



**The Wake County
Young Children’s Mental Health Collaborative presents:**

***The Erikson Series: Social-Emotional Development and Early Intervention Education
for Wake County Early Intervention Professionals***

With financial support from Wake County Smart Start, TelAbility and the Erikson Institute in Chicago are partnering to offer Wake County providers the opportunity to participate in four Erikson Institute Continuing Education courses via videoconference.

The sessions focus on a range of early intervention and special education topics and are open to early intervention and mental health professionals, parents, educators, social workers, and therapists. Each session will offer participants 5 hours of Continuing Education credit. Each session will cost \$25.00 per person. Participants must prepay and register for each course two weeks prior to the date of the session. Session descriptions and the registration form are listed below. Registration fees are non-refundable.

We are excited about this partnership with Erikson and thank Wake County Smart Start for helping to cover the full cost of the sessions. Please contact Juliellen Simpson-Vos, M.Ed at 919.843.0427 or jsimpvos@med.unc.edu with any questions.

Please mail your registration form and payment to: TelAbility, 1101 Weaver Dairy Road, Suite 202, Chapel Hill, NC 27514

TO REGISTER FOR ANY OR ALL OF THE COURSE OFFERINGS PLEASE COMPLETE THE FOLLOWING:

Name: _____

Title: _____

Your agency: _____

Agency address: _____

Work phone: _____

Work email: _____

EACH SESSION COSTS \$25.00. I WOULD LIKE TO REGISTER FOR THE FOLLOWING SESSIONS (check all that apply):

- Unmet Needs and Challenging Behaviors**, Thursday, February 11th from 10:00-4:00 (limit 30 people)
- Assessment Enhancement: Observing and Interpreting Neurobehavioral Cues**, Thursday, February 25th from 10:00-4:00 (limit 30 people)
- Inside the Life of a Teenaged Parent**, Saturday, March 20th from 10:00-4:00 (limit 15 people)
- Social Emotional Development: Implications for School Readiness**, Friday, April 16th 10:00-4:00 (limit 30 people)

Total Amount Enclosed: \$ _____ (This payment is non-refundable.)

PAYMENT INFORMATION:

Make checks payable to The UNC Department of Physical Medicine and Rehabilitation and put "TelAbility/Erikson trng" on the memo line.

VISA/MC AMERICAN EXPRESS

CARD # _____ EXPIRATION DATE _____

NAME AS IT APPEARS ON CARD _____ SECURITY CODE (3 or 4 digit code) _____

SIGNATURE _____

Erikson Institute Professional Development Course Offerings

Title: **Unmet Needs and Challenging Behaviors** (limit 30 people)

Date: Thursday, February 11th, 2010

Time: 10 a.m.–4 p.m.

Instructor: Lauren Wiley, M.Ed.

Location: Via videoconference with The Erikson Institute

Description: As children develop, many factors influence their ability to communicate their needs in a way that others understand. As a result, those needs can go unmet. Unmet needs in young children are often represented by challenging behaviors that prevent the child from experiencing success in relationships with others. In this workshop we will examine the needs of the young child and the risk factors that can affect healthy development. We will focus on how challenging behaviors displayed by the child can negatively influence relationships and interactions with others. Finally, we will understand the types of interactions that are most effective in responding to the child's needs and to challenging behaviors.

Credit available: Approved by the Illinois Early Intervention Training Program: 3 contact hours in the area of Atypical Development and 2 contact hours in the area of Intervention; 5 SWCEUs; 5 CPDUs; 0.5 CEUs. Approved for 5 hours of continuing education in Marriage and Family Therapy

Title: **Assessment Enhancement: Observing and Interpreting Neurobehavioral Cues** (limit 30 people)

Date: Thursday, February, 25th, 2010

Time: 10 a.m.–4 p.m.

Instructor: Jennifer Rosinia, Ph.D., O.T.R./L.

Location: Via Videoconference with The Erikson Institute

Description: The key to a good assessment is observing, interpreting, and reporting observational data. Professionals working with very young children are constantly observing behavior. Learning how to interpret that behavior from a neuroscience perspective is the focus of this workshop. Participants will be taught to observe and read cues that are related to a child's unique neurological functioning. By enhancing assessment in this way, child development professionals will be able to more fully understand a child's unique developmental profile and in turn be able to individualize subsequent intervention.

Credit available: Approved by the Illinois Early Intervention Training Program: 5 contact hours in the area of Assessment; 5 SWCEUs; 0.5 CEUs

Title: **Inside the Life of a Teenaged Parent** (limit 15 people)

Date: Saturday, March 20, 2010

Time: 10 a.m.–4 p.m.

Instructor: Debrah Clark, M.A., C.F.L.E.

Location: Via videoconference with The Erikson Institute

Description: This workshop will provide participants with a basic understanding of the unique developmental needs of the adolescent parent and his/her child. Participants will look inside the realities of life for a pregnant/parenting teenager and will discuss strategies designed to maximize positive relationships between teen parents and those who spend time with them in an educational or support service environment. Small group work and role playing will be used in this workshop.

Credit available: Approved by the Illinois Early Intervention Training Program: 5 contact hours in the area of Working with Families; 5 SWCEUs; 0.5 CEUs. Approved for 5 hours of continuing education in Marriage and Family Therapy

Title: **Social Emotional Development Implications for School Readiness** (limit 30 people)

Date: Friday, April 16th, 2010

Time: 10 a.m.–4 p.m.

Instructor: Jon Ashworth, M.Div., M.A.,

Location: Via videoconference with The Erikson Institute

Description: This workshop is designed for professionals in the fields of early childhood promotion, prevention, and intervention. Those who work with and directly and indirectly serve infants, toddlers, and preschool children will benefit. We will explore various definitions of school readiness and the relationship between a child's social-emotional development and school achievement. Group discussions will address the influential role of child care on a child's social-emotional development, competency, and confidence.

Credit available: Approved by the Illinois Early Intervention Training Program: 3 contact hours in the area of Typical Development (Partial credit); 5 SWCEUs; 5 CPDUs; 0.5 CEUs