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, K33C2

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.