

Tuesday, October 17th, 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 Association

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 work means to their community and hopefully a new commitment to their work.

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

Jacquelin Foulz, 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, Community 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 certification 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 Pitzzi, 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 Experiments 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 Experiments 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 MyTeachingStrategies™ 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.