 

**When Balancing Feels Like Juggling: Serving Infants, Toddlers and Young Children in the Child Welfare System**

Presenter: Faith Eidson, LMSW, IECMH-E®

**June 27-28 & July 25-26, 2022 9:00 am – 12:00 pm**

**Day One:**

9:00am-9:15am: Welcome and Introductions

9:15am – 11:00am: Attachment and Working Models

11:00am – 11:15am: Break

11:15am – 12:00pm: Attachment and Working Models continued, Reflective Practice and Cultural Considerations

**Day Two:**

9:00am-9:15am: Grounding and reflections from Day 1

9:15am - 10:30am: Special Considerations

10:30am -10:45am: Break

10:45am – 11:45am: Best Practices continued

11:45am – 12:00pm: Reflections and Questions

**Day Three:**

9:00am – 9:15am: Welcome and Reflections from First 2 days

9:15am – 10:30am: Advocating for Babies and What We Can Do

10:30am – 10:45am: Break

10:45am – 12:00pm: Advocating for Babies continued Speaking for and with babies

**Day Four:**

9:00am – 10:30am: Clinical Interventions

10:30am – 10:45am: Break

10:45am – 11:30am: Tony Vignette Activity 2

11:30am – 12:00pm: Question and Answer, Reflections

**NEW! Signing In and Out/Attendance:**

All participants MUST be signed into MI-AIMH RELATE: <https://www.pathlms.com/mi-aimh> in order to attend the training and be counted in attendance. There are several points of entry to the training for Registered Participants:

1. The “add to calendar” link/button after you registered – this was available on MI-AIMH RELATE immediately after you registered for the training AND was linked in the confirmation email you received – the zoom link will then be saved in your calendar
2. You can join the training by clicking on the “join session” button that is in the confirmation and reminder emails that you received
3. You can sign into MI-AIMH RELATE the morning of the training. If you are signed in within 30-minutes of the training, you will see a prompt pop up to “join your session”

If participants arrive late or leave early, they may be subject to receiving deductions in training hours and continuing education. Attendees are also required to keep their video camera on for the majority of the training. If you need to have your video off for longer than 15-minutes, please message MI-AIMH in the chat feature. The state only allows deductions to be made in 30-minute increments.

**NEW! Required Steps After a Training**

* STEP 1: Evaluations – now completed within MI-AIMH RELATE
	1. After a training has finished, attendees will see a prompt to complete your Evaluation. This is a REQUIRED step to receive your certificate.
* STEP 2: Assignment – for most trainings, this will require that you enter your full name and agency
	1. Once you have completed your training evaluation, the training assignment is unlocked and available. This is a REQUIRED step to receive your certificate.
	2. This step requires MI-AIMH to approve/deny your Assignment. MI-AIMH needs to require this step in order to approve CEC’s for individuals.
	3. Once MI-AIMH has “approved” your Assignment, you will receive an email update which will include a link to access your certificate.
* STEP 3: Certificate – now will be accessed within MI-AIMH RELATE
	1. After your training assignment has been approved, you will be able to access your certificate.
	2. You will always be able to access your earned certificates at any time:
		1. Sign into MI-AIMH RELATE
		2. Click on your name in the top right corner
		3. You will see a tab for your certificates

**Learning Objectives:**

* Describe each category of attachment in observable behaviors in the infant/toddler.
* Articulate clearly why attachment relationships are key when assessing children in foster care.
* Describe the stages of attachment relationships.
* Practice viewing an IMH foster care case through the experience of each person involved.
* Articulate the trauma symptoms for infants and toddlers.
* Leave with 3 concrete suggestions for best practice recommendations in IMH foster care cases.
* Name 3 evidence-based and/or research/supported IMH intervention possibilities for infants and toddlers in foster care and their caregivers.
* Leave training with ideas for "words to use," when advocating on behalf of infants and toddlers in foster care and their families.

**Competencies:** Attachment, Separation, Trauma & Loss; Family Relationships & Dynamics; Infant/young Child & Family-centered Practice; relationship-based, Therapeutic Practice; Observation & Listening; Parent-infant/very Young Child Relationship-based Therapies & Practices; Responding with Empathy; Contemplation; Curiosity; Emotional Response; Parallel Process