Keynote

Facilitating Skill Development for Young Children Using Daily Routines

*Presented by Barb Weber, MA, CCC-SLP*

1.25 hours in Intervention

This presentation will highlight using daily routines to facilitate development in children from birth to three years of age. Principles of coaching caregivers will be highlighted to facilitate caregiver engagement in building the family’s capacity to help children learn through everyday activities. Participants will learn how to help facilitate skill development through routines including bedtime, book time, mealtime and snack time, household activities, playtime, community outings, diapering and dressing and grooming and hygiene. Videos will be used to show how to help parents and other caregivers facilitate skill acquisition across behavior regulation and social skills, cognitive and receptive language, expressive language, gross motor skills, fine motor skills and self-care/adaptive skills. This presentation will focus on practical and functional intervention that can be applied by participants immediately to help children increase participation in learning opportunities throughout the day.

Participants will be able to:

- Identify ways to provide support to families in facilitating skill development throughout daily routines.
- Describe coaching strategies to support caregivers in learning how to facilitate skill development in daily routines.
- Support caregivers in facilitating skill development throughout daily routines.

Breakout Sessions #1

**Child Outcomes: Let's Make It Work!**

*Presented by Chelsea Guillen*

1.5 Assessment

This session will briefly review the Child Outcomes Summary Process. A process for meaningful discussion and family engagement will be described. Challenges and potential solutions will be discussed. Resources to support the process will be shared.

**Facilitating Skill Development for Young Children with Autism Using Daily Routines**

*Presented by Barb Weber*

1.5 Intervention

This presentation will highlight working with infants and toddlers who have a diagnosis of autism or who have “red flags.” Information will be provided for therapists to learn how to support parents of children birth through age 2 from the time there are concerns regarding autism throughout the process of diagnosis and accessing services and supports. The presentation will address how to support children who have challenges with flexibility, regulation, understanding themselves and their environment, and early social communication skills. The presentation will focus on the core deficits of autism and the presenter will discuss strategies to help facilitate skill development through daily routines. Videos will be used to show how to help parents and other caregivers facilitate skill acquisition to address the challenges present in very young children who exhibit symptoms of autism. This presentation will focus on practical and functional intervention that can be applied by participants immediately to help children increase participation in learning opportunities.

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throughout the day. Participants will be able to do the following:

1. Identify ways to provide support to families whose infants or toddlers have autism or are suspected of having autism.
2. Describe the relationship among the core deficits of autism.
3. Identify ways to help caregivers facilitate skill development throughout daily routines related to the core deficits of autism.

Goal Setting with Families of Medically Fragile Children

Presented by Dr. Miriam Kalichman
1.5 Atypical Development

In this session we will discuss the problems we face in helping families set goals when children are physiologically unstable, either episodically or chronically. Trying to assemble the data that physicians have (or may not have), the parents' understanding of the child’s diagnosis and fragility, and the difficulties of administering and interpreting standardized assessments is a challenge for all teams but is crucial to the process of family education. Helping a child to be more comfortable and helping a family to develop skills in assessment, engagement, and caregiving are worthwhile goals that are the foundation of development.

Parent Perspectives - Raising a Child with a Disability

Presented by Sarah Thompson
1.5 Working with Families

As a parent of a child with a disability and a professional in the EI system, I have learned from personal experiences how important building personal relationships with providers and the family are. Healthy personal relationships aid in family engagement, better understanding of parents’ needs, and effective communication. Strategies will be shared for understanding the family’s perspective.

Self-Defense

Presented by Margaret Vimont
1.5 Working with Families

This 90-minute workshop is an introduction to basic personal safety principles and tools, with a focus on individual practice. This session will address current knowledge about risks of violence and effective prevention, confidence and awareness, safe distance, strong voice, generating power, and getting to safety.

Breakout Sessions #2

Prenatal Substance Exposures and the Developing Child: Implications for Early Intervention Providers

Presented by Dr. Cheryl Pratt
1.5 Atypical Development

Early childhood is a time of amazing transformational growth in a child. Prenatal substance exposure (PSE) all too often dramatically impacts a young child’s normal developmental trajectory during the critical period of infancy. PSE not only places a young child at risk for growth and development but can also disrupt the child’s ability to interact and develop a secure attachment with his/her caregiver. Young children with PSE experience self-regulation difficulties and developmental delays because prenatal substance exposures directly impacts the brain’s information processing abilities.
including how the brain processes sensory information and how the brain transmits, interprets and stores information. Often these children may experience neglect, trauma, are removed from their birth parents, and are cared for in the foster care system which also influences their developmental outcomes. How these children’s self-regulatory and developmental difficulties present from birth through age three will be addressed in this workshop.

Self-Defense

Presented by Margaret Vimont
1.5 Working with Families

This 90-minute workshop is an introduction to basic personal safety principles and tools, with a focus on individual practice. This session will address current knowledge about risks of violence and effective prevention, confidence and awareness, safe distance, strong voice, generating power, and getting to safety.

Supporting At-Risk Families Together: Understanding how Erikson/DCFS Early Childhood Project can help

Presented by Tina Ireland, Jennifer Barron & Traci Clements
1.5 Intervention

The child welfare system can seem mysterious and confusing to many professionals who come into contact with it. This workshop will attempt to clarify important information that can help Early Intervention (EI) professionals better coordinate services with child welfare-involved families. Specifically, this training will focus on Intact Family Services and the partnership between DCFS and Erikson Institute. The Erikson/DCFS Early Childhood Project provides developmental assessments conducted by Developmental/Infant Mental Health Specialists who hold a relational and strengths-based point of view when assessing young children, many of whom have experienced trauma. The Erikson/DCFS Early Childhood Project endeavors to connect these maltreated children and their families to EI, which makes it important to understand the ways in which our programs can support one another when thinking about and working with these complex families.

Supportive Transitions to Early Childhood

Presented by Marlene Christ
1.5 Working with Families

Transitions happen! We all face them with a variety of thoughts and emotions; moreover, accurate information empowers all involved in the process. This workshop will provide a general overview of federal and state regulations, roles and responsibilities, and goals for all involved in the transition process from Early Intervention to Early Childhood Special Education. Participants will explore the process from both parent and school district perspectives and, in addition, address frequently asked questions, all in an effort to build the best transition experiences for your children and families.

Tips for Navigating EI Billing

Presented by Ryan Pulver & Destiny Herpstreith
1.5 Working with Families

Helpful tips and suggestions for commercial insurance billing, provider benefit verifications and billing to the Central Billing Office will be presented in this session. Waivers and exemptions will also be discussed including both pre-billing and post-billing waivers.

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Closing Session

Taking It Easy – Balancing the World of Work

Presented by Dr. Benton Johnson, III

0.75 Intervention

Ok, so life is filled with adversities. The abilities of some to convert these adversities to something else are those who are destined for a life of longevity or a life packed chock full of energy. We are going to learn how to have fun in the face of the adverse experiences that impact professionals in the early intervention world. Let's hope that this practice generalizes across work to home as we learn to live life laughing.

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