



2024 Social Work Conference Family Engagement: Foundations, Impacts and Outcomes

March 11-13, 2024

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 presenters 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 parent engagement and apply principles to their individual practice.
- Participants will practice skills that will increase their effectiveness in working with families

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 **approved** by 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.*

OA Session has been approved for Ohio Approved hours.

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 11	Tuesday, March 12	Wednesday, March 13
8:30 am to 10:00 am Registration	8:45 am to 12:00 pm Concurrent Sessions	8:45 am to 12:00 pm Concurrent Sessions
10:00 am to 12:00 pm General Session	12:00 pm to 1:15 pm Lunch on your own	12:00 pm to 2:00 PM Luncheon and Keynote Address
12:00 pm to 1:00 pm Luncheon	1:15 pm to 4:30 pm Concurrent Sessions	
1:00 pm to 4:15 pm Concurrent Sessions		

Monday, March 11

8:30 am to 10:00 am **Registration**

10:00 am to 12:00 pm **General Session**

Let's Get to Work!

Skills for Reducing Emotional Labor in the Workplace

2 CPEs/*0.2 CEUs/OA for 2 hours

*Patrick M. McKelvey, MS, LPCC-S, ECMHC, OIMHP-III, NCC Clinical Lead Supervisor –
Early Childhood Mental Health Consultation & Training, Nationwide Children's Hospital*

“Emotional labor” refers to the process of managing feelings and expressions to fulfill the emotional requirements of a job. Learners will increase knowledge of the science behind stress, the difference between self-care and self-regulation, and how emotional labor negatively impacts individual practice as well as the relationships among staff and with families that are crucial to achieving positive child and family outcomes. Participants will learn about and practice specific skills to reduce emotional labor that are evidence-informed and integrate fields including trauma treatment, positive psychology, occupational therapy, narratology, neuroscience and mindfulness practice.

Learning Outcomes:

1. Explain the concept of “emotional labor” and how it impacts workers in educational fields.
2. Identify 1-2 main contributors to the feelings of emotional labor.
3. Design a plan of 1-2 skills to support reducing their emotional labor.

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

Parent, Family, and Community Engagement (PFCE) Framework 101

Tammy Riley, MS, STG International

3 CPEs/*0.3 CEUs

The Office of Head Start (OHS) has prioritized Parent, Family, and Community Engagement (PFCE) as an essential piece of our work to promote optimal health and learning in all children. The PFCE Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. It is a research-based approach to program change that shows how an agency can work together as a whole — across systems and service areas — to promote parent and family engagement and children’s learning development. In this session, we will explore ways that programs can use this content to assess and enhance their high-quality services to children and families.

Learning Outcomes:

1. Deepening understanding of the OHS PFCE Framework.
2. Exploring family involvement and family engagement.
3. Explore cross-cutting strategies to implement the PFCE Framework in your program.

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

Supporting Young Children, Families, and Ourselves Through Grief and Loss

THIS SESSION WILL REPEAT ON TUESDAY MORNING

Judith Lester, MSW, LISWS, Play Therapy Supervisor

3 CPEs/*0.3 CEUs

This interactive training equips early childhood professionals to better understand how prolonged exposure to stress can negatively impact the nervous system, resulting in youth and caregivers becoming stuck in exhaustion, collapse and defeat. Identifying how children express grief and loss can help the early childhood professional to better address these feelings and sensations. Practical interventions to active resilience will be shared and practiced during this training.

Learning Outcomes:

1. Learn and demonstrate at least two ways that prolonged exposure to stress impacts children and caregivers’ functioning.
2. Learn and demonstrate at least three ways that children and caregivers may express grief and loss.
3. Learn and demonstrate three techniques that they can use to support children and caregivers identify and process grief.

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

Transforming Culture Through Relationships

Lindsay Green and Melanie Estes, Greene County Educational Service Center

3 CPEs/*0.3 CEUs/OA submission for 3 hrs

In the dynamic and nurturing environments of working with young children, the foundation of success lies in the cultivation of positive relationships. In this session, participants will explore several evidence-based programs for resources to support this process. This session is designed to help anyone who directly or indirectly works with children and their families with the knowledge, skills, and strategies needed to create a transformative cultural shift within their organization by fostering meaningful connections among staff, children, and parents.

Learning Outcomes:

1. Identify keys to cultivating positive relationships
2. Complete the Ohio School Wellness Initiative Survey to identify strategies for building strong teams
3. Practice effective conflict resolution skills for developing meaningful connections

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

Understanding the Dynamics of Families with Substance Use Disorder

Brian E Moore, MSW, LISWS

3 CPEs/*0.3 CEUs

Participants will explore developmental aspects of the family, family roles, and the ways in which addiction alters family functioning. Attendees will gain knowledge of mutual self-help groups for families with members struggling with Substance Use Disorders. This session will involve small group work to assist attendees in developing skill sets to use in the field when establishing goals with individuals and families.

Learning Outcomes:

1. Articulate an understanding of chemical dependency and the impact on family functioning
2. Gain a functional knowledge of services available and self-assessments to utilize when working with families affected by Substance Use Disorders.

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

Tuesday, March 12

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

Bridging the Generation Gap

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

3 CPEs/*0.3 CEUs/ OA for 3 hours

As Head Start family services professionals, you work alongside individuals who potentially span 5 generations. This training will delve into how the different generations function, how values and beliefs are different within each generation, and the impact this has on the workplace environment. Participants will leave with strategies to build collaborative relationships across generations that support healthy organizations that effectively meet the needs of families.

Learning Outcomes:

1. Develop an understanding of the different characteristics of different generations
2. Identify the impact this has on the workplace
3. Develop strategies to implement to bridge the generation gap.

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

Supporting Young Children, Families, and Ourselves Through Grief and Loss

REPEAT OF MONDAY AFTERNOON SESSION

Judith Lester, MSW, LISWS, Play Therapy Supervisor

3 CPEs/*0.3 CEUs

This interactive training equips early childhood professionals to better understand how prolonged exposure to stress can negatively impact the nervous system, resulting in youth and caregivers becoming stuck in exhaustion, collapse and defeat. Identifying how children express grief and loss can help the early childhood professional to better address these feelings and sensations. Practical interventions to active resilience will be shared and practiced during this training.

Learning Outcomes:

1. Learn and demonstrate at least two ways that prolonged exposure to stress impacts children and caregivers' functioning.
2. Learn and demonstrate at least three ways that children and caregivers may express grief and loss.
3. Learn and demonstrate three techniques that they can use to support children and caregivers identify and process grief.

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

Using Motivational Interviewing and Solution Focused Approaches to Connect with Parents and Caregivers

Brian E Moore, MSW, LISWS

3 CPEs/*0.3 CEUs

Participants will learn techniques to engage and assess parents and caregivers in a non-threatening, client centered, casual conversation. Tools will be introduced to assist staff who work directly with families in evoking valuable information from their clients during an initial visit. Session will involve small group work to assist attendees in developing skill sets to use in the field when establishing goals with families.

Learning Outcomes:

1. Articulate an understanding of the basic techniques in using Motivational Interviewing.
2. Demonstrate how to utilize Solution Focused social work when developing client centered goals.

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

Utilizing Strengths-Based Partnership to Build on the Well-Being of Head Start Families

Heather Mansell, MSW, STG International

3 CPEs/*0.3 CEUs

Family well-being occurs when family members are safe, healthy and have chances for advancement. Head Start staff can support families in achieving wellness through the development of strengths-based partnerships, and on-going relationship building. This session will support participants in identifying ways to build relationships using a strengths-based approach, and build on the well-being of families.

Learning Outcomes:

1. Demonstrate and understanding of a strengths-based approach in supporting families.
2. Outline the importance of the family well-being outcome.
3. Explain meaningful ways to support and build the well-being of families.

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

12:00 pm to 1:15 pm

Lunch (on your own)

1:15 pm to 4:30 pm

Concurrent Sessions

Should I Do That? Ethical Considerations in Early Childhood Programs

Sharon Custer, Ph.D, LISW-S

3 CPEs/*0.3 CEUs

THIS SESSION WILL BE REPEATED ON WEDNESDAY MORNING

Whether you are licensed or credentialed in social work, counseling, prevention, or not, engaging in ethical practice is critical for your clients, your teams, and your well-being. This interactive session will review standards and best practices promoted by the Ohio Counselor, Social Work, and Marriage and Family Board and discuss common mistakes made by professionals in early childhood settings in areas such as engagement, paperwork, boundaries, dual relationships, diversity, technology, and home visit protocols.

Learning Outcomes:

1. Describe core tenants of ethical practice outlined by the Ohio Counselor, Social Worker Board.
2. Identify common errors made by professionals in early childhood settings.
3. Examine implications on impaired practice when workers are burnt out and not able to perform at their best.

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

Focus Areas: Professional Ethics, Social Work Values and Ethics

Be Gone Pesky Ghosts! Decreasing Rumination and Thought Traps

Patrick M. McKelvey, MS, LPCC-S, ECMHC, OIMHP-III, NCC Clinical Lead Supervisor –

Early Childhood Mental Health Consultation & Training, Nationwide Children's Hospital **3 CPEs/*0.3 CEUs/OA submission for 3 hrs**

It is only natural as helpers that the stories and experiences of others will be carried with us. For some individuals these experiences replay in our minds on end even hours, days, or months after they occurred. This is more common for emotionally intense events. The experience of rumination can eventually create a cycle of negative thinking ultimately impacting our ability to function in the workplace. This presentation will explore how rumination occurs; common "thought traps" and skills to decrease the rumination following intense events.

Learning Outcomes:

1. Define rumination and why it occurs.
2. Identify 2-3 common "thought traps" that contribute to negative thinking.
3. Apply 2-3 skills to decrease ruminations and negative thinking cycles.

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

Relationship-Based Competencies (RBCs): Building Capacity for Staff Working with Families

Tammy Riley, MS, STG International

3 CPEs/*0.3 CEUs

The Relationship-Based Competencies (RBCs) describe the knowledge, skills, and individual practices—for professionals working with young children and their families in Head Start and Early Head Start, child care, or home visiting programs. Early childhood professionals working in these settings can use these competencies as a guide to engage and partner with families effectively. The competencies can also serve as a resource to early childhood leaders who work in programs, organizations, and institutions that offer opportunities for professionals to further their relationship-building skills. All early childhood professionals can use the competencies to build on family engagement efforts and support positive outcomes for children and families.

Learning Outcomes:

1. Connect Relationship-Based Competencies to the PFCE Framework
2. Discover the knowledge, skills, and actions to effectively engage with families
3. Define strength-based attitudes and relationship-based practices for family engagement

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

How Poverty Affects the Brain and Behavior

Michelle Kreidler, LISW-S

3 CPEs/*0.3 CEUs

Poverty and trauma hold a seemingly unbreakable grip on individuals and families. Part 1 of this training will identify how poverty and trauma impact the function and structure of the brain and identify health and behavior problems that may result. Part 2 will identify interventions to mitigate the harmful effects of poverty on cognitive development, executive functioning, and attention difficulties. Part 3 will review interventions that can be used to help regulate clients when they are in a dysregulated state.

Learning Outcomes:

1. Understand how poverty/trauma impacts the function/structure of the brain.
2. Understand evidence-based interventions to mitigate these brain changes.
3. Learn ways to intervene with clients to help them regulate more effectively.

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

Wednesday, March 13

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

Should I Do That? Ethical Considerations in Early Childhood Programs

Sharon Custer, Ph.D, LISW-S

3 CPEs/*0.3 CEUs

REPEAT OF TUESDAY AFTERNOON SESSION

Whether you are licensed or credentialed in social work, counseling, prevention, or not, engaging in ethical practice is critical for your clients, your teams, and your well-being. This interactive session will review standards and best practices promoted by the Ohio Counselor, Social Work, and Marriage and Family Board and discuss common mistakes made by professionals in early childhood settings in areas such as engagement, paperwork, boundaries, dual relationships, diversity, technology, and home visit protocols.

Learning Outcomes:

1. Describe core tenants of ethical practice outlined by the Ohio Counselor, Social Worker Board.
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3. Examine implications on impaired practice when workers are burnt out and not able to perform at their best.

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

Focus Areas: Professional Ethics, Social Work Values and Ethics

Leading, Encouraging and Developing Resilient Work Environments

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

3 CPEs/*0.3 CEUs/OA for 3 hours

This session will help leaders who supervise services to families and children increase their knowledge of leadership theory and principles, and the reflective practice skills and approaches that build upon a foundation of Trauma-Informed practice to build trusting, resilient work environments and motivate others, including reflective supervision, effective communication, and empowerment. This knowledge will be applied utilizing the Devereux Adult Resilience Survey (DARS), a research based survey that will help them reflect on behaviors associated with resilient leadership that will inform an action plan that incorporates identifies strengths, goals and strategies to strengthen protective factors that are known to support resilience in themselves and others.

Learning Outcomes:

1. Explore and be able to identify what leadership styles work best for them.
2. Learn about the stages of change and identify one opportunity for growth they would like to do some planning for. An action plan will be created at the end of the session.
3. Introduced to and will learn how to utilize tools such as reflective supervision, resiliency building scales and planning activities for more effective leadership.
4. Explore 6 key principles in supporting a trauma informed, resilient work environment and be able to identify what principles they are currently using and what principles they want to strengthen.
5. Create a personal plan to increase their effectiveness as a leader for those they serve.

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

The Parallel Process: How Head Start Family Services Staff

Support Positive Parent-Child Relationships

Heather Mansell, MSW, STG International

3 CPEs/*0.3 CEUs

The staff-parent relationship becomes a parallel process. In this process, the emotional connections Head Start staff form with parents can influence parents' emotional connections and attachment with their children.

Learning Outcomes:

1. Describe the parallel process.
2. Analyze their practice to consider how their interactions with parents influence how they interact with their children.
3. Identify and explore resources to support continued relationship building with families.

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

Nurturing Authentic Relationships with Families and Caregivers

Shawnieka E. Pope, MSW, LISW-S, LCSW

3 CPEs/*0.3 CEUs

In this engaging and insightful session, participants will delve into the essential elements of cultivating genuine and impactful connections with families and caregivers. Building authentic relationships is the cornerstone of effective support systems, particularly in early childhood educational settings, where collaboration and understanding are paramount. Throughout this session, we'll explore practical strategies, communication techniques, and empathetic approaches that foster trust, respect, and mutual understanding between professionals and the families or caregivers they work alongside. By acknowledging the diverse perspectives, cultural backgrounds, and individual needs within these relationships, attendees will gain valuable insights on how to bridge gaps, navigate challenges, and establish a supportive environment that promotes shared goals and positive outcomes.

Join us for an interactive discussion that combines theory with real-world scenarios, enabling participants to enhance their skills in creating authentic connections that endure and flourish over time. Whether you're a director, supervisor, social worker, or frontline staff engaging with families and caregivers, this session equips you with invaluable tools to enrich your practice and ultimately enhance the lives of those you serve.

Learning Outcomes:

1. Acquire and demonstrate communication skills and techniques tailored to effectively engage and collaborate with families and caregivers, ensuring clarity, active listening, and mutual understanding.
2. Implement strategies to establish and nurture trust-based relationships with families and caregivers, emphasizing respect, confidentiality, and shared decision-making.
3. Identify common challenges in these relationships and demonstrate conflict resolution tools to navigate disagreements constructively.
4. Explore inclusive practices that honor the unique needs of families and caregivers, enabling them to create supportive environments that cater to diverse circumstances.
5. Explore the diverse backgrounds, cultures, and perspectives within families and caregiving dynamics, fostering empathy and cultural competence in their interactions.
6. Encourage self-reflection, prompting participants to evaluate their own biases, assumptions, and approaches, fostering continuous professional growth in nurturing authentic relationships.

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

12:00 pm to 2:00 pm

Luncheon (provided) and Keynote Address



Recentering Your Why: Rediscovering Purpose and Passion

Shawnieka E. Pope, MSW, LISW-S, LCSW

1 CPEs/*0.1 CEUs

In a world where constant change and challenges can sometimes blur our vision, the ability to reconnect with our core purpose is essential, particularly in helping professions. Designed to support individuals working to improve their practice with families, teams striving for collective success, and organizations aiming to align their mission with their core values, this keynote will address the intersection of theories of motivation, mission and resiliency, and guide you through the process of creating a roadmap to realign with your core values and objectives to support positive outcomes for families.

Learning Outcomes:

1. Identify and articulate their core values, allowing them to align personal aspirations with professional objectives.
2. Draw insights from past experiences, extracting valuable lessons that contribute to refining their sense of purpose.
3. Explore intrinsic motivators that drive passion and commitment, enabling them to reconnect with the elements that energize and inspire them.
4. Craft a personal mission statement that encapsulates their 'why,' serving as a guiding principle for decision-making and goal-setting.
5. Brainstorm, discuss and create a plan of strategies to overcome obstacles that hinder staying aligned with their purpose, fostering resilience and adaptability.
6. Prompt attendees to outline actionable steps toward living out their recentered 'why' and establish mechanisms for accountability and progress tracking.

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

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