

## **Speaker information for June 2022 Conference:**

**Dr. Dipesh Navsaria, MPH, MSHS, PA, MS(LIS), MD** is a pediatrician working in the public interest. He blends the roles of physician, occasional children's librarian, educator, public health professional and child health advocate. With graduate degrees in public health, children's librarianship, physician assistant studies, and medicine, he brings a unique combination of interests and experience together.

Dr. Navsaria is an associate professor of pediatrics at the University of Wisconsin School of Medicine and Public Health and is director of the MD–MPH program there as well as the medical director of the physician assistant program. Clinically, he has practiced primary care pediatrics, with special interest in underserved populations. He is the founding medical director of Reach Out and Read Wisconsin. Dr Navsaria is heavily involved in both training and in the practice of child health advocacy — writing and speaking publicly locally, regionally and nationally on early brain and child development, early literacy, and advocacy to a broad variety of audiences. He also has extensive involvement with the American Academy of Pediatrics at the state and national levels.

Committed to understanding how basic science can translate into busy primary-care settings via population health concepts and policy initiatives, Dr Navsaria aims to educate the next generation of those who work with children and families in realizing how their professional roles include being involved in larger concepts of social policy and how they may affect the cognitive and socioemotional development of children for their future benefit.

### **Key Note: Relationships as Reason and Route: How Relational Health Offers Solutions Amidst a Pandemic and Beyond**

Dr Navsaria will discuss the critical importance of strong, stable nurturing relationships in supporting children and families. The concepts of toxic stress and how early adversity leads to lifelong issues will be reviewed, with practical examples and discussion of research which highlights these areas. Recent frameworks for how we can discuss relational health and how we place it into clinical, programmatic, and policy contexts will be discussed.

#### Goals and Objectives

Participants will be able to:

- Recognize the importance of relationships as a key driver for development early in children's lives.
- Understand the concepts of toxic stress and the role of strong, stable nurturing relationships.
- Understand how to apply these concepts to clinical advice, family-facing programs, and strong policy.

## **Break Out session: Families Forward with Fantastic Framing: How Framing Concepts Can Advance Your Message**

Dr Navsaria will introduce participants to the concept of issue framing, where how crafting and emphasizing particular elements of one's messaging helps broaden appeal and avoid pitfalls that may work against your mission. We will walk through examples, and offer time for participants to apply frames to their own work.

### Goals and Objectives

Participants will be able to:

- Learn about the concept of issue framing.
- Explore examples of framing around child-specific issues.
- Practice briefly applying framing to existing or planned policies, programs, or advice.

**Trasie Adams Topple, Ph.D., LCSW** is a licensed clinical social worker and an infant and early childhood mental health consultant. She has worked as a clinician, researcher, consultant, and university faculty. She began her clinical practice working with Spanish-speaking families in 2008 in New Mexico where she was first trained in Circle of Security Parenting (COSP). She later completed her doctorate in social work in 2018 in her home state at the University of Georgia. During her studies, she completed the Infant-Parent Mental Health Postgraduate Certificate Program at the University of Massachusetts-Boston. Dr. Topple has received years of clinical supervision using COSP programming and her enthusiasm for the model led her to research the impact of attachment relationships in the classroom. She currently works as a project consultant with COS International to further develop the COSP Classroom Approach, a professional development and coaching model for early childhood professionals. In addition, she delivers and provides supervision on the Approach with school districts and Head Start centers both in Georgia and across the United States.

Dr. Topple is the co-chair of the newly formed Georgia Association for Infant Mental Health (GA-AIMH). She has given numerous lectures and presentations, regionally and nationally, concerning the impact of early caregiving environments for infants and toddlers, protective factors of caregiving relationships, and professional development for early childhood professionals.

### **Key Note: Circle of Security Interventions**

Circle of Security (COS) interventions are relationship-based programs for caregivers and children built on a foundation of over 60 years in attachment research. COS approaches are used around the globe to strengthen and promote security in relationships. The aim of this presentation is to introduce participants to the Circle of Security Parenting key concepts and framework. Using the program's model of change, participants will engage in reflective dialogue around parent-child interactions and learn ways to promote security in adult-child relationships. Participants will have the opportunity to consider applications in their local context and will learn the pathway towards certification in the COS parenting program.

## Goals and Objectives

Participants will be able to:

- Identify key relationship needs of young children in attachment relationships.
- Explore key concepts in the Circle of Security framework
- Practice using the Circle of Security roadmap, a key component for COSP implementation in the parent-child interventions
- Identify the steps towards becoming a COSP facilitator

## **Break Out session: Attending to Attachment in the Early Childhood Education: The COSP Classroom Approach**

This workshop presents the COSP-Classroom Approach as an early childhood mental health professional development and coaching model that promotes learning and safety in early learning centers. The aim of the presentation is to explore the use of COSP-C as a professional development module and early childhood consultation model to promote secure attachment relationships with early childhood educators and young children within centers. An overview of the model will be provided and a case study with Head Start classrooms will be explored with participants. Participants will have the opportunity to consider applications in their local context and resources needed for implementation. We will learn about the development of COSP Classroom, discuss research on student-teacher attachment relationships for young children, and explore the implementation and practice application of COSP-Classroom Approach in a Head Start center with early childhood professionals.

## Goals and Objectives

Participants will be able to:

- Identify key attachment needs of young children with non-parental caregivers, specifically, in early childhood learning settings
- Explore a case study and lessons learned from implementation in Early Head Start and Head Start classrooms.
- Practice using the Circle of Security roadmap, a key component for COSP-C implementation in the preschool classroom

**George Ake III, Ph.D.** is a licensed psychologist with over 20 years of experience in the field of child trauma treatment. He is an Associate Professor in the Department of Psychiatry and Behavioral Sciences at Duke University Medical Center and an Adjunct Assistant Professor in the Department of Psychiatry at UNC-Chapel Hill School of Medicine. Dr. Ake is also the program director for the UCLA-Duke National Center for Child Traumatic Stress, the coordinating center for the SAMSHA-funded National Child Traumatic Stress Network. He serves as the Director of Training at the Center for Child & Family Health.

Dr. Ake provides trauma treatment services at CCFH and supervises many of the psychology postdoctoral fellows and interns from Duke and UNC who provide services

in the mental health clinic. He has extensive experience in providing trauma focused mental health treatment to children and adults and is becoming more well known for his work in using implementation science to guide selection, onboarding, and sustaining evidence-based treatments typically used to target symptoms secondary to trauma exposure in children. Dr. Ake's research and training interests currently focus on implementation science, interpersonal violence, and trauma-informed child welfare practice.

**Key Note: Pause and Reflect: Applying Trauma-Informed Principles in Every Day Practice**

Now more than ever, child serving agencies are re-evaluating their commitments to addressing child and family trauma in their communities. Workers in sectors such as child welfare, juvenile justice, mental health, hospitals, courts, and many more are committing to more use of trauma-informed practices and policies, but struggle to know more about where to start. They often wonder about how to influence real change in day-to-day practices. This talk will expand on key definitions provided by the National Child Traumatic Stress Network on Trauma-Informed Child and Family Service Systems and shed a light on what workers can be doing on a regular basis to address trauma in a more meaningful way. Administrators will also appreciate the lessons learned from implementation science about proper selection, implementation, support, and sustainment of practices over time.

Goals and Objectives

Participants will be able to:

- Identify key domains of trauma-informed child and family service systems
- Describe best practices in evidence-based screening, assessment, and treatment
- Create a conceptualization for how agencies actively work to become more trauma-responsive (for example, do more than refer for assessment/treatment)
- Utilize lessons from implementation science to effectively selecting, implementing, and sustaining new trauma-informed practices

**Break Out session: Pause and Reflect continued-Conceptualizing Change in Trauma-Informed Systems**

Building on the keynote, this talk will spend more time focusing on methods of change in agencies and specific topics such as worker wellness that are common targets for agencies to focus on change. Knowing the strain on our workforce is important and moving the focus beyond self-care to include a more expansive focus on individual and organizational wellness is important to make changes. Come to this session to learn more about wellness and secondary traumatic stress prevention as well as share some of the strategies your agencies are using to promote promising changes.

Goals and Objectives

Participants will be able to:

- Describe the model for improvement and how to apply this model to daily work in trauma-informed practices
- Describe various approaches to make trauma-informed changes in child serving agencies
- Recite the importance of trauma-informed systems to address worker wellness and secondary traumatic stress prevention

- Discuss the importance of collaboration, transparency, and inclusion in promoting trauma-informed practices with community partners

**Kelly M. Clougher, Ph.D.** is a descent of the Odawa (Ottawa) Nation. Her biological grandma is Mary Sharlow, her grandparents are Robert and Birdie Picard, and her parents are Mark and Sandy Picard. She is the oldest child of four, and is a mother of four children. Kelly earned a Ph.D. in Counseling Psychology from Ball State University and has been practicing as a Psychologist at the University of Iowa's University Counseling Service since August 2013. Currently, she is the Associate Director for Outreach Services and Embedded Programs and serves as the President of the University of Iowa's Native American Council (NAC). Kelly grew up in Michigan, where her homelands are. And, although has no plans to move from Iowa soon, still identifies as a Michigander.

#### **Key Note: Indigenizing Healing: Native American Mental Health**

Native Americans have survived and continue to face colonialism, genocide, and historical trauma. This presentation will incorporate a historical review of colonialism and historical trauma. Next, the presenter will describe the impact of ongoing trauma on current mental health trends seen in Indian Country. The presentation will conclude with an exploration of culturally congruent approaches one may use to improve their work and relations with Native American communities.

#### Goals and Objectives

Participants will be able to:

- Define colonialism and historical trauma.
- Describe the impact of colonialism and historical trauma on the mental health of Native Americans.
- Identify culturally congruent approaches health providers can use when working with Native Americans.

#### **Break Out session: Reconciliation and Healing through Decolonization and Indigenization**

Building on the keynote, this talk will spend more time focusing on methods of change in agencies and specific topics such as worker wellness that are common targets for agencies to focus on change. Knowing the strain on our workforce is important and moving the focus beyond self-care to include a more expansive focus on individual and organizational wellness is important to make changes. Come to this session to learn more about wellness and secondary traumatic stress prevention as well as share some of the strategies your agencies are using to promote promising changes.

#### Goals and Objectives

Participants will be able to:

- Define decolonization and indigenization.
- Identify modern day colonialism.
- Identify methods for decolonization and indigenization to support healing and reconciliation.