



DC:0-5™ Training: Extended Day Format

Description– This Extended Day (8:30am- 4:00pm, 5:00pm-7:00pm) comprehensive training on *DC:0-5™ Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood* targets clinicians and leaders from fields of mental health, health and early intervention. This training provides history and background around the need and development of a specialized diagnostic classification system for infancy and early childhood, approaches in diagnosis from an Infant/Early Childhood Mental Health perspective which is developmentally informed, relationship based, contextual and culturally competent. Participants will learn about the multi-axial approach to diagnosis as well understanding the contents of each axis including Axis I clinical disorders.

This Extended Day format allows clinicians to have in-depth knowledge of the approach and content of DC:0-5 and to practice application of this new nosology with the support of peers and Expert Faculty through activities and case-based learning which support their use of the many tools included in DC:0-5. In the full day section of the training, clinicians will learn content, approach and key highlights of each of the axes in DC:0-5 in diagnostic classification. There will be activities, video clips and case-based discussions to apply the knowledge shared. The evening session will focus on the use of a full case report in having clinicians formulate a multiaxial, diagnostic summary using DC:0-5. Discussions around differential diagnosis and comorbidity will be included in this portion of the training.

Only ZERO TO THREE offers this official DC:0-5™ Training. DC:0-5 Training is facilitated by select Expert Faculty who have the highest clinical, diagnostic and training expertise. Working in limited sized groups over the course of this extended day, the Expert Faculty have the opportunity to support, guide and clarify content for participants on a much more personal level through facilitating small group discussions, encouraging questions and reflections and preparing examples which are clear and relevant in clarifying content. Attendees will have the opportunity to participate in one Community of Learners' call following the training for peer to peer support and support of ZERO TO THREE.

Training Topics:

- History and Foundations of Diagnosis of Mental Health Disorders in Infancy and Early Childhood: Participants will learn about how diagnosis in infancy and early childhood has evolved over the years and its foundations in infant and early childhood mental health. This information will help clinicians understand the common concerns and misunderstandings about diagnosis in infancy and early childhood and recognize the efforts to promote early identification and service delivery for young children and their families while minimizing over pathologizing of what may represent variations in normal developmental or transient behavioral patterns in young children.
- Approaches to Diagnostic Formulation: Participants will learn about DC:0-5 approaches to

diagnosis which are developmentally sensitive, relationship-based, culturally aware and contextually grounded. The importance of thorough diagnostic assessment and of relying on a multi-axial approach to diagnosis is emphasized.

- Axis III – Physical Conditions and Considerations: Participants will understand the critical importance of including physical conditions and considerations in conducting diagnostic assessment in infancy and early childhood. Training provides an overview of Axis III including key categories for physical conditions and considerations. Discussion of direct and indirect effects of physical conditions in terms of mental health and development will be conducted and a case example and activity to assist participants in organizing Axis III impressions will be included.
- Axis IV – Psychosocial Stressors: Psychosocial stressors contribute greatly to the nature, course and treatment options of mental health and developmental disorders in infancy and early childhood. Participants will become familiar with categories of psychosocial stressors to be included in diagnosis through didactic presentation and group activities and will have an opportunity to use a case example to apply new knowledge of this axis.
- Axis V – Developmental Competence: There have been substantial changes to this axis from previous DC:0-3/3R publications. Participants will learn how DC:0-5 has expanded the developmental domains considered in understanding the infant/young child's developmental competence and how to rate and describe developmental competence considering the child's capacities to integrate developmental milestones across emotional, social-relational, language- social communication, cognitive and physical-motor domains. Participants will use a videotaped interaction to apply to use of the Developmental Milestones and Competency Ratings Table included in Appendix A of the DC:0-5 manual.
- Cultural Formulation for Use in Infancy and Toddlerhood: Cultural context and implications is explored throughout DC:0-5 but in particular, the inclusion of the Cultural Formulation for Use with Infant and Toddlers Table that is part of the DC:0-5 introduction provides an important outline for consideration of cultural assessment for the young child's diagnosis and care. Participants will engage in several activities to highlight the importance of cultural formulation in the use of DC:0-5.
- Axis II – Relational Context: Participants will learn to conduct the expanded Axis II rating to capture the relational context of the infant/young child's life; examining both key caregiver-infant/young child relationships as well as understanding the context of family relationships as well by examining the caregiving environment and infant/young child adaptation. Participants will use sample video clips to support their observations and use of the ratings outlined in DC:0-5 and will also work in small groups using a case report to discuss Axis II impressions and diagnostic summary.
- Axis I – Clinical Disorders: This training provides an overview of all diagnostic categories and their respective disorders highlighting several of the newest disorders in more depth. Discussions, case vignettes will be used to highlight several of the disorders in Axis I. At the conclusion of the training, participants will be required to refer to the case report provide and discuss Axis I diagnosis(es), sharing differential diagnostic considerations, impressions around comorbidity, and cultural formulation.

Relationship of DC:0-5 with DSM-5 and ICD-10: Participants will learn about similarities and differences among the three major nosologies.

Training Modality: This training is offered to clinicians as an intensive learning experience in which participants are not only exposed to key concepts but learn how to use the content and tools included in DC:0-5 in their practice. Training will be provided with adult learning principles and sensitivity to learning styles in mind. In addition to didactic presentation, participants will learn from relevant video clips, case vignettes/reports, large and small group discussions, activities and reflection. These activities are meant to deepen learning by allowing clinicians to apply knowledge and build peer networks and reliability. Handout materials will be provided and all participants are required to have the DC:0-5 manual which will be used and referenced throughout the extended day. Upon completion of the Extended Day DC:0-5 training, clinicians will have a thorough understanding of the approach and content of DC:0-5 and will be able to begin to use this nosology in their practice as their license/role allows.

Learning Objectives for DC:0-5™ Training: Infant and Early Childhood Mental Health clinicians and advanced practitioners who participate in this training will:

1. Understand the background and benefits of the diagnostic classification of mental health and developmental disorders of infancy and early childhood (DC:0-3 through DC:0-5)
2. Examine how key concepts and definitions of infant and early childhood mental health align with the design and development of DC:0-5.
3. Understand the importance of relational, developmental and contextual approach to diagnosis and diagnostic formulation.
4. Learn how diagnosis is informed by comprehensive, ongoing clinical assessment and contributes to clinical formulation.
5. Learn about the multiaxial system used in DC:0-5.
6. Explore cultural considerations and use of the Cultural Formulation for Use with Infants and Toddlers Table included in DC:0-5.
7. Learn the approach to Relational Context through Axis II and become familiar with tools to examine Caregiver Dimensions, Contributions of the Infant/Young Child to the Relationship and Caregiving Environment Dimensions (family focus).
8. Understand the importance of considering physical conditions and both direct and indirect effects of physical conditions on emotions, behaviors and family dynamics.
9. Become familiar with categories of psychosocial stressors and the notion of cumulative risk.
10. Understand the importance of describing the infant/young child's developmental competence as well as areas of deficit and unevenness among developmental domains.
11. Become familiar with Clinical Disorders included in DC:0-5™, with special focus on new disorders.
12. Examine the relationship between the three major nosologies: DC:0-5, DSM-5 and ICD-10.