



Ohio Head Start Association Social Work Conference



March 6-8, 2023

Columbus Marriott Northwest 5605 Paul G. Blazer Memorial Parkway, Dublin, Ohio 43017

Head Start families are significantly impacted by increasingly complex systems, issues and structures. Staff must possess an understanding of human and professional dynamics and apply expert skills in engaging and partnering with families and community partners. Highly qualified instructors from diverse areas of academia and social service will help participants understand the unique issues faced by the families we serve, the provision of services within Head Start's Performance Standards framework, and engage participants in strategies to improve their professional practice by strengthening relationships and building skills.

CONFERENCE OBJECTIVES:

- Participants will increase understanding of cultural and societal shifts that impact families.
- Participants will explore components of effective family engagement and apply principles to their individual practice.
- Participants will practice skills that will increase their effectiveness in working with families experiencing poverty.
- Participants will adopt best practices related to professional ethical practice.

WHO SHOULD ATTEND:

Individuals who work closely with families such as Family Services Staff, Supervisors and Home Visitors, and especially those who are responsible for assisting families in setting and achieving goals.

Conference has been submitted to the Ohio Counselor, Social Worker and Marriage & Family Therapist Board for 15 CPEs for **Social Workers and Counselors**. *IACET CEUs will be available for all sessions.*

IACET CEUs are accepted when certificate is uploaded to and verified in the Registry, and the hours may count as Ohio Approved toward your PD Certificate. More information will be available at the event.

For more information about OHSAI CEU Policies and Procedures, and for more information about preparing for your conference experience, visit www.ohsai.org/professional-development-information

| Monday, March 6 | Tuesday, March 7 | Wednesday, March 8 |
|--|--|--|
| 8:30 am to 10:00 am Registration | 8:45 am to 10:15 am Concurrent Sessions | 8:45 am to 10:15 am Concurrent Sessions |
| 10:00 am to 12:00 pm General Session | 10:15 am to 10:30 am Break | 10:15 am to 10:30 am Break |
| 12:00 pm to 1:00 pm Luncheon | 10:30 am to 12:00 pm Concurrent Sessions cont. | 10:30 am to 12:00 pm Concurrent Sessions cont. |
| 1:00 pm to 2:30 pm Concurrent Sessions | 12:00 pm to 1:15 pm Lunch on your own | 12:00 pm to 12:45 pm Luncheon |
| 2:30 pm to 2:45 pm Break | 1:15 pm to 2:45 pm Concurrent Sessions | 12:45 pm to 1:45 pm Keynote Address |
| 2:45 pm to 4:15 pm Concurrent Sessions cont. | 2:45 pm to 3:00 pm Break | |
| | 3:00 pm to 4:30 pm Concurrent Sessions cont. | |
| TOTAL HOURS: 5 | TOTAL HOURS: 6 | TOTAL HOURS: 4 |

Monday, March 6

8:30 am to 10:00 am

Registration

10:00 am to 12:00 pm

General Session

Talking to Listen: Exploring Family Stressors and Creating Positive Relationships to Support Families

Patrick M. McKelvey, MS, LPCC, NCC Clinical Lead Supervisor - Early Childhood Mental Health Program, Nationwide Children's Hospital

Children react differently to stress and trauma, which can sometimes exhibit itself as challenging behaviors in the classroom and at home. This session will help Head Start Professionals understand the impact that family stressors (such as a death, food insecurity, changes in placement, community violence, etc.) can have on both children and their caregivers. Participants will learn how to notice these family stressors; how to communicate with caregivers to build relationships that provide a supportive environment for young children; and self-regulation strategies to manage strong emotions when having difficult conversations with caregivers.

Learning Outcomes:

1. Identify family stressors and how they impact children and families
2. Discuss engagement strategies with families on increasing positive relationships
3. Utilize strategies to manage strong emotions while having difficult conversations

Focus Areas: Social/Cultural Foundations, Human Growth & Development/Behavior, Social Work with Special Populations



12:00 pm to 1:00 pm

Luncheon (provided)

1:00 pm to 4:15 pm

Breakout Sessions

Children with Disabilities: Strategies to Support Families

Teresa Kobelt, MSW, LSW, Ohio Center for Autism and Low Incident

One in six children in the United States has a disability. In this highly interactive session, Family Services professionals will deepen their understanding of the lived experiences of families who have a member with a disability, the critical importance of the first five years, and strategies to support the well-being of all families. The session will introduce tools from the LifeCourse “toolbox” as a way to support families. Attendees will have a chance to practice using the tools in whole and small group activities. Come prepared to contribute!

Learning Outcomes:

1. Describe how disability may impact family and child outcomes
2. Demonstrate an understanding of the LifeCourse Framework and apply it to Head Start families
3. Identify resources at the state, local, and individual level that support family goal-setting and problem-solving

Focus Areas: Social/Cultural Foundations, Methods of Intervention and Prevention, Social Work with Special Populations

Identifying and Responding to Domestic Violence

Leah Stone, MSW, LISW-S, RA, Ohio Domestic Violence Network

Domestic violence has a multi-faceted impact on the physical, mental, and emotional well-being of survivors, but it often occurs behind closed doors and goes unnoticed by those in the survivor's life, even helping professionals. This training will help participants identify potential warning signs of domestic violence, understand the dynamics that keep individuals stuck in the cycle of abuse, and develop strategies for helping clients experiencing domestic violence seek safety, support, and resources. Participants will learn about state and local resources and specific strategies for providing trauma-informed responses to meet the needs of domestic violence survivors.

Learning Outcomes:

1. Identify potential warning signs of domestic violence
2. Identify strategies to help clients experiencing domestic violence
3. Apply trauma informed responses to meet the needs of domestic violence survivors

Focus Areas: Social/Cultural Foundations, Methods of Intervention and Prevention, Social Work with Special Populations

The Culture of Poverty

Misty Cole, MSW, LSW, Hopewell Health Centers

This session will give participants the opportunity focuses on the bias associated with socioeconomic status as well as concepts such as equality and equity. Participants will be encouraged to challenge their thinking and reflect upon their own biases as they continue to grow their compassion for Ohio’s families and children.

Learning Outcomes:

1. Define poverty and biases related to poverty
2. Identify will be able to identify implicit biases related to poverty/socioeconomic class
3. Identify at least two strategies to overcome personal biases related to poverty

Focus Areas: Social/Cultural Foundations, Social Work with Special Populations

Strategies for Adult Resilience

Katlin Carpenter, MSW, LISW-S, ECMH Master Trainer/Consultant

What fills your pitcher as you spend your day supervising and coaching staff, nurturing children and supporting families? Promoting your own ‘protective factors’ will keep you passionate and fulfilled in your work. Head Start professionals and supervisors will learn about adult protective factors and discover a simple formula to plan for your own resilience, giving you the opportunity to be the very best you.

Learning Outcomes:

1. Define resilience and understand its importance for early childhood professionals
2. Define and identify risk factors and protective factors found in the environment, family and individual
3. Describe the purpose of the Devereux Adult Resilience Survey and identify the four adult protective factors in the DARS

Focus Areas: Social/Cultural Foundations, Human Growth & Development/Behavior, SW Practice for Special Populations

Tuesday, March 7

8:45 am to 12:00 pm **Concurrent Sessions**

**Stress and Anxiety Relief with Tapping:
a simple body-grounding and stress release technique**

Tijana Coso, EFT Trainer

If living through COVID-19 has taught us anything, it is that we must be mentally and emotionally strong to function through times of crisis, immense stress, uncertainty, and fear of the future.

In this skill-based program, you will learn and APPLY evidence-based, Emotional Freedom Technique (EFT) which is also called Tapping. EFT is a self-regulation tool that automatically lowers stress, anxiety and relief trauma triggers. It's called Tapping because you Tap with your own fingertips on Acupuncture Meridian Points on your face and body. Tapping benefits: easy to learn, do, teach to another, culturally applicable, always assessable, and FREE to use. Tapping can help you to help others.

Learning Outcomes:

1. Explain how stress affects critical thinking
2. Explain the basic science of EFT
3. Demonstrate Functional Tapping for stress relief

Focus Areas: Social/Cultural Foundations, Human Growth & Development/Behavior

Ethical Practice in Case Management

Sarah Humphries, MSW, LSW, Bethany House Services

Case Management involves the coordination of services to limit problems that arise from fragmentation of services. Participants will discuss the process of case management as well as ethical practice within the context of case management, aligning with the CSWMFTB Code of Ethical Practice and 2021 NASW Codes of Ethics, including recent changes related to equity and the use of technology – such as the discussing the use of technology in the provision of services, and consent for and use recorded images or videos. The Codes of Ethics concepts will be applied to an ethical approach to problem solving. Participants will apply the approach to real-life scenarios to reinforce that their service as Head Start Professionals to families and the community is an important responsibility with many ethical considerations. Applications to professional/parent relationships, boundaries and conflict of interest with families being served and other professionals, practicing only within area of competency – following standard of care consistent with qualified competency areas, and other relevant areas will be discussed and experienced in roleplay scenarios.

Learning Outcomes:

1. Define core functions of Case Management
2. Identify components of the NASW Code of Ethics and the Ohio CSWMFTB Code of Ethical Practice
3. Identify and apply an ethical approach as defined in the Codes to Case Management and problem solving in real life scenarios related to work in Head Start programs

This workshop is designed to meet the State of Ohio Counselor and Social Worker and Marriage and Family Therapist Board requirement for 3 CEU's for ethics.

THIS SESSION WILL REPEAT ON TUESDAY AFTERNOON

Focus Areas: Professional Ethics, Social Work Values and Ethics

The Social Resilience Model and the Brain-Body Connection

Lindsay Green, Greene County Educational Service Center

The Social Resilience Model is rooted in neuroscience and the brain body connection. During this session, participants will learn grounding techniques to help in any situation where dysregulation may be felt along with four other skills to increase neuroplasticity for resilience. We will discuss the human nervous system and consider how stress, distress, and trauma affect it. We will also apply the four core concepts of safety, attention, activation, and attachment to our roles.

Learning Outcomes:

1. Use grounding skills to help in situations where you may feel dysregulated.
2. Practice using four other skills to increase neuroplasticity for resilience.
3. Identify how stress, distress, and trauma affect the nervous system.
4. Apply safety, attention, activation, and attachment to your current role.

Focus Areas: Social/Cultural Foundations, Human Growth & Development/Behavior

Partnering with Families of Children Who Are Dual Language Learners

Lillian Mallinson, PhD, and Lydia Zapata, STG International

Families are their children's first educators. There are unique ways in which these partnerships matter for children who speak languages other than English. Young children can thrive when families and staff partner closely to support home languages, and embrace families' cultures and traditions. Participants will develop a deeper understanding why partnering with families is key for supporting children learning more than one language. Through interactive activities participants will explore best practices for engaging with families of children who are dual language learners.

Learning Outcomes:

1. Explore the unique ways in which partnerships matter for children who speak languages other than English
2. Use the PFCE framework to identify strategies to strengthen partnerships between families and staff to support home languages and embrace families' cultures and traditions so that young children can thrive
3. Gain knowledge of the Family and Community Engagement Program Services section of the Dual Language Learners Program Assessment (DLLPA)

Focus Areas: Social/Cultural Foundations, Methods of Intervention and Prevention, Social Work with Special Populations

Creating Teamwork and Motivation

Patrick M. McKelvey, MS, LPCC, NCC Clinical Lead Supervisor - Early Childhood Mental Health Program

Colleen Wallace, MS, OIMHP-III, Early Childhood Mental Health Consultant

This session will allow Head Start professionals, people leaders and supervisors to explore the facets of teamwork and the characteristics of a functional team. Participants will learn about the difference between a team and a work group. We will identify the stages of team building. Participants will explore how past experiences with teams or childhood experiences might have impact on one's ability to be an effective team member. We will discuss the need to focus on the unique strengths of every team member and how a mission statement can empower an organization.

Learning Outcomes:

1. Articulate one positive about working in teams and one negative about working in teams, as well as, one way you can become a better team player
2. Develop a mission statement suitable to their organization as well as recognize their own needs
3. Identify analyze the structure of their organization and classify the organization in terms of the 5 stages of developing teams

This workshop is designed to meet the State of Ohio Counselor and Social Worker and Marriage and Family Therapist Board requirement for Supervision CEU's.

Focus Areas: SW Methods, SW Practice for Special Populations, Supervision

12:00 pm to 1:15 pm

Lunch (on your own)

1:15 pm to 4:30 pm

Concurrent Sessions

Using the Relationship-based Competencies to Support Culturally Responsive Family Engagement

Lillian Mallinson, PhD, and Lydia Zapata, STG International

Program staff and teachers play a central role in engaging parents of all backgrounds. Understanding the cultural beliefs, values, and priorities of families is key to the family engagement process. When staff engage parents as leaders with diverse perspectives, the result is more responsive services for children and families. Participants will explore the use of the Relationship-based Competencies to increase their knowledge and skills in the use of culturally responsive relationships to engage all families.

Learning Outcomes:

1. Examine the importance of using a culturally responsive parent engagement approach
2. Discuss personal biases and their impact on building mutual respect and trust with families
3. Identify practices that build stronger culturally responsive relationships with all families

Focus Areas: Social/Cultural Foundations, Methods of Intervention and Prevention, Social Work with Special Populations

Ethical Practice in Case Management

Sarah Humphries, MSW, LSW, Bethany House Services

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Learning Outcomes:

1. Define core functions of Case Management
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REPEAT OF TUESDAY MORNING SESSION

Focus Areas: Professional Ethics, Social Work Values and Ethics

Creating a Culture of Wellness

Heather Mansell, MSW, STG International

Head Start leaders are responsible for creating an environment that enhances staff physical and mental health, and Family Services staff employ strategies to enhance the physical and mental health of the families they serve. When leaders support staff wellness, they reduce the likelihood of caregivers experiencing injuries, stress or depression, unhealthy weight, and infectious diseases. And when staff are physically and mentally well, they are better able to support this wellness in families. In this session, learn how creating a culture of wellness help staff manage their stress, and how staff can build on this culture by supporting the families of young children in their wellness. A Culture of Wellness means having a workplace with policies and practices that minimize the impact of secondary trauma on staff working closely with families, promote staff wellness, and support high-quality family engagement - components essential to supporting professionals goal oriented relationships that help families set and achieve sufficiency goals.

Learning Outcomes:

1. Define a culture of wellness
2. Identify key components to promote a healthy workplace
3. Review key resources and strategies in the development of a culture of wellness in programs and families

Focus Areas: SW Methods, SW Practice for Special Populations

Wednesday, March 8

8:45 am to 12:00 pm **Breakout Sessions**

Attachment: The Basics-Beyond the Hugs & Kisses

Lynn Belhorn, BSEd; ECMHC; OIFP-II - IECMH Regional Master Trainer

Victoria Tkac, LISW-S, OIMPH-III, ECMH Consultant

So much attention has been given to the importance of attachment in connections between caregivers and young children. This session will help Head Start Professionals understand how these first relationships set the pattern for the child's future social and emotional health. Participants will examine the concept of secure attachment and its influence on the child's future relationships. Most importantly, we will consider how participants can support families in applying strategies that make the most of daily opportunities that lay the groundwork for self-confidence and healthy relationships with others.

Learning Outcomes:

1. Define attachment and describe why secure attachment is critical in healthy child development
2. Identify resiliency factors that promote healthy attachment in young children and their caregivers
3. Pinpoint strategies that promote engagement and secure attachment with caregivers/families

Focus Areas: Social/Cultural Foundations, Human Growth & Development/Behavior, SW Practice for Special Populations

Running on Empty: Supporting Compassion Fatigue

Heather Mansell, MSW, STG International

When working in helping fields often people can feel overwhelmed by the emotional toll that have. This session will help participants understand the definition of compassion fatigue, compassion satisfaction, and how they play a role in the level of satisfaction one has with their work.

Learning Outcomes:

1. Define compassion fatigue and identify the signs and symptoms
2. Reflect on their status of compassion fatigue in comparison to compassion satisfaction
3. Formulate next steps for a better future

Focus Areas: Social/Cultural Foundations, Human Growth & Development/Behavior, SW Practice for Special Populations

Leading with a Trauma Informed Lens

Juwana Hall, MSW, LSW

Providing Trauma informed Supervision is vital to all teams within an organization. There is a need to focus on equity in the workplace and providing a space for staff not to be retraumatized. Participant in this course will engage in skill building and self- reflection to examine ways that using a trauma informed approach can impact supervision and the organization culture. Participants will reflect on supervisory experiences, learn techniques to have difficult conversations in the workplace, specifically those between a Supervisor and the professionals they supervise, utilizing a trauma informed lens to support positive relationships and effective supervision and practice. This content is designed to support professionals who supervise staff who work closely with families of young children.

Learning Outcomes:

1. Understand the characteristics of an ineffective and effective supervisor
2. Build skills to help supervisees reduce the impact of secondary trauma
3. Reflect and supervise with a more trauma informed lens

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Focus Areas: Social/Cultural Foundations, Human Growth & Development/Behavior, SW Practice for Special Populations

12:00 pm to 2:00 pm

Luncheon (provided) and Keynote Address

Unlocking the Power of Generational Diversity

Juwana Hall, LSW

This session will be an introduction in helping staff understand the importance of embracing generational diversity. Staff will gain an appreciation of the similarities and differences of each generation. Participants will learn how to use these similarities and differences to strengthen the organization.

Learning Outcomes:

1. Understand the differences between each generation and the impact that each may have on the organization.
2. Learn how to communicate more effectively with a diverse workplace.

Focus Areas: Social/Cultural Foundations, Human Growth & Development/Behavior



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