

NYC Early Childhood Mental Health **TTAC** Training and Technical Assistance Center

A COLLABORATION BETWEEN



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Tantrums in Young Children: When to Worry

Helen Egger, MD

Please find archived webinar here:

<http://ttacny.org/page/events/past-events/article/tantrums-in-young-children-and-early-childhood-mental-health-in-the-digital-age-1573248567/>

This informative presentation covered several important topics for caregivers and professionals working with young children and introduced attendees to the latest research on tantrums in young children.

Dr. Egger’s presentation began by focusing on common questions that face parents and all who care for young children: when should I worry about young children’s behaviors, emotions, and development? How do we distinguish between normative variation and clinically significant symptoms? How common are mental health disorders in preschool children? How can we identify these challenges and treat them?

With these questions in mind, Dr. Egger discussed tantrums in children ages 2-5 years old, drawing from her clinical expertise and data from her longitudinal community studies of preschoolers. In this discussion, attendees learned about:

- The boundaries and characteristics that differentiate “typical” tantrums and “clinically-significant” tantrums,
- The association of tantrums with different disorders, including depression, anxiety disorders, PTSD, ADHD, and disruptive behavior disorders in the preschool period and in middle childhood.
- Research translating into practice: how her research helped contribute to a new diagnosis in the DC:0-5 and her development of a new screening tool for tantrums.

Helen Egger MD, is the Arnold Simon Professor, Chair of the Department of Child and Adolescent Psychiatry at New York University Langone Health (NYULH), and Director of the NYU Langone Child Study Center. Previously, she was Director of the Early Childhood Research Program in the Duke Center for Developmental Epidemiology. Dr. Egger’s research focuses on the nosology and developmental epidemiology of early childhood psychiatric symptoms and disorders, with a focus on anxiety disorders. She is lead author of the Preschool Age Psychiatric Assessment (PAPA) and the ePAPA, the first structured diagnostic interview to assess



the full range of psychiatric symptoms and disorders, impairments, and risk factors in preschool children. She served on the Board of Zero to Three for a decade and was a member of the work groups which developed the Diagnostic Classification: 0-3R (DC:0-3R, 2005) and the Diagnostic Classification: 0-5 (DC:0-5, 2016). She is founder of the NYU Langone WonderLab, a digital health initiative bringing together child mental health, digital technology, and data science to create new methods and generate knowledge to transform early child mental health. She is co-PI of two app-based national studies of young children’s development and mental health: Autism & Beyond and When to Wonder: Picky Eating.

Psychiatric Medications in Young Children

Rebecca Weis, M.D.

Find archived webinar at:

<http://ttacny.org/page/events/past-events/article/psychopharmacology-treatment-within-preschool-mental-health/>

In this webinar,

Dr. Weis will cover the rationale for when medication may be considered for children under age 5 and provide some background on the most commonly used medications in this age group.

We'll also cover the role that other treatment providers, educators, and related professionals can play in assuring that care is integrated across all providers to help the child most effectively.

Rebecca Weis, M.D. is currently the Director and Chief of Service for Child and Adolescent Psychiatry at Bellevue Hospital Center. She had recently been working with ThriveNYC as the Medical Director and Consulting Psychiatrist in Early Childhood Mental Health for the Mental Health Service Corps. She currently maintains a faculty appointment at NYU as Clinical Assistant Professor and Associate Director of the NYU/Bellevue Public Psychiatry Fellowship. She also collaborates with the Women's Mental Health team at Bellevue and provides psychiatric treatment to pregnant and parenting women and adolescents.



Dr. Weis completed Medical School at Baylor College of Medicine in Houston in 2000 and was inducted to the Alpha Omega Alpha Medical Honor Society while there. She moved to New York to complete her adult psychiatric residency at NYU/Bellevue before training at New York Presbyterian's Cornell and Columbia medical centers in child and adolescent psychiatry. She participates in teaching at the undergraduate as well as postgraduate levels in the Child Psychiatry and Public Psychiatry Fellowship programs. She is a member of various professional societies and work groups at the New York and national level including those focused specifically on early childhood mental health.

Clinical Work with Young Children in Foster Care

Susan Chinitz, Psy.D.

Children in foster care comprise a significant proportion of children who are referred for mental health services in the earliest years. The attachment disruptions and traumatic experiences that are common in the histories of these children often underlie behavior problems and other symptoms that are confusing to the adults who care for them.

This webinar will address psychotherapeutic work with young children in foster care. It will describe the characteristics and adverse life experiences that are common for these children, as well as characteristics of the adults in their caregiving network and their relationships with one another. It will cover the behavioral symptoms that the children often present, as well as the clinical disorders that are frequently diagnosed. The webinar will also describe the many clinical and therapeutic dilemmas that occur for a therapist as well as the feelings that this work often triggers. It will discuss the legal and child welfare system context in which therapeutic work is embedded and the many different practitioners that are involved when a child is in foster care. The webinar will review the therapeutic modalities that have been found to have efficacy for young children in foster care and will offer a variety of therapeutic resources for the children, their parents and caregivers.

Find archived webinar at:

<http://www.ttacny.org/page/events/article/clinical-work-with-young-children-in-foster-care-1564507697/>

Susan Chinitz, Psy.D. is a psychologist with specialties in the areas of infant mental health and developmental disabilities in early childhood. She is the Clinical Co-Director of the Training and Technical Assistance Center (TTAC) at the New York Center for Child Development, and is also spearheading the Strong Starts Court Initiative, a project of the Center for Court Innovation that integrates developmental science into Family Court practice for infants and toddlers with child protection cases. She is the former Director of the Early Childhood Center, the Center for Babies, Toddlers and Families, and the Parent Infant Family Court project, all therapeutic programs for children birth to five years of age at the Albert Einstein College of Medicine, where she was a Professor of Clinical Pediatrics and the Patricia T. and Charles S. Raizen Distinguished Scholar in Pediatrics.



Dr. Chinitz is on the Board of the New York Zero to Three Network, the Community Advisory Board of the NYC Nurse Family Partnership, the faculty of the Parent Infant Psychotherapy Program at the Columbia University Center for Psychoanalytic Training and Research, and was previously on the Local Coordinating Council for the NYC Early Intervention Program. She has developed models of infant mental health service provision and developmental support for children in primary pediatrics, preschool and childcare programs, and within the child welfare system, and has provided consultation and technical assistance to practitioners from other disciplines and to other child serving organizations and government agencies. She has received the ACS Commissioner's Child Advocacy Award, Women of Achievement Award from the Bronx Women's Bar Association, and the Distinguished Alumni Award from the Ferkauf Graduate School of Psychology, Yeshiva University.

Sensory Integration and Self-Regulation: Sensory Contributions to Young Children's Social-Emotional Development

Marie Anzalone, ScD, OTR, FAOTA.

Find archived webinar at:

<http://www.ttacny.org/page/events/past-events/article/sensory-integration-and-self-regulation-webinar/>

This webinar provided an overview of sensory processing disorders, a set of conditions that can affect young children's capacities for self-regulation, and often manifest in irritability, avoidant behaviors, and/or disruptive behavior problems.

Children with sensory processing disorders have difficulties in how they register, regulate and cope with sensory information that comes from their environment and bodies. Because they are too young to explain what is bothering them, their behavior can be confusing to adults and may contribute to stress in the parent-child relationship. Designed for a multidisciplinary audience of early childhood practitioners, Dr. Anzalone's presentation provided a framework for understanding the process of sensory integration in non-affected individuals, an overview of sensory processing disorders, and the importance of working with, and through, families and environments to establish sensory-based co-regulation in young children.

Marie Anzalone, ScD, OTR, FAOTA, is an occupational therapist currently in private practice in San Diego where her practice, Kid Power OT, serves children from birth to three through Early Start. She was previously a professor of occupational therapy at Columbia, Virginia Commonwealth, Duquesne, and Boston Universities before figuring out that she wanted to return to clinical practice and return to the floor with babies and families providing home based early intervention. Marie has widely presented and published in the area of sensory processing in infants and young children throughout



the US and Europe. She has been recognized as a fellow by Zero-to-Three: The National Center for Infants, Toddlers, and Families, a Fellow of the American Occupational Therapy Association for her work with infants and families. As a Fulbright Scholar in Ireland at University College Cork she worked to bring infant mental health, clinical reasoning, and the study of play to the forefront of practice with infants. Dr. Anzalone's research was focused on the study of parent child interaction during play with typical and clinical populations and early sensory integration.

Supporting Play: Development, Meaning, and Growth

Gilbert Foley, Ed.D., IMH-E® IV-C.

Find archived webinar at:

<http://www.ttacny.org/page/events/past-events/article/supporting-play-development-meaning-and-growth/>

Play is the portal through which young children are afforded access to a vast array of developmental opportunities. This webinar is devoted to the discovery of play for mental health clinicians, educators, and therapists from across disciplines. The presentation will review the nature and functions of play and an overview of the typical stages of play - sensorimotor, functional and symbolic - in the first five years. It will examine the role of play in promoting self-regulation as well as principles for discovering meaning in play and strategies for supporting, interpreting, and expanding play development in classroom and clinic.

Gilbert Foley, Ed.D., IMH-E (IV-C) serves as Clinical Co-Director of the Training and Technical Assistance Center (TTAC) and Consulting Clinical Psychologist at the New York Center for Child Development in New York City. He is the co-author and Director Emeritus of the graduate program in Infant Mental Health and Developmental Practice, a US Department of Education Personnel Preparation Grant, at the Adelphi University Institute for Parenting in Garden City, NY. Dr. Foley is a retired tenured faculty member of Ferkauf Graduate School of Psychology where he



taught for 20 years in the Department of School-Clinical Child Psychology and coordinated the infancy-early childhood track. Dr. Foley's clinical and teaching career has been devoted in large part to working with infants and young children with special needs and their families. He is the author of several books and numerous articles. His most current book with Dr. Jane Hochman, "Mental Health in Early Intervention" is published by Brookes. He lectures and consults widely nationally and internationally.

What Can Early Childhood Mental Health Practitioners Do About Maternal Depression?

Rebecca Weis, MD

Find archived webinar at:

<http://ttacny.org/page/events/past-events/article/maternal-depression-webinar-what-can-early-childhood-mental-health-clinicians-do-about-maternal-depression/>

This webinar will focus on essential skills for understanding and working with maternal depression and related maternal/caregiver mental health issues in the context of dyadic treatment with parents and young children. The presentation will provide practitioners with enhanced skills for interventions they can use to better evaluate and intervene with the maternal/caregiver mental health issues they see on a regular basis..

Rebecca Weis, M.D. is currently the Director and Chief of Service for Child and Adolescent Psychiatry at Bellevue Hospital Center. She had recently been working with ThriveNYC as the Medical Director and Consulting Psychiatrist in Early Childhood Mental Health for the Mental Health Service Corps. She currently maintains a faculty appointment at NYU as Clinical Assistant Professor and Associate Director of the NYU/Bellevue Public Psychiatry Fellowship. She also collaborates with the Women's Mental Health



team at Bellevue and provides psychiatric treatment to pregnant and parenting women and adolescents. She participates in teaching at the undergraduate as well as postgraduate levels in the Child Psychiatry and Public Psychiatry Fellowship programs. She is a member of various professional societies and workgroups at the New York and national level including those focused specifically on early childhood mental health.

Understanding Effective Infant and Early Childhood Mental Health Consultation (IECMHC)

Amy Hunter, MSW, LICSW and Deborah Perry, PhD.

Find archived webinar at:

<http://ttacny.org/page/events/past-events/article/understanding-effective-infant-and-early-childhood-mental-health-consultation/>

Infant and early childhood mental health consultation (IECMHC) has been identified as an effective strategy for addressing young children's challenging behaviors and for supporting their social emotional development. IECMH consultants are critical partners within early childhood education programs and can also assist programs with topics such as trauma, crisis in communities, staff wellness, and connections with community services. This webinar will provide an overview of IECMHC, outcomes of IECMHC and strategies to implement effective IECMHC as well as up-to-date resources on IECMHC.

Amy Hunter, MSW, LICSW is an Assistant Professor at Georgetown University's Center for Child and Human Development. Currently, Amy oversees the mental health section of the Head Start National Center on Early Childhood Health and Wellness. Amy is also faculty and co-lead on the SAMSHA funded National Center of Excellence on Infant/Early Childhood Mental Health Consultation. Previously, Amy served in many positions at ZERO TO THREE including



as the Director of Program Operations for the Early Head Start National Resource Center and the Project Director for the Infant Toddler Center on the Social Emotional Foundations of Early Learning (CSEFEL) project. For twenty years Amy has been involved in early childhood mental health including providing training and technical assistance on early childhood mental health to individuals and groups around the country.

Deborah F. Perry, PhD is the Director of Research and Evaluation and a professor at the Georgetown University Center for Child and Human Development. Dr. Perry's research focuses on approaches to designing and testing preventive interventions for young children and their caregivers. She has helped establish the evidence base for the effectiveness of Early Childhood Mental Health Consultation (ECMHC) in early



childhood settings. She has co authored more than a dozen peer-reviewed papers on ECMHC and has served as the principal investigator for 4 evaluations of ECMHC over the last 15 years. She also participates as faculty in the Center of Excellence for Infant and Early Childhood Mental Health Consultation funded by SAMHSA.

Foundations of Social-Emotional Development in Infants and Toddlers

New York City Department of Health & Mental Hygiene
Bureau of Early Intervention



Social-emotional development has gained increasing recognition in light of advances in research about early brain development and the central role of relationships as a foundation for infant and future well-being.

This interactive eLearning series was developed to advance practice of Early Intervention professionals by enhancing awareness and knowledge of the domain of social-emotional development. It provides foundational information on social-emotional development of infants and toddlers that can be used to inform evaluations and interventions to ensure that children and their families receive the supports they need.

The content is relevant to all professionals working with young children
and is aligned with the
New York State Department of Health, Bureau of Early Intervention guidance document,
Meeting the Social-Emotional Development
Needs of Infants and Toddlers: Guidance for Early Intervention
and Other Early Childhood Professionals.

Free CEUs are provided to

- Occupational Therapy/Occupational Therapy Assistant (OT/OTA)
 - Physical Therapy/Physical Therapy Assistant (PT/PTA)
 - Social Work (LMSW/LCSW)
- Speech-Language Pathology/Audiology

This eLearning series was created in collaboration with the **NYC Department of Health and Mental Hygiene** Bureau of Children, Youth and Families and the **New York Center for Child Development** with content developed by **Gilbert Foley, Ed. D, IMH-E®** and **Susan Chinitz, Psy.D.**, Clinical Co-Directors of the Training and Technical Assistance Center (TTAC).