GREENVILLE HEALTH SYSTEM
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INSTITUTE for CHILD SUCCESS

2019 Nurturing Developing Minds Conference Research Symposium

Creating Environments in Which Children and Families Can Flourish

Agenda

Thursday, February 28

9:00 – 10:30 am
Main Ballroom

Opening Plenary - Prioritizing Possibilities for Child and Family Flourishing: Our Greatest Public Health Opportunity
Christina Bethell, PhD, MBA, MPH
Professor, John Hopkins Bloomberg School of Public Health
Director, The Child and Adolescent Health Measurement Initiative

10:30 – 12:00 pm
Main Ballroom

Interdisciplinary Panel Discussion - Harnessing Collaboration and Cross-Sector Learning to Move from Trauma Organized to Healing Centered Systems Integration
Moderated by Christina Bethell, PhD, MBA, MPH

- Ivory Mathews, MS, Greenville Housing Authority
- Josh Patterson, EdS, PhD, Principal, Sterling School
- Julie Linton, MD, General Pediatrician, Greenville Health System, Immigrant Health
- Virginia Bikas, Children's Trust

12:00 – 1:00 pm **Lunch**

1:00 – 2:30 pm **Breakout Session 1**

Columbia Room

Environments Encouraging Flourishing
Moderated by Megan Carolan, MPP, Director of Policy Research, ICS
What environments currently encourage flourishing? What are the components of an environment that encourages flourishing? This session will explore existing and aspirational environments that can encourage flourishing.

Congaree Room

Measurement As Action: Leveraging Existing Resources and Tailoring Measurement for Transformation
Moderated by Christina Bethell, PhD, MBA, MPH
Flourishing is a concept that has been difficult to measure. If there are people who are measuring it, how are they doing so? How do we operationally define "flourishing?" This session will explore current measures that may operationalize flourishing, as well as how we might measure it and define it best.

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Charleston Room	*Creating Solutions* **Moderated by Bryan Boroughs, JD, Vice President and General Counsel, ICS** What are solutions to current obstacles that we face in creating environments in which children and families can flourish? Are there policy solutions? Are other states or countries addressing these issues in a better way? This session will explore current solutions to barriers to environments in which children and families can flourish.
2:30 – 3:00 pm	**Break**
3:00 – 4:30 pm	**Breakout Session 2**
Columbia Room	*Preschool Expulsion and Suspension: Implications for Administrators, Teachers, and Teacher Education* • Dee Stegelin, PhD, Senior Fellow, ICS • Mary Garvey, MS, Director of Innovation and Inclusion, ICS • Jill Shelnut, Lecturer in early childhood education, Clemson University
Charleston Room	*Latino Families: Nurturing Child Development from the Clinic to the Community* • Julie M. Linton, MD, FAAP Associate Professor of Pediatrics, USC School of Medicine-Greenville Medical Director, PASOs, Greenville Health System • Rut E. Rivera, Program Manager, PASOs Accountable Communities, Greenville Health System
Congaree Room	*Applying Today's Lessons to Tomorrow's Action!* • Amanda McDougald Scott, MS, Research Associate, ICS • Megan Carolan, MPP, Director of Policy Research, ICS
4:30-6:00pm	**Networking and Poster Session**
Main Ballroom	**Opening Remarks** **Paul Dworkin, MD** Executive Vice President, Community Child Health at Connecticut Children's Medical Center Professor of Pediatrics, University of Connecticut School of Medicine Founding Director, Help Me Grow National Center

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Friday, March 01

7:30 – 8:00 am	**Registration and Continental Breakfast**
General Session	
8:00 – 9:00 am **Main Ballroom**	*Keynote Address - Promoting Children's Optimal Healthy Development. It's the Environment, Stupid!* **Paul Dworkin, MD** Executive Vice President, Community Child Health at Connecticut Children's Medical Center Professor of Pediatrics, University of Connecticut School of Medicine Founding Director, Help Me Grow National Center
9:00 – 10:00 am **Main Ballroom**	*General Session - We Are the Medicine: Leveraging the Power of Relationships and Engagement to Nurture Developing Minds* **Christina Bethell, PhD, MBA, MPH** Professor, Johns Hopkins Bloomberg School of Public Health Director, The Child and Adolescent Health Measurement Initiative
10:00 – 10:30 am	**Break with Exhibits and Posters**
Breakout Session 1	10:30-11:30 am
Main Ballroom	Developmental and Behavioral Challenges *Parenting a Child with Disability: The Family Perspective (SC LEND Family Panel)* Karen E. Irick Family Core Director, Center of Disability Resources, University of SC School of Medicine
Florence Room	Healthcare and Wellbeing *Been Caught Stealing: An Overview of the Assessment and Treatment of Disruptive, Impulse Control, and Conduct Disorders* Jo Mason, MD Child and Adolescent Psychiatrist GHS Children's Hospital

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Spartanburg Room	<u>Early Childhood</u> *Health as a Key Component of Child Care Quality* • Amanda McDougald Scott, MS Research Associate, ICS • Lori Phillips, MPH, MCHES Director, Division of Nutrition, Physical Activity, and Obesity Prevention, SC DHEC • Noelle McInerney, MEd Policy Director, Division of Early Care and Education, SC DSS • Dana Powell, MEd Parent and Community Engagement Coordinator, Children's Trust • Nicole Shea, MA Education Specialist, Sunshine House
Columbia/Charleston Room	<u>Promoting Healthy Child Development</u> *Digital Diets and Screen Time: The Impact of Brain Development and Future Academic Success* Angie Neal, MS, CCC-SLP South Carolina Speech-Language-Hearing Association
11:30 – 12:30 pm	Lunch
12:30-1:30pm Main Ballroom	*Why and How We Can Reduce Physical Punishment in Medical and Community Settings* Elizabeth Gershoff, PhD Professor, Department of Human Development and Family Sciences Associate Director, Population Research Center University of Texas at Austin
Breakout Session 2	1:35 – 2:35 pm
Main Ballroom	<u>Developmental and Behavioral Challenges</u> *What to Do When There are Concerns about a Child's Development* • Ryan Baker, MD • Meghan Doyle, MD GHS Children's Hospital, Division of Developmental Behavioral Pediatrics
Columbia/Charleston Room	<u>Healthcare and Wellbeing</u> *The Importance of Evidence-Based Practice and Effective Family Engagement within School Behavioral Health Frameworks* • Katie Franke, PhD, University of South Carolina • Tristan Collier, BS, University of South Carolina
Spartanburg Room	<u>Early Childhood</u> *Bundling Services to Improve Family Outcomes: Lessons from Communities*

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- Janice Gruendel, PhD, ICS Senior Fellow
- Molly Talbot-Metz, MPH, President & CEO, Mary Black Foundation

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Florence Room	Promoting Healthy Child Development *Using the Well Visit Planner to Support Parents' Effective Communication with Their Child's Health Care Provider* Tiffany Howard and Charline Sanchez, Help Me Grow, SC
2:35 – 3:00 pm	**Break and Exhibitors**
Breakout Session 3	3:00 – 4:00 pm
Spartanburg Room	Developmental and Behavioral Challenges *An Update on Management of Children with ADHD* James H. Beard Jr., MD Developmental-Behavioral Pediatrician GHS Children's Hospital
Main Ballroom	Healthcare and Wellbeing *To Do and Not to Do: The Complementary Roles of Triple P and No-Hit Zone* • Nancy Henderson, MD, GHS Children's Hospital, Department of Pediatrics • Lochrane Grant, MD, GHS Children's Hospital, Department of Pediatrics • Cinnamon Stetler, PHD, Furman University • Shaniece Criss, ScD, MPH, MPA, Furman University • Jessica Herron, Julie Valentine Center
Columbia/Charleston Room	Early Childhood *A World Without Play! The Dangers of Depriving Children of Their Right to Natural Play* Mary Mackenzie, ICS Senior Fellow
Florence Room	Promoting Healthy Child Development *The Influence of Child Sexual Abuse on Preschool-aged Children* Amaris Tejada, PhD Candidate, Clemson University College of Education

Accreditation

The University of South Carolina School of Medicine Greenville - Greenville Health System (USCSOMG-GHS) designates this live activity for a maximum of 9.0 *AMA PRA Category 1 Credits*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity. The University of South Carolina School of Medicine Greenville - Greenville Health System is accredited by the South Carolina Medical Association to provide continuing medical education for physicians.

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Christina Bethell, PhD, MBA, MPH

- Professor, John Hopkins Bloomberg School of Public Health
- Director, The Child and Adolescent Health Measurement Initiative

Dr. Bethell is a Professor at Johns Hopkins University in the Bloomberg School of Public Health, where she advances a new integrated Science of Thriving to promote early and lifelong health of children, youth, families and communities.

With roots in culturally-competent, community-engaged approaches to assessing and improving population health, she is the founding director (1996) of the Child and Adolescent Health Measurement Initiative (CAHMI); which was founded in Portland, Oregon as a national collaboration to define and advance measuring, collecting data and disseminating actionable information on child, youth and family well-being at local, state, and national levels. Since 2014 within the Department of Population, Family and Reproductive Health at the Bloomberg School of Public Health, Dr. Bethell has been leading CAHMI's work to promote "top down" (research and data for policy, program design, accountability and partnerships), "bottom up" (tools and data for engagement in communities and services) and "inside out" (models and methods for mindful, data driven partnerships to innovate and improve) efforts to create inspired and lasting transformation in population health and well-being and the effectiveness of systems of care.

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Christina Bethell, PhD, MBA, MPH

As founder of the *National Data Resource Center for Child and Adolescent Health* in 2003 and the National *Maternal and Child Health Measurement Research Network* she continues to catalyze mindful, data driven community partnerships by developing and liberating data for public use and in systems performance reporting. *Family-driven health improvement* tools, like the Well Visit Planner (www.wellvisitplanner.org) engage and coach families to reflect on health and needs, select priorities and align services to leverage family strengths, build trust, consider social context and meet family goals. Dr. Bethell is dedicated to building self, family and community led healing of developmental, intergenerational and community level trauma. To this end, she initiated and led the design of a recently published national agenda to address childhood trauma and promote healing and well-being. Also related is the Mindfulness in Pediatrics and Maternal and Child Health (MCH) Consortium she launched to support the integration of mind-body-heart and trauma-informed leadership mindsets, skills and tools into the MCH workforce, programs and policy.

She earned an MBA an MPH from the University of California, Berkeley and PhD in public policy from the University of Chicago and has authored over 100 journal articles and works to build knowledge and action. She teaches Mindfulness Based Stress Reduction and *Healing Through Revealing* methods and is an avid student of transparent communication, presence and human evolution. She has earned certification through the NeuroLeadership Institute, writes poetry, dances and believes that connection with ourselves, life and others is the source of our creativity and joy.

https://www.jhsph.edu/faculty/directory/profile/3038/christina-d-bethell

Events

1. Opening Plenary - Prioritizing Possibilities for Child and Family Flourishing: Our Greatest Public Health Opportunity

2. Interdisciplinary Panel Discussion - Harnessing Collaboration and Cross-Sector Learning to Move from Trauma Organized to Healing Centered Systems Integration

3. Flourishing Environments Breakout Session - Measurement as Action: Leveraging Existing Resources and Tailoring Measurement for Transformation

4. General Session - We Are the Medicine: Leveraging the Power of Relationships and Engagement to Nurture Developing Minds

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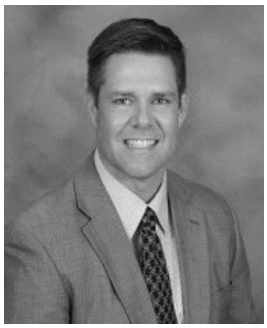
Interdisciplinary Panel Discussion - Harnessing Collaboration and Cross-Sector Learning to Move from Trauma Organized to Healing Centered Systems Integration

- Moderated by Christina Bethell, PhD, MBA, MPH see bio

Ivory Mathews, MS, Executive Director, Greenville Housing Authority

In August of 2014, Ivory N. Mathews was named the Executive Director of the Housing Authority of the City of Greenville, SC. Mrs. Mathews has over 20 years affordable housing experience. Throughout her tenure, she has contributed to garnering over $100 million for preservation and new construction of affordable housing.

Josh Patterson, Ph.D., EdS, Principal, Sterling School



With 17 years of professional experience, Josh is the proud principal of Sterling School of Greenville County Schools. Dr. Patterson, a native of the Upstate, is a graduate of Furman University (B.A., M.A.) and the University of South Carolina (Ed.S., Ph.D.). He is an adjunct professor at Anderson University, teaching classes in school leadership, educational research, and innovative instructional practices.

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Julie Linton, MD, FAAP, General Pediatrician, Greenville Health System, Immigrant Health

Dr. Linton is an Associate Professor at the University of South Carolina School of Medicine Greenville and Prisma Health Children's Hospital-Upstate. As a general academic pediatrician, she provides clinical care, supervises medical students and residents, and teaches the Integrated Practice of Medicine at the medical school. Dr. Linton is the Medical Director of the PASOs program in Greenville and a member of the Board of Advisors for PASOs SC; PASOs helps the Latino community and service providers work together for strong, healthy families. Dr. Linton's professional work focuses on optimal clinical care, community engagement, and advocacy for policy-level action regarding children in immigrant families, with a framework of health equity. Dr. Linton is a certified medical interpreter and bilingual health care provider (Spanish/English).

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Interdisciplinary Panel Discussion - Harnessing Collaboration and Cross-Sector Learning to Move from Trauma Organized to Healing Centered Systems Integration

- Moderated by Christina Bethell, PhD, MBA, MPH see bio

Virginia Bikas, Triple P Community Capacity Coach, Children's Trust

Virginia works with Children's Trust of South Carolina as a Triple P (Positive Parenting Program) Community Capacity Coach. Her work entails providing support and guidance to a local agency as they begin a county wide implementation of Triple P. Triple P is an evidenced-based education and support program for parents and caregivers of children (0-16). Virginia is accredited to deliver several levels of Triple P and spent the last few years working with parents of children with special healthcare needs establishing strategies to change identified problematic behaviors. She obtained her Bachelor of Science in Psychology from the University of South Carolina Upstate.

Flourishing Environments Breakout Session: Environments Encouraging Flourishing

Moderated by Megan Carolan, MPP, ICS Director of Policy Research

As Director of Policy Research at ICS, Megan oversees the Institute's policy research agenda, leads written projects, and communicates with a range of stakeholders in the early childhood world. She also edits and writes for ICS's blog. A policy researcher by training, Megan's work focuses on early childhood policies; systems-based reform for the benefit of families; and a re-conceptualization of the role of extended family to improve child outcomes. Megan also supports ICS's work on Pay for Success for early childhood.

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Flourishing Environments Breakout Session:
Measurement as Action: Leveraging Existing Resources and Tailoring Measurement for Transformation

Moderated by Christina Bethell, PhD, MBA, MPH see bio

Flourishing Environments Breakout Session:
Creating Solutions

Moderated by Bryan Boroughs, JD, ICS Vice President and General Counsel

Bryan has been with ICS since 2014, coming to the team from the United States Senate Committee on Health, Education, Labor and Pensions, where he worked as an Investigative Counsel.

Born in Tennessee, Bryan attended Furman University where he graduated with a Bachelor's in Psychology. He later obtained a Juris Doctor and a Master of Public Policy from Georgetown University.

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Breakout Session: Preschool Expulsion and Suspension: Implications for Administrators, Teachers, and Teacher Education

Dee Stegelin, PhD, ICS Senior Fellow

Dr. Dolores (Dee) Stegelin is Professor Emerita of early childhood education in the College of Education at Clemson University where she has provided program development and leadership for 17 years. She is a member of the ICS Research Committee, a Research Fellow for the National Dropout Prevention Center, and on the Steering Committee for the US Play Coalition, headquartered at Clemson. Her research and professional experiences focus on public policy, international assessment and curriculum, the Reggio Emilia Approach, and family engagement.

Mary Garvey, MS, ICS Director of Innovation and Inclusion

Mary leads the Social Innovation Fund-supported Pay for Success (PFS) initiative. She also advises on the creation and implementation of strategies that are in line with the principles of equity and inclusion, and reflective of the diverse populations that we serve. Since joining the team in March 2015, Mary has conducted multiple PFS feasibility analyses for state and local governments across the country.

Mary, a native New Yorker, earned a BS degree and a Certificate in Justice and Peace Studies from Georgetown University and completed an MS in Urban Policy Analysis and Management at Milano – New School for Urban Policy in New York City.

Jill Shelnut, Lecturer in early childhood education, Clemson Univ.

Jill is a lecturer in early childhood education at Clemson University. She has served as an early childhood teacher, special education teacher and early interventionist. In her current role, she also pursues research in the areas of early literacy, critical issues in early childhood and preservice teacher preparation.

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Breakout Session: Latino Families: Nurturing Child Development from the Clinic to the Community

Julie M. Linton, MD, General Pediatrician, Greenville Health System, Immigrant Health

see bio

Rut E. Rivera, Program Manager, PASOs; Accountable Communities, Greenville Health System

As Manager of the PASOs Program with Greenville Health System (GHS), Rut provides oversight and management of program development, community relations, marketing, and strategic planning specific to PASOs. She works to provide access to care and to other resources in Greenville to the Latino community. Her work is mostly with the uninsured and underserved people in Greenville County. She overseas 18 Latino Promotores/Community Health Workers who work together to make sure Latino families are receiving the health care and resources needed to live a strong and healthy life. She also serves as a member of the Children's Hospital Community Advisory Council, the Cribs for Kids Advisory Council, and GHS Minority Advisory Council. Rut is vice-chair for the Health Team for Hispanic Alliance Greenville and along with others.

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Breakout Session: Applying Today's Lessons to Tomorrow's Action!

Amanda McDougald Scott, MS, ICS Research Associate

Amanda has a Master of Science in Applied Experimental Psychology and is currently pursuing her PhD in International Community and Family Studies at Clemson.

Before joining ICS, Amanda served as Project Coordinator for the Nicholtown Child and Family Collaborative in Greenville, South Carolina. She has also worked with Vanderbilt University Medical Center in the Department of Biomedical Informatics and the Center for Health Services Research as a Program Coordinator for the Effective Health Communication Core and Caring Hearts Study; and the Georgia Prevention Institute (at Augusta University, f. Medical College of Georgia) performing cognitive assessments with children in a childhood obesity study.

Megan Carolan, MPP ICS Director of Policy Research see bio

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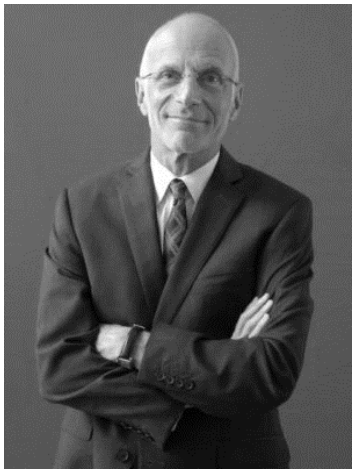
Keynote Address - Promoting Children's Optimal Healthy Development. It's the Environment, Stupid!



Paul Dworkin, MD

- Executive Vice President, Community Child Health at Connecticut Children's Medical Center
- Professor of Pediatrics, University of Connecticut School of Medicine
- Founding Director, Help Me Grow National Center

Paul Dworkin, MD, serves as the executive vice president for community child health at Connecticut Children's Medical Center and is also a professor of pediatrics at the University of Connecticut School of Medicine. Dr. Dworkin previously served as physician-in-chief at Connecticut Children's for 15 years.

Dr. Dworkin oversees the Connecticut Children's Office for Community Child Health (the Office) which is dedicated to addressing critical contemporary issues in children's lives that can adversely affect their health and development. Examples of such issues include developmental delays, behavioral concerns, poverty, unintentional injuries, housing hazards, and sexually transmitted diseases.

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Keynote Address - Promoting Children's Optimal Healthy Development. It's the Environment, Stupid!

Paul Dworkin, MD

Dr. Dworkin also serves as the founding director of the *Help Me Grow*® National Center (the National Center), which is a program of the Office that promotes the early detection of children with mild to moderate developmental or behavioral concerns and links them to community-based programs and services. Dr. Dworkin developed *Help Me Grow*® as a pilot project in Hartford in 1997 and then successfully advocated for statewide expansion in 2002. The program has since expanded to affiliates around the country that receive technical assistance and support from the National Center.

Dr. Dworkin has advocated in support of such federal initiatives as the Maternal and Child Health Bureau's Home Visiting Collaborative Improvement and Innovation Network and the Centers for Disease Control and Prevention's "Learn the Signs. Act Early." initiative targeting autism spectrum disorders.

Dr. Dworkin currently serves on the board of directors for several organizations, including the Urban League of Greater Hartford. He was the 2003 recipient of the prestigious C. Anderson Aldrich Award from the American Academy of Pediatrics in recognition of achievement in the field of child development. Past winners of this award include pioneering pediatricians Benjamin Spock, MD, and T. Berry Brazelton, MD. Dr. Dworkin served as the editor of the Journal of Developmental and Behavioral Pediatrics from 1997 through 2002. He was honored as a member of the first entering class of the Academy of Distinguished Educators at the University of Connecticut School of Medicine.

Dr. Dworkin received his bachelor's degree from Rutgers University and his medical degree from the Johns Hopkins University School of Medicine. He completed a pediatric residency and fellowship in ambulatory pediatrics with a special emphasis on developmental and behavioral issues at Boston Children's Hospital. He also holds a certificate in policy analysis from the University of North Dakota.

General Session - We Are the Medicine: Leveraging the Power of Relationships and Engagement to Nurture Developing Minds

Christina Bethell, PhD, MBA, MPH see bio

Breakout Session: Developmental and Behavioral Challenges
Parenting a Child with Disability: The Family Perspective (SC LEND Family Panel)

Karen E. Irick, Family Core Director, Center of Disability Resources, University of SC School of Medicine

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Breakout Session: Healthcare and Wellbeing

Been Caught Stealing: An Overview of the Assessment and Treatment of Disruptive, Impulse Control, and Conduct Disorders

Jo Mason, MD, Child and Adolescent Psychiatrist, GHS Children's Hospital

Dr. Mason earned her BS in Biology from University of South Carolina and her medical degree from USC School of Medicine.

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Breakout Session: Early Childhood
Health as a Key Component of Child Care Quality

Amanda McDougald-Scott, MS, ICS Research Associate see bio

Dana Powell, MEd, Children's Trust, Parent and Community Engagement Coordinator for Children's Trust of South Carolina

In her role, Dana establishes parent advisory councils, empowers parent members to be advocates for all parents in their community by engaging in community coalitions, and ensures parents have the tools and resources they need to guarantee protective factors are in place both for them and their children.

Dana earned a bachelor's degree in English and secondary education from Carson-Newman University and a master's degree in higher education and student affairs from the University of South Carolina. In addition, Dana is a certified speaker, trainer and coach with the John Maxwell Team.

Nicole Shea, MA, Education Specialist, Sunshine House Early Learning Academy

Sunshine House™ EARLY LEARNING ACADEMY

Nicole has a Master's Degree in Counseling with a concentration in children and adolescents, along with multiple certifications in infant toddler care (Program for Infant Toddler Care), prevention of child abuse and neglect (Zero to Three PCAN and Strengthening Families), early care and education adult learning, and technical assistance provider/coach for early care and education professionals in South Carolina.

Nicole started her career in early care and education as a preschool at a therapeutic child development center for children with emotional, behavioral, and social delays due to exposure to abuse and neglect.

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Breakout Session: Early Childhood
Health as a Key Component of Child Care Quality

Noelle McInerney, MEd, Policy Director for the Division of Early Care and Education, SC Department of Social Services

Noelle McInerney is a SC native currently living in the Upstate. She is an early childhood professional with over 30 years' experience in the field as a teacher, trainer, consultant and state systems planner. Noelle is focused on implementing an action agenda for addressing issues related to equity and diversity in early childhood.

Noelle has an MEd in Early Childhood Education is pursuing a PhD in Early Childhood Education/Early Childhood Special Education from USC-Columbia. Her research interests focus on supporting the early childhood workforce in creating equitable settings for young children through techniques, such as, coaching and creating communities of practice.

Lori Phillips, MPH, MCHES®, Director of the Division of Nutrition, Physical Activity, and Obesity Prevention, DHEC

Lori, a South Carolina native, is the Director of the Division of Nutrition, Physical Activity, and Obesity Prevention at the SC Department of Health and Environmental Control. She and her team focus on creating environments that promote healthy eating and active living. She has over 20 years of experience in community-based chronic disease prevention and education.

Mrs. Phillips received her Bachelor of Science degree from Clemson University in Health Science and her Master of Public Health degree in Health Policy and Administration from the University of NC at Chapel Hill. She is a Master Certified Health Education Specialist, a Certified Grants Writing Specialist, and a Certified Grants Administrator.

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Breakout Session: Promoting Healthy Child Development

Digital Diets and Screen Time: The Impact of Brain Development and Future Academic Success

Angie Neal, MS, CCC-SLP, South Carolina Speech-Language-Hearing Association

Angie is a Speech-Language Pathologist who has worked in the school and outpatient pediatric settings. She enjoys using her entertaining speaking style to provide professional development all over the United States and is a published author of several books.

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Lunch Discussion: Why and How We Can Reduce Physical Punishment in Medical and Community Settings

Elizabeth Gershoff, PhD

- Professor, Department of Human Development and Family Sciences
- Associate Director, Population Research Center
- University of Texas at Austin

Dr. Elizabeth Gershoff is a Professor of Human Development and Family Sciences and Associate Director of the Population Research Center, both at the University of Texas at Austin. Her research focuses on how parental and school discipline affect child development and how parent education and early education programs can improve the lives of at-risk children.

She is an internationally recognized expert on the effects of physical punishment on children and is editor of the forthcoming book, *Effective Approaches to Reducing Physical Punishment and Teaching Disciplinary Alternatives: A Guide for Clinicians, Practitioners, and Policymakers*, to be published in 2019 by American Psychological Association Press. Dr. Gershoff earned her B.A. from the University of Virginia and her Ph.D. from the University of Texas at Austin.

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Breakout Session: Developmental and Behavioral Challenges
What to Do When There are Concerns about a Child's Development

Ryan Baker, MD, GHS Children's Hospital, Division of Developmental Behavioral Pediatrics

Dr. Baker is a fellow with the Division of Developmental Behavioral Pediatrics. He earned his medical degree from University of South Florida Health Morsani College of Medicine in Tampa, Florida. He completed his residency training at University of Florida Health Jacksonville in Florida.

Meghan Doyle, MD, GHS Children's Hospital, Division of Developmental Behavioral Pediatrics

Dr. Doyle Is a fellow with the Division of Developmental Behavioral Pediatrics. She earned her medical degree from University of Toledo College of Medicine and completed her residency training at University of Texas Southwestern Medical Center and Dell Children's Medical Center – Austin.

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Breakout Session: Healthcare and Wellbeing

The Importance of Evidence-Based Practice and Effective Family Engagement within School Behavioral Health Frameworks

Katie Franke, PhD, University of South Carolina

Katie Franke is a fourth-year school psychology doctoral student from Roanoke, Virginia. She is a 2011 graduate of Washington and Lee University in Lexington, Virginia, where she received a B.S. in Psychology and a B.A. in Romance Languages. After graduating from W&L, Katie worked for two years as a Lead Applied Behavior Analysis Therapist at a day school for children with autism spectrum disorder (ASD) in Buena Vista, Virginia. She currently studies under the mentorship of Dr. Scott Huebner and Dr. Kim Hills, and her research interests include life satisfaction and psychosocial assets for youth with high-functioning ASD.

Tristan Collier, BS, University of South Carolina

UNIVERSITY OF South Carolina

Tristan received a B.S. with honors in Experimental Psychology and a minor in Sociology from the University of South Carolina in Fall 2017. He plans to attend graduate school to earn a Ph.D. in School or Clinical Psychology. His research interests include dissemination and training in evidence based-practices for child, adolescent, and school-based clinicians, evidence-based treatment for disruptive behavioral disorders in children and adolescents, and effective family engagement in treatment of child/adolescent behavioral health concerns.

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Breakout Session: Early Childhood
Bundling Services to Improve Family Outcomes: Lessons from Communities

Janice Gruendel, PhD, ICS Senior Fellow

Dr. Janice M. Gruendel has nearly 20 years of experience in State of Connecticut government, serving in the administrations of five governors. She is a member of the Harvard Center on the Developing Child's Frontiers of Innovation Initiative, focused on expanding "science to policy" pathways that incorporate the research on brain development for America's most vulnerable children and families.

Gruendel received her Ph.D. from Yale University in Developmental Psychology, and she holds a Masters Degree in Educational Psychology from the Rutgers University Graduate School of Education. Her B.A. degree in Sociology was awarded by the University of Maryland, magna cum laude.

Molly Talbot-Metz, President & CEO, Mary Black Foundation

Molly Talbot-Metz is the President & CEO for the Mary Black Foundation. In this position, Molly is responsible for the Foundation's grantmaking and strategic initiatives; evaluating the Foundation's and its grantees' impact; providing leadership in the community; and maintaining relationships with the Foundation's grantees and Board of Trustees. Prior to joining the Foundation in 2001, Molly worked in the field of teen pregnancy prevention. Molly has a Master of Public Health Degree from the University of South Carolina and a Bachelor of Science Degree in Health Education from the State University of New York at Cortland. Molly and her husband are natives of Syracuse, New York and have lived in Spartanburg since 1999. They have two children.

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Breakout Session: Promoting Healthy Child Development
Using the Well Visit Planner to Support Parents' Effective Communication with Their Child's Health Care Provider

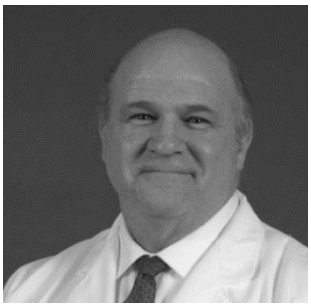
Tiffany Howard, Community Outreach Coordinator, Help Me Grow, SC

Tiffany coordinates outreach and education in six Lowcountry counties (Charleston, Berkeley, Dorchester, Colleton, Beaufort, and Jasper) and develops/maintains relationships with a broad range of early childhood and family support service providers.

She earned her B.S. in Psychology from the College of Charleston.

Breakout Session: Developmental and Behavioral Challenges
An Update on Management of Children with ADHD

James H. Beard Jr., MD, Developmental-Behavioral Pediatrician, GHS Children's Hospital



Dr. Beard specializes in Developmental-Behavioral Pediatrics at the Gardner Center for Developing Minds.

Dr. Beard earned his medical degree from the University of South Carolina.

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Breakout Session: Healthcare and Wellbeing

To Do and Not to Do: The Complementary Roles of Triple P and No Hit Zone

Nancy Henderson, MD, GHS Children's Hospital, Department of Pediatrics

Dr. Anderson is a pediatrician and adolescent medicine specialist in Greenville, SC. Her teaching interests include mandated reporting, child abuse and neglect including child physical and sexual abuse, and impact of domestic violence and trauma on children and foster care.

Dr. Henderson earned her medical degree from Wake Forest University School of Medicine. She completed her residency training at T.C. Thompson Children's Hospital.

Lochrane Grant, MD, GHS Children's Hospital, Department of Pediatrics

Dr. Grant practices at Center for Pediatric Medicine.

Dr. Grant earned her medical degree from University Of North Carolina, Chapel Hill and completed her residency training at University Of Colorado Health Sciences Center.

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Breakout Session: Healthcare and Wellbeing

To Do and Not to Do: The Complementary Roles of Triple P and No Hit Zone

Cinnamon Stetler, PhD

Dr. Stetler was born and raised in Kansas City, Missouri. She left the Midwest for college in New England, and after graduating, Dr. Stetler took a position as a research assistant at the National Center for PTSD at the VA Hospital in Boston, MA.

Dr. Stetler earned her Ph.D. in health psychology from UBC in 2007.

Shaniece Criss, ScD, MPH, MPA - Furman University

Dr. Shaniece Criss is an Assistant Professor of Health Science at Furman University and an experienced researcher and evaluator. She utilizes community-engaged qualitative research to effectively implement public health interventions that address health communication and health equity. Dr. Criss partners with Furman's Institute for the Advancement of Community Health (IACH) as an academic lead on projects with Greenville Health System (GHS) and LiveWell Greenville.

Dr. Criss earned her ScD from Harvard University, T. H. Chan School of Public Health; MPH from Emory University, Rollins School of Public Health; MPA from Harvard University, John F. Kennedy School of Government; and BA from Oglethorpe University.

Jessica Herron, Parent Education Coordinator, Julie Valentine Center

JULIE VALENTINE center

Jessica works in the Caregiver Education division at JVC.

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Breakout Session: Early Childhood

A World Without Play! The Dangers of Depriving Children of Their Right to Natural Play

Mary Mackenzie, ICS Senior Fellow

Mary MacKenzie is an Early Years Professional committed to the improvement of quality of experience and equality of opportunity for all young children. She was born and educated in South Africa. She qualified as a Nursery Teacher (Early Childhood) there and practiced for a number of years before moving to England. She has taught in early years schools in England and lectured in child-care at a number of colleges. She is now Quality Improvement Advisor for the Early Years and Childcare Service of Surrey County Council in England, and has been an integral part of the team which has developed and delivered the quality improvement processes.

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Breakout Session: Promoting Healthy Child Development

The Influence of Child Sexual Abuse on Preschool-aged Children

Amaris Tejada, PhD, Candidate, Clemson University College of Education

Amaris is currently a full-time doctoral student studying Early Childhood Education. She has a Master of Arts in Early Childhood/Early Childhood Special Education and experience working with children and families of diverse backgrounds and needs. She primarily researches child sexual abuse and the implications on children, families, classrooms, and preservice teachers.

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Poster Sessions

Ready, Set, Go! Developing and Nurturing 4Ks in Great Classrooms and Summer Transitions
Authors: Martha Strickland, State Director, 4K, SC First Steps to School Readiness; Dr. Cassandra Legette, Lead Regional 4K Coordinator; Joy Mazur, Lead 4K Coordinator, Professional Development; Debbie Robertson, Chief Partnership Officer; Dr. Janice Kilburn, Local Partnerships-Program Officer

Poster session outlining high quality 4K environments in public-private partnerships, to include student-teacher interaction and engagement, social-emotional growth, formative assessment on research-based child development objectives, along with professional development and goal setting of teachers. Families are meaningfully engaged with a summer of transitional home visits, Countdown to Kindergarten, so that students and families are ready as successful kindergartners.

Presenting February 28, 2019

Piece It Together: Balance Deficits in Youth with ASD and NDD in a Novel Wellness Program
Authors: Holly Knapp, SPT, MUSC College of Health Professions; Carrie Papa, MUSC Division of Developmental Pediatrics; Conner McDonald, MS3, MUSC College of Medicine; Martina Mueller, PhD, MUSC College of Nursing; Carolyn Peterseim, MS2, MUSC College of Medicine; Janis Newton, MUSC Wellness Center; Cynthia Dodds, PhD, PT, PCS, MUSC College of Health Professions; Eve Spratt, MD, MSCR, MUSC Division of Developmental Pediatrics

Piece It Together (PIT), a community-based wellness program designed for transitional age youth with Autism Spectrum Disorder (ASD) or other mild neurodevelopmental disabilities (NDD), focuses on exercise, nutrition, stress management, and socialization. Studies have documented coordination and balance impairments in individuals with ASD [1] and recent studies report that interventions can improve deficiencies [2]. Data outcomes including strength, flexibility, and balance were measured on 28 participants by the mini-Balance Evaluations Systems Test (miniBEST) [3] before and after the 6-week PIT intervention.

Presenting March 1, 2019

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Children's Social-emotional Behaviors in the Classroom: A Qualitative Approach
Authors: Sung-Ae Kim, Graduate Student, UNC Greensboro; Catherine Scott-Little, UNC Greensboro

This qualitative study was conducted to explore children's social-emotional behaviors – power, teamwork, and social-emotional difficulties – in the classroom. Thirty-nine children were observed for a week in their classrooms during play as they interacted with their peers. The study provides information and knowledge that can be used to inform teachers about young children's peer interactions in the classroom.

Presenting March 1, 2019

Boys Like Me: Neurodivergence in the Young Adult Novel
Authors: Malikai Bass, Undergraduate Student, East Tennessee State University; Dr. Scott Honeycutt, East Tennessee State University

This exploration of the presence of neurodivergent characters in young adult novels paints a wholistic picture of neurodivergent literature and its impact on the development, self-image, and peer acceptance of neurodivergent teens and young adults. Key findings of the research include the recognition of repeated imagery, the emphasis on character created writing, the importance and significance of positive literary representation to young adults development, and the impact of reading these works on multiple environments in which the student develops such as increasing family acceptance, teacher and peer understanding, and positive self-image.

Presenting both days

Trends in Social Determinants of Health in Individuals with Neurodevelopmental Disabilities
Authors: Nancy Powers, MD, Developmental Behavioral Pediatrician, Greenville Health System; Anne Gragtmans, GHS MLP Program Coordinator (3/2016 through 8/2018); Graduate Student, George Washington Milliken Institute School of Public Health; Joseph Painter, MS 3, USC School of Medicine Greenville

As part of a grant from the SC DDC for the development of a medical legal partnership, this research highlights the relevance for comprehensive screening for social determinants of health in at-risk populations as well as the value of having a comprehensive network of community resources. Approximately 350 families of adolescents with neurodevelopmental disabilities were surveyed for the presence of unmet health harming needs using the I-HELP model (Income, Housing, Education/Employment, Legal Status, Personal/Family Stability) during routine follow-up appointments with Developmental Pediatrics.

Presenting both days

South Carolina's Dyslexia Legislation and Its Impact on Schools
Author: Angie Neal, Speech-Language Pathologist, ASHA

South Carolina recently passed Dyslexia legislation in the spring of 2018 (Bill 4434) to help schools provide screening and early, appropriate intervention for students suspected of Dyslexia. This legislation calls for evidence-based instruction in reading, writing, and spelling. This session will provide information about this legislation as well as information about how schools currently teach reading, why there is a resistance to evidence-based reading instruction (it is in CONTRAST to the way most children are taught to read) and questions to ask in order to get appropriate help.

Presenting both days

Neurodevelopmental delays in young children with congenital heart disease

Authors: Anne Schmelzer, Clinical Nurse, Duke University Pediatric and Congenital Heart Center; Amanda Litton, Nurse Practitioner, Duke University Pediatric and Congenital Heart Center

Congenital heart disease (CHD) affects 1% of all live births in the United States. Early intervention (EI) services are commonly underutilized. In 2012, The American Heart Association published a scientific statement identifying the specific factors that place CHD survivors at risk for neurodevelopmental delays; these include, prematurity, genetic anomalies, history of CPR, seizures, abnormal neuroimaging, and prolonged hospitalizations. The statement outlines routine surveillance, screening, evaluation and management algorithms to optimize neurodevelopmental outcomes.

Presenting both days

Coordination of Care for Children with Critical Congenital Heart Defects

Author: Amelia Willis, Duke University School of Nursing

Primary care providers play an integral role in the coordination of care for children with critical congenital heart defects (CCHDs). Children with single-ventricle heart defects can suffer a myriad of complications during the course of their cardiac treatment and require multiple specialty providers. This poster will highlight evidence-based guidelines for primary care providers including monitoring patient will growth and development at every stage and efforts to educate, support and refer families, and it outline important factors for the provider to consider when evaluating the well being of these children.

Presenting both days

Mental Health in Children with Congenital Heart Disease
Author: Anne Schmelzer, Clinical Nurse, Duke University Pediatric and Congenital Heart Center

Congenital heart disease (CHD) is the most common birth defect, affecting 1% of all births in the United States. While innovations in surgical and catheter-based interventions have improved survivorship, neurodevelopmental disabilities and psychosocial issues are common in at least 50% of CHD survivors. Early identification and treatment of mental health and behavioral disorders in patients with complex CHD is crucial. Utilization of screening tools can allow for early recognition of mental health and behavioral health disorders. This can be done by utilization of screening tools, referrals to community mental health services, family education, and improved communication among all members of the patient's care team.

Presenting both days

Connecting Students to Mental Health Care and Social Supports
Authors: Holly Bryan MSN, PNP-BC, Pediatric Nurse Practitioner, Bradshaw Institute for Community Child Health & Advocacy, Greenville Health System; Laura Rolke, MPH, CHES, Graduate Assistant, Department of Public Health Sciences, Clemson University; Sarah F. Griffin, PhD, MPH, Associate Professor, Department of Public Health Sciences, Clemson University; Jacqueline E. Forrester, MPH, Program Coordinator, Bradshaw Institute for Community Child Health & Advocacy, Greenville Health System; Laura Johnson, MSW, LISW-CP, Mental Health Specialist/OnTrack Team Leader, Guidance Department, Greenville County Schools; Kerry K. Sease, MD, MPH, Medical Director, Bradshaw Institute for Community Child Health & Advocacy, Greenville Health System

School-based health centers (SBHCs) provide a unique opportunity for pediatric nurse practitioners (PNPs) to reach children and adolescents in an accessible setting. In Greenville, South Carolina, Greenville Health System has partnered with the United Way of Greenville County's OnTrack Initiative and the school district to provide healthcare access to the area's highest-risk students.

High-risk students are identified through the Early Warning Response System (EWRS). EWRS is a real-time data dashboard that monitors attendance, behavior and grades, giving each student a score at the beginning of each year. A comprehensive assessment is completed by the PNP to determine socio-emotional well-being and screen for risks associated with social determinants of health.

Through this innovative collaborative effort between EWRS and the SBHC, the PNP is able to help those students most at risk of dropping out and intervene to more effectively address the underlying issues contributing to presenting physical ailments, poor school performance and behavior.

Presenting both days

LEND Poster Sessions

About
South Carolina Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

SC LEND program presents a unique and vital opportunity to address some of South Carolina's current challenges by preparing and educating culturally competent professionals and interprofessional trainees across the state and across currently established systems of care. The purpose of the LEND training program is to improve the health of infants, children, and adolescents with disabilities via access to healthcare and services for the children and their families.

SC LEND trainees have the potential to become leaders in the Maternal Child Health (MCH) field in the areas of teaching, research, clinical practice, and/or administration and policy-making related to ASD-DD.

The goal of the LEND training program is to improve The LEND Framework is based upon the MCH Life Course Perspective

The ABCs of ASD: A Family Centered Guide for a New Diagnosis

Authors: Julia Dibos, MS, BCBA; Marissa Slate, PT, DPT, PCS; Brianna Eberl, OTS (Mentors: Michelle Macias, MD; Jennifer Pitassi, PT, PCS; Patty Coker-Bolt PhD, OTR/L, FAOTA)

Presenting both days

New School Nursing: Meeting the Needs of Students with Neurodevelopmental Disabilities

Author: Kathryn Bouziane, BSH, RN (Mentor: Dr. Carrie Cormack, DNP, CPNP)

Presenting both days

Meet Me at the Playground: Joining Schools and Communities to Promote Academic Skills, Wellness and Mentorship Over the Summer Months

Author: Meghan Schwarze, M. S., CAS

Presenting both days