# Monday, October 16th, 2017

## Session #1 9:45 – 11:15

### 1.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL Audrey Maddox, Business Analyst, OCDEL*
*Beverly Hajek, PELICAN Provider Help Desk, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

### 1.02 Supporting Children's Social and Emotional Growth Through Anti-Bias Education, K3.3 C2

*Steven Erwin, National Early Childhood Specialist, Kaplan Early learning Company*

Bias begins at an early age and if not addressed can continue for a life-time.Bias is defined as a tendency to believe that some people, ideas, etc., are better than others which can lead to bulling, name calling and treating others unfairly. Most educators will agree bias is a learned behavior. As we support children's social and emotional growth, it is important for teacher to understand how this learning can support the anti-bias education. This session using "Anti-Bias Education for Young Children and Ourselves" will explore, reflect and identify strategies that will connect social and emotional growth to anti-bias education.

### 1.03 Coaching: Connect to Content and Resources, D6.2 C2

*Julia Gest, Program Developer, Pennsylvania State Better Kid Care*

Providing quality professional development through coaching is a key factor in improving the knowledge and practice of ECE professionals. Connecting the coaching process to content and teacher practice supports the foundation for better child outcomes. Resources that support the coaching process and connect content to the learner's goals and action plans are an important part of a continuing professional development plan. This session will highlight resources to support coaches in their role, as well as how those resources align to the updated 2017 Keystone STARS Program Performance Standards. The alignment of coaching resources to ERS and CLASS will also be highlighted.

## 1.04 After School Quality (ASQ)" From Buzzword to Game Plan, D6.4.C2

*Claudia Hunold, SAC Manager, Community Services for Children, Inc. Northeast Key Shasta Wagner, Education Director, Cambria County Child Development Corp*
*Betsy Saatman, TA Specialist/SAC Initiatives, Pa Key*

ASQ (After School Quality and CQI (Continuous Quality Improvement) are hot topics and critically important. Come and learn how to engage a team in the process: involving stakeholders, selecting and using tools to collect data, setting goals, and taking action. This interactive workshop will illustrate the process developed by NIOST (National Institute On Out Of School Time) by highlighting programs that are using the approach.

## 1.05 Making Change Stick: Moving Research into Practice, K6.6 C3

*Donna Miller, EITA Consultant, PaTTAN Aimee Newswanger, EITA Consultant, PaTTAN*

As we move to implement new philosophies and ideas into practice, our teams come to these changes with a continuum of attitudes, ranging from excited, to curious/cautious, to resistant. Furthermore, all members bring a diverse range of skills, expertise, and experience. In addition to these adaptive challenges, as leaders we are faced with technical challenges such as funding, space, and schedules. Thus, meaningful change takes time. Implementation science provides us with a road map to support an action plan to work through the various challenges we encounter as we begin, but also support planning for future sustainability. This session will provide a brief overview of this process as your presenters share their adventures with the process.

## 1.06 Determining the True Cost of Caring for Children, D6.10 C3

*Tracy Weaver, Outreach Coordinator, PennAEYC Tyrone Scott, Director of External Affairs, Delaware Valley Association for the Education of Young Children*

What is the true cost of caring for children? It definitely amounts to more than the combination of reimbursements and copays. This session will help you take a look at your facility's budget to help you determine your true cost of care. With that in mind, we will discuss possible steps you can consider to achieving the true cost of caring for children.

## 1.07 Inclusion Builds Better Programs, K1.7 C2

*Wendy Whitesell, Inclusion Builds Better Programs, PA Key*

A panel discussion on Inclusion with providers and administrators (Early Learning and Early Intervention) to better understand how including children with diverse abilities can be supported, as well as the positive impacts on all children, their families and the providers who care for them.

### 1.08 Communication Lab: Practicing Empathy, K5.9 C2

*Myka Piatt, Training & Curriculum Development, Temple University Harrisburg*

Empathy has been shown to be a key ingredient in effective help-giving relationships as well as supervisory relationships. The ability to use active listening and reflection to understand a person's feelings is not one that comes naturally to most of us. In this interactive workshop participants will practice reflecting empathy and giving and receiving feedback from colleagues.

### 1.09 Exploring Moral Literacy and the Implications for Meaningful Dialogue through Ch, K5.5 C2

*Dipali Puri, Professor, Lincoln University*

Participants will have the opportunity to discuss the value of integrating children's literature in their classrooms.

### 1.10 Impacted for Life--Early Brain Development, K 1.4 C2

*Cindy Sunderland, Education Service Coordinator, SUM Child Development Tammy Ozlanski, Gift Planning Advancement Office & SUMCD Board Member, Susquehanna University & SUM Child Development*

The impact of experiences in the first three years of life effects the brain for a lifetime. Come discover the correlation between early brain development and future outcomes for children.

### 1.11 Moving and Learning Strategies to Increase Instructional Support, K2.14 C2

*Brandon Williams, Owner/Operator, Early Childhood TLC*

This session will provide physical activity strategies that improve teacher-child interactions and promote higher order thinking. Components of the I am Moving, I am Learning (IMIL) initiative and CLASS will be highlighted; however, this is a great session for providers who may not have previous training with either of these tools. Come experience all new songs and activities to integrate movement based learning experiences into your daily routine while focusing on instructional support. Be prepared to laugh and have fun while getting down to something called the Pre-K Nae-Nae! "Now watch me whip! Now watch me nae-nae!"

### 1.12 Staffing, Recruitment and Onboarding, D8.11 C2

*Henry Boyer, CEO & President, Boyer Management Group*

In this session participants will complete a self-assessment of current staffing practices, learn the overwhelming cost of a bad hire and how to plan for the successful recruitment of qualified candidates. Participants will learn how the hiring process affects the quality of hire and how to screen applicants and read resumes and applications to find the right candidate.

### 1.13 Becoming a Breastfeeding Friendly Child Care Program, K7.1 C2

*Nikki Lee, lactation consultant, Philadelphia Department of Public Health*

Participants will learn to perform a review of existing practices and current compliance with the requirements for the Breastfeeding Friendly designation for their program. They will also assess key areas where improvements are necessary in order to support breastfeeding mothers and babies. They will prioritize areas where improvements are needed and establish a supportive breastfeeding policy. Assure all staff are aware of and follow the policy. Strive for Breastfeeding Friendly Program to meet long-term public goals of reducing overweight and obesity.

### 1.14 Music, Movement and Mindfulness, K1.4.C2

*Alessandra Gonzalez, Infant and Toddler Specialist, SERK Lisbeth Ramos, Infant and Toddler Specialist, SERK*

Music and movement is an everyday activity in infant and toddler rooms. However, sometimes teachers may think turning on a radio in the background is sufficient. This workshop will show teachers the developmentally appropriate and varied ways to use music and movement in their classrooms. By being mindful and intentional we can use music and movement in active and calming activities.

### 1.15 Summit Panel: Working with a Health Consultant, D7.5 C2

*Maureen Murphy, Director of Member Engagement, PACCA*

Panel consisting of ECELS representative, early childhood Health Consultant, and a Director of a program that utilizes a Health Consultant will discuss experienced from their individual perspectives. Significant participant interaction will be encouraged in asking questions and sharing their experiences, successes, challenges.

### 1.16 Federal Early Learning Policy Panel #1, K6.10 C3

*Diane Barber, Executive Director, PACCA*

This is the first in a series looking at the impact of Federal Early Learning Policy on Pennsylvania Early Learning Policy and the providers, staff, families and children that access programs.

### 1.17 Parenting "Brown Bag" Program at the Library: A Win-Win, K3.9 C2

*Connie Schulz, Family Outreach Specialist, State College Area School District Paula Bannon, Children's Services Librarian, Schlow Centre Region Library*

Offering parenting discussion programs at the library provides a great opportunity to reach out to pre-K parents and English Language Learners. Piggybacking on the library's Toddler Learning Center program, we are able to offer childcare utilizing PSU volunteers in the TLC space during the parenting session.

## Session #1 Extended 9:45 – 1:00

### 1.18E Using Data to Increase Inclusive Practices, K4.10 C2

*Mary Anketell, Program Manager, Early Intervention Technical Assistance Michael Brink, Program Manager, Early Intervention Technical Assistance*

Early Intervention (EI) Leaders have a great deal of information about where young children are receiving EI services. However, EI Leaders may not have had the time or resources to dive into the data and use it to increase the inclusive practices provided in their program. Come to this workshop to hear an EI Leader provide an example of how their EI Program used critical questions and data analysis to identify strategies to promote inclusive settings. The second part of the workshop will provide a hands-on opportunity for EI Leaders to review and analyze their own data, and use the results to develop strategies for building more inclusive opportunities for young children with disabilities. Participants are encouraged to bring a computer with access to their program data for use in the hands-on portion of the training.

### 1.19E Nature Immersion in the Early Years, K2.10 C3

*Tracy Doughtie, Director, The Forest Ridge School*

A look at nature immersion in education programs for young children. WE will analyze and discuss the benefits of nature and unstructured outdoor play. Participants will evaluate nature education from the perspective of: children, families, and educational settings. Finally, participants will assess and learn practical ways to implement nature immersion ideas and activities in various educational settings.

### 1.20E Growing Your Teachers (and parents) through T.E.A.C.H., D8.13 C2

*Mary Graham, Executive Director, Children's Village Amy Friedlander, Consultant, Independent Consultant*

TEACH is a critical resource to assist the current Early Childhood Education workforce reach professional and educational goals without incurring debt, and, thereby, also a support for quality improvement through the Keystone STARS system. TEACH requires multiple commitments from providers, and directors need to understand the value of and strategies for complying with these financial and human resource requirements. This workshop will present strategies for building your center's teaching staff, as well as making your agency's staff much more diverse. Discussion includes success stories impacting staff and families.

### 1.21E Current and Emerging Trends in Early Childhood Education, K6.5 C3

*Deb Lawrence, Asst Professor, Delaware County Community College Jean Allison, Asst Professor, Delaware County Community College*
*Melanie Wursta, Professor of Education, Lehigh Carbon Community College*

Come to this interactive session and discuss current and emerging trends and issues. This gathering is open to all those who work in the early childhood profession from early intervention, Head Start, Early Head Start, Social Service Agencies, early childhood professionals, leaders, and administrators. Round table discussions on current trends and emerging issues will be facilitated by representatives of the higher education two year college community. Bring your "hot topics"

### 1.22E Beginning Conversations about Race and Culture in Early Childhood Settings, K3.3 C3

*Betsy Manlove, Professor, Lock Haven University Kweli Archie, Program Quality Assessor, SE Regional Key*

This is the first of a two-part raining. The training will begin conversation about race,religion and culture with the group first deciding on ground rules to support productive dialog. We will consider the construction of the concept of race/racial identity and religion/religious identity as well as messages we received about race and religion as children. We will explore the experience of being White and Christian in America as well as the history of America from the perspective of People of Color and non-Christians. Policies and institutional structures will be examined for equity back stories. The impact of these policies will be linked to equity and social justice today.

### 1.23E Monitoring and Tracking Health Requirements in Early Childhood, K7.6 C2

*Toussaint Morgan, Region 3 Head Start Health Specialist, ICF*

Collaborating discussion around the guidelines and mandates that guide tracking and monitoring of health requirements in Early Childhood programs and share strategies that participants have used to implement monitoring and tracking activities in their programs.

### 1.24E Observation: An Essential Tool in Assessment, K4.14C1

*Meghan Strickland, Lead PreK Counts Teacher, The Cuddle Zone Learning Center*

Children demonstrate an unpredictable array of discoveries, emotions, and levels of energy daily. Each child is unique and complex and sometimes difficult to comprehend. As teachers it is important for us to know our children as they develop and grow. By using observation as a tool, we acquire knowledge about our children and help them grow in their learning. This workshop will provide home/center or school age practitioners with the knowledge of what to observe, how to observe and how to use information from observation in planning and instruction.

### 1.25E Effective Parent Teacher Conferences, K3.9C2

*Cyndi McAleer, Preschool Program Supervisor, PA Key*

Do you dread parent teacher conference days? Want to create a positive experience for the parent, child and you, but not quite sure how to accomplish it? This workshop will invite participants to create an environment for effective parent teacher conferences through discussion, sharing, demonstrations and activities.

## Session #2 11:30 – 1:00

### 2.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

### 2.02 Your Guide to Being Less Stressed Through Meditation, Gratitude and Awe, K7.5 C2

*Lorrie Delp, EHS Site Support Specialist, Capital Area Early Head Start Audrey Smith, Education Coordinator, Capital Area Head Start*

This session will share wellness and self-care information with staff to begin a journey to a more balanced, happier, less stressed life! Ideas shared will include research to why meditation works, some short practice meditations, information on how gratitude journaling can be helpful as well as unplugging and experiencing awe in nature.

### 2.03 Messy STEM: Adding in the A-Art Activities with a STEM Focus, K2.15 C2

*John Funk, Clinical Professor, University of Utah*

The workshop will focus on the thinking processes that children use during STEM-based appropriate art activities. Emphasis is placed on the process the children are experiencing rather than a 'cutesy' final product. This workshop will also give the attendees an opportunity to participate in and create a number of projects to develop first-hand experience in what thinking skills are involved in appropriate art activities. This is a make and take session where the participants will take their completed projects home as examples of activities appropriate for their early childhood classroom.

### 2.04 A Higher Education Perspective on Preparing Diverse Practitioners for PD, K6.2 C3

*Fran Langan, Dean, School of Professional Studies, Keystone College Joyce Avila, Bilingual Coordinator, Keystone College*

Navigating professional development experiences, which are credit bearing, is not a simple task for diverse learners. To promote success, the provision of an array of services prior to engagement, which are specific to student needs, has the potential for promoting persistence and retention in higher education. This workshop uses a case study approach to examine practices that promote continued commitment in professional development.

### 2.05 Accurate Data and Extra Time with HatchSync powered by GOLD, K4.9 C2

*Lindsay Lipscomb, Supervisor of Head Start Classrooms, Allegheny Intermediate Unit 3 Sandra Bush, Hatch Early Learning Consultant, Hatch Early Learning*

Learn how HatchSync powered by GOLD delivers accurate data for math and language objectives, while giving teachers an average of 5 hours of time BACK per week, and encouraging autonomy in students. Hear our successes from administration, teacher, student and parent perspectives.

### 2.06 Evaluating Your Employees' Performance, D8.12 C3

*Dawn Martini, HR/Child Care Specialist, Ronald V. McGuckin and Associates*

This workshop will focus on the importance of conducting accurate employee performance appraisals. Participants will be presented with legal issues and suits which have risen from inaccurate appraisals. Discussion will include the link between an employee's job description and the performance appraisal. Participants will also learn how to prepare for and present a performance appraisal to the employee. Strategies and employment policies for dealing with employees who refuse to sign for receipt of a performance appraisal and/or disagree with the assessment given will be presented. Participants will discuss the value of having the employee conduct a Self Appraisal prior to the presentation of the employer's appraisal as well as having employees conduct a performance survey for supervisors.

**2.07 Coaching in Head Start and Early Head Start: Cases, Concerns, Considerations, K7.6 C2**

*Kathleen Murphey, Early Childhood Specialist, Reegion III HS Training and Technical Assistance Nertwork Sheri Prince, Early Childhood Specialist, Region III Head Start Training and Technical Assistance Network*

This brainstorming and networking session for Head Start/EHS coaches who are using Practice-Based Coaching looks at how coaches can assess and strengthen their own practices in order to strengthen educators' use of effective practices. Participants will examine coachees' and coaches' learning needs and styles, and will use case discussions to explore strategies for getting past some common hurdles in the coaching relationship.

**2.08 Lessons Learned in Year 1 of Philadelphia Universal Pre-K Intiative, K6.10 C1**

*Alexandra Patterson, Director PHLpreK Intermediary, PHLpreK at Public Health Managment Corporation Julie Beamon, PHLpreK Provider Engagment Coordinator, City of Philadelphia Mayor's Office of Education*

Philadelphia is a more diverse, safe, educated, and thriving city than it has been in decades. But its potential for future progress will be held back until all children, regardless of race, ethnic or socioeconomic backgrounds are ready to succeed in school. Quality Pre-K programs can close the gap and such programs result in a powerful return on investment for both child and family outcomes. Of the 42,000 3- and 4-year olds in Philadelphia, more than 32,000 (76%) are eligible for state or federally funded quality programs based on their family income of 300% of the federal poverty level or lower. Only 15,185 are in quality, publicly funded Pre-K programs. This leaves a gap of more than 17,000 children in need of affordable, quality Pre-K. This session will provide an overview of the first year of implementation of Philadelphia's Universal Pre-K initiative, highlight lessons learned and future directions.

**2.09 Stable Housing is Essential for Child Development and Healthy Families: An Infan, K3.5 C2**

*Tracy Duarte, Director, PA Head Start State Collaboration Office Joe Willard, Vice President, Policy, People's Emergency Center*

In the US one has a greater likelihood of being in a public shelter as an infant than at any other age and, in fact, children age five and younger are over represented in public shelters and represent half of all children served. This is disturbing since recent advances in our understanding of child development have highlighted the critical importance of stability and security in the early years. Further, the infant mental health perspective promotes strong, secure attachment relationships as the foundation for health and learning, yet housing insecurity stresses parents, causing depression and inhibiting the ability to be fully available in relationships. In this session we will discuss the impact of homelessness and housing instability on child development and parenting and on the parent-child relationship and what strategies and resources might be employed to optimize secure attachments and promote healing and growth.

### 2.10 Social Strategies You Can Access Just When You Need Them--BYOD, K2.13 C1

*Susan Zeiders, Project Manager, Early Intervention Technical Assistance*

This session will explore online social and emotional resources that are available to help you address the needs of your staff, children or the families you serve. Match content and format to find just what you need, just when you need it. Bring your own device (BYOD) so that you can dig in and play. Examples will be tools to prevent suspension and expulsion, coaches kits that are matched to observation results, guides for families about teaching self control, and more.

### 2.11 Farm to ECE 101: Engaging Young Children with Gardening and Local Foods, K7.12 C2

*Kelsey Porter, Project Coordinator, The Food Trust Isel Otero-Vera, Project Coordinator, The Food Trust*
*ECE Staff TBD*

Overview of farm to early care basics, covering the three pillars of practice: local food procurement for meals and snacks, agriculture and nutrition ed, and gardening. With perspective from regional facilitators and from on-the-ground practitioners.

### 2.12 Addressing Family Contexts Through Case Studies, K1.2 C2

*Glenna Zeak, Associate Professor, Dr.*

Explore diverse family case studies, discussing family issues (such as language, culture, divorce, academics, etc.) and how educators can support these families.

### 2.13 Federal Early Learning Policy Panel #2, K6.10 C3

*Diane Barber, Executive Director, PACCA*

This is the second session devoted to exploring the impact of Federal Early Learning Policy on Pennsylvania policy, providers, staff, families and children.

### 2.14 Top 10 Most Cited Regulations, D8.8 C2

*Jamila Dashiell, Certification Supervisor, OCDEL Sadira Thigpen, Certification Supervisor, OCDEL*
*Gina Williams, Certification Supervisor, OCDEL*
*Frances Love, Certification Supervisor, OCDEL*

We will poll all regions to get top five most cited regulations from each region. We will use this information to compile a list of the 10 ten most cited regulation across the state. We will define the regulations. Speak to preventing future violation of the regulations and how to create a proper plan of correction. We will also speak on maintaining compliance of the regulations.

# Session #3 1:15 – 2:45

### 3.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

### 3.02 A View from Another's Perspective, K5.3.C2

*Shasta Wagner, Education Director, Cambria County Child Development Corp.*

Participants will learn about how people view issues from different views. Participants will learn diverse communication strategies to bridge differences in perspectives to improve communication to meet the needs of the listener.

### 3.03 Assessing for Effective Teaching and Leadership Skills and Hiring the Best Staff, K6.9 C2

*Andrea Seidman, Education Consultant, Advanced Education Concepts Kathryn Kim, Director, A Child's World Early Age Education*
*Tina Kearney, Director of Operations and Schools, A Child's World Early Age Learning*

Your staff members are essential to the success of your school and organization. You will have the opportunity to define your priorities when hiring a new staff member according to the latest research on the most effective skills needed for an amazing teacher and supportive member of your early learning program's team. This session discusses the results of a study based on the necessary skills for early childhood staff and introduces a 3-Step hiring process, based on these defined skills. This process will help to ensure you are interviewing the best possible match for your team and that you are assessing your present staff according to these skills. All participants will develop their own interview questionnaire and staff assessment rubric according to their school's priorities and needs.

### 3.04 You, Me, and the ECERS-3, K2.4 C2

*Natalie Grebe, Regional Program Quality Assessor, PA Key Bobbi Philson, Regional Program Quality Assessor, PA Key*
*Megan Pittsinger, Regional Program Quality Assessor, PA Key*

Do you have an inquiring mind and want to know the most frequently asked questions the Program Quality Assessors hear relating to the ECERS-Third edition (ECERS-3)? Do you have questions about the developmentally appropriate practices and opportunities for individualized teaching intertwined throughout the tool? Are you wondering how the information collected during an ECERS-3 observation can inform your quality improvement work? Join the conversation as a panel of assessors share their insight and knowledge, address those frequently asked questions, and pose your ECERS-3 questions as we play the game "Ask the Assessors."

### 3.05 Yikes Math!, K2.14.C2

*Claudia Hunold, SAC Manager, Community Services for Children, Inc. Northeast Key*

Unfortunately, math has a bad rep in afterschool. In this workshop, we will explore fun math activities that not only develop competency and a positive attitude towards math, but also encourage confidence in math skills.

### 3.06 Opening up to Change in Your Classroom: Learning from Coaches, TA, & Supervisors, K6.3 C1

*Leigh Anne Kraemer-Naser, Director, Curriculum Solution Center*

Participants will embrace the role of teacher as learner as they explore strategies for enhancing their professional practice by working with other early childhood professionals. Participants will discuss how to professionally accept feedback from colleagues, supervisors, mentors, coaches and/or TA professionals and use that information constructively in the classroom. Techniques for asking questions to better understand feedback and synthesize evaluation will be discussed. Finally, participants will define acceptable situations where a teacher and supervisor can "agree to disagree" without coming off as resistant or defensive.

### 3.07 Bilingual I/T Environments: Supporting Language & Learning, K3.3 C2

*Takeisha Edmonds, Early Childhood Specialist, ICF*

Participants will examine their thinking with regard to dual language learners against facts contributed by research, to enhance practices when caring for bilingual infants and toddlers and working with their families.

### 3.08 Putting Research and Policy into Practice: How the Division for Early Childhood, D2.7 C3

*Donna Miller, EITA Consultant, PaTTAN Lisa Gragg, EITA Consultant, PaTTAN*
*Julia Slater, EITA Consultant, PaTTAN*

Research and experience continue to expand our understanding of how young children grow and develop. The OCDEL Policy Statement on Inclusion, put into effect July 1 expresses OCDEL's vision to support families and their children. With so much new information and expectations, how do we find time to stay informed, analyze the information, and continuously move research into our practice? This session will explore the Division for Early Childhood's (DEC) Recommended Practices. Participants will investigate free tools, available online. The tools will assist in the implementation of these practices and increased engagement with children and families.

### 3.09 Accepting Individual Differences and Social/Emotional Development, K2.13 C2

*Cynthia Mitchell, President, RichSoil Alliance Michael Garzella, Vice-President, RichSoil Alliance Lori Cooper, Ed.D. Wilkes University*

The workshop will provide valuable exercises and strategies to help individuals understand the importance of accepting student's individual differences and how to empower children based on the Pre-K through Grade 2 social and emotional standards. Come and experience a genuine understanding of these innovative strategies and allow all students to learn the skills they need to be successful in today's world.

### 3.10 The Impact of Bias, K3.3 C2

*Myka Piatt, Training & Curriculum Development, Temple University Harrisburg*

"She shouldn't have an iPhone, she's on food stamps." We all make judgments about people in situations different from our own. This interactive opinion challenging workshop will have participants exploring their own attitudes and beliefs about poverty while discussing the impact of the Fundamental Attribution Error. Participants will learn and practice practical strength-based techniques to improve relationships. Cultural Humility will be introduced as a strategy for addressing bias and cultural differences.

### 3.11 The Adverse Childhood Experiences Study (ACES), K3.5 C2

*Christin Smith, Project Director, Going Places*

According to the CDC, childhood experiences, both positive and negative, have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. As such, early experiences are an important public health issue. Much of the foundational research in this area has been referred to as Adverse Childhood Experiences (ACEs). ACEs can be prevented. There is life after ACEs - healing & building resilience comes with knowledge and understanding of trauma. Peace 4 Crawford is working to build a Trauma Informed County in Crawford County, PA. Presentation composed by Parkside Psychological Associates, LLC. Learn more about preventing ACEs in your community.

### 3.12 Five Counterintuitive Principles to Drive Everyday Passion in ECE, K6.5 C2

*Henry Boyer, CEO & President, Boyer Management Group*

Each of us is a prisoner of our own paradigms (the beliefs that shape the way we think about our world). Yet history shows that the greatest leaps forward come when we break through conventional thinking and adopt counterintuitive models. This course presents, in a keynote format, five counterintuitive principles that have the potential to revolutionize the way you tackle ECE center issues and relationships.

### 3.13 ECE Education Pathway: CDA to AA to BA in PK-4 Certification, K6.5 C2

*Amy Friedlander, Owner, Amy Friedlander Consulting Amy Saia, Education Curriculum Coordinator, Community College of P hiladelphia*

The Child Development Associate (CDA) is a critical professional certification that also supports education degree attainment for ECE teachers. During this workshop the presenters will provide an overview of the CDA program landscape in greater Philadelphia and describe the seminal role that the CDA plays in establishing an education pathway for ECE teachers. We will discuss how the CDA fits within and relates to Community College of Philadelphia's two-year ECE degree program, and how that Associate's degree fits within Drexel University's Bachelor's PK-4 Certification degree program. Presenters will define the various fundamentals of this "nesting" approach to educational degree attainment, such as TEACH agreements and program-to-program articulation, and will also provide information on how this approach has been incorporated into Philadelphia's new ECE Apprenticeship Program.

### 3.14 Supporting Children With Challenging Behavior, K1.4C2

*Debra Riek, Education Coordinator, WITF*

Working with children with challenging behaviors can be challenging in itself. This workshop will discuss factors that impact children's behavior and ways to mitigate behaviors and feelings that may get in the way of children's success.

### 3.15 Federal Early Learning Policy Panel #3, K6.10 C3

*Diane Barber, Executive Director, PACCA*

This is the 3rd workshop in a series of sessions devoted to exploring the impact of Federal Early Learning Policy on Pennsylvania policy, providers, staff, families and children.

### 3.16 Understanding Y Generation, K6.7 C2

*Rose Snyder, Director of Member & Affiliate Relations, PennAEYC*

In this course, we will examine questions about generational differences in the workplace. It is important to better understand the needs and differences of various generational age groups so that professionals are best able to communicate and support children. We will discuss the influences of various generational differences as well as the often mistaken assumptions we have regarding specific age groups. This course is designed to challenge your current beliefs about various age groups and challenge you to think differently about generational differences to best support continuous quality improvement of the professional. Please Note: This workshop is being presented a 2nd time during Session #13 from 1:14 - 2:45 on Wednesday, October 18th.

**13.17 Leveraging Parents and Caregivers as ECE Advocates, K3.06 C2**

*Elizabeth Farwell, Program Manager, Delaware Valley Association for the Education of Young Children*

It often happens that Caregivers develop conflict with their ECE program for reasons beyond the control of the director or teacher. Often, the cause of the perceived conflict is related to funding streams, national standards, and social policies. These systems can all be changed with public input, yet many parents of young children are not vocal in speaking out for high-quality systems to surround young learners in the United States. Leveraging the passion and concern of these adults toward the broader ECE picture can help them learn more about the issues at stake and find their voice as an advocate for their child. Programs develop strong relationships with families by helping caregivers shift their focus from in-classroom issues, to the root of these issues in a collaborative effort. By joining together around high-quality early education, families and providers can create a truly dynamic partnership that supports and nurtures young learners.

## Session #3 Extended 1:15 – 4:30

**3.18E Creating a Vibrant Early Childhood Education Business, D8.2 C2**

*Robert Gundling, Senior Consultant, Better Futures, LLC Jahi Davis, Senior Consultant, Better Futures, LLC*

This workshop will be a combination of a presentation about the connection between the capacity to continuously improve the early childhood program and services offered by an organization or Provider and implementing a financial management plan to be able to always have the financial resources to remain in business and grow the business.

**3.19E Family Child Care: Creating High Quality and Success in a Home Away From Home, D6.11 C1**

*Kris LeBeau, Family Child Care Owner/Director/Teacher, The Art of Play Early Learning Academy*

Family Child Care providers offer unique, one of a kind programs. Their programs are built on personal experiences, family values, and the diversity around them. Learn how to keep your program unique and a "home away from home" for the children you serve while providing high quality care by taking a moment to think on a child's level. Learn what being a professional in the early childhood education field looks like inside your home, and learn how to tie it all together to make your family child care a successful business. We will talk about the new Keystone STARS standards, FCCERS, and FCC CDA and what they look like in *your* FCC; as well as how to keep your home still a home while maintaining theses high standards.

### 3.20E Promoting Healthy Habits with Music and Movement, K7.2 C2

*Linda Carson, Founder, Choosy Kids*

This session will introduce a unique approach to supporting the development of healthy behaviors using movement and music. Research will be shared that supports using music as a teaching tool. Songs designed specifically for promoting nutrition, physical activity, and oral health will be introduced. Participants will experience songs and activities that can extend learning in the classroom and at home. Special focus will be on introducing new vocabulary and using movement and music across all areas of curriculum. Participants will be actively engaged throughout the session Ample time for discussion and sharing will be provided.

### 3.21E Public Benefits- Helping Low Income Families Achieve Economic Stability, K3.4 C2

*Sheila Forrester, Family and Community Development Coordinator, Capital Area Head Start Bill McLaughlin, Paralegal, Public Benefits Specialist, North Penn Legal Services*
*Peter Zurfliehg, Attorney, Community Justice Project*

This workshop will provide an overview of public benefit programs, such as TANF cash assistance, SNAP, LIHEAP, Subsidized Child Care and Medical Assistance, and will include updates on what we now about possible changes in these programs under the new federal administration. We will cover how these programs serve as a safety net for low-income families, as well as opportunities these programs offer parents to pursue education and training that can lead to jobs at family sustaining wages.

## Session #3 3:00 – 4:30

### 4.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

### 4.02 Safe Sleep Practices for Infants, K 7.1 C1

*Erin Callihan, EHS Specialist, PA Key/OCDEL EHS Megan Fickes, EHS Supervisor, PA Key*

This workshop will explore the latest research and recommendations around safe sleep practices for infants. Key definitions and terms will be reviewed along with the risk factors associated with SIDS and other causes of infant death. Participants will learn about the components of a safe sleep environment and will leave with resources to share with staff and families.

### 4.03 Hidden Gems: Teacher Leaders Are the Heart of a Program, K6.9 C1

*Cherie Crosby, Professor, Manor College*

This workshop will help teachers take a view of how they can engage in teacher leadership in and outside the classroom. The workshop will review teacher leadership dispositions, barriers to and how to increase teacher efficacy within their programs.

### 4.04 Developing a Comprehensive Outreach System, K5.1 C1

*Cindy Sunderland, Education Service Coordinator, SUM Child Development Brooke Penepacker, Enrollment & Outreach Manager, SUM Child Development*

Intentionally developing a comprehensive outreach system to support the referral processes promotes increased opportunities for expansion of services to children and families. Since 2012, SUMCD has been intentional in developing strategies to effectively expand the outreach process. In this workshop, the processes and strategies for effective outreach will be discussed.

### 4.05 Conflict Resolution in an ECE classroom, K2.13 C1

*Beth Huertas, Trainer-Curriculum Specialist, Southeast Regional Key @PHMC*

Conflict resolution in an ECE classroom can be challenging. This workshop assist teachers in being proactive in helping children solve their own problems. We discuss how to identify problem solving strategies, involving both adults and children, help children develop social-emotional skills including self- regulation, conflict resolution, social problem solving and mutual respect.

### 4.06 Making Sense of Number Sense: Teaching Early Numeracy, K2.14 C3

*Leigh Anne Kraemer-Naser, Director, Curriculum Solution Center*

In this course, participants will look at the development of number sense infant through PreK. The session begins with an overview of the developmental sequence of skills in early numeracy as supported by NAEYC, National Council of Teachers of Mathematics (NCTM), and the PA Early Learning Standards. Using this information, participants then assess sample learning experiences based on the level of developmentally appropriate outcomes. Finally, participants will create appropriate learning activities for group instruction and center-based play.

### 4.07 Critical Combinations: Blending Multiple Funding Streams to Address Quality ECE, D8.7 C3

*Fran Langan, Dean, School of Professional Studies, Keystone College Heather Shanks-McElroy, Professor, Keystone College*
*Keely Kettel, Teacher, Lackawanna Trail School District*

Blending multiple funding streams to address programming is a critical need in the early childhood education field. The financial component of quality is not fully addressed and programs are under-resourced. This workshop will use a case study approach about a four-year program, operating as Camp Connections, to illustrate leverage of multiple funding sources to provide highly qualified staff and quality programming for at-risk children.

### 4.08 Managing the Next Generation of Early Learning Professionals: The Millenials, K6.7 C2

*Dawn Martini, HR/Child Care Specialist, Ronald V. McGuckin and Associates*

There are four generations in the workplace today, each with its own unique characteristics, values and morals. The characteristics that define each generation shape how they respond and interact with their managers.This workshop will look at key strategies for managing employees from the millennial generation and beyond. Participants will examine and problem-solve the limitations their own expectations and unique view of the world place on their management style

### 4.09 Speaking for the Baby, K1.1 C2

*Roger Phillips, Program Mental Health Consultant, PA Key/Private consulting practice*

This workshop will describe, demonstrate and practice the 'speaking for the baby' strategy for interacting with parents and babies. It has been used most often in home-visiting contexts but can be used in other settings as well. It is a technique for supporting the baby-parent relationship that is designed to contribute to parents' reflective functioning. Attendees will have the opportunity to view videotaped infant-parent interactions and practice the technique. We will discuss the larger contextual, dynamics, and relationship issues involved in implementing the 'speaking for the baby' strategy.

### 4.10 Integrating Nutrition and Wellness Education in Your Early Childhood Classroom, K7.3 C2

*Ginny Streckewald, Early Childhood Education Manager, Childcraft Education Rose Gioia-Fine, Subject Matter Expert, CHILDCRAFT Education*

The PA departments of Health, Education and Human Services have worked together to provide programs and initiatives with the goal of improving nutrition and increasing physical activity in schools and ECE centers. This session will highlight some of the resources and explore strategies for integrating wellness throughout the day and across content areas with young children.

### 4.11 Teaching Foundational Math and Reading Skills Through Interactive Read Alouds, K5.5 C2

*Jessica Redcay, 2nd Grade Teacher, Hempfield School District*

Young learners are engaged during interactive read alouds. When phonemic awareness, phonics, and number sense instruction are embedded into the interactive read aloud then students strengthen foundational reading and math skills in a fun and authentic way. At the end of the session, teachers of students in pre-kindergarten through second grade will leave with practical ideas to implement into their classroom.

### 4.12 Cool, Calm, and Collected: Activities to Bring Calm to the Chaos, K1.4 C2

*Sarah Brown, Associate Professor, IUP*

Whether you began the year with a difficult class, have lost control of your class, or your students are just excitable because of an awesome lesson or activity, we all could use a few strategies to regain composure in the classroom (and your sanity!). This workshop will focus on being cool, calm, and collected in our classrooms.

### 4.13 Families Learn Through Play, K2.12 C2

*James Saunders, Family Services Coordinator, Pittsburgh Public Schools Rhonda Harrison, Board Member, Children, Youth and Families*

When designing activities for preschool students adult caregivers should be considered. Not only do young children learn through play; the adult caregivers learn also. Fathers, mothers and adult caregivers can make a difference in how a child learns by enhancing what they already do. Playing with children and encouraging them to explore is part of what families do when they are with children. A mother's or father's interactions can be different than other family members and so is the way they play with children. This workshop will share ways for families to learn with children through fun activities and support skills they have naturally.

### 4.14 Yogarate_:Yoga and Martial Arts for the 21st Century Child, K1.9 C2

*Ron Shuali, President, Shua Life Skills*

(Pronounced Yoga-Rah-Tay) The participants will be introduced to a movement system that incorporates age appropriate martial arts and yoga while teaching essential life skills like respect and belly breathing. The Yogarate class begins with the high energy, body strength building, respect filled martial arts class and flow smoothly into yoga with a few sun salutations followed by an age appropriate calming meditation. By the end of the workshop, the participants will be able to teach a full 30 minute Yogarate class. Namastahyah!

**4.15 Individualizing Professional Development and Mentoring to Help Teachers Implemen, K6.12 C1**

*Natalie Pickett, Professional Development Trainer, Teaching Strategies*

This session aims to give coaches, mentors, and administrators a greater understanding of the coaching role along with practical strategies for improving their work with teachers and caregivers at all levels of implementation. Participants will discover ways to enhance the quality of their coaching and tailor it to the individual strengths, needs, and opportunities they observe in their programs.

**4.16 Your Voice Matters, K6.10 C3**

*Amber Fields, Community Impact Manager-Education, United Way of the Capital Region*

This workshop will give a global outlook at advocacy, then bring it home on a more local level of how to advocate for early education in your area. It will show people the difference between advocating and educating, and will provide them with useful tools to advocate and teach others to advocate.

**4.17 Administrative Relationships For SAC, K3.9C2**

*Betsy Saatman, TA Specialist, PA Key*

Administrative Relationships For SAC This course will share the importance of administrative relationship with parents, school and the community. How do we build and sustain these relationships, how do these correlate to SACERS and the new ASQ Process. Participants will strategize a plan to get started on their relationship building

**4.18 Federal Early Learning Policy Panel #4, K6.10 C3**

*Diane Barber, Executive Director, PACCA*

This is the final session in a series devoted to exploring the impact of Federal Early Learning Policy on Pennsylvania policy, providers, staff, families and children.

## Session #4 Extended 3:00 – 6:15

### 4.19E PBS-EdCamp, K6.5 C2

*Cathy Cook, Manager, Education Projects, WQED Multimedia Gina Masciola, Manager, Education Projects, WQED Multimedia*

Conversation, Collaboration and Change: Building together using the Edcamp model. The Edcamp model is based on participant-driven conversations. Participants share their questions, best practices and challenges. The time will be based on the interests of the people who come, giving them a voice in what is discussed. They are in charge of the conversations. It is about peer-to-peer collaboration, rather than powerpoint presentations.

### 4.20E How to Tell if a Child is Getting Excellent Mental Health Treatment, K3.5 C2

*Steve Kossor, Executive Director, The Institute for Behavior Change*

The program will be based on the presenter's 40+ years of experience as a provider of mental health treatment and behavioral support for children. Challenges presented by Managed Care, State & County governments and private insurance carriers will be described, with solutions that have been successfully implemented since 1996. The presenter will explain how his model of Behavioral Health Rehabilitation Services has been successful in treating children with Autism spectrum disorders, ADHD and other disabling conditions that are becoming increasing common in childhood based on treatment outcome studies conducted by independent researchers at four different educational institutions since 2007. A statistically significant association was found by all four researchers between the receipt of the presenter's treatment processes and reduction in physical aggression, safety deficits, communication deficits, noncompliance with adult prompts and socialization deficits in children. Funding for this treatment is available in PA regardless of family income.

### 4.21E Continuing Conversations about Race and Culture in Early Childhood Settings, K3.3 C3

*Betsy Manlove, Professor, Lock Haven University*

This is the second of a two-part training. The training continues with an examination of young children's identity development relative to race and religion and discussion of classroom strategies for addressing biases. We will end with discussion of ways to plan supportive environments for children and families. Emphasis will be given to the importance and value of enlisting and including families in the process. Participants will identify barriers and strategies to support family/teacher interaction/communication and will examine how programs support diverse children and families.

# Session #5 Extended 4:45 – 6:15

### 5.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

### 5.02 Establishing a Food Emergency Protocal, K7.12 C2

*Thomas Greene, Publisher, Greene Bark Press Inc*

Power point presentation on establishing an emergency food protocal including what should go into an emergency or backup food kit. There will be a practical demonstration of using (and eating) survival food

### 5.03 The Use of the Family Check-Up in Head Start and Early Start, K3.5 C2

*Daniel Shaw, Distinguished Professor of Psychology, University of Pittsburgh Anne Gill, Co-Director, Center for Parents and Children, University of Pittsburgh*

The workshop will introduce the Family Check-Up, a brief, evidence- and family-based preventive intervention for promoting school readiness and self-regulation skills among low-income children. Combining motivational interviewing to engage hard-to-reach families with evidence-based parent training methods, the FCU has an extensive research base documenting improvements in parenting, maternal depression, conduct and emotional problems, as well as school readiness and achievement. Relying heavily on assessment of children's and families' strengths and weaknesses, and using video feedback to promote change, the FCU has an extensive research base to support its use during early childhood. Past research has been conducted using WIC and primary care, but recent initiative include the use of Head Start and Early Head Start as attractive platform to meet the needs of at-risk children and their families. Workshop attendees, including prevention and intervention staff, administrators, and policymakers are all encouraged to attend.

### 5.04 Integrating Unplugged Coding Instruction Across the Content Areas with Young Lea, K2.16 C2

*Jessica Redcay, 2nd Grade Teacher, Hempfield School District*

Young learners become familiar with computer science by participating in integrated, unplugged coding activities. Young learners can learn to code through hands-on activities that are unplugged from technology. Further, the foundational ideas of coding can be integrated across the content areas. At the end of the session, Pre-Kindergarten through Second Grade teachers will have a toolbox of coding activities to use with their students.

### 5.05 Think Outside the Sandbox, K2.11 C2

*Stuart Sackett, Owner, Playgrounds Etc, LLC Terrie Sackett, Owner, Playgrounds Etc, LLC*

A fun hands on comprehensive workshop discussing playground safety and developmentally appropriate outdoor activities for children. We will briefly discuss the seventeen different types of play and learning settings, nature related materials, objectives of your outdoor play environment, The Dirty Dozen, eco-therapy, and Seven reasons you should be outside right now.

### 5.06 Social Media Marketing for the Child Care Industry, D8.17 C2

*AJ Jain, Co Founder / Trainer, myKidzDay, LLC Kelly Mittal, CEO, myKidzday, LLC*

Millennial parents are the most connected and technology dependent population and spend over 17 hours per week on social network. Simply put, social media marketing is part of doing business in the new millennium. Child care centers hoping to market to this demographic have no choice but to leverage social media or risk falling behind their competition. This session will jumpstart the attendee's efforts to formulate and implement their social media strategy. After attending this training, the participants will know: ? Most effective Social Media platforms for the child care industry ? Best practices for using Facebook ? How to schedule facebook posts according to their desired cadence and theme.. ? What is "SEO" ? How to advertise on Google and Facebook ? Explain what is a responsive website or email ? What's the best strategy for Yelp reviews ? How to email like a pro

### 5.07 Shared Reading: The Bridge to Reading, K5.5 C2

*Jodie Shell, Professional Learning Specialist, GrapeSEED USA*

Shared Reading gives students the "keys to the kingdom" in literacy. Come and share a hands-on workshop building a 10 day shared reading plan with a big book. We will walk through the how and why behind shared reading. We will also take a look at the power of keeping the same big book for multiple exposures. The 10 day plan will include strategies for comprehension, phonemic awareness and phonics, as well as language structure. It is about looking at how to use a big book, shared reading poems, and alphabet charts as powerful teaching tools to achieve student sucess and meet instructional goals.

**5.08 Integrating Comprehensive Authentic Assessment with Inquiry-based Curriculum, K4.10 C2**

*Jane Miller, Sr. Program Manager, Pearson Clinical Assessment*

Participants will explore the process of observing, documenting, and assessing performance and work products, using Work Sampling Online within the context of a fully integrated curriculum, that builds upon curiosity and awakens the scientist and explorer in each child. The Work Sampling System helps teachers develop professional skills and improve instruction through an ongoing authentic assessment cycle. We will explore a new approach of streamlining teachers' work flow to integrate lesson planning, observation, and classroom experiences for quality developmental assessment and robust reporting.

# Tuesday, October 17<sup>th</sup>, 2017

## Session #6 9:45 – 11:15

### 6.01 Inclusively Transitioning Families To and Through School, K3.7 C2

*Mary Mahoney-Ferster, Early Care and Education Program Specialist, The Arc of PA, Include Me*

Early childhood to KG is just the beginning...Join us as we explore strategies to inclusively engage the Family, School and Community in the Transitions to and through the school process.

### 6.02 Child Care Providers: See What Provider Self Service Can Do for You, K8.16 C1

*Joe Maldonado, Business Analyst, OCDEL Leslie Shaw, Human Services Program Specialist, HS Div Plcy, OCDEL*
*Diane MIchel, Human Services Program Specialist, HS Div Regltry Admin, OCDEL*

This session is to give Child Care Providers an overview of what is available through Provider Self Service (PSS). Specific features that will be reviewed in PSS are the use of subsidized on-line attendance and specifically automatic attendance uploads, eCorrespondence, Child Care Renewals and other features that will allow providers to spend more time in the classroom and less time doing paperwork!

### 6.03 Reports for Head Start Leaders Part 1/4, K6.5 C3

*Blair Hyatt, Executive Director, Pennsylvania Head Start Association Yasmina Vinci, Executive Director, National Head Start Associaiton*

This workshop is the first of a 4 part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the Federal, state and local level. The series is facilitated by PHSA Executive Director, Blair Hyatt, and will include a number of guest speakers providing reports with a follow-up question and answer period.

### 6.04 Phonemic Awareness at Play, K5.12 C2

*Michelle Kimmy, Instructor, Edinboro University Betty Dean, Teacher, YMCA of Greater Erie, PreK Counts*

Young children learn best through play. Phonemic awareness and play can be easily integrated into the literacy curriculum of early childhood classrooms. Participants of this session will discuss the importance of play in the early childhood classroom as well as the crucial foundation of phonemic awareness. Also, participants will explore multiple strategies and activities to implement in the early childhood classroom (birth through age 8) to support the phonemic awareness of students.

### 6.05 Strengthening Student Success Through Family Engagement, D3.1 C3

*Deb Lawrence, Asst Professor, Delaware County Community College Amy Saia, Asst Professor, Community College of Philadelphia*

This session will highlight Kristie Kauerz's P-3 Framework on Family Engagement. Student success is strengthened when families are actively engaged. Learning how to reach these outcomes will be addressed through developing strategies of mindfulness and metacognitive practice. This session will include active participation, case studies, and discussion.

### 6.06 Family Child Care: Overcome Barriers to Lead Fun Physical Activities, K7.2 C2

*Jill Cox, Program Development Specialist, Better Kid Care Diane Craft, Professor of Physical Education, SUNY Cortland*

Family child care providers face unique challenges in offering and participating in physical activities with the children in their care. This session provides practical, economic solutions to the barriers that can influence a family child care provider's ability to lead successful physical activities whether the issue is space, cost, or provider ability. Hear how family child care providers can implement these ideas. Learn about additional free physical activity resources.

### 6.07 Incorporating Farm-to-ECE into the The Creative Curriculum_, K7.13 C2

*Isel Otero-Vera, Project Coordinator, The Food Trust Leslie Martinez, Academic Director, Grace Kids Academy*

Farm-to-early care and education (ECE) learning experiences provide children with important and fun opportunities to explore healthy eating, growing food, and farming. Farm-to-ECE activities can be seamlessly woven into current daily routines, learning environments, assessment practises, and family partnerships. Come and learn how teachers can use The Creative Curriculum_ strategies and activities to provide meaningful learning opportunities that build on children's curiosity and innate interest in food and the world around them.

### 6.08 Fine Motor Skills in Infants and Toddlers, K1.7C1

*Casey Pataki, Infant/Toddler Specialist, Pa Key*

This workshop will be provided for Center-based practitioners and offer strategies to encourage the development of fine motor skills, helping them develop a better understanding of the importance of fine motor skills beyond writing and cutting. Practitioners will be given take home activities and resources for use in fine motor development in their facility. With the knowledge of child development, this event, and the resources provided, practitioners will be able to facilitate fine motor acquisition more effectively with the children in their care.

**6.09 Nothing Else Matters: Infant-Caregiver Attachment, K1.1 C2**

*Roger Phillips, Program Mental Health Consultant, PA Key/Private consulting practice*

This workshop addresses the cardinal achievement of early infancy: infant-caregiver attachment. We will address the developmental pathways leading to this achievement and the factors that contribute ultimately to differences in quality of attachment. We will examine differences in attachment and the developmental consequences that arise from those differences. We will view videotape interactions of babies and their caregivers revealing differences in their relationship histories and attachment categories. We will examine some of the contexts that occur during infancy and the challenges they pose for relationships and attachments (e.g., out-of-home care, secondary attachments, foster placements, timing of transitions, etc.). We will try to dispel some of the myths and misunderstandings regarding attachment.

**6.10 Promoting Positive Classroom Experiences Utilizing the Image of the Child, K2.13 C2**

*Laura Segatti, Professor, Lehigh Carbon Community College Melanie Wursta, Professor, Lehigh Carbon Community College*
*Elizabeth Lipman, Director Early Learning Lab School, Lehigh Carbon Community College*

Participants will experience all the strategies our lab school uses to promote positive outcomes of development for preschool children.The Image of the Child Discussion (A Reggio Guiding Principle) will demonstrate how the strategies used in all areas of the classroom environment support development, self esteem, self regulation, resiliency, problem solving and more.

**6.11 It's Never Too Early to Be Someone's Champion, K3.7 C2**

*Barbie Jones, District ECE Liaison, Derry Area School District Jan Gebicki, CIZ Grant Manager, United Way of Southwestern PA*

Looking for ways to make meaningful connections with your future students and their families? Join us as we share our journey of championing for children beginning at birth. Over the past several years, the Derry Area School District has made early childhood education a priority on our literacy continuum. Our connections with incoming students and their families have never been stronger. Surrounding our youngest learners with literacy and helping our families ensure their children enter preschools and kindergarten ready to learn has been one of the most rewarding experiences of our careers. And this investment in our community's future will pay dividends for years to come. Join us as we highlight our initiatives including: Birth to age 2 programs, parent engagement, preschool partnerships, interactive book themed literacy experiences, and our free in-home kindergarten-readiness program.

### 6.12 Captain of the Ship: Sailing your school to success with compassion and strengt, K8.1 C3

*Ron Shuali, President, Shua Life Skills*

Directors can transform into cooks, diaper changers, salespeople and teachers depending on the situation in front of them. Having that flexibility allows for greater success. Participants will learn new skills to increase their knowledge of sales, management, and effective communication and the one secret on how to hire and keep the most qualified teachers in the harsh world of preschool turnover. All while laughing through the workshop.

### 6.13 Solutions for Families: Building Positive Relationships -A PBIS Approach, K3.5 C2

*Heather Powell, Home Visitation Specialist, PA Key*

This workshop will focus on the importance of building positive relationships with children in the home setting. Participants will utilize the power of positive encouragement to help support parents in the home. This workshop is designed for anyone who works directly with families including: home visitors, teaching staff, and family support staff. In order for children to be successful, they need a foundation of positive relationships. Through discussion and interactive activities, we will explore specific strategies that families can use immediately to strengthen relationships with their children. Participants will also receive resources to share with their colleagues and families.

### 6.14 Representing Diversity During S.T.E.A.M. Instruction, K2.11 C2

*Laurie Strouse, Supervising Preschool Teacher, Penn State*

This professional development workshop provides educational professionals with an understanding of developmentally appropriate expectations for teaching young children science within the context of S.T.E.A.M. It examines how teachers' own experiences with science impact their practice, and encourages professionals to embark on a path toward supporting open-ended and child-led activities aimed at fostering exploration and discovery. It specifically focus's on embedding strategies to help girls see themselves as competent in these areas and looks at ways to showcase the contributions of under-represented groups.

### 6.15 Lets Chat SAC, K6.10 C3

*Betsy Saatman, TA Specialist, PA Key*

We will come together as a unit to chat through our current SAC work. We will share strengths and ides, probe challenges and determine needs.

### 6.16 Creativity in Early Childhood: Resources to spark the imagination, K1.8 C2

*Laura Strong, Assistant Professor, Indiana University of Pennsylvania Michelle Amodei, Assistant Professor, Slippery Rock University*

This workshop will focus on providing creative resources for practitioners to use with young children in order to facilitate creativity. The resources include technology, hands-on learning, examining multiple intelligences, and visual/auditory stimulation, as well as small and large group interaction. Participants will explore multiple approaches to igniting and supporting creativity in young children. These include the use of technology through current apps, "anti-coloring" pages, story-writing/telling prompts, sensory bags, and more.

### 6.17 If You See Crazy Coming Down the Street, What Do You Do? Research on the adult brain can help you stay cool (and even happy) in difficult situations, K6.4 C1

*Holly Elissa Bruno, Author*

Negative forces can push an educator's buttons as we aim to stay upbeat: whining, gossip, disrespect, dishonesty, condescension or demands that feel overwhelmingly. What if you could prevent your buttons from being pushed, or at least quickly regain professional perspective when they do? Good news: Your brain has the capacity to help you step away from drama, face conflict with confidence, and find underlying solutions to difficult problems. By practicing bounce-back strategies one step at a time, you can triumph over negativity. Work is a joy again when you know how to use your brain to stay cool under pressure.

### 6.18 Child Care Resource and Referral

*Melissa Libertini, Human Service Program Specialist, Office of Child Development and Early Learning Nancy Buczeskie, Human Services Program Specialist Supervisor, Office of Child Development and Early Learning*

Group discussion for CCIS partners to assist in identifying local and state wide resources for families in order to be in compliance with CCDBG requirements.

### 6.19 Scaffolding Mathematics using Montessori's Philosophy, K2.2.C3

*Minnette Taylor, PQAS Director of Education, Mini Montessori Academy*

Maria Montessori believed that the children can absorb mathematical concepts naturally. She recognized that there were sensitive periods in the child's development whereby the acquisition of mathematics was eagerly and joyfully explored through indirect preparation and repetition of activities with concrete, scientifically developed didactic materials.

# Session #6 Extended 9:45 – 1:00

### 6.20E Ever Wonder Why Children Do the Things They Do, K2.10 C2

*Mina Bapat, consultant, Early Intervention Technical Assistance Peggy Hoffman, Clinical Supervisor of Occupational & Physical Therapy, Bucks County Intermediate Unit*

Children demonstrate different styles of learning that can be influenced by the way they react and respond to sensory stimuli. These reactions are a result of the way their brain processes this information. In this session we will explore the range of sensory processing patterns that affect our preferences for activities and how to engage all children in an inclusive learning environment.

### 6.21E Through the Hearts of Teachers Build the Minds of Children, K7.5 C1

*Steven Erwin, National Early Childhood Specialist, Kaplan Early learning Company*

Today's teachers run the risk of becoming technicians. This presentation will address and reflect on challenges that teachers face today and explore strategies that will keep their focus on children. This presentation will address core values, stress and leadership models that will keep teachers engaged in building the minds of children. The session will validate the hard work teachers are asked to do each day. They will have a new perspective what their works means to their community and hopefully a new commitment to their work.

### 6.22E Danielson for Directors: Tips, Tricks, and Tools, D6.5C2

*Jacquelin Foultz, Preschool Program Specialist, PA Key*

The Educator Effectiveness System established by Act 82 of 2012 (22 Pa. Code _19.1) requires a particular evaluation process for teachers working within local education agencies (LEA), which may include teachers within Pennsylvania Pre-K Counts classrooms. In addition, the Pennsylvania Department of Education and Human Service's Office of Child Development and Early Learning, in an effort to implement consistent policies across all program types, will require all Pennsylvania Pre-K Counts Instructional Level I teachers to be evaluated utilizing a similar model. Our goal in this training is to provide an overview of the framework and provide directors with the tools to conduct effective walk-throughs that provide essential pieces of evidence.

### 6.23E Enacting Good Beginnings: Unpacking the NAEYC/NCTM Recommendations, K2.2.C3

*Patricia Joergensen, Associate Professor of Education, Holy Family University*

This session will present the recommendations of the NAEYC /NCTM position paper: Early Childhood Mathematics:Promoting Good Beginnings. The session will focus on the ten recommendations for teachers and other key professionals who work with 3-6 year olds through the lens of a geometry unit. Resources, strategies and implications for incorporating the recommendations of Promoting Good Beginnings will be discussed.

### 6.24E Present Teach Reinforce for Young Children - An overview, K2.9 C3

*Aimee Newswanger, Consultant, Early Intervention Technical Assistance*

The Prevent Teach Reinforce for Young Children (PTR-YC) is an evidenced based process in supporting the children who exhibit challenging behaviors. The time will be spent learning the functional behavior assessment process that focuses on methods of prevention, instruction and reinforcement. Participants will engage with the tools provided in the book and be provided with opportunity to practice the PTR-YC process. All information provided in this session comes from the book, Prevent, Teach, & Reinforce for Young Children (Dunlap, et al, 2013).

### 6.25E Color Me Healthy, K7.3 C2

*Judith Patterson, Nutrition Safety Trainer Advisor, Cenclear Child Services*

Increased rates of childhood obesity prompted a serious look at children's eating habits and lifestyle choices. This lesson provides instruction on using the award-winning Color Me Healthy curriculum and supplementary materials to promote healthy eating and physical activity among preschool children. Read the content, review the videos, and complete reflection assignments to obtain strategies to incorporate nutrition education and physical activity into the early childhood setting. (K7.3 C2, CDA 1) 2 hours

## Session # Special 9:45 – 4:30

### 6Spec CCIS Track Subsidized Child Care Regulations Training, D8.1 C3

*Terry Wade, Bureau Director, Pennsylvania Office of Child Development and Early Learning Karen Mercadante, Division Chief / Policy, OCDEL*
*Nancy Buczeskie, Policy Supervisor, OCDEL*
*Shana King, Program Specialist, OCDEL*

Pennsylvania's regulations for the Subsidized Child Care Program are being amended to support the Child Care and Development Block Grant. This training is targeted to the local Child Care Information Services responsible for managing the state's subsidized child care program, Child Care Works. Training will include information on the new regulations and the corresponding system changes in PELICAN. CCIS trainers should plan on attending.

## Session #7 11:30 – 1:00

### 7.01 What is Infant Mental Health Endorsement and Why Does it Matter?, K6.6 C1

*Brandy Fox, ECMH Project Manager/PA Project LAUNCH, PA Key*

Come learn about a new competency and endorsement system that is available in Pennsylvania for the many professionals who work with infants, toddlers, and their families. Infant Mental Health Endorsement is a way to verify the expertise of those who work with this population. Endorsement applies to a multidisciplinary field including mental health therapists, social workers, caseworkers, early intervention specialists, early childhood professionals, home visitors, public health nurses, occupational and physical therapists, and others. This system organizes a set of standardized competencies that professionals must meet in order to become endorsed, ensuring that families receive high quality, specialized services and that providers are recognized for their advanced expertise.

### 7.02 ELN Make Over - see what's New!, K8.16 C1

*Susan Stump, Business Analyst, OCDEL Audrey Maddox, Business Analyst, OCDEL*
*Beverly Hajek, PELICAN Provider Help Desk, OCDEL*

Only 1 session is needed. We cannot have a conflict with our Child Care workshop on 10/17 due to same staff needed for support.

### 7.03 Reports for Head Start Leaders Part 2/4 - RIII OHS, K6.5 C3

*Blair Hyatt, Executive Director, Pennsylvania Head Start Association Brenda Hewitt, Regional Program Manager, RIII OHS*

This workshop is the second of a 4 part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the Federal, state and local level. PHSA Executive Director, Blair Hyatt, will facilitate a conversation with RIII OHS Regional Program Manager, Brenda Hewitt (invited).

**7.04 The Benefits of Yoga & Mindfulness in the Classroom, K1.4 C2**

*Holly Keich, ERSEA Coordinator / Owner, Capital Area Head Start & Om Baby Pregnancy & Parenting Center*

Yoga's benefits can extend off the mat and into the classroom to support a holistic learning experience for each child. Anti-bullying, health and wellness, and character education initiatives are common themes in American schools today, all focusing on educating the whole child. Learn to simple ways to incorporate yoga and mindfulness in your classroom during the day or devise plans for after school enrichment programs. In this workshop you'll be provided details about the benefits of yoga for children and the information, tools and resources to bring yoga and mindfulness to your program or school to create a peaceful, productive learning environment. Come prepared to move as we'll be practicing the yoga that we preach.


**7.05 Ways We Advocate for Families and Children, K3.6 C1**

*Jennifer Seigworth, FAmily Advocate, GECAC Robin Howell, Adjunct Professor, Edinboro University*

This training would focus on communication and collaboration with families. Sometimes early childhood practitioners must reflect on their perceptions of parents in the family. They may need help in finding the right (respectful) questions to ask parents. They may be looking for ways to advocate and coach them. Also, we will discuss an aspect of emotional child abuse.


**7.06 Intentional Teaching that Supports Play Based Learning, K2.14 C2**

*Patti Jo Wilson, Professional Development Specialist, Lakeshore Learning Materials*

Intentional teaching does not happen by accident. It is planned, thought out, and purposeful. We will explore how intentional teachers use knowledge, judgment, and expertise to organize learning experiences for children. Recognizing opportunities and learning to take advantage of them is a skill that will be practiced during the training.

**7.07 Changing the LEARNING TRAJECTORIES of ALL children, K1.3 C3**

*Ruth Payne, Clinical Consultant, Elwyn SEEDS Ilene Goy, Director of Autism Services, Elwyn SEEDS*
*Katy DiLossi, Quality Improvement Analyst, Elwyn SEEDS*
*Elizabeth Downs-Bond, Parent Partner/Adviser, Elwyn SEEDS*
*Tim Harvey, Director, Quality Improvement, Elwyn SEEDS*

We are delighted to share lessons learned from Elwyn's successful Early Childhood/ Early Intervention Institutes and our "Distributed Practices" itinerant special education service delivery framework. This triadic model merges the skills of EC with EI and Caregiver Support. Our goals are to build the capacity of EC and EI programs and services via collaboration, modeling and coaching of evidence-based best practices. We will focus on strategies designed to respond to challenges that interfere with preschoolers' abilities to profit from curriculum and instruction due to the following concerns: social/emotional behaviors, communication, attention, and rate of learning. Participants will be provided with the following: (1) a Rubric of Performance Indicators to self-evaluate the fidelity of implementation of the model, (2) a DVD with a wealth of concrete, narrated, make-and-take learning center strategies, all for under $10, (3) a matrix to help understand roles, and (4) scripts with recommended strategies to overcome barriers.

**7.08 Philadelphia's Early Childhood Education Teacher Preparation Initiative, K6.5 C2**

*Natalie Renew, Managing Director, Early Childhood Education Group, Public Health Management Corporation Amy Saia, Assistant Professor, ECE, Communty College of Philadelphia*

Three organizations in the Philadelphia region recently collected data from ECE employers, ECE employees, and Institutions of Higher Education in order to document challenges in the ECE workforce and offer possible solutions. The development of a local set of IHE teacher preparation program standards was based on the anecdotal and survey data collected, and these ECE IHE Gold Standards were then presented to the IHEs. Subsequently, the Gold Standards were cross walked with NAEYC accreditation standards, metrics for achievement of standards were created, and the standards are being piloted at Community College of Philadelphia. Other teacher preparation initiatives that are in process as a result of the study include: the development of a website that supports field placement; the enhancement of the state's T.E.A.C.H. higher education directory to include several Gold Standards; an ECE apprenticeship program ; and an alternative certifiation program to support relieve local shortages of certified P-4 teachers.

**7.09 Serving Young Children Experiencing Homelessness, K1.3 C3**

*Andrea Sheesley, ECYEH Region 6 Coordinator, ARIN Intermediate Unit Sonia Pitzi, ECYEH Region 3 Coordinator, Lincoln Intermediate Unit*

During the 2015-16 school year, almost 28,000 students in Pennsylvania were identified as experiencing homelessness. About 7,000 of these children were birth - 2 years of age through Kindergarten age. The trauma of poverty, instability and residential mobility can be very damaging to young children's development, and negatively impact their future success in school and in life. Learn how you can effectively support these children and their families experiencing homelessness.

**7.10 DOTS - Developing Opportunity Through Socializing, K3.1 C2**

*Vincentina Taylor, President, Waveline Direct/Childcore Publishing Patricia Standish, Founder/Coordinator, New York State Community Action Angels*

Recent studies clearly demonstrate the need for a targeted discussion with children on the subject of newcomers to the U.S. This interactive workshop will help participants bridge a storybook experience to the communication of facts and an active discussion of prevailing worries and prejudices. Learn how to help all children, new and native, understand the value of differences, recognize likenesses and seize the opportunity for new friendships. Discussion will include how to help children cope with the stress in redefining self during the transition from home culture to school culture; how to promote adaptation of American values and customs and the maintenance of traditional values and customs through activities and conversation. Walk away with all the tools you need, at no cost, to encourage all children to take pride in their heritage; to blend but let their uniqueness shine through.

**7.11 Mentoring Matters, K6.12 C3**

*Tonia Breech, Oak Ridge Consultants LLC Grace Ann Hogan, Executive Director, Day Nursery Association*

Mentoring is one of the oldest forms of influence and knowledge sharing. It's also a tool that organizations can use to nurture and grow their people, and it's gaining in popularity. As organizations strive to retain hard earned experience and wisdom, they are turning to mentoring programs as a form of interpersonal knowledge management. This workshop will provide an overview of Mentoring as a vital professional development tool any organization can utilize to retain and develop their top talent.

**7.12 Using the Ounce Scale to Observe and Assess Infants and Toddlers, K4.10 C2**

*Jane Miller, Sr. Program Manager, Pearson Clinical Assessment*

This presentation will provide an overview of Ounce. Through discussion, and demonstration, the presentation will build understanding of using Ounce and Ounce Online to help care providers, teachers, and parents become keen observers of developmental milestones. Participants will learn the Ounce structure that enables teachers, care providers, and parents observe a range of relevant behavior to better assess the child's development, build professional skills, improve quality, and strengthen relationships with children and families.

**7.13 Discover the CLASS_ System: Learning about, Measuring, and Improving Interaction, D8.12 C3**

*Sara Diamond, Regional Director, Teachstone*

You've probably heard of the CLASS measure, but did you know that it's part of the larger CLASS system? Join Teachstone_ experts to discover how organizations like yours are using the CLASS system to learn about, measure, and improve the effectiveness of teacher-child interactions. We'll use videos, discussions, and activities to explore ways you can put the CLASS system to use in your work improving teaching and learning.

**7.14 It Doesn't Have To Be Cute: Why Art Exploration Matters, K2.1C3**

*Debra Riek, Education Coordinator, WITF*

This workshop will discuss the value of process art for children's development and how to interpret process art to families. We will also talk about ways to use recycled materials to reduce costs associated with process art.

**7.15 Mad Scientist! Fun and Easy Science Experiements for the Classroom, K2.15 C2**

*John Funk, Clinical Professor, University of Utah*

This workshop will focus on using hands-on experiments and activities to support the developmentally appropriate science standards for preschool and kindergarten. After identifying the appropriate skills, the participants will be able to see examples of experiments that explore ideas for getting children engaged in science discovery and inquiry. The participants will also be given ideas for creating engaging and fun learning centers, with the emphasis on independence, while supporting skill development.

## Session #8 1:15 – 2:45

### 8.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

### 8.02 Building Blocks of Provider and Certification Relationships, D8.8 C2

*Sharon Arabia, Early Learning Program Certification Regional Manager, PA DHS/OCDEL Denise Cressman, Owner/Operator, Cressman Family Child Care*

Do you believe OCDEL certification staff and Early Care and Education providers work toward the same goals? Have you wondered how to strengthen those relationships to achieve those goals? This session will provide the building blocks for strengthening the communication between provider and certification. Using the perspective from a certified provider and a representative from DHS certification you will receive ideas to improve communication, establish and maintain a positive working relationship for the health and safety of children in care and challenge the process.

### 8.03 Reports for Head Start Leaders Part 3/4 - OCDEL, K6.5 C3

*Blair Hyatt, Executive Director, Pennsylvania Head Start Association*

This workshop is the third of a 4 part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the Federal, state and local level. PHSA Executive Director, Blair Hyatt, will facilitate a conversation with OCDEL leadership.

### 8.04 Block Play and the Developing Child, K2.14 C2

*Zachary Cohen, Education Consultant, The Heuristic Process Factory LLC Sherki Cohen, Quality Improvement Specialist, The Heuristic Process Factory LLC*

Block play is an excellent way for children to construct, organize, and apply knowledge related to the developmental domains and content areas such as math and science. Children can use blocks in a variety of ways when the educator allows them to freely explore and manipulate blocks in their own way. It is important for educators to introduce/reinforce key vocabulary during block play and support development of specific cognitive skills such as problem solving and symbolic thinking.

### 8.05 Early Childhood Physical Activity: Lead with Confidence, K7.2 C2

*Diane Craft, Professor of Physical Education, SUNY Cortland Jill Cox, Program Development
Specialist, Better Kid Care*
*Janel Work, Owner, Kiddie Academy of Phoenixville*
*Julie Oelkers, Director, Kiddie Academy of Phoenixville*

Physical activity is as important for the growth and development of young children as is the
establishment of healthy eating habits. Successful introduction of movement to children
requires well-organized, fun, inclusive activities that have clear instructions and planned
transitions. Information shared in this session helps prepare the early care and education
professional to plan and implement physical activities with young children and includes a wealth
of practical, low cost, and easy to implement activities. Hear how one child care center
implements these ideas. Learn about additional free physical activity resources.

### 8.06 Early Literacy: Maximize the Potential of Early Literacy, K5.5 C2

*Lacey Kwasnicki, Director of Academic Design, American Reading Company*

Why wait until 3rd Grade? All students can be reading on or beyond grade level by the end of
First Grade. Learn how! During the session, the participants will: 1. Explore the effects of early
literacy development. 2. Consider systems and practices that promote robust early literacy
instruction and intervention. 3. Identify next steps for immediate action.

### 8.07 Community Connections, K3.9 C2

*Jeanne Predmore, Early Childhood Coordinator, South Middleton School District Kimberly Spisak,
Vice Principal Elementary, South Middleton School District*

School and community connections are critical to the success of families and their children, Pre-K
through third grade. Learn how South Middleton School District supports P-3 alignment as it
integrates with the primary elementary experience. Through the leadership of a Pre-K
Coordinator and district administration, South Middleton School District strives to provide and
strengthen smooth transitions from early childhood to the child's educational career and
beyond. Topics of discussion will include: establishing and maintaining community connections,
relationships with early learning providers and families, integrating and aligning curriculum, and
program funding.

### 8.08 Emotion Coaching, Children, Families & Providers, D1.4 C3

*Wendy Whitesell, Inclusion Builds Better Programs, PA Key*

Find out what Emotion Coaching is, how to implement strategies and how emotion coaching can
improve relationships with children, families and providers, as well as supporting relationships
between everyone! Coaching one's emotions can be invaluable in calming classrooms, programs
and our homes.

**8.09 CARA's Kit: Creating Adaptations for Routines and Activities for Inclusion, K1.7 C3**

*Mary Mikus, Education Consultant, EITA Cindy Griffith, Education Consultant, Early Intervention Technical Assistance*

This session will provide an overview of the practical step-by-step process for using CARA's Kit as a tool to assess classroom routines and activities and apply strategies to create solutions that promote active engagement and learning. Practice opportunities and participant discussion around classroom situations will be included. A brief overview of the policy and legal framework for inclusion will be provided. The research underlying inclusion as a benefit for both children with and without disabilities and delays will be referenced. Additional resources to promote inclusive practices will be offered.

**8.10 Technology That's right For you! A Day in the life of Center Owners & Directors, D8.17 C2**

*AJ Jain, Co Founder / Trainer, myKidzDay, LLC Kelly Mittal, CEO, myKidzDay, LLC*

This training presentation is targeted at owners, directors and administrators of progressive child care centers. Center owners/directors wear multiple hats during a single business day. In this training session, we will review the following responsibilities they bear and discuss how they can leverage technology for each of these to be more effective. This includes attracting new customers, managing and measuring inquiries/interest, managing staff and children, communicating with millennial parents and managing and collecting money. We will discuss technologies/solutions that are available for them to use and how to use them (and what not to do). An important focus area is communication between parents and child care providers. We will try to raise the awareness about the communication gap between directors/teachers and young tech savvy millennial parents and to provide solutions on how to bridge the gap. We will discuss free/paid tools and technologies available to effectively address each of these.

**8.11 Coaching Young Children through Social Problem-Solving, K2.13 C3**

*Laurie Strouse, Supervising Preschool Teacher, Penn State Nancy Smoyer, Supervising Infant/ Toddler Teacher, Penn State*

This professional development workshop will provide education professionals with an understanding of social coaching from an infant/toddler through preschool perspective. It will also deconstruct the problem-solving process and look at fundamental skills children need in order to be successful. This will involve a PowerPoint presentation and small group activities aimed at promoting social problem-solving and peer collaboration.

**8.12 My Mommy's an Addict; My Daddy's a Unicorn: Pretend Play, Story, and SUD, K2.12 C2**

*Stephanie Goloway, Professor of Education, Community College of Allegheny County*

One in four children lives with family substance use disorder (a.k.a. alcoholism/addiction). Recent research highlights the protective role of resilience in both the prevention and onset/progression of the disease for these children at risk. Learn about the impact of family substance use disorder on young children and how we can foster resilience through research-based strategies. Discover how intentional implementation of curriculum that includes rich and varied opportunities for pretend play and child-centered literacy practices such as Vivian Paley's storytelling/storyacting can promote resilience. Strategies shared will support the social, emotional and cognitive development of all children, including those who face the specter of succumbing to what many believe is the #1 public health crisis facing America. Examples of how strategies address Pennsylvania's Learning Standards for Early Childhood will be given. Come prepared to play, and to imagine ways to joyfully transform your practice into one of resilience and hope for all!

**8.13 Young DLL Students and Their Families: Strategies for Meaningful Engagement, K5.3 C2**

*Michelle Amodei, Assistant Professor, Slippery Rock University of PA Laura Strong, Assistant Professor, Indiana University of PA*

Family engagement is of particular importance to the success of dual language learner students. Intimidation, lack of understanding, and communication barriers can make the process of meaningful daily involvement a challenge. This session will challenge early childhood professionals to consider their dispositions toward family engagement, discover tiered strategies that can set every family up to be successfully involved in their child's classroom experience, and apply strategies to their own classrooms through interactive discussions, and activities. Additionally, resources targeted at recruiting involvement from families of DLL students will be shared.

**8.14 Finding Your Voice: Advocacy in Early Childhood Education, K6.10 C2**

*Sarah Byrne-Houser, Public Policy Associate, PAEYC Lissa Geiger Shulman, Public Policy Director, PAEYC*

While each aspect of early learning may come with a specific set of priorities, we know that our goal ultimately remains the same: to build a comprehensive child care/early learning system that includes a wide range of high-quality, affordable, and accessible programs and services that facilitate the growth and development of all children. We share the responsibility for voicing this need and supporting its advancement. To do so effectively, we must advocate for what we know is best for our kids. This workshop leads you on the path to discovering your role as a "changemaker", sharing your story, and leading the charge for our kids from any position!

### 8.15 FLIP IT: Transforming Challenging Behavior, K2.13 C2

*Susan Damico, Director, Devereux Center for Resilient Children Alyssa Ciarlante, Research Associate, Devereux Center for Resilient Children*

While managing children's challenging behaviors is far from simple, the FLIP IT strategy does provide caregivers with a simple approach to more effectively manage children's problematic behaviors. This presentation provides participants with a user friendly, research-based approach to reduce challenging behaviors and promote emotional awareness and control in young children. Additionally, this professional development experience is designed to introduce participants to the risk factors children face which often lead to his or her use of challenging behaviors. The importance of relationships will also be discussed as the impetus for supporting children who use challenging behaviors.

### 8.16 Alphabet Soup - Learning the Language of Early Childhood, K6.6C1

*Cyndi McAleer, Preschool Program Supervisor, PA Key*

Do you know the difference between an IEP and an IFSP? Do you know about SAS. and GBB? And what are TIMS and PBIS? Ever get confused about all of the shorthand in the field? Wondering if you'll ever get it all straight? This session will help participants make sense of the acronyms and lingo in the Early Childhood Education field. Here's your chance to learn in a fun, interactive session which will help you understand the big picture of early childhood and how all of the pieces and letters fit together. Come and learn to "speak" the language!

## Session #8E 1:15 – 4:30

### 8.17E All Aboard! Identify Autism Early and Provide Meaningful Supports, K1.7 C1

*Heidi Wettlaufer, Get on Board! Identifying Autism Early and Providing Meaningful Supports, Early Intervention Technical Assistance of the PA Training and Technical Assistance Network (EITA/PaTTAN)*

In this session, participants will be actively engaged in identifying the very early signs of autism and social communication delays in children under 36 months using video and discussion. Also covered will be: Implications of "waiting" vs. acting on suspected delays; Features of family centered, evidence based supports (particularly relevant for home visitors) including coaching caregivers to support their child's active engagement in daily routines and learning activities. Parent perspectives will be shared. Resources for continued learning will be provided.

**8.18E Learning Culture through Cooking: Middle Eastern Snack Prep with Young Children, K3.1 C2**

*Michelle Szpara, Associate Professor, Educational Leadership, Cabrini University Local Muslim Representative (TBA), Student, Penn State University*

Learning through doing is natural for young children - learning about diverse cultures and different languages through cooking can be fun, engaging, and enlightening! Observe and practice preparing simple Middle Eastern snacks, appropriate for young audiences, and learn basic information about major Middle Eastern cultures, to share with children and families. Learn to count 1-10 in Arabic, and to say "Please" and "Thank you." Recipes for child-friendly versions of hummus, tabbouleh (tomato, lettuce, and parsley), and stuffed grape-leaf rolls will be shared. All the dishes are vegetarian, and can be made nut-free. [Each recipe involves minimal to no cooking; ingredients can be prepped in advance and brought in a cooler.]


**8.19E Cultivating Quality: Finding Your Coaching Stance, K6.12 C2**

*Tara Dwyer, Program Manager, DVAEYC*

Telling and showing isn't always enough to motivate peers and teachers towards better practices. In this workshop, we will explore our own learning and communication bias as well as gain strategies to expand our abilities to reach various learners. We will also develop tools for


**8.20E PBIS for Administrators: What is it and why does it matter?, D1.4 C3**

*Julia Slater, Educational Consultant, Early Intervention Technical Assistance (EITA) Donna Miller, Educational Consultant, Early Intervention Technical Assistance (EITA)*
*Lisa Gragg, Educational Consultant, Early Intervention Technical Assistance (EITA)*

Is frustration the word of the day for staff, families and children with challenging behavior? Are you wondering what to do to support children, families, as well as your staff? Learn how implementing Positive Behavior Interventions and Supports throughout your program will promote skill development, confidence and competence for EVERYONE. Create a happier, safer environment in your program using an evidence-based practice and aligns with the PA Early Learning Standards.

## Session #8 Special 1:15 – 6:45

### 8 Spec CTE Track Early Childhood CTE Roundtable, D6.3C3

*Mindy Miller, Early Childhood Teacher, York Co School of Technology Heather Ryan, Early Childhood Teacher, York Co School of Technology*

Early Childhood CTE teachers will discuss CIP Code/POS (program of study), curriculum, NOCTI, CDA, and student organizations (FCCLA, SkillsUSA). This is a continuation of last year's presentation as requested by last year's participants! This will help bring the CTE teachers to the conference and (hopefully) give us an annual common meeting place.

## Session #9 3:00 – 4:30

### 9.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

### 9.02 Summit Panel: Multiple Perspectives on a DHS Certification Visit, K8.11 C2

*Maureen Murphy, Director of Member Engagement, PACCA*

Panel consisting of Certification Bureau Director, Certification Regional Manager, Child Care Director and classroom teacher or Family Child Care Home provider will discuss experienced from their individual perspectives. Significant participant interaction will be encouraged in asking questions and sharing their experiences, successes, challenges.

### 9.03 Reports for Head Start Leaders Part 4/4 - HSSCO & PHSA, K6.5 C3

*Blair Hyatt, Executive Director, Pennsylvania Head Start Association*

This workshop is the last of a 4 part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the Federal, state and local level. This session will include updates/conversation with Tracy Duarte from the Head Start State Collaboration Office. We'll finish up with comments from PHSA Executive Director, Blair Hyatt, about the conversations throughout the day.

### 9.04 Managing Centers, K2.1 C2

*Kelly Thompson, Early Learning Content Specialist, Houghton Mifflin Harcourt Suzanne Begley, Early Learning Acct. Mgr, Houghton Mifflin Harcourt*

During this session, participants will explore how centers can support curriculum areas and learn how to manage, plan, and build them. They will also learn the importance of engaging children in playful learning.

### 9.05 Understanding the Stages of Child Development, K1 C1

*Beth Huertas, Trainer-Curriculum Specialist, Southeast Regional Key @PHMC Tanesha Pride, Early Childhood Mental Health Consultant, Southeast Regional Key @PHMC*

This event is designed to support early learning practitioner's understanding of the basics of child development. As an early learning practitioner, we are responsible for environments, experiences and interactions that help all children in child care thrive and reach their full potential. Discover what concepts to consider when determining activities, lessons, and materials that are appropriate for an age group and for individual children.

### 9.06 Reducing Risk and Injury in ECE Settings through Data Management and Analysis, K7.8 C3

*Abigail McMahon, ECE Special Projects Manager, Public Health Management Corporation Natalie Renew, Managing Director of Early Childhood Education, Public Health Management Corporation Amanda Atkinson, Senior Director of Early Childhood Initiatives, Public Health Management Corporation*

Collecting and analyzing data on injuries and health concerns within early childhood and school-age settings can assist organizations to develop strategies that reduce risk and improve health and safety. This presentation will include information on PHMC's Total Quality Management (TQM) process which uses a management information system to track, monitor and analyze risks and injuries in early childhood and school-age settings. The system assists providers in meeting compliance and reporting requirements for health and safety regulations, but also allows for analysis to identify trends in the frequency and occurrence of injuries or health issues. This analysis can be used to address potential risks and improve practice and procedures for children's health and safety. The session will include the opportunity for input from other programs about their practices and priorities in risk management.

### 9.07 Take Your Classroom Back! Making Miracles in the Classroom, K2.12 C3

*Ron Shuali, President, Shua Life Skills*

The participants will be introduced to a behavior management system that is based on auditory, visual and kinesthetic movements and sounds. They will experience laughter, joy and amazement as this workshop will give the participants the framework for why students exhibit negative behaviors and then propose solutions for addressing them. The participants will be experiencing the same positive physical and emotional sensations that their students will experience the participants implement the techniques taught in the workshop. The participants will also be working in partners and then groups to immediately practice their new techniques on their peers. Coaching will be provided to instantly improve their newly learned skills. This workshop demonstrates auditory, visual and kinesthetic techniques that meet many different learning styles. Participants will see these techniques in action and have an opportunity to apply them in real scenarios.

### 9.08 SACERS-U - Exploring the Tool and Trends, K2.1 C1

*Michelle Long, PQA Assessor, PA Key Stefanie Camoni, PQA Assessor, PA Keys*

Explore the scoring trends in PA using data collected during SACERS-U assessments completed by the Program Quality Assessment Team during the past year. Discuss ways to enhance best practices in classrooms based on the data.

### 9.09 On the Job Mentoring: A Professional Development Model, K6.12 C2

*Mimi Loughead, Quality Initiatives Specialist, PAEYC*

Early childhood educators face increasing standards and expectations about what they should know and be able to do in promoting children's early learning and development. This workshop outlines a professional development model that establishes a framework for practicing and applying new skills, and for receiving guidance in teaching and caregiving practice. The Pittsburgh Association for the Education of Young Children (PAEYC) facilitates the Come Play program for early childcare providers in the Homewood community of Pittsburgh, PA. Come Play is designed to support the continued growth and learning of early learning educators through combining quality professional development workshops with mentoring experiences. Mentoring is a relationship-based adult learning strategy intended to provide practical, job-related, hands-on opportunities to apply new ideas and information to real-life situations. Presenters will detail the Come Play's format, community partnerships and lessons learned through provider testimonial, videos and mentor reflections.

### 9.10 Playing with STEAM! Science, Technology, Engineering, Art and Math Fun!, K2.16 C2

*Lillian McCuen, Executive Director, Education Networks*

Join us for an action-packed, hands-on workshop that will provide you with easy-to-use activities to approach STEAM in interactive ways that use easy to source materials. Teachers and families will learn strategies for making high impact games and activities meaningful and fun along with tips and techniques for fitting it into a busy high-energy early childhood schedule. Come blow off some STEAM and be ready to play and learn strategies to engage everyone in fun learning activities!

### 9.11 From Mental Health to Well-Being During Infancy & Early Childhood, K1.1 C2

*Roger Phillips, Program Mental Health Consultant, PA Key/Private consulting practice*

Early Head Start/Head Start Performance Standards mandate attention to and responsibility for different developmental domains, of which Mental Health is just one. The premise of this workshop is, however, that this carving up of the child is fundamentally misguided and especially wrong-headed during infancy when developmental domains are inextricably woven tightly together. This workshop will describe an approach that focuses on an intentionally multifaceted and systemic view of Infant/Child Well-Being rather than Mental Health in isolation. The workshop will describe the guiding operational principles of such an Infant/Child Well-Being and examples of how they might be implemented "on the ground." This will also include the challenges encountered within this approach in the context of PA's EHS/CCP project.

### 9.12 So Just What Does it Mean to be an Early Childhood Professional?, K6.1 C1,2

*Jennifer Seigworth, Family Advocate, GECAC Head Start*

With CQI, Revisioning, and Power to the Profession from NAEYC,questions have come up about what a professional is. More specifically, the question has come up around what an Early Childhood Professional is. What is involved in being an Early Childhood Professional? How are Ethics and Advocacy involved?

### 9.13 The Articulate Advocate, K6.10 C2

*Tonia Breech, Consultant, Oak Ridge Consultants LLC*

As early childhood education leaders, we have the obligation to find our professional voice to speak up for the needs of children in our programs and communities. In the words of the great early childhood education advocate Marion Wright Edelman "If we don't stand up for children??then we don't stand for much." This workshop will provide a framework for you to learn how to develop your voice as an early childhood advocate and share your message with maximum impact.

**9.14 Advocacy Basics, K6.10 C2**

*Tracy Weaver, Outreach Coordinator, PennAEYC*

While federal and state legislators are talking about support for early childhood programs, we ALL must do our part to help them understand why early care and education is so important to children, families and communities. You are in a unique position to help parents and families learn to advocate for children, programs and services, but, you don't know where to start, right? PennAEYC can help. This session will show you where to start and how to get momentum going with the families you serve, within your organization and in your community.

**9.15 We Can Work It Out: How to Support Children in Resolving Peer Conflicts, K2.13 C2**

*Jeanne Frantz, Early Childhood Mental Health Consultant, SERK/PHMC*

This workshop will give participants new strategies to help children resolve peer conflicts more peacefully and independently. In this engaging workshop, we will discuss how to help children define problems, brainstorm possible solutions, predict consequences, and practice new skills. Using everyday classroom examples, we will talk about ways to foster empathy and guide children through the problem-solving process. Participants will receive materials such as visual supports and other resources for immediate classroom use. Our tools and strategies will be drawn from the Center on the Social and Emotional Foundations of Learning (Pyramid model) and other evidence-based practices. We can make a critical difference for children by actively teaching them to work out their own differences, resulting in stronger friendships and more confident, compassionate children.

**9.16 Supporting Linguistically and Culturally Diverse Children Birth - 5 Years., K5.3 C2**

*Karen Nemeth, Author/Consultant, Language Castle LLC*

High quality early care and education depends on meeting the needs of every child, including those who speak languages other than English. The federal Policy Statement on Supporting the Development of Children who are Dual Language Learners in Early Childhood Programs set the stage for what administrators, care providers and teachers need do to meet the needs of the changing population. This dynamic workshop will give participants research-based strategies meet the national recommendations and Pennsylvania's standards as WIDA English language development standards are being adopted. This will be an interactive, hands-on, how-to workshop with video examples designed to motivate real change and inspire confidence. Strategies include ways to support home languages, build English development, engage with diverse families, and adapt any preschool curriculum with developmentally appropriate language support strategies and culturally responsive materials. A resource list will be provided.

## Session #9 Extended 3:00 – 6:15

### 9.17E Creating a Culture of Support: Leadership and Professional Development, D8.12 C3

*Sara Diamond, Regional Director, Teachstone*

Administrators invest a lot in classroom observations and professional programs, but these efforts can only be successful if teachers and other staff feel supported and the school climate allows for open communication, effective interactions, and trusting relationships. Creating a positive, supportive and trusting work environment cultivates the desire for growth among coaches and teachers and allows change to happen; without that desire progress is limited. In this session, we'll explore ways to create positive communities of professional practice and use data to drive change.

### 9.18E Growing UP WILD Educator Workshop, K1.8 C2

*Carissa Longo, Environmental Education Program Coordinator, DCNR- Bureau of State Parks*

Learn how to activate your student's sense of wonder! Growing UP WILD (GUW) is an award-winning, standards-based early childhood education program that builds on children's fascination with nature and wildlife. All participants who attend the entire session will receive their full-color Growing UP WILD guide. The guide features 27 field-tested activities that include art, reading, music, math, snacks, and outdoor learning. This session is meant for Educators and Aides who work with Pre-K - Grade 2 (ages 3-7).

## Session #10 4:45 – 6:15

### 10.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

**10.02 Meet the OCDEL Policy Fellows, K6.5 C2**

*Gina Federico, EITA Training and Policy Assistant, EITA Aaron Miller, Graduate Student, Penn State University, Human Development and Family Studies Dept.*
*Christa Hunter, Assistant Director, Early Learning Services and Career & Student Development, Temple University College of Education*
*Corey Whitesell, Project Coordinator, Project SIESTA Kindergarten, Penn State University*
*Christy Nevel, Early Intervention Program Coordinator, Juniata Valley Behavioral & Developmental Services*
*Heather Kaufmann, EI Supervisor/Coordinator, Lebanon County MH/ID/EI*
*Tyrone Scott, Director of External Affairs, DVAEYC*
*William B. Tolliver, Program Associate for Educational Projects, PAEYC*

The OCDEL Policy Fellowship is driven by the need to enhance career pathways for early learning providers and professionals. By participating in the OCDEL Policy Fellowship, emerging leaders from across the state developed a deep understanding of, and increased ability to navigate, the complex mechanisms that comprise an integrated, high-quality early learning system. In this session, you will have the opportunity to meet and hear from the 8 graduates of the inaugural OCDEL Policy Fellowship to learn about their individual projects that contributed to OCDEL's mission, vision, and goals in an intimate, round robin format. Additionally, you will be able to meet the 2017-18 cohort and learn about how and why you should apply for the 18-19 cohort or nominate a leader you know.


**10.03 Mad Scientist! Fun and Easy Science Experiements for the Classroom, K2.15 C2**

This workshop was moved to Session #7.15


**10.04 Building a Foundation of Literacy for all Children, K5.5 C2**

*Mollie Henderson, Literacy Specialist, Scholastic Education*

"Children need to interact with books to learn to love literacy and gain the skills necessary to be successful with it." - Bennett-Armistead, Duke & Moses, 2005 The first interaction with books can impact a young child's literacy success. When parents and caregivers read to children prior to school and work with teachers to support what is being learned in school, children are more likely to be successful readers and achievers. This session will be interactive with opportunities for discussion and collaboration.

**10.05 Engaging Families in Poverty, K3.5 C2**

*Denise Continenza, Extension Educator- Food, Families & Health, Penn State Extension*

Although the number of children who live in poverty decreased slightly in 2014, research shows that 1:5 children under age 5 lives in poverty and 1:9 lives in extreme poverty (Yang, Ekono and Skinner 2016). Awareness of issues related to poverty and use of effective communication strategies are essential for ECE professionals in building relationships with families and connecting them to supports they need. This workshop focuses on understanding poverty and practical strategies that can improve communication with families living in poverty.

**10.06 Getting to Know GOLD, K6.12 C1**

*Natalie Pickett, Professional Development Trainer, Teaching Strategies*

Are you new to GOLD and interested in learning more? Get a guided tour of the new MyTeachingStrategiesTM platform: its features, its functionality, and how to navigate within it._You will discover how it can help you observe children with the curricular objectives in mind, understand what children know and can do and where they need to go next, and use that understanding to plan meaningful experiences that are appropriately challenging for_individual children and your group.

# Wednesday, October 18th, 2017

## Session #11 9:45 – 11:15

### 11.01 Compassion Fatigue, Setting Boundaries, and Professional Self Care Part 1, K6.4 C3

*Pam Schaefer, Program Coordinator, Staff Training and Development, KenCrest Services*

This course will be offered as a three section series, 1.5 hours each session. For ECE's working with high risk families facing daily challenges. The best way to avoid compassion fatigue is early recognition. This course will differentiate between burn out and compassion fatigue or secondary traumatic stress and how to maintain compassion satisfaction; how to utilize principles for practice in setting boundaries with families; and explore tools for self-reflection and self-care for stress reduction.

### 11.02 Raising Healthy Families, K3.4 C3

*Olivia Brody-Baxter, Family & Child Care Specialist, Now -n- Later*

This workshop is designed to provide participants with a broad understanding of how they can encourage and support the optimal healthy developments of all family members through becoming direct access points of resources of information, education, and support for pregnancy, childbirth, postpartum, newborn car, breastfeeding and nutrition counseling.

### 11.03 Connecting the Housing Continuum of Care to the Early Learning Community, K3.5 C2

*Tracy Duarte, Director, PA Head Start State Collaboration Office*

Experiences of homelessness in very early childhood are associated with poor early development and educational well-being. High quality early childhood services contribute to narrowing the achievement gap prior to kindergarten. Unfortunately, less than 2 percent of children who experience homelessness are in high quality early learning programs. In recognition of the protective value of quality early educational experiences, early childhood service systems are beginning to prioritize the needs of young children experiencing homelessness and to work with Continuum of Care and emergency and other housing programs. Learn about local efforts to connect early learning to the homeless system.

### 11.04 Beyond Girls and Boys; Gender Identity Development in the Early Years, K1.9 C2

*Tara Dwyer, Program Manager, DVAEYC*

Centers that offer young children a safe and inclusive environment to thrive in must be aware of how gender stereotypes are perpetuated in early learning environments. This workshop will help develop that awareness as well as sharpen our understanding of how to respond to biases in families, teachers and programming.

### 11.05 STEM, STEAM and 21st Century Block Play, K2.14 C3

*Jeffrey Whittaker, President, Panelcraft*

A properly designed block center provides key skill development opportunities such as; creativity, communication, critical thinking and collaboration. It also provides a platform for social development, physical development, STEM, STEAM, and creative expression. Learn how magnetic building systems are playing a key role in changing the way we think about block play in the 21st century preschool classroom.

### 11.06 Recipe4Success: Partnering with EHS parents to promote healthy development, K3.2 C2

*Sukhdeep Gill, Professor, Penn State York Pamela Cho, EHS Director, Community Service for Children*
*Amanda Shaffer, EHS Home Visitor, STEP, Inc.*
*Michelle Hostetler, Research Associate, Penn State University*
*Rachel Homan, Home Base Manager, STEP, Inc.*

In this workshop, an EHS director, a home visitor, and researchers we will share core practices from Recipe 4 Success (R4S) intervention to promote healthy eating in young children while scaffolding parents' sensitive-responsive behaviors. R4S was developed in collaboration with EHS agencies and researchers from Penn State. A pilot study showed that compared to "as usual" practice, children in R4S group ate more vegetables and fewer junk foods, showed improved self-regulation, better concentration, and compliance. This lead to an NICHD-funded 12-week enhancement in EHS home-based programs and focuses on (1) promoting self-control, waiting, and turn-taking to 2-3 year old children, (2) modeling and teaching parents specific ways to interact with children that promote children's language, self-control, and confidence, and (3) sharing current, research-informed, information with parents that is easy to understand and use. The workshop will include hands-on activities and short role plays to introduce effective sensitive-responsive parenting interactions.

### 11.07 Positive Communication, K5.1C2

*Diane Hendrick, Coordinator, Westmoreland County Community College*

This course will provide learners with an opportunity to discuss best practice for positive communication experiences with parents and co-workers and children. We will identify communication techniques that create power struggles and how we can prevent miss-communication. We will also look at NAEYC recommendations for ethical communication.

### 11.08 Family Math Nights: Home-School-Community Collaborations, K3.9 C2

*Patricia Joergensen, Associate Professor of Education, Holy Family University*

This workshop will present Family Math Nights as a viable and valuable mechanism for home-school-community collaboration around mathematics. The workshop will provide research support for Family Math Nights and offer participants the opportunity to review available resources for Family Math Activities and to make plans to run a Family Math Night.

### 11.09 Inclusion and Very Young Children: Using What You Know..Learning What You Need, K2.2 C2

*Kathleen McKinnon, Associate Professor, The Pennsylvania State University*

Inclusion is not new to childcare and the field of early childhood but keeping up with the needs of all children can be overwhelming and a potential barrier responsive interventions and teamwork. This session, the presenter will divide time into three phases, that will capitalize on the knowledge and expertise of the audience, while building new skills and strategies, and then sharing resources for further enhancement. Phase One is setting the state and providing an overview of areas of common concern such as relationship building, as well as essential background on the strong influence of responsive interaction on brain development and language. Examples provided for phase two interactions with participants will discuss examples of infants and young children that may affect social interactions, self-regulation, language development, feeding, facilitate and developmental milestones. Phase three will bring the group back together, and presenter will facilitate possible strategies and resources for each example.

### 11.10 Unlucky Thirteen: The Top 13 Manager Mistakes, D8.9 C3

*Janice Nieliwocki, Child Care Specialist, Ronald V. McGuckin and Associates*

Over the last two decades, there has been a dramatic increase in the number of lawsuits filed by employees against employers. Whether filed by current or former employees, whether warranted or frivolous, these lawsuits can end up costing employers a great deal of time and money. This workshop will address the 13 most common management mistakes that can start in your agency, end up in the courtroom, and ultimately lessen your chances of prevailing in court.

### 11.11 Creating a Culture of Reflective Practice--What It Can Do, D6.9 C1

*Cindy Sunderland, Education Service Coordinator, SUM Child Development Mary Wilson, Assistant Executive Director, SUM Child Development*

Recent research indicates that implementing Reflective Practices into an Early Childhood setting reduces compassion fatigue and enhances services to children and families. In this workshop, participants will learn about basic Reflective Practice strategies. We will share how implementing these strategies can enhanced the SUMCD work environment and services to children and families.

### 11.12 Helping Prospective and Current Families Understand Keystone STARS, K6.11 C2

*Jennifer Sroka, Team Leader, Southeast Regional Key at PHMC*

Revisions to the Keystone STARS performance standards are rolling out in 2017-18. All families deserve to enroll in an early childhood program utilizing engagement methods that are meaningful and inclusive. Using the new Keystone STARS performance standards, participants will engage in discussion and activities on using the standards as an implement to support continuous quality improvement in connecting with and supporting families.

### 11.13 Reaching Diverse Families Through Reflective Communication, K5.1 C2

*Pamela Zimmerman, Career Advisor / PD Instructor, PAEYC Mimi Loughead, Quality Initiatives Specialist, PAEYC*

Parent involvement is of absolute importance in early childhood education. For children as well as families, to be able to develop a sense of belonging they must see themselves, their families, and their communities represented throughout the center. This workshop will help the educator to reflect on their current practice and develop new skills to implement into their program.

### 11.14 Starting Out Right: The Benefits of Classroom Gradual Entry, K2.12 C2

*Chris Rodgick, Director, Allegheny Intermediate Unit Amy Slenska, Assistant Director, Alleghney Intermediate Unit*

This is an extension of the workshop presented at the June NHSA EC Innovation Summit. Participants will hear the logistical planning and implementation of a gradual entry model across a large Head Start Program and the benefits from various perspectives-including parents, staff, administrators and children. Participants will see both a Year 1 and a Year 2 model for implementation.

### 11.15 Challenging Behavior, Who's Being Challenged?, K3.3 C2

*Rosemarie Allen, Asst. Prof of Early Childhood Education, Metropolitan State University of Denver*

When children act out in the classroom, it changes the tone of the environment. Most times we blame the child. Imagine what might happen if we looked within, at OUR responses to the child's behavior. This interactive workshop included activities for implementing the 7 principles of culturally responsive practices, recognizing and identifying implicit bias, and using the values of the family and community to inform teaching and learning.

### 11.16 The Book Nook: Using Children's Literature to Teach Social-Emotional Skills, K2.10 C2

*Jeanne Frantz, Early Childhood Mental Health Consultant, SERK/PHMC*

In this workshop, we will discuss how children's literature can be used to foster social-emotional competence in the classroom. Many children's books contain social-emotional themes that can help children build skills like identifying feelings, expressing difficult emotions in healthy ways, and resolving conflicts with friends. Books can also be used to teach children about accepting differences, developing empathy, self-confidence and positive behavior. In this workshop, participants will learn how to present books and guide class discussions to build children's social-emotional skills. We will also learn how to create social-emotional themes in classroom activities like art projects, music and movement, science, doll play, and dramatic play. This workshop will draw on the "Book Nook" activities from the Center on the Social and Emotional Foundations of Learning (Pyramid model). Participants will receive materials for immediate use in the classroom.

### 11.17 Coming to the Table: Facilitating Successful Family Style Dining, K7.13 C2

*Samantha Bader, Health and Nutrition Coordinator, Montgomery County Intermediate Unit*

This workshop will outline the benefits of family style dining and will provide methods for successfully implementing the family style dining method in the classroom. The session will cover how to develop policies and procedures that fit individual program needs, how administrators can provide education and guidance to classroom staff, methods and tools for classroom staff to implement to ease the burden of family style dining in the classroom. Additionally, the session will cover means of evaluation of family style dining.

### 11.18 Why Do We Do That: How Maslow, Piaget, and Other Theorists Influence Our Practice, K1.2C2

*Debra Riek, Education Coordinator, WITF*

Sometimes when we think about educational theory, it feels very far away and not super useful on a day to day basis. This workshop helps us to think about our roots and reflect on the intentional thoughts behind some of our decision making and structure. We will also focus on how to interpret this to families. Practical tips you can use!

### 11.19 OCDEL Updates, K6.10 C3

*OCDEL Leadership Staff*

This panel will provide attendees with the opportunity to hear senior staff at OCDEL discuss their current initiatives and future focus.

## Session #11E 9:45 – 1:00

### 11.20E Do Your Personnel Policies and Procedures Measure Up?, D8.9 C3

*Ronald McGuckin, Attorney/Owner, Ronald V. McGuckin and Associates*

All employers face the risk of being involved in an employee lawsuit. Many times these lawsuits could have been avoided if administrators had the proper, legally sound policies and procedures in place. This workshop will look at a variety of personnel policies and procedures, discuss new legislation and help administrators access and revise their policies so they are legally correct and reflect current law.

### 11.21E Use new CACFP guidelines with NAP-SACC to GREATLY improve your nutrition program, K7.12 C2

*Mary Graham, Executive Director, Children's Village*

Review the new CACFP guidelines along with NAP-SACC standards to evaluate your current nutrition program as well as look at standards related to providing gross motor activities for children. Bring your current menus and work together to improve them in a healthy and affordable way. Discuss HOW to change your current menu and get STAFF to embrace it.

### 11.22E Summit Panel: Effectively Implementing PBIS In Your Early Learning Program, K2.13 C2

*Maureen Murphy, Director of Member Engagement, PACCA*

Panel consisting of PBIS Instructor, Program Director, and classroom teacher from a program that has implemented PBIS with fidelity will discuss experienced from their individual perspectives. Significant participant interaction will be encouraged in asking questions and sharing their experiences, successes, challenges.

### 11.23E Poverty Simulation, K3.3C2

*Beth Gambone, Community Engagement Manager, Community Services for Children/Northeast Regional Key Jori Farley, STARS Manager, Community Services for Children/Northeast Regional Key*

Do you think you know what it's like to live in poverty? The Poverty Simulation is a highly interactive and unique experience that allows participants to step into real life situations that a person living poverty might experience. All participants will walk a month in the shoes of someone living in or facing poverty. They will have the opportunity to see issues people living in poverty face on a daily basis.

**11.24E Building Resilience, K3.5 C2**

*Denise Continenza, Extension Educator- Food, Families & Health, Penn State Extension*

Children who experience adverse childhood experiences (ACEs) face an increased risk for social-emotional, physical and mental health issues. ACEs include abuse, neglect, poverty and other traumatic experiences encountered before the age of eighteen. This module promotes the awareness and understanding of trauma in young children and families and discusses the role of early care and education professionals in nurturing resilience in the children and families in their care who experience ACEs.

## Session #12 11:30 – 1:00

**12.01 Diverse Environments, K3.3 C2**

*Angel Avery-Wright, Program Quality Assessor, PA Key*

Participants will participate in a simulated classroom with an unidentified culture to examine how they feel when they don't understand or cannot relate to the items in the classroom. Participants will reflect on their feelings about the situation and compare it to their own classrooms. Using this information, participants will plan to make necessary changes to their own classrooms.

**12.02 The CDA Gold Standard Training Certification in PA, K6.5 C2**

*Donna Wennerholt, PD Project Manager, PA Key*

How does this new standard effect PA teachers who need to become a CDA? The Council for Professional Recognition has developed the Gold Standard Training Certificate to help CDA students find high-quality professional development that meets their rigorous requirements to become a CDA. If you are considering sending staff to CDA Professional Development or if you yourself are interested in participating in the CDA professional development you will want to know about this new standard.

**12.03 Using Attachment to Improve Family Life, K1.1 C2**

*Ryan Cucunato, Program Therapist, Family Pathways*

During this workshop the focus will not only be on given a basic overview of attachment, but having a major focus on ways that we, as parents and educators, can implement attachment theory principles to improve the lives of our own families as well as the families that we work with.

**12.04 Using Program Observation Instruments to Enhance Program Quality, K4.6 C1**

*Ann Gula, Program Quality Assessment Supervisor, PA Key*

Program Observation Instruments (POI) provide a window through which a program can identify their strengths and consider areas for growth. These evidence-based and reliable instruments support teachers, classrooms, programs, and others with valuable decision-making information. As a participant in Keystone STARS or other quality initiative, your program may be expected to conduct a self-assessment. Where should you begin? Which observation instrument should you choose? How is self-assessment conducted and how are the results used? Maybe you've already conducted self-assessment or had a formal observation but have questions about the assessment and process. This session will lead the participant through the steps of selecting a POI that is best for their program's goals through self-assessment and use of feedback for quality improvement.

**12.05 Rally NOW: High Quality Early Education, Adequate Wages, Professional Respect ?, K6.10 C2**

*Lynn Hartle, Professor of Education, The Penn State University, Brandywine*

This session proposes more than a presentation and information; rather a rally to organize participants to join with the presenter on her three-year research and development project to support and enhance local, regional, state, and national initiatives (including the NAEYC Power to the Profession) to improve the infrastructure and availability of high quality education and care (ECE). High Quality ECE requires: improved teacher wages, respect for early childhood as professionals, a common system of teacher preparation, clear, achievable career ladder competencies for Infant, PreK, K. and Early Elementary teachers. With these in place the ECE field could speak in one voice, professionalize (Goffin, 2015) and advocate to policy makers who make funding decisions. At this conference, the presenter proposes to provide an update of the progress thus far, then include participants' in developing strategies to continue this research and advocacy efforts, and plan for continued study and action initiatives.

**12.06 Filling Your Bucket: Self-Care through a Protective Factors Lens, K7.5 C1**

*Rijelle Kraft, Family Support Technical Assistance Coordinator, Center for Schools and Communities*

Research tells us that families benefit from having protective factors like resilience, social connections, and concrete supports. When these protective factors are robust in families, children and their parents thrive. What if these same protective factors could be built among family support professionals? How might our work (and our personal lives) be impacted if we focused on filling our protective factors "buckets?" In this workshop we will use the lens of the Strengthening Families Protective Factors framework to identify strategies to build these characteristics in ourselves and foster them in our workplace.

**12.07 Routines Based Coaching: Excellence in Supporting Families and Caregivers, K6.12 C1**

*Liz Kuschke, Director/ Teacher, Early Intervention Professionals Jennifer Alberti, Speech-Language Pathologist, LGIS*
*Lori Elston, Occupational Therapist, Early Intervention Professionals*

Coaching is an evidence-based practice that builds caregivers' competence and confidence in supporting children's learning. Coaching practices help families and caregivers recognize what capabilities they have or what strategies would help them best support a child's development. Presenters involved in a coaching initiative in Luzerne and Wyoming counties will highlight the enlightening journey they took to understand the coaching process. The team came to value the positive impact coaching has on caregiver and child outcomes. Participants will have an opportunity to view video samples and to hear caregiver and professional perspectives of coaching.

**12.08 Arts Integrated Environments that Support Inclusion, K1.3 C2**

*Denise Madzik, Coordinator, Reibman Hall Children's Center, Northampton Community College*
*Karen Klein, Preschool Teacher, Northampton Community College*

The language of the arts supports various forms of communication as children represent, express and practice styles of relating. Learn how arts-integrated experiences ensure a sense of belonging and membership, positive relationships, and development and learning to reach each child and their family's full potential. Explore intentional teaching strategies to enhance questioning, inquiry and emergent ideas within your classroom.

**12.09 We Work Together: PBIS and Family Involvement, K2.13 C2**

*Karen McLellan, Early Childhood Behavior Specialist, Lancaster Head Start Sheila Ginder, Early Childhood Behavior Specialist, Lancaster Head Start*

To implement PBIS with fidelity, parent involvement is essential. This session is designed to share ideas on how to involve parents in PBIS. Lancaster Head Start's goal is to educate families on the benefits of PBIS strategies to promote their child's success in the home, school and community.

**12.10 Does Children's Oral Health Really Impact Their Early Brain Development?, K1.3 C2**

*Amy Requa, Health Consultant, State Oral Health Coordinator, PA Head Start Association & HSSCO*
*Winnie Richards, Early Childhood Education Advisor, OCDEL*

This session presents leading edge research on associations between nutrition, oral health, and brain development, and whether chronic pain from tooth decay in very young children could be considered a factor in toxic stress and trauma, which contributes to brain development.  Discussion topics will include pregnant mothers' oral health status on fetal development, poor pregnancy outcomes, and how the presence of infection/inflammation in the body may be associated with lower impulse control in children under age 2.

**12.11 Suspension Tension and Prevention, D2.1 C3**

*Dan Richason, Founder, System 1-2-3 Kim DelleFemine, Program Officer, Pittsburgh Public School's Early Childhood Program*
*Brandi Binakonsky, Early Intervention Administrator, Westmoreland Intermediate Unit*
*Kimberly Russo Joseph, Program Officer, Pittsburgh Public School's Early Childhood Program*

The recently released OCDEL announcement related to suspension and expulsion is welcome and worrisome. Welcome in that we want to successfully meet all children's needs without the use of suspension and expulsion; but worrisome in that doing so seems impossible, especially with what appears to be a remarkable increase in level of family and child need. Two large providers, Pittsburgh Public Schools Early Childhood Division and the Westmoreland Intermediate Unit Early Intervention Division work with System 1-2-3 to actively prevent suspensions. Leaders form these three entities will describe how they work through "suspension tension" - the balance between and interplay of opposing beliefs, interests, and priorities. This involves actively listening, understanding and responding to concerns of all involved. The presenters will also describe "suspension prevention" efforts including the systematic support of tiered approaches as well as the intentional engagement of families and community providers.

**12.12 PA Dept of Revenue: Ensuring Your Busines is in Compliance with PA Tax Code, D8.7 C2**

*Maureen Murphy, Director of Member Engagement, PACCA*

PA Dept. of Revenue staff will present information regarding requirements for business tax filings and answer participant questions.

**12.13 Summit Panel: Making a Successful Transition from Teacher to Director, D6.3 C1**

*Maureen Murphy, Director of Member Engagement, PACCA*

Panel consisting of a long-term Director who successfully transitioned from teacher; a new teacher-turned-director, and an aspiring director will discuss experiences from their individual perspectives. Significant participant interaction will be encouraged in asking questions and sharing their experiences, successes, challenges.

### 12.14 STEM Collaborations for Small Scientists, K2.14 C2

*Danielle Boyd, Early Childhood Education Coordinator, Carnegie Science Center*

This workshop will explore the Carnegie Science Center's involvement in the Buzzword Pittsburgh collaborative over the course of the last three years. United by PNC's Grow Up Great Campaign, the Buzzword Pittsburgh collaborative consisted of six partner organizations with expertise in the arts and sciences. The group has provided interactive learning opportunities that encouraged imagination, investigation, creation, and reflection for families. Join the Carnegie Science Center's expert staff to get hands on experience with STEM activities and read the books that inspired them. Take note of the inspiring collaborative work that brought six seemingly divided institutions together and leave this workshop with the knowledge of how to inspire even the smallest of scientists.

### 12.15 OCDEL Q&A, K6.10 C3

*OCDEL Leadership Staff*

This panel session will provide attendees with the opportunity to ask senior OCDEL staff questions related to OCDEL initiatives and their future focus.

## Session #13 1:15 – 2:45

### 13.01 Compassion Fatigue, Setting Boundaries, and Professional Self Care Part 2, K6.4 C3

*Pam Schaefer, Program Coordinator, Staff Training and Development, KenCrest Services*

This is the second of a three section series, 1.5 hours each session. For ECE's working with high risk families facing daily challenges. The best way to avoid compassion fatigue is early recognition. This course will differentiate between burn out and compassion fatigue or secondary traumatic stress and how to maintain compassion satisfaction; how to utilize principles for practice in setting boundaries with families; and explore tools for self-reflection and self-care for stress reduction.

### 13.02 Building Skills and Strengthening Bonding through Mother Goose on the Loose, K3.6 C3

*Anne Bakker, Program Supervisor/Education Coordinator, Community Services of Venango County Families First Early Head Start Betsy Diamant-Cohen, Executive Director, Mother Goose on the Loose, LLC*

Mother Goose on the Loose (MGOL) and home-based Early Head Start are a perfect blend of school readiness preparation, social -emotional attachment and early literacy practice. Experience how MGOL integrates brain research into simple activities that build children's skills, improve parent-child bonding, model positive parenting relationships and educate parents about child development. Learn how one Early Head Start program utilized MGOL activities in in-home settings and socializations for exceptional parent-child interaction and bonding, creating a safe and simple atmosphere for joyful play, learning, loving and sharing! Hear how this blend has positively impacted children and families.

**13.03 Building Connections: Best Practices Into Kindergarten Transition Plans, K3.7 C2**

*Amanda Helman, Training Education Consultant, Colonial Intermediate Unit 20 Sharon Vietmeier, Program Manager at Northampton Community College: Early Childhood Education, Northampton Community College*
*Mia DiPaolo, Elementary Principal, Bedminster Elementary School, Penn Ridge School District*
*Christine Svanson, Elementary Educator, Bedminster Elementary School, Penn Ridge School District*

Transitioning a child from preschool to kindergarten requires connections between family, school, and the community. For students, school readiness is not a property of the child...but is a product of interactions among key settings in which the child participates (Pianta & Cox, 2002, p. 2). The purpose of this workshop is to discuss what school readiness means for all learners, identify best practices in kindergarten transition, review the PA Keys rubric and its focus on building connections, specify critical academic, behavior, and social assessments that can be implemented school-wide to address student outcomes, and review an example formal kindergarten transition plan. During this session, a transition team from a local school district will discuss the outcomes of formulating and implementing a formal kindergarten plan and its child-family-school-community impact. Participants will leave with an example of how to create an effective transition plan and with methods to build better community connections.

**13.04 It's Mine: Promoting Appropriate Behavior Through Intentional Interactions, K2.13 C2**

*Masha Levin, Infant/Toddler Specialist, Community Services for Children/Northeast Key Shannon Cohick, Infant/Toddler Specialist, Community Services for Children/Northeast Key*

Decisions you make and how you respond to infant/toddler behaviors impact not only the outcomes in that moment, but also the development and future learning for the child. In this course, we will explore the meaning behind the behavior and ways to provide intentional interactions and responses to promote positive emotional growth and socialization.

**13.05 Head Bumps Matter - Playground Safety, K7.5 C1**

*Elizabeth Miller, BSN, RN, BC, Owner / Child Care Health Consultant Nurse, Child Care Health & Safety. LLC*

Learn to reduce the risk of head injuries, how to recognize and respond to the signs and symptoms of a head injury, and what may be involved to accommodate a child in group care who has sustained a brain injury. (ECERS-ITERS: Personal Care Routines. Meets STAR Level 2 Performance Standard for Health and Safety)

**13.06 Using Program Observation Instruments (POI) for Quality Improvement - A POI Over, K2.4 C1**

*Jill Kortright Wood, PQA Supervisor, PA Key Barbara Bredell-Searle, Program Quality Assessor, PA Keys*

Observing classroom practices and reviewing program policies and early learning environments provides valuable information for planning. Using a standardized and well-researched tool helps Quality Coaches, administrators, and teachers to organize the information and identify priorities. This session will provide an overview of Program Observation Instruments (POI) that can be used for Continuous Quality Improvement work and for Keystone STARS designation. Participants will use small and large group discussion time to investigate POI options and review guiding questions for determining which tool might be right for their program's CQI goals.

**13.07 Including Samuel, K1.7 C2**

*Cindy Griffith, Education, Early Intervention Technical Assistance Mary Mikus, Education Consultant, Early Intervention Technical Assistance*

This presentation will include a documentary made by Daniel Habib, a photojournalist who became the father of Samuel, a young child with a disability. The film documents Dan and his wife Betsy and their older son's journey in all facets of their lives. It also features other families and comments from individuals whose lives are touched by them.

**13.08 Understanding the new Keystone STARS,**

*Becky Mercatoris, Director, Bureau of Early Learning, OCDEL Toni Kurzinger*

Join OCDEL staff to hear more about the new Keystone STARS performance standards and the Keystone STARS system.

**13.09 Current STEAM Technology for Pre K to Grade 3 Youth, K2.16 C2**

*Winnie Black, Special Projects Coordinator, Central Susquehanna Intermediate Unit - Center for Schools and Communities*

Participants will experience an overview of free or low cast STEAM technologies and how they might be used.

### 13.10 Understanding Y Generation, K6.7 C2

*Rose Snyder, Director of Member & Affiliate Relations, PennAEYC*

In this course, we will examine questions about generational differences in the workplace. It is important to better understand the needs and differences of various generational age groups so that professionals are best able to communicate and support children. We will discuss the influences of various generational differences as well as the often mistaken assumptions we have regarding specific age groups. This course is designed to challenge your current beliefs about various age groups and challenge you to think differently about generational differences to best support continuous quality improvement of the professional. Please Note: This workshop is being presented a 2nd time during Session #3 from 1:14 - 2:45 on Monday, October 16th.

### 13.11 PreK for PA: The Advocacy Continues!, K3.06 C2

*Michelle Smith, Outreach Manager, Pennsylvania Head Start Association*

In the last 3 years, the PreK for PA Campaign has brought together thousands of Pennsylvanians from different walks of life to advocate for our youngest. From professionals in early learning to health to law enforcement to business; from people working in for profit to non-profits, they all had one thing in common: the belief that all of Pennsylvania's children deserve access to high quality pre-K. This session will review the strategies that have worked and talk about next steps. Maybe you're new to the Campaign, maybe you've been there from the beginning, or just maybe you're wondering if there is a role for you, join us to see how you can fit it!

## Session #13E 1:45 – 4:30

### 13.12E Developmentally Appropriate Interactions, K5.1 C1

*Michelle Long, PQA Assessor, PA Key Pam Schaffner, PQA Assessor, PA Keys*

Take a look at into staff/child interactions with the use of quotes to get you thinking about yourself as a teacher, the children as learners, and how your interactions can enhance a child's development.

### 13.13E The Hiring Process: Recruiting, Interviewing, Selection and Onboarding, D8.11 C2

*Janice Nieliwocki, Child Care Specialist, Ronald V. McGuckin and Associates*

An organization's most important investment is its employees. This workshop will provide participants with information designed to assist in developing a process for selecting quality employees. We will discuss the impact of various laws on the recruitment, application, and interviewing of employees related to the hiring process.This session will identify common hiring mistakes, create an information base for questions to select quality employees and develop a process that maximizes your chances selecting the best qualified candidate and minimize your chances of being involved in litigation.

**13.14E Answering Young Children's Questions about Race, Religion, and Culture, K3.3 C3**

*Michelle Szpara, Associate Professor, Educational Leadership, Cabrini University*

As our communities continue to diversify, and media exposure to diversity increases, children of all ages ask questions to understand the differences they see and hear about - physical differences in skin color, body shape, hair color and texture, hair coverings and clothing choices, and more. Early childhood educators can direct children's natural observation skills to learn positive messages about community, common connections, and diversity. Math (counting), geography (map-reading), and biology (hair and scalp) can be woven into answering children's questions about diversity. This hands-on workshop will engage early childhood educators and administrators in examining theories of positive racial and cultural identity development, and we will practice role-playing ways to talk positively and openly about the rich diversity and shared commonalities across our communities.

**13.15E Scaffolding Science While Building Literacy, K2.15.C3**

*Minnette Taylor, PQAS Director of Education, Mini Montessori Academy*

The importance of science and literacy in early childhood has been widely recognized. Scaffolding a science curriculum with developmentally appropriate activities will ensure children are gaining an in-depth understanding of the three areas of science. Physical, Earth, and Life science allow teachers to simultaneously acquire the power of children observing, concentrating, and building vocabulary associated with science materials. This course will allow participants to discuss high-quality scaffolding science lessons, engage in science and literacy activities. Current practices will be evaluated and a plan for improvement will be created upon completion of this course.

**13.16E Preschool Literacy in Action, K5.5 C2**

*Susan Althouse, EITA Consultant, PaTTAN/Tuscarora IU11 Jodie Holmberg, EITA Consultant, PaTTAN/Tuscarora IU11*

This session will focus on strategies for improving early language and literacy skills, particularly related to vocabulary development and interactive storybook reading. Activities will be included to differentiate Tier 1 and Tier 2 vocabulary words, and to develop a lesson plan for an interactive storybook reading that highlights various literacy strategies. Please Note: Please bring a child's storybook to this session. It is important that the book has a plot, such as "The Little Red Hen," "Where the Wild Things Are," "Corduroy," etc.

### 13.17E Components of the RTI Early Intervention Process, K2.13 C2

*Kevin Hubbard, Early Intervention Specialist, Brightside Academy Susan Blackburn, Early Intervention Specialist, Brightside Academy*
*Jummy Kirby, Intervention Specialist, Brightside Academy*

Brightside Academy's Early Intervention Team will present on their "Response to Intervention" (RTI) model used in the Philadelphia Region. Insights will be shared on how to promote PBIS strategies in the classroom, Behavioral Modification, Self-Regulation techniques, Self-Care for the ECE practitioner, and Community Partnerships and Collaboration. Activities will be shared on how to create a "best practices" environment using positive behavioral support techniques. The intervention team will also discuss their involvement in numerous city-wide projects in the Philadelphia area.

## Session #14 3:00 – 4:30

### 14.01 Compassion Fatigue, Setting Boundaries, and Professional Self Care Part 3, K6.4 C3

*Pam Schaefer, Program Coordinator, Staff Training and Development, KenCrest Services*

This is the last of a three section series, 1.5 hours each session. For ECE's working with high risk families facing daily challenges. The best way to avoid compassion fatigue is early recognition. This course will differentiate between burn out and compassion fatigue or secondary traumatic stress and how to maintain compassion satisfaction; how to utilize principles for practice in setting boundaries with families; and explore tools for self-reflection and self-care for stress reduction.

### 14.02 Early Opportunities Means Early Success, K5.11 C1

*Tiedra Marshall, Family Support Coordinator, Center for Schools and Communities*

Children who are exposed early and often to reading reap many benefits including, better vocabulary, increased ability to pay attention, and are better prepared to enter kindergarten. The American Academy of Pediatrics recommends that parents start reading out loud to their children from the time they are born. Despite these outcomes, some teen parents find it challenging to create a rich literacy environment for their child. Introducing literacy into a child's life is one of many ways that a parent can engage in enriching opportunities that influence their child's overall wellbeing.

**14.03 The Power of Cross-Disciplinary Consistency in Serving Young Children, K3.9 C2**

*Patrick Webster, IMH Learning Collaborative Project Manager, PA Project LAUNCH/Matilda Theiss Early Childhood Behavioral Health Kimberly Eckel, Young Child Wellness Coordinator, PA Project LAUNCH/Allegheny County Department of Human Services*

Historically, services for children and families are provided by a fragmented array of providers. The more complex a child's needs, the more difficult it is to navigate systems and communicate challenging needs. In recent years, several programs have worked to address the negative effects of these barriers by fostering common training, single "point-of-entry" access, and holistic approaches in key areas of child and family development. One such program, Project LAUNCH, is in its third year in Pennsylvania. The presenters will share studies of other successful programs that have overcome barriers between systems. They will also describe preliminary successes of a variety of LAUNCH initiatives in Pennsylvania, including: - expansion of home visiting through outreach across different service areas; - implementation of developmental screening programs through a variety of providers; - training on protective factors in a variety of settings; and - cross-disciplinary efforts to enhance and support infant/early childhood mental health through strong relationships.

**14.04 Intentional Transitions Throughout The Day, K2.13 C1**

*Beth Huertas, Trainer-Curriculum Specialist, Southeast Regional Key @PHMC Roxana Leon, Child Care Health Consultant, Southeast Regional Key @PHMC*

Take the stress out of transitions! We will reflect on the process of a transition and how we can use them as both a learning experience and in classroom management. Participants will learn a number of creative techniques to make transitions from one activity to another easier for children.

**14.05 Birth to 3rd Grdae Curricular Adaptations and Modifications, K2.12 C2**

*Mary Mahoney-Ferster, Early Care and Education Program Specialist, The Arc of PA, Include Me Michal Wargo, Specialist, Include Me, The Arc of PA*

An inclusive curriculum provides a variety of adaptations, accommodations, and modifications. Include Me, an initiative of The Arc of PA, invites you to join us as we share successful implementations from across the commonwealth. Participants will examine strategies, tools, and experiences to create their own classroom toolbox.

**14.06 Exploring Online Professional Development Opportunities and Resources, K6.5 C1**

*Kimberly Herb, Educational Consultant, Early Intervention Technical Assistance Mary Montgomery, Educational Consultant, Early Intervention Technical Assistance*

In this BYOL session (Bring Your Own Laptop/Device), you will explore the Early Intervention Technical Assistance (EITA) Online Portal's many professional development opportunities and spend time prioritizing resources to support your learning. We'll take you through all of the portal features and then let you explore on your own. Discover everything from courses offering PQAS credits to blog posts on hot topics, interactive resources that support your day-to-day work and interest-specific materials. Stay current on topics such as inclusion, social emotional development and support, early language and literacy, and autism just to name a few. Finally, learn how you can receive updates when new items are added to the EITA Portal.

**14.07 The Fair Labor Standards Act and Your Program, K8.11 C3**

*Ronald McGuckin, Attorney/Owner, Ronald V. McGuckin and Associates*

Administrators are often confused by the language as well as the Department of Labors viewpoint concerning the Fair Labor Standards Act. This workshop will educate administrators on the FLSA and issues of paying employees for training hours mandated by the state or for work done at home. Participants will be engaged in discussions ranging from employee classification, salaries to actual job duties. Participants will be engaged in brainstorming to find alternative scheduling, and pay solutions in an attempt to alleviate the budgetary stress the Fair Labor Standards Act may impose.

**14.08 Growing Healthy Children Together, K7.13 C1**

*Lori McMonigal, Coordinator for Special Projects, Tuscarora Intermediate Unit 11*

Join us to talk with a panel of child care providers and child care health consultants about factors that contribute to the rise in childhood obesity, and ways that we can work together to improve the nutrition and physical activity habits of children and their adult role models. Gain access to resources for teachers and families offered through Keystone Kids Go!, a multi-agency collaboration, as well as the Pennsylvania Nutrition and Physical Activity Self-Assessment for Child Care (PA NAP SACC), a free, web-based, continuous quality improvement process. Participants will walk away with resources and opportunities and will hear how other programs have incorporated small changes that have resulted in a HUGE, HEALTHY impact.

**14.09 Back to Sleep, Belly to Play: Supporting Infant Health Through Education, K7.6 C2**

*Erin Naggy, Doctor of Occupational Therapy, accessAbilities Inc.*

A lack of formalized parental education increases the rate of preventable skull deformities and developmental delays in otherwise healthy infants. Since the Back to Sleep Campaign began in 1992, rates of positional skull deformity have increased fivefold in 6-month old infants. When a baby's head remains stationary it may flatten, increasing the likelihood of developing a skull deformity such as plagiocephaly. Positional skull deformity can be prevented for most infants by: periodic changes in infant head sleep position, active movement, and limiting time spent in positioning devices such as car seats. . Education to both prospective parents and health care professionals who teach parents about developmental positioning are paramount to support infant health and developmental progression. There exist a great need for preventative educational programs to increase understanding of safe sleep, tummy time, and reduced time in positioning devices using a routines-based, tummy time protocol.

**14.10 Building Bridges-The Importance of Culture, Community and Collaboration, K3.1 C2**

*Malkia Singleton Ofori-Agyekum, Pennsylvania Program Director, Parent-Childl Home Program Katie Rubinstein, Director of Quality Initiatives, Public Health Management Corporation*

This session will share PCHP's best practices on engaging communities to implement the model that increases school readiness through home visiting. The session will emphasize the importance of community collaboration and cultural competence when implementing the Program. PCHP and Public Health Management Corporation(PHMC) will share their journey in implementing the Program in Philadelphia where they are working together in the North Philadelphia, South/Southwest and West Philadelphia communities with native and immigrant families.

**14.11 From Eww to Ah-ha! Turning Fear of Nature into Curiosity, K2.14 C2**

*Julie Travaglini, Education Program Director, Allegheny Land Trust*

How much blood does a vampire bat drink? Could a cockroach save your life? Do all spiders build webs? This workshop will explore the fascinating world of creatures usually considered "creepy" by deciphering facts from myths and uncovering the folklore behind some of our misconceptions. You will take away new ideas on how to incorporate these "creepy" creatures into your classroom or after school setting via books, crafts, games and sensory activities!

### 14.12 Raising Reader's Together Club: Bringing Families Together to Help Young Childre, K5.5 C2

*Cynthia Battle, Community Outreach Specialist, Pittsburgh Association for the Education of Young Children*

Raising Reader's Together Club: Bringing families together to help young children to become life - long, enthusiastic readers. We will explore strategies to bridge the gap between an at risk community and an urban police department, by inviting Police Officer's to read with and to children at a local community Barber Shop

### 14.13 CQI for Keystone STARS, K6.4 C2

*Becky Mercatoris, Director, Bureau of Early Learning, OCDEL Toni Kurzinger, , OCDEL*

Keystone STARS needs CQI too! Your input will help OCDEL shape our new system during this year of transition. Please join us for a discussion around the new STARS and ways we can work together to ensure all children, families and providers are supported in our new system.

### 14.14 Early Learning Programs and Public Schools a Wonderful Connection, K6.3 C3

*Lisa Eick, Executive Director, The Growing Place Child Care Centers Erica Greer, Principal, Pleasant Valley School District*

This workshop will provide participants examples and opportunities to support connections between early learning providers and school districts. The workshop focuses on the benefits of collaboration. Participants will be provided with information on how to create an Early Learning Initiative in their community. Many examples of activities for the children and professional development activities for educators will be shared.