



SILBERMAN SCHOOL OF SOCIAL WORK

# EARLY INTERVENTION TRAINING 2017 - 2018

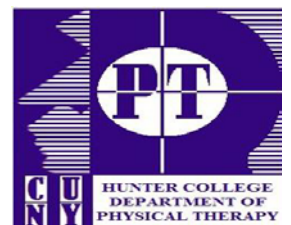
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Silberman  
School of Social Work

**HUNTER**

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New York City  
Early  
Intervention  
Program

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NYC

## MISSION

The mission of the NYC Early Intervention Program is “to enhance the abilities of infants and toddlers with developmental delays and disabilities by supporting their families and caregivers in using everyday routines to promote development.”

Sponsored by the New York City Department of Health and Mental Hygiene, Division of Family and Child Health, Bureau of Early Intervention we invite providers who want to work or are working with children birth to three as well as their key caregivers. With an abiding commitment to strength-centered, diversity-informed practice, these courses address trauma and other environmental complexities, as well as successfully engaging a range of parents and caregivers in the process.

The Early Intervention program courses intend to enhance the workforce capacity, skills and knowledge of the Early Intervention (EI) professionals who work directly with children and their families in the Early Intervention Program (EIP). The offerings is useful to other professionals working with young children and their families who have environmental, relational or other challenges

Through collaboration within Hunter College including Silberman School of Social Work, and the schools of Education, Nursing, Speech-Language and Physical Therapy, a series of courses taught by Dr. Rebecca Shahmoon-Shanok, LCSW, PhD, Ms. Joaniko Kohchi, MPhil, LCSW, IMHE®, (IV-C), and other guest lecturers are being offered as professional development in Early Intervention best practices. An itemized list of the courses with dates, times, number of Continuing Education hours is on the back cover and on the Silberman School of Social Work website at <http://sssw.hunter.cuny.edu/ssw/programs/professional-development>

Patricia Gray, LCSW  
Director of Continuing Education and Training  
Silberman School of Social Work at Hunter College



# HUNTER-SILBERMAN PARTNERSHIP

- ❑ Dr. Nancy Eng, Department of Speech-Language Pathology & Audiology
- ❑ Dr. Lori Goshin, Department of Nursing
- ❑ Dr. Bonnie Keilty, Department of Education
- ❑ Dr. Gary Krasilovsky, Department of Physical Therapy
- ❑ Dr. Gary Mallon, Silberman School of Social Work



## OUR TRAINERS



Dr. Shahmoon-Shanok is Founding Director of the Institute for Infants, Children & Families, JBFCS, which reaches young, underserved children and their families with transdisciplinary, model services, post-degree training for providers of all disciplines and state-of-the-science consultation to government, systems and agencies; private practice, New York City.

3

A well-known clinician, teacher and author in the parenting and pregnancy through preschool fields, Dr. Shahmoon-Shanok is among the pioneers of reflective supervision; of integrating mindfulness into the fields of early childhood mental health and care; of interweaving mental health services in community-based settings; and of training professionals across disciplines together since the late 1970's. With degrees and experience as a clinical psychologist, social worker and early childhood educator, and extensive experience in psychoanalysis and the allied disciplines of occupational and speech-language therapy, Dr. Shahmoon-Shanok has developed a model which integrates mental health consultation plus a range of mental health services within childcare and Head Start for four decades. Her expertise also includes both parent and dyadic development, assessment and intervention; Child Parent Psychotherapy (CPP) with developmentally and/or traumatically challenged young children and their parents; as well as peer play psychotherapy for a broad range of children with challenges.



Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C), is an infant and early childhood mental health specialist with experience spanning several regions of the United States. Ms. Kohchi has worked with young children and families who have survived traumatic events often leading to out-of-home care and court involvement. Ms. Kohchi has also worked with families in a variety of early care settings providing direct service and supporting interventionists and caregivers who guide infants and young children to realize their optimal learning and developmental milestones in all domains. She is Co-President of the New York Zero-to-Three Network.





Ms. Tonia Spence, LCSW, MS. Ed. deeply believes in the power of healthy relationships to shape young children's lives. She is a clinician, educator, presenter, and advocate serving children and families for 15+ years. A leader in the field of zero through five, Tonia holds a Masters in Special Education from Bank Street College of Education and a Masters in Social Work from Columbia School of Social Work. She is the Senior Director of Early Childhood Services at the Jewish Board of Family and Children Services (JBFCs). She is also the co-leader of the Administrators of Color Group across the agency.

4

Tonia has been a middle school teacher in NYC public schools and a Special Education Itinerant Teacher for young children. Prior to her work at the Jewish Board, Ms. Spence was a part of the Faculty at the Yale Child Study Center where she served as a Clinician and supervisor in its Outpatient Psychiatric Clinic and spent the 2006-2007 year in the Post Graduate Fellowship Program. Tonia devotes her time to developing clinicians and advocating on behalf of families. In addition, she serves as Vice President of Columbia University School of Social Work Alumni Board, as treasurer of The New York Zero-to-Three Network and is active in the Diversity-Informed Tenets Workgroup of the Harris Foundation's Professional Development Network.



## COURSE DESCRIPTION

### The Heart of Child Development (Typical and Atypical Development)

An important element of Part C services [IDEA, Part C §303.26]: is that intervention is “provided in *natural environments* that are settings that are natural or typical for a same-aged infant and toddler without a disability, such as home and community settings.” Natural environments include the family’s routine activities like playing, bathing, eating, dressing, re-cycling, singing at church, and child-care and education programs such as day care, Head Start, faith-based programs, and community activities that are usual for each particular family.

Burgeoning knowledge in infant and early childhood social-emotional development informs practice for all who work with babies, young children and their families. Through this course, early intervention and earliest childhood providers from across disciplines will gain a deeper understanding of why supporting a secure child-parent bond is critically important across all assessment and intervention. Participants will be introduced to perspectives that embrace content and process knowledge from many disciplines and that address strengthening and nurturing the relationship between babies or young children and their primary attachment figure, whatever the range of interventions that may be needed. Drawing on perspectives from across professions, this four-session course will emphasize attachment theory and interpersonal neurobiology as the foundation for healthy relatedness and learning across all domains of development in children and adults. Vignettes and discussion relating to participants own practice is the conduit use to cultivate and apply the knowledge in professional practice. Participants will be encouraged to review their discipline and system’s approaches to intervention through a lens that is developmental, body-based, social-emotional, trauma-informed, and attachment sensitive.

Learning Objectives: Participants will:

- Become more aware of the centrality of the social-emotional environment in all domains of development for infants and young children.
- Understand the basic principle, which apply to early intervention coaching and to other early childhood providers.
- Learn the commonalities between, trauma, developmental challenges, and impact of state regulation and how to work with them.
- Think about how to integrate these concepts into day-to-day practice
- Learn more about working on cross-disciplinary teams.

#### Who should sign up for this workshop?

Anyone, student or graduate, from any profession or system, especially those which serve children six-years and under. Others who want to improve their supervision skills and understanding are also welcome.

SCHEDULE	
FALL 2017	SPRING 2018
Instructor: Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C) Date(s): Tuesdays-Sept 12 <sup>th</sup> , 19 <sup>th</sup> , 26 <sup>th</sup> , & Oct 3 <sup>rd</sup> . Time: 6:00pm – 8:00pm CE Contact Hours: 8	Instructor: Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C) Date(s): Wednesdays-April 4 <sup>th</sup> , 16 <sup>th</sup> , 23 <sup>rd</sup> , & 30 <sup>th</sup> Time: 6:00pm – 8:00pm CE Contact Hours: 8



## COURSE DESCRIPTION

### Reflective Supervision: Learning by Viewing and Doing

In this interactive-collaborative, open and confidential one-day workshop, participants will become familiar with the reflective supervision process as the instructor demonstrates an individual supervision process (or possibly two) in a fishbowl about participants' own dilemmas, followed by debriefings.

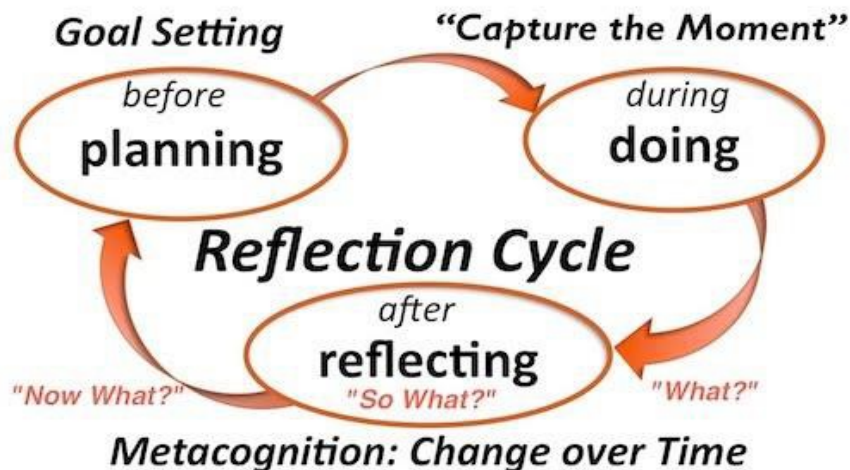
Participants will:

- Recognize and know the choreography that all reflective supervision sessions have
- Better understand and use principles of reflective supervision
- Realize that it is possible to be a boss and reflective supervisor simultaneously
- Become increasingly familiar with the wide range of issues which can be productively worked through in reflective supervision

#### Who should sign up for this workshop?

Anyone, student or graduate, from any profession or system, especially those which serve children six-years and under. Others who want to improve their supervision skills and understanding are also welcome.

SCHEDULE	
FALL 2017	SPRING 2018
Instructor: Dr. Shahmoon-Shanok, LCSW Date (s): Sunday Sept 17 <sup>th</sup> , 2017 Time: 11:00am – 5:00pm CE Contact hours: 5 <a href="https://goo.gl/forms/coF8A0ykKx4ScCV72">https://goo.gl/forms/coF8A0ykKx4ScCV72</a>	Instructor: Dr. Shahmoon-Shanok, LCSW Date (s): Friday, March 16 <sup>th</sup> , 2018 Time: 11:00am – 5:00pm CE Contact hours: 5 <a href="https://goo.gl/forms/Teq0W3jbID93wkju1">https://goo.gl/forms/Teq0W3jbID93wkju1</a>



# COURSE DESCRIPTION

## The Heart of Parent Development and Outreach

With an emphasis on typical parental functioning, this course will provide students with information on the different developmental models and theoretical constructs involved in understanding various aspects of family functioning---especially parental development over time and the evolving parent-child relationship --and their impact on parent development during their child’s infancy and early childhood. This course emphasizes typical development with sidelines in psychopathology for the express purpose of reaching parents and working with them and the dyad effectively. Using discussion-centered instruction, we will build a shared understanding and shared language. How to apply the knowledge in professional practice will also be cultivated with vignettes and discussion relating to participants’ own practice challenges, especially with outreach. Participants will continue to review their discipline and systems’ approaches to intervention through a nuanced lens that is developmental, body-based, social-emotional, trauma-informed, and attachment sensitive.

7

**Participants will:**

- Think about how to work towards parent’s understanding of their own role in their children’s development
- Recognize the provider’s impact upon parents and how to use it
- Learn to consider the primary dyad as a unit of observation and intervention
- Become more familiar with typical parent psychological development and about how to identify a parental need
- Become more able to do outreach with hard-to-reach parents
- Recognize the all-important role of system guidelines and of self-among all participants in our work, clinician-parent, parent-parent, and parent-child
- Recognize the importance of mutual effect, parent on child AND child on parent, as well as provider upon parent: Interpersonal Neurobiology.

**Who should sign up for this workshop?**

Anyone, student or graduate, from any profession or system, especially those which serve children six-years and under. Others who want to improve their supervision skills and understanding are also welcome.

SCHEDULE	
FALL 2017	SPRING 2018
Instructor: Dr. Shahmoon-Shanok, LCSW, Ph.D. Dates: Wednesday Oct. 11 <sup>th</sup> , & Oct.18 <sup>th</sup> , 2017 Time: 5:00pm – 9:00pm CE Contact Hours: 8 <a href="https://goo.gl/forms/3G80BMDyEMsp941r2">https://goo.gl/forms/3G80BMDyEMsp941r2</a>	Instructor: Dr. Shahmoon-Shanok, LCSW, Ph.D. Date(s): Wednesday Jan. 31 <sup>st</sup> , & Feb 7 <sup>th</sup> Time: 5:00pm – 9:00pm CE Contact Hours: 8 <a href="https://goo.gl/forms/fuhYRDeTahPCNTqq1">https://goo.gl/forms/fuhYRDeTahPCNTqq1</a>





## COURSE DESCRIPTION

### Family Centered Best Practices

Professional Associations, Office of Special Education Programs (OSEP) workgroups, and evidence-based research all recommend that Early Intervention professionals utilize family-centered best practices in their work with children and their families. The younger or more vulnerable the child, the more the child needs support within the context of her or his key caregiving relationships.

8

In this class, participants will:

- Deepen their ability to implement a strengths-based focus and techniques of embedded coaching in their work with parents
- Increase the reflection and growth-promoting aspects of interventions with parents
- Describe the roles of self-and mutual regulation, parallel process, reflection and reflective supervision among all participants in our work.
- Understand more about basic principles of other early intervention disciplines and their perspectives on working with parents.

#### Who should sign up for this workshop?

Anyone, student or graduate, from any profession or system, especially those which serve children six-years and under. Others who want to improve their supervision skills and understanding are also welcome.

SCHEDULE	
FALL 2017	SPRING 2018
Instructor: Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C) Date: Saturday November 18 <sup>th</sup> , 2017 Time: 11:00am – 5:00pm CE Contact Hours: 5 <a href="https://goo.gl/forms/rbn7LgCm0lJE5042">https://goo.gl/forms/rbn7LgCm0lJE5042</a>	Instructor: Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C) Date: Friday June 8 <sup>th</sup> , 2018 Time: 11:00am – 5:00pm CE Contact Hours: 5 <a href="https://goo.gl/forms/TwDaUxaonEbqyQb83">https://goo.gl/forms/TwDaUxaonEbqyQb83</a>



## COURSE DESCRIPTIONS

### Ten Tenets for Diversity-Informed Practice Introduction, Awareness and Communication within Individuals, Groups, Agencies and Schools

In our society within which issues of race, class, gender, sexual orientation, disability and immigration statuses are fraught with conflict and frequently saturated with historical trauma, the chances are that if diversity issues are not addressed deliberately, they will be played out unconsciously in ways that replicate injurious patterns or reproduce historical injustices. Intricately intertwined with both education and social-emotional health, the ten tenets for Diversity-Informed Practice are a set of guiding principles that raise awareness of inequity and injustice by empowering individuals, agencies and systems of care to identify and address social justice issues. Developing awareness and making change within ourselves, our groups and our schools requires relationship, reflection, patience, perseverance, safety-making and risk-taking for open dialogue. In this confidential session, the introduction of all ten Tenets is discussed. An in depth discussion on one tenet will enlarge awareness about both non-dominant and dominant ways of experiencing day-to-day life. Through the process of exploration, role-play, and observation, participants will learn skills to improve and enhance themselves, their groups, and their institutions.

#### Who should sign up for this workshop?

Anyone, student or graduate, from any profession or system, especially those which serve children six-years and under. Any others who want to improve their abilities at openness and awareness are heartily encouraged to join us.

SCHEDULE	
FALL 2017	SPRING 2018
Instructors: Rebecca Shahmoon-Shanok, LSCW, Ph.D. & Ms. Tonia Spence, LCSW, MS. Ed Date: Saturday December 9 <sup>th</sup> Time: 11:00am – 5:00pm CE Contact Hours: 5 <a href="https://goo.gl/forms/W0lTPqOlgXp1rxk93">https://goo.gl/forms/W0lTPqOlgXp1rxk93</a>	Instructors: Rebecca Shahmoon-Shanok, LSCW, Ph.D. & Ms. Tonia Spence, LCSW Date: Saturday June 23, 2018 Time: 11:00am – 5:00pm CE Contact Hours: 5 <a href="https://goo.gl/forms/TOUgmrvxoeby9vI53">https://goo.gl/forms/TOUgmrvxoeby9vI53</a>



# TRAINING SCHEDULE AT A GLANCE

## FALL 2017

### *The Heart of Child Development-(Typical & A-Typical Development)*

Instructor: Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C)

Date(s): Tuesdays Sept 12<sup>th</sup>, 19<sup>th</sup>, & 26<sup>th</sup> & October 3<sup>rd</sup>,

Time: 6:00pm – 8:00pm

CE Contact Hours: 8

<https://goo.gl/forms/T3oF7dLWQlzOYbVp1>

### *Reflective SUPER-Vision*

Instructor: Rebecca Shahmoon-Shanok, LCSW, Ph.D.

Date (s): Sunday September 17<sup>th</sup>

Time: 11:00am – 5:00pm

CE Contact hours: 5

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### *The Heart of Development and Outreach* Instructor:

Rebecca Shahmoon-Shanok, LCSW, Ph.D. Dates:

Wednesday Oct. 11<sup>th</sup> & Oct.18<sup>th</sup>

Time: 5:00pm – 9:00pm

CE Contact Hours: 8

<https://goo.gl/forms/3G80BMDyEMsp941r2>

### *Family-Centered Best Practices*

Instructor: Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C)

Date: Saturday November 18<sup>th</sup>

Time: 11:00am – 5:00pm

CE Contact Hours: 5

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### *Tenets for Diversity Informed Practice*

Instructors: Ms. Tonia Spence, LCSW, MS Ed & Rebecca Shahmoon-Shanok, LSCW, Ph.D. Date:

Saturday December 9<sup>th</sup>

Time: 11:00am – 5:00pm

CE Contact Hours: 5

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## SPRING 2018

### *The Heart of Child Development -(Typical & A-Typical Development)*

Instructor: Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C)

Date(s): Wednesday April 4<sup>th</sup> & Monday April 16<sup>th</sup>, 23<sup>rd</sup>, & 30<sup>th</sup>

Time: 6:00pm – 8:00pm

CE Contact Hours: 8

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### *Reflective SUPER-Vision*

Instructor: Rebecca Shahmoon-Shanok, LCSW, Ph.D.

Date (s): Friday March 16<sup>th</sup> 2018

Time: 11:00am – 5:00pm

CE Contact hours: 5

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### *The Heart of Development and Outreach* Instructor:

Rebecca Shahmoon-Shanok, LCSW, Ph.D. Date(s):

Wednesday Jan. 31<sup>th</sup>, & Feb. 7<sup>th</sup>, 2018

Time: 5:00pm – 9:00pm

CE Contact Hours: 8

<https://goo.gl/forms/fuhYRDeTahPCNTqq1>

### *Family-Centered Best Practices*

Instructor: Ms. Joaniko Kohchi, MPhil, LCSW, IMHE® (IV-C)

Date: Friday June 8, 2018

Time: 11:00am – 5:00pm

CE Contact Hours: 5

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### *Tenets for Diversity Informed Practice*

Instructors: Ms. Tonia Spence, LCSW, MS Ed & Rebecca Shahmoon-Shanok, LSCW, Ph.D. Date:

Saturday June 23, 2018

Time: 11:00am – 5:00pm

CE Contact Hours: 5

<https://goo.gl/forms/TOUgmrvxoeby9vI53>

**For Further Information Contact:**

**Patricia Gray, LCSW**

**Director of Continuing Education and Training**

**Tel: 212-396-7610, Email: Pg202@hunter.cuny.edu**

# CONTINUING EDUCATION PARTNERSHIPS

## CONTINUING EDUCATION CONTACT HOURS

The Silberman School of Social Work at Hunter College recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0148.

11

Hunter College-Department of Education

Hunter College- Department of Nursing

Hunter College- Department of Speech-Language Pathology & Audiology

Hunter College-Department of Physical Therapy





# CONTINUING EDUCATION AT SILBERMAN SCHOOL OF SOCIAL WORK

**FOR QUESTIONS REGARDING COURSES, PLEASE CONTACT:**

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**Early Intervention Training Catalogue Designed by:**  
Sabretta Alford, LMSW ([sabretta.alford@gmail.com](mailto:sabretta.alford@gmail.com))

