Today’s Schedule

8:00 am – 8:30 am  Registration & Breakfast

8:30 am – 10:00 am  Conceptualizing Mental Health Problems in 0-5 Populations
   1. Theoretical foundations of Early Childhood mental health
   2. Applications of mental health in early childhood mental health
   3. Strength-based Perspective

Assessment Categories and Areas of Focus for 0-5 Populations
   1. Understanding presenting problem, problem history, assessment of physical status, developmental profiles
   2. Integrated understanding of typical versus atypical development

10:00 am – 10:15 am  BREAK

10:15 am – 12:00 pm  Integrated Understanding of Family Systems
   1. Maternal/Familial Factors
   2. Cultural Influences
   3. Pregnancy and Parenthood From a Cultural Lens
   4. Internal Working Models

Mental Status Inform Diagnostic Formulation
   1. Child Observations
   2. Dimensions of Observations
   3. Video and case presentation

12:00 pm – 1:00 pm  LUNCH

1:00 pm – 2:45 pm  Dyadic Assessment/Observation /Diagnosis
   1. Caretaker Mental Health Issues
   2. Cultural Scripts
   3. Video and case presentation

Diagnostic Classification
   1. Overview of DSM-IV-TR and DC:0-3R Comparisons
   2. Diagnostic Crosswalk
   3. Axis II of DC:0-3R
   4. Attachment Relationships
   5. Functional Social-Emotional Assessment of the Child
   6. FEAS – Using the Measures
   7. Functional Emotional Developmental Levels

2:45 pm – 3:00 pm  BREAK

3:10 pm – 4:30 pm  Establishing Medical Necessity of Young Children
   1. Functional Impairment Defined
   2. Video and case presentation
Overview

This presentation will focus on how to assess and understand mental health issues as they present in children 0-5 years of age from neuro-developmental, relational, functional, medical, ecosystemic and strength-based perspectives. Participants will review vignette materials and sample case development with the objective of increasing their knowledge of assessment and diagnostic formulation. This training will promote mental health assessment skills of gathering, interpreting and formulating relevant diagnostic impressions as obtained from parent/child/environmental influences.

Learning Objectives

The learning objective is to strengthen clinical skills in assessment of birth to 5 year old populations to enhance mental health diagnostic formulation, treatment planning, and psychological interventions that best address early childhood and relation-based needs.

As a result of this advanced level training, participants will be able to:

1) Apply neuro-developmental foundations of early childhood mental health to the process of assessment.
2) Utilize strength-based and reflective interviewing practices in obtaining assessment and diagnostic clarification.
3) Describe culturally-informed influences in diagnostic formulation.
4) Explain impact of developmental profiles upon mental health functioning and diagnostic formulation.
5) Increase systematic utilization of observation to inform diagnostic formulation.
6) Increase participant’s capacity to recognize points of entry to establish working client care service plan, goals and objectives.
7) List resiliency factors to utilize in treatment plan formulation.
About the presenter

Mayra Mendez, Ph.D., M.F.T., C.G.P., E.C.I.F.M.H.S., has been working as a specialist in the area of mental health and intellectual and developmental disabilities for the past 30 years. She holds a doctorate degree in clinical psychology and a license in marriage, family, and child therapy. She earned certification by the National Registry for Certified Group Psychotherapist, and she is a designated Certified Clinical Supervisor by the California Association of Marriage and Family Therapists. She is recognized as an Infant/Preschool Mental Health Specialist and Reflective Practice Supervisor. She is the program coordinator for the developmental disabilities team at Saint John’s Child and Family Development Center in Santa Monica, California, is a consultant to Westside Regional Center, provides community trainings and consultations in the field of developmental disabilities and infant/preschool mental health, is an adjunct instructor at Alliant International University/California School of Professional Psychology, is a core faculty trainer for Los Angeles Child Guidance Center Early Intervention Training Institute, provides expert testimony for cases involving special needs expertise and serves as an expert witness in disciplinary cases for the Board of Behavioral Sciences.

Dr. Mendez has extensive experience in assessment, diagnosis, and treatment of individuals with developmental disabilities. In addition, she has expertise in community collaboration, differential diagnosing, and intervention specific to the needs of young children, birth to 5 years of age, and their families. Her treatment modalities include individual, group and family therapy for the ages ranging from infancy to later adulthood. Dr. Mendez has dedicated her career to establishing an extensive network of community collaborations necessary to effectively engage her philosophy of a culturally informed, whole person, reflective process perspective in community mental health.
Bibliography


