lexington, KY and is currently working on her Master's degree at UAH. She has taught inclusion classrooms for over 20 years.

**Robin Maise:** Robin is the Speech-Language Pathologist at the UAH Early Learning Center. She received her Bachelor's and Master's degree from Auburn University. She has worked as a SLP and preschool special education teacher for over 16 years.