TUESDAY

Session 6: 9:45 am -11:15 am

6.01 PELICAN Provider Self-Service (PSS), K8.16 C2

Leslie Shaw, Human Services Program Rep, OCDEL
Joe Maldonado, Business Analyst, OCDEL
Gabe Day, Business Analyst, PCG
Megha Pallavi, Business Analyst, PCG

Providers will learn how to register for and utilize PSS for child care online attendance tracking and invoicing. Sign up for eCorrespondence from your ELRC, update provider profiles for display in COMPASS, and access applications and renewals for Certification.

6.02 Reports for Head Start Leadership, Part 1 of 4, K6.5 C2

Blair Hyatt, , Pennsylvania Head Start Association

6.03 The Toddler Brain, K1.4 C2

Dr. Lara Jana, Associate Research Professor, Penn State's Edna Bennett Pierce Prevention Research Center

 Dr. Laura Jana will follow up her Tuesday Keynote with continued exploration and discussion of the exciting research behind "The Toddler Brain" and preparing our current and future generations for the 21st Century and the skills they'll need to succeed.

6.04 Advocacy: Beyond the Basics, K6.10 C2

Tracy Weaver, Outreach Coordinator, PennAEYC

Let's agree, increasing support for early childhood programs is critical and we ALL must do our part to help leaders understand why it is so important to children, their families and our communities. You have experience with advocacy and want to do more, but you are looking for ideas for effective outreach? This session will help you think through the process you currently use and where to go from there to build even more momentum in your community with business, civic and legislative leaders.

6.05 After High-Quality Child Care Comes Kindergarten Transition, K3.7 C1

Katherine Bradstreet, Program Manager, P-3 Alignment, The School District of Philadelphia
Doria Mitchell, Director, K-3 Early Literacy and Special Projects, The School District of Philadelphia

Early childhood quality education is crucial to giving children a strong start, but what happens when they leave child care and enter grade school? Transition into grade school from childcare settings is an exciting time, but may be a scary time for children and families. Discuss approaches and challenges encountered

in highly diverse Philadelphia and in your district at the systematic and school-level to support kindergarten transition. Topics include Kindergarten Registration, Kindergarten Open Houses, Building Bridges (a District-wide PreK and kindergarten joint planning initiative), Pennsylvania's Kindergarten Entry Inventory (KEI), and more. Serving close to 100,000 students, over 10,000 of whom are kindergarten students, the approaches utilized and challenges faced by The School District of Philadelphia can be considered by school districts, teachers, directors and state administrators when developing policies, practices and recommendations.

6.06 Customer Service in Early Care and Education, K3.6 C1

Cyndi McAleer, Preschool Program Supervisor, PA Key

This workshop is designed to "reframe" participants' thinking about the way that families are viewed in their program. Instead of thinking about how we expect families to fit into our program, the focus is on creating and highlighting a program that parents want to join. Looking through a customer service lens allows the participant to step outside their own perspective and to highlight their uniqueness and strengths. Using this viewpoint, programs can develop an approach that helps build and strengthen respectful and reciprocal relationships with families

6.07 Educating Young Thinkers Via Adult-Guided Object Play, K1.8 C2

James Johnson, Professor of Early Education, Pennsylvania State University
Joy Ashley, Director, Ivy May Day Care and Preschool

The purpose of this workshop is to help you better understand child development during the early years, especially with respect to early math and logic. Three sets of activities are explained that can be done using the materials contained in the math kit. These kits will be used and discussed during the session. Kits include 12 picture blocks representing four categories that can be sorted thematically, descriptively, or inferentially, and 27 blocks with holes. One-third are red, one-third are blue and one-third are green. One-third are triangles, one-third squares and one-third circles. One-third are big, one-third medium, and one-third small. Each block is defined as an intersection along three dimensions: Color (red, blue, and green), Shape (triangles, squares, and circles), Size (large, medium, and small). Scripted and created ideas for powerful interactions with the objects will take place.

6.08 Math Throughout the Day, K2.14 C2

Susan Veli, Education Coordinator, Capital Area Head Start
Brandi Kerstetter, Teacher, Capital Area Head Start

Participants will learn ways to incorporate Math concepts into all parts of the day. They will leave with new ideas to promote Math skills in children. This workshop focuses on the parts of the day in an early learning center but can easily be transferred to home use.

6.09 Pedagogy and Space: Design Inspirations for Your Early Childhood Classroom!, K2.1 C2

Linda Zane, Associate Professor, Slippery Rock University of PA

This session will explore ways in which classroom spaces can enrich one's pedagogy. Participants will analyze photographs of early childhood classroom environments, which will be explored through the lens of recommended architectural "patterns" that create effective learning environments. Participants will also be introduced to a "design toolkit" which will provide specific suggestions to inspire creativity within their classrooms.

6.10 Proactive Communication In Your Child's Education, D1.10 C1

Jessica Spradley, Parent, Pittsburgh Public Schools

This workshop is designed to help participants create effective strategies to communicate with teachers and child care providers about a child's education. Communication with teachers and administrators is an important part of the continuity of education and ensuring that education received in school is reinforced and supported at home.

6.11 Staff Meetings: Making them Meaningful, D8.14 C2

Angel Avery-Wright, PQA Assessor, PA Key
Erin DelRegno, PQA Assessor, PA Key

Participants will use discussion, visual aids and small group activities to identify ways to include child and staff development into staff meetings in a way that is meaningful to staff.

6.12 STEM, STEAM and 21st Century Block Play, K2.11 C2

Chad Richert, Executive Vice 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. In this hands-on workshop participants will 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.

6.13 The Use of Sensory Integration Techniques Within the Classroom Environment, K2.7 C2

Erin Naggy, OTD, OTR/L, Brightwood Career Institute

Embedding sensory play into daily routines supports development and learning. Principles of sensory integration will be explained in order to design classroom activities and environments to support students neurodevelopment. Sharing of resources as well as hands-on activities will be presented.

6.14 Yoga and the Young Mind, K2.10 C2

Kathleen Zdenek, Early Childhood Educator & RYT-200, Wellness in Motion Studio
Chrissy Fritton, Youth Yoga and Early Education Instructor, Wellness in Motion Studio

What are the benefits of the body-mind connection? Is yoga practical in an early childhood setting? How can we, as engaged adults supporting young children, be more proactive in supporting the development of our children/students by meeting them where they are socially & emotionally? What does yoga have to do with the development of the young mind? In this interactive workshop, we will learn and practice strategies for supporting the whole child from the lens of yoga and mindfulness.

Session 6 Extended: 9:45 am – 1:00 pm

6.15E Danielson for Directors: Understanding the Teacher Effectiveness Model, K6.4 C1

Jacquelin Foultz, Preschool Program Specialist, PA Key
Shawnee Hooper, Preschool Program Specialist, PA Key

This session is an overview of the Teacher Effectiveness Model and Danielson Framework. There will be a general overview of the process that teachers go through during obtaining their Level I certification. The second part of the session takes the director through how to conduct classroom observations with the four different domains and 22 components in mind. Each participant will develop their own calendar of classroom observations to aid in the support of their teachers.

6.16E Elevate Emotional Intelligence in the Classroom and Increase Enrollment and Tack, K1.4 C2

Helen Ober, CEO, Living the Empowered Life

A long-term solution to violence in our society begins with our young children and how they are able to identify, express, and cope with their own emotions and how they care for how others feel. Emotional Intelligence is as important, if not more important, as mastering academic skills. This workshop presents information and application with easy to implement ideas for use in the classroom.

6.17E Inclusivity 101, K6.7 C1

Sara Kiehn, Early Childhood Mental Health Consultant, YWCA Greater Pittsburgh

Creating an inclusive early learning environment begins with our attitudes and is reflected in the language we use. In this course the participant will learn that words matter. This course gives insight into "person-first" language. Gaining your new knowledge of "person-first" language through large group instruction you will be provided self-reflection opportunities and small group discussions to look at general teaching practices in order to identify how teacher attitudes determine language that is used in early childhood education and care settings.

6.18E Learning STEM Through Play, K2.14 C3

Annie Skamangas-Scaros, Executive Director, Early Childhood Education Training Academy

Play is the very natural way children learn. This workshop will guide participants through fun STEM activities with an analysis of the STEM skills embedded in the activities. Participants will then evaluate how these skills can be integrated throughout the classroom environment.

6.19E Minimizing Challenging Behavior in Young Children, K1.4 C2

Suzanne Swartz, Assistant Professor, Lock Haven University
Amy Barth, Instructor, Lock Haven University

This workshop is Constructivist in nature and will help teachers understand the nature and major roots of challenging behavior in young children. Teachers will learn how to observe, identify, and determine the function that the child's challenging behavior serves. We will examine the functional behavior assessment (FBA) to support effective approaches for dealing with aggressive physical and verbal behaviors, such as hitting, teasing, and interrupting. Using large group direct instruction, small group discussion sessions, and interactive application activities, teachers will build their positive guidance strategies for use in challenging situations.

6.20E Public Benefits- Helping Families Meet Medical/Financial/Educational Needs, K3.4 C1

Bill McLaughlin, Paralegal-Public Benefits Specialist, North Penn Legal Services
Sheila Forrester, Family and Community Development Coordinator, Capital Area Head Start
Peter Zurflieh, Executive Director, Community Justice Project

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

6.21E Supercharged Cavity Free Kids for Early Learning Champions, K7.3 C2

Amy Requa, State Oral Health Coordinator, Pennsylvania Head Start Association
Helen Hawkey, Executive Director, Pennsylvania Coalition for Oral Health

In the "supercharged" Cavity Free Kids (CFK) curriculum, oral health is presented as an ongoing part of preschool education and includes classroom activities and parent and education materials for use in parent meetings and during home visits. This Cavity Free Kids course includes a special curriculum for home visitors. Cavity Free Kids is specifically designed for use in preschool and home visiting programs to meet comprehensive Early Learning Standards. Cavity Free Kids will motivate all service providers and audiences that work with children to improve the oral health literacy of those around them and to understand the importance of oral health to overall health and wellness, and specifically to early childhood development.

Session 7: 11:30 am – 1:00 pm

7.01 ELN Computer Lab - Provider Training, K8.16 C2

Audrey Maddox, ELN Business Analyst, OCDEL
Sue Stump, Business Analyst, OCDEL
Beverly Hajek, PELICAN Help Desk Supervisor, OCDEL
Hope Helms, Business Analyst, PCG
Sharon Kersteter, Business Analyst, PCG

This session is for new or experienced providers. Come visit us with your questions about the PELICAN-ELN system. Learn about the benefits of accessing ELN through Provider Self-Service (PSS).

7.02 Reports for Head Start Leadership, Part 2 of 4, K6.5 C2

Blair Hyatt, , Pennsylvania Head Start Association

7.03 Coaching Teachers Towards Success in High Quality Practices, K6.4 C2

Erica O'Heren, Quality Assurance Coach, Brightside Academy
Melissa Rodriguez, Quality Assurance Coach, Brightside Academy

This session will provide coaches and mentors with strategies to support teachers with executing high-quality practices in the classroom. The focus will be on the importance of building positive reciprocal relationships leading to powerful interactions between the mentor and mentee. Through a strength-based approach and utilizing data from assessments such as CLASS and ERS, strategies for developing a plan for professional growth will be outlined.

7.04 Finding the Path to Being Less Stressed, Happier and More Positive., K6.3 C1

Lorrie Delp, Site Support Specialist, Capital Area Early Head Start

Audrey Bender Smith, Education Coordinator, Capital Area Head Start

We will focus on helping to explain and explore the mindfulness movement. Sharing information on stress and its negative impact on us as well as how we can turn that around through the practice of meditation, gratitude and getting back to nature. We will have the opportunity to practice some short mediations as well as try some gratitude exercises. This can be the beginning of your journey to being less stressed and feeling truly happier!

7.05 How Trauma Impacts the Brain and Nervous System and What to do About it, K1.4 C1

Lauren Spigelmyer, Founder, The Behavior Hub

This workshop will provide participants with an interactive way of understanding and explaining how trauma impacts the brain and nervous system. They will then be given techniques that build and strengthen relationships, foster respect and responsibility, and teach children to solve problems and take accountability for wrongdoings. These strategies will give individuals tools for preventing and addressing undesired behaviors through open and respectful communication and problem-solving. Participants will leave the workshop with an adaptable program to implement in their setting. This is a highly interactive workshop where participants will be working in pairs, small groups, and large groups.

7.06 Influencing Policies and Funding that Impact Your Program-Provider Panel, K6.10 C1

Elisa Shepherd, Government Relations Manager, KinderCare Education

This workshop will provide effective advocacy strategies from a panel of early childhood providers, serving as Pennsylvania Child Care Association Board Members and ECE Advocates. Panelists will identify and discuss how as providers they are influential in shaping public policies that are being developed today to impact early learning programs tomorrow.

7.07 Media Literacy for School Agers, K5.14 C2

Debra Riek, Education Diretor, WITF

Watching children attempt to navigate media can be a painful process. How can we support children to be critical thinkers and grow into informed citizens? Come discuss the questions we should be asking ourselves and our students as we all seek to understand how media works.

7.08 PA Project LAUNCH and Strategic Professional Growth across the Service Spectrum, K6.5 C3

Kim Eckel, Young Child Wellness Coordinator, PA Project LAUNCH/Allegheny County Department of Human Services
Patrick Webster, Project Manager, LAUNCH Learning Collaboratives, PA Project LAUNCH/Matilda Theiss Early Childhood Behavioral Health
Amanda Hutchison, Infant Toddler Specialist, YWCA of Greater Pittsburgh
Kelley Smithula, Resource Services Specialist, Allegheny County Department of Human Services

PA Project LAUNCH has implemented many initiatives to support the healthy development of children ages birth-8 with a focus on strong relationships between children, parents, caregivers, educators, physical and mental health providers, and others serving the community. LAUNCH implements this work through cross-disciplinary projects that engage families and professionals. Presentation participants will be exposed to infant and early childhood mental health principles and our understanding of their importance for all early childhood professionals. Participants will also learn about the implementation of a new competency and endorsement framework in Pennsylvania that supports the development of professional

expertise in infant and early childhood mental health, and the role Project LAUNCH has played in this work. Two professionals who have participated in comprehensive online learning opportunities through LAUNCH Scholarships will share course content, highlighting the impact of the content itself and the cross-disciplinary cohort of professionals that LAUNCH brought together.

7.09 Partnering Successfully with Non-Traditional Families and Caregivers, K3.1 C2

Rebecca Lamar, Education Instructor, Northampton Community College

This workshop focuses on differing family structures and practices in the 21st century. Participants will familiarize themselves with appropriate terms, interactions, and conversation starters so that communication and partnerships begin to emerge in non-traditional family and school relationships. Participants will create an action plan to follow through with during a specific amount of time in their classroom.

7.10 Picasso Meets Einstein! Discover Science While Exploring Art, K2.14 C1

Sharron Krull, Early Childhood Consultant/Trainer, Discount School Supply/Play Power

You don't have to be Einstein to teach science or Picasso to get children excited about art. Young children learn science concepts every day as they play and explore the world around them. Find out effective ways to make children's discoveries come alive through visual, hands-on, sensory art experiences. Learn about materials and activities that support children's natural curiosity and sense of wonder!

7.11 Pretzels, Smoothies and Smiles-A Framework for Inclusive Practices in Preschool, K1.3 C2

Deborah Lock, Director of Early Childhood Programs, Bucks County Intermediate Unit #22
Patti Quick, Early Childhood Program Supervisor and Building Administrator, Bucks County Intermediate Unit #22

Participants will be introduced to a model of inclusion which blends Early Intervention Services, Head Start programming, and Pre-K Counts programming in preschool classrooms. The perspectives of a variety of stakeholders will be shared including teachers, parents, administration and business office. Specific focus will be given to co-planning/co-teaching, curriculum and environmental consideration and braiding of funding.

7.12 Serving Young Children Experiencing Homelessness, K3.5 C1

Sonia Pitzi, ECYEH Regional Coordinator - Region 3, Lincoln Intermediate Unit 12 (LIU12)
Andrea Sheesley, ECYEH Regional Coordinator - Region 6, ARIN IU 28
Tabitha Kramer, Program Specialist, Berks County IU 14

During the 2016-17 school year over 30,000 children and youth in Pennsylvania were identified as experiencing homelessness. Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program identified 3,096 children from birth to age 2; 1,662 children aged 3-5 that were not enrolled in pre-kindergarten programs and 875 children that were enrolled in a variety of pre-K programs. As demonstrated by the research, the trauma of poverty and housing instability can cause significant damage negatively impacting children's development and limiting their future success in school and in life. Attend this session to learn how you can better identify families/children experiencing homelessness, and ensure they receive the supports that they need.

7.13 Telepractice as a Tool to Achieve Effective Family Involvement, D3.6 C2

Michelle Parfitt, Early Intervention Director, DePaul School for Hearing and Speech

Telepractice has recently been shown to be an effective way to engage families who are unable to regularly attend teacher meetings or therapy sessions. As a result of increased family engagement through telepractice, children are demonstrating improved educational outcomes. This workshop will briefly describe research outcomes from a study that is being conducted through the University of Pittsburgh and DePaul School for Hearing and Speech. The presenter will outline steps to setting up and conducting a variety of different types of telepractice sessions. Important information to consider in order to maximize the benefit of telepractice sessions will also be presented. The audience will view video examples of effective and problematic telepractice situations. The session will conclude with group discussion regarding ways in which telepractice could be used in their specific settings.

7.14 The Balancing Act: Seeing, Understanding and Responding to Families, K3.1 C2

Karen Arcangelo, Associate Professor, Keystone College
Zack Elisio, Program Supervisor, Devereux Advanced Behavioral Health
Kristen Arcangelo, Family Therapist, Creative Health Services

Family-school partnerships, while often discussed, are frequently a source of confusion and frustration. Family need, structure, and culture play key roles in participation, resulting in a gap in communication between teachers, school leaders, and families. This workshop seeks to discuss the role of seeing, understanding, and responding through a lens of ecosystemic family therapy to support teachers in bridging gaps and collaborating with families to reduce difficult behaviors and stress in the system.

Session 8: 1:15 pm – 2:45 pm

8.01 ELN Computer Lab - Provider Training, K8.16 C2

Audrey Maddox, ELN Business Analyst, OCDEL
Sue Stump, Business Analyst, OCDEL
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8.02 Reports for Head Start Leadership, Part 3 of 4, K6.5 C2

Blair Hyatt, , Pennsylvania Head Start Association

8.03 Being with Families: Relationship Skills for Partnering with Families, K3.6 C1

Amiee Aquino, Region III ECE TA Specialist, ICF

Relationships matter. And just as parents' relationships with their children matter a lot to how children grow and learn, professionals' relationships with parents can impact how families grow and develop. This session for Head Start Family Engagement professionals looks at the OHS Relationship-Based Competencies and how these help HS staff strengthen connections with families for the success of their children.

8.04 Determining the True Cost of Caring for Children, D8.8 C1

Tracy Weaver, Outreach Coordinator, PennAEYC
Eliizabeth Farwell, Program Manager, First Up

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

8.05 Engaging Families with a Math Lending Library, K3.10 C2

Patricia Joergensen, Associate Professor, Holy Family University

This workshop will present a math lending library as a way to engage families in the PA Early Learning Standards. There will be a brief presentation of the research showing the importance of early math engagement and its impact on children's math development. Participants will identify design features for math lending library items. Participants will also develop a plan to utilize math lending library items in their local settings.

8.06 Family & Community Learning Workshops, K3.10 C1

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

The Family & Community Learning Workshop content and structure is designed to support and foster collaboration, communication, and problem-solving skills within the family (and community) while empowering families to explore, create, and express themselves with media and technology. Learn how families can learn together with tools from PBS Kids!

8.07 Growing Up Healthy, K7.13 C1

Lori McMonigal, Coordinator for Special Projects, Tuscarora Intermediate Unit 11
Rose Gioia-Fine, Manager of Innovation and Special Projects, Tuscarora Intermediate Unit 11

Caregivers are a key ingredient when it comes to helping children form healthy behaviors. Since 2002, the Keystone Kids Go! (KKG) initiative has been committed to improving the overall health of Pennsylvania's children and their families. Join us to talk about factors that contribute to the rise in childhood obesity and ways that state agencies are working together to improve the nutrition and physical activity habits of children and their adult role models through policy, systems and environmental change. Gain access to resources and opportunities for teachers and families offered through KKG partners, including the Pennsylvania Nutrition and Physical Activity Self-Assessment for Child Care (PA NAP SACC), and see examples of how the tools were put into action by Pennsylvania early childhood programs. Participants will receive information and resources and will hear how other programs have incorporated small changes that have resulted in a huge, healthy impact.

8.08 Hmm? Am I an Effective Observer?, K6.4 C2

Kweli Archie, Program Quality Assessor, PA Key
Amy Hoffman, Program Quality Assessor, PA Key

This workshop will begin with the participants engaging in a constructive dialogue to explore their own self-awareness, which will lead into a self-reflective activity, to examine how the participants identify themselves as well as how they perceive others. Next, we will review what it means to be "an effective observer" and the importance of self-assessment within the context of continuous quality improvement.

The participants will learn about different program observation instruments (POIs) that can be used to complete a self-assessment and create a continuous quality improvement plan.

8.09 Home Visiting as a support for Families Experiencing Homelessness, K3.2 C1

Malkia Singleton Ofori-Agyekum, Director, Parent-Child Home Program

There is a great disparity in early care and education opportunities between homeless children and their peers. The high mobility of families who are homeless and a lack of transportation to and from a center-based program present significant barriers to participation in early education. This workshop will explore a unique approach to meeting the needs of children and families experiencing homelessness by providing child development and family support services through home visiting. The Parent-Child Home Program will share their experience and strategies for utilizing this model to reach families experiencing homelessness.

8.10 Individualizing PD & Mentoring to Help Teachers Implement Curriculum to Fidelity, D6.12 C1

Natalie Pickett, Regional Professional Development Manager, Teaching Strategies

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

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

Susan Zeiders, Project Manager, Early Intervention Technical Assistance

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

8.12 THE (Team Heart Experience) Workshop: Social Emotional Team Building Fun, K5.1 C2

Ron Shuali, Transformer, Shua Life Skills

This is a team building, mind awaking workshop. Creating a vision for teachers themselves that aligns with the school is essential. Participants laugh while engaging in thought-provoking exercises, games and conversations that expose them to life-affirming experiences and concepts centered on getting to the root of the challenges within their school and classroom. Participants leave more connected and committed to their entire team's success as if it was their own.

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

Brandy Fox, LCSW, IMH-E (IV-P), ECMH Consultation Project Manager/PA Project LAUNCH Coordinator, PA Key/PA Project LAUNCH/PA-AIMH

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.

Session 8 Extended: 1:15 pm – 4:30 pm

8.14E Ain't Misbehaving: Understanding How Sensory Processing Drives Behavior, K2.10 C2

Mina Bapat, Consultant, Early Intervention Technical Assistance
Peggy Hoffman, Clinical Supervisor of Occupational and Physical Therapy, Bucks County Intermediate Unit #22

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.

8.15E Developing Seven Social Skills School-Age Youth Need to Get Along, K2.13 C2

Patricia Hess, Professional Development Manager, Montgomery Early Learning Center Professional Development Dimensions

A primary role of the school-age practitioner is to teach social skills. We will discuss the whys and needs of teaching social skills. Social skills will be broken down into seven skill clusters (The Seven Cs) - confidence, control, coping, curiosity, communications, community building, and conflict resolution. Learn activities you can use in your classroom to help children grow their social skills and impact their development.

8.16E Embedding Language and Literacy Strategies across All Developmental Domains, K2.11 C2

Barbara Rothermel, Early Intervention Supervisor, Intermediate Unit 1
Amy Meerdo, Lead Support Teacher for Early Intervention, Intermediate Unit 1
Dina Stipetic, EITA Consultant, Early Intervention Technical Assistance
Erin Goeckeler, Early Intervention Supervisor, Intermediate Unit 1

This workshop will review staff and family development and activities that Intermediate Unit 1 has designed and implemented based on the two year Language and Literacy grant provided through OCDEL.

8.17E Encouraging Racial Justice through Your Early Learning Environment, K1.3 C1

Jillian Adler, Senior Early Learning Specialist, First Up

This session will present information on young children's understanding of racial identity - their own and others' - and will offer suggestions for new ways to engage in the topics of diversity, equity, and justice by setting up the environment with appropriate racial representation.

8.18E Growing Intelligence: A New Approach to Curriculum Planning with a Spotlight on, K2.9 C2

Denise Madzik, Coordinator, Reibman Hall Children's Center, Northampton Community College
Lisa Scott, Lead Teacher, Older Toddler and Younger Preschool Classroom, Reibman Hall Children's Center, Northampton Community College

A mindset describes the underlying beliefs people have about learning and intelligence. A Growth Mindset is the belief that it is possible to grow intelligence through effort and a willingness to dig in deep (Dweck, 2006). Learn how a growth mindset can be incorporated into an early childhood arts-integrated framework to encourage both children and adults to explore and implement growth mindset tendencies. Explore intentional growth mindset teaching strategies to implement in your classroom and your own professional growth.

8.19E Preparing the Ground: Trauma & Implicit Bias as a Base for Mental Health Support, D2.3 C3

Patrick McKelvey, Clinical Program Manager, Matilda Theiss Early Childhood Behavioral Health/WPIC Early Childhood Trauma Treatment Center
Kimberly Eckel, Young Child Wellness Coordinator, PA Project LAUNCH/Allegheny County Department of Human Services
Patrick Webster, Project Manager, LAUNCH Learning Collaboratives, PA Project LAUNCH/Matilda Theiss Early Childhood Behavioral Health
Dawn Brubaker, Lead Service Coordinator, Immigrant Service and Connections (ISAC) Program, Jewish Family & Children's Services of Pittsburgh
Jan Sapotichne, Director of Quality Initiatives, Trying Together

Project LAUNCH is a federal grant program through SAMHSA to promote the social-emotional health of families with children ages birth-8 via five prevention and wellness promotion strategies. Now in year 4, LAUNCH has implemented a range of initiatives to support children's healthy development with a focus on promoting strong social-emotional development. One of many successful LAUNCH projects has been the development of two professional development modules that nurture understanding and best practice skills in two foundational areas: understanding trauma and its effects, and the impact of implicit bias on growth & development. Participants will gain a "sneak peek" of each module's content from the experts who developed and deliver these opportunities. Participants will then learn about the next steps, which bring the trauma and implicit bias modules together with Conscious Discipline, a nationally acclaimed program providing practical approaches to addressing behavioral challenges while managing a diverse and positive classroom.

8.20E Supporting Equity Education through PBIS Implementation, K3.1 C1

Laurie Strouse, Supervising Teacher, Child Care Center at Hort Woods, PSU

PBIS implementation can provide a foundation for learning about diversity and inclusion. Through supportive relationships and high-quality environments, PBIS supports the affirmation of a child's self-concept, it can teach tolerance and peace, as well as create a context for children to consider topics related to fairness, equality, equity, and justice.

Session 8 Extra Extended: 1:15 pm – 6:15 pm

8.21EE Early Childhood CTE Roundtable, D6.5 C2

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

Early Childhood CTE teachers are invited to join us for our 3rd annual networking roundtable! We will discuss CIP Code/POS (program of study), curriculum, NOCTI, CDA, and student organizations (FCCLA, SkillsUSA).

Session 9: 3:00 pm – 4:30 pm

9.01 ELN Computer Lab - Provider Training, K8.16 C2

Audrey Maddox, ELN Business Analyst, OCDEL
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9.02 Reports for Head Start Leadership, Part 4 of 4, K6.5 C2

Blair Hyatt, , Pennsylvania Head Start Association

9.03 A Developmentally Appropriate Approach to Reducing Suspensions and Expulsions, K1.3 C1

Emily Neff, Public Policy Associate, Trying Together
Chasta Shaw, Early Head Start Coach, Trying Together

First, we will provide the background and current context for suspensions and expulsions in early childhood settings by defining the problem, identifying possible causes, and discussing strategies. We will then facilitate a conversation to define the terms of exclusionary discipline and the experiences of participants. The workshop will focus on developmentally appropriate practice as the foundation for preventative and responsive strategies to create an environment that supports educators, families, and children in ways that are intentional, developmentally appropriate, culturally competent, gender responsive, and trauma-informed. This session will be interactive and provide participants an opportunity to discuss challenges and share best practice.

9.04 Administrative Relationships For SAC, K3.9 C2

Betsy Saatman, TA Specialist, PA Key

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

9.05 Budget Considerations for Programs Serving Children & Families Exp Homelessness, D8.4 C2

Amanda Atkinson, , Public Health Management Corporation

This session is designed to support early learning program administrators that are interested in developing plans to initiate, expand or improve services to children experiencing homelessness.

9.06 Building Relationships with Families, K3.5 C2

CarriAnne Goodhart, Home Visitor, Capital Area Head Start

Often families we work with have problems and stresses that overwhelm their focus regarding their children and school. This is absolutely understandable, but what can you do to help? Come discover resources and supports to enhance your families' strengths. Be more intentional in cultivating positive, meaningful relationships with your families. Leave with actual prints for your use, more strategies in your pretend toolbelt, and make-it take-its to do with families!

9.07 CQI: Utilizing Coaches to Improve Outcomes for Children, Families and Staff, K6.12 C3

Mary Veitz, Program Director, Brightside Academy
Tracy Sammons-Venonsky, Quality Assurance Director, Brightside Academy

This session will share an innovative framework used to improve outcomes for children, families and staff. The framework consists of a laser-focused coaching and mentoring model which provides on-going support for teachers on a consistent basis. During the session, the importance of positive relationship building between the coach and the mentee will be addressed. This session will demonstrate how the use of data drives the measurement of continuous quality improvement.

9.08 Discovering the Magic in The Magic 8 Practices, K2.13 C1

Joy Weems, Quality Assurance Manager, Public Health Management Corporation
Zaira Velez, Quality Assurance Coordinator, Public Health Management Corporation

Vanderbilt University researcher Dale Farran's "Magic 8" practices have been proven to be linked to successful child outcomes and readiness for Kindergarten. This session will identify and define the eight early childhood teaching practices linked to Farran's research and discuss how to incorporate these practices in the classroom. Participants will receive insight from an Early Childhood Coach who supports teachers in incorporating the "Magic 8" practices in their classrooms as well as a toolkit that will support and guide them into understanding the practices.

9.09 Drawing Families into ECE Advocacy, D3.9 C2

Elizabeth Farwell Ozer, Public Policy and Special Projects Manager, First Up

Caregivers and ECE programs may not always see eye to eye. Often, conflict arises that is not caused by either party but rather is related to funding streams, national standards, and social policies. These systems can all be changed by strong advocates, yet many parents of young children are not vocal in speaking out for high-quality systems to surround young learners in the United States. Leveraging the passion and concern of these adults toward the broader ECE picture can help them learn more about the issues at stake and find their voice as an advocate for their child. Programs develop strong relationships with families by helping caregivers shift their focus from in-classroom issues to the root of these issues in a collaborative effort. By joining together around high-quality early education, families and providers can create a truly dynamic partnership that supports and nurtures young learners.

9.10 PBIS on the Bus....It Works!!, K2.3 C2

Jennifer Johnson, Classroom Behavior Assistant, Lancaster County Head Start
Melissa Richwine, Coordinator of Safety and Support Services, Lancaster County Head Start
Jeniffer Potter, ,

In this workshop, we will look at how using PBIS strategies and tools can be great for managing as well as reducing challenging behaviors that may occur on the bus. We'll share tips and techniques for reinforcing positive behaviors and managing challenging behaviors, and for transitioning from the bus to the classroom.

9.11 "That's Not Fair!": Young Children and Social Justice, K3.6 C2

Karen Lindeman, Associate Professor/Graduate Program Head, Edinboro University

If you have ever played a board game with a preschooler or given one child more candy than another, you know how well children can identify unfairness. However, this view of fairness, related closely to equality, is often confused by the experiences children encounter and most importantly by how adults interact or react to these situations. Using data collected from real classrooms aligned with the Anti-Bias framework, a closer look at how children and teachers view inclusive classroom settings will be shared. Adults can help children to capitalize on this view of fairness and empower them to take a stand against injustice by aligning social justice standards to their classroom. Inclusive classrooms can be the very best place to model excellence for the next generation of 21st-century learners. Review the social justice standards and see examples of how they are met in EC classrooms.

9.12 Universal Design for Learning for Early Childhood Inclusion, K2.12 C1

Jennifer Furness, EITA Consultant, Early Intervention Technical Assistance
Janet Gmiter, EITA Consultant, Early Intervention Technical Assistance

This workshop provides early childhood educators with information, insights, and opportunities for practice related to the implementation of universal design and universal design for learning (UDL) across early childhood settings to ensure that all children are included. The training will provide opportunities to explore the use of universal design in both curriculum planning and the classroom environment. The training will also provide strategies for using UDL guidelines and principles in the instructional design of both the curriculum and the early childhood setting for children with and without disabilities.

9.13 Understanding Rural Homelessness, K3.5 C2

Wendy Kinnear, , Midwestern Intermediate Unit IV

When most people hear the word "homeless" urban images come to mind: the man sleeping on a park bench, the woman panhandling on the street, the lines at a soup kitchen. However, rural homelessness is also a prevalent issue, but one that is much more hidden. This workshop will explore the characteristics of rural poverty and the unique barriers encountered by families and youth experiencing homelessness in this setting. Strategies for outreach, identification and supports in areas where services are limited will also be explored.

Session 9 Extended: 3:00 pm – 5:00 pm

9.14E Active Shooter Training, K7.8 C1

Christopher Ott, NIMS Compliance Supervisor, PA State Police

The Pennsylvania State Police, Intelligence Division, Domestic Security Section, will deliver this 2-hour session. It is designed to prepare individuals in the event they are involved in an active shooter situation. The presentation is designed to cover all venues, including but not limited to, commerce, education, open

spaces, places of worship, and public settings. By discussing the different mental strategies, as well as response tactics, individuals will be better prepared to not only ACT, but REACT during an active shooter event. The discussion covers associated behaviors, thoughts, and feelings, which may be indicators that someone is disgruntled at their job, in their personal life, or with society. Triggering events that may cause individuals to become an active shooter will also be discussed.

Session 10: 4:45 pm – 6:15 pm

10.01 Animal Architects: Using Nature's Builders to Teach STEAM, K2.10 C2

Julie Travaglini, Education Program Director, Allegheny Land Trust

What is an architect and how can animals be architects without using pencils, computers and blueprints? This hands-on workshop will explore how cross-curricular topics such as ecology and environmental science can be used to teach math and engineering. We will discover how the expertise of animal architects such as spiders, beavers and birds can be utilized in an early childhood classroom to teach STEAM concepts and meet early childhood learning standards. We'll even try our hand at being animal architects by designing and building our own bird nests and spider webs!

10.02 Developing a System of Support for Coaching, D4.9 C2

Brianne Broughman, Early Childhood Specialist, ICF

This session is designed for leadership staff to learn more about creating a system of support for your coach/es. Discover strategies and resources to assist with the delivery of Practice-Based Coaching. Explore ideas and tips for using data to guide system development and strengthen coaching efforts.

10.03 Express Yourself! Promoting Social Emotional Development Through the Arts, K2.13 C1

Sharron Krull, Early Childhood Consultant/Trainer, Discount School Supply/Play Power

Show me, tell me, how do you feel? Encourage creativity and self-expression through music, movement, dramatic play, and the visual arts--painting, sculpting, drawing. These activities can help children learn to manage their emotions, practice self-control, share and take turns, and consider other people's feelings. Join in experiences of creative self-expression that help to promote children's social-emotional development.

10.04 Mindful Leadership: Leveraging Empathy and Compassion as a Leader, D6.3 C2

Marnie Aylesworth, Executive Director, PA Key

Leading an early childhood organization is both rewarding and stressful. The field faces obstacles that often seem outside of our control. When we find ways to support our own social and emotional well-being as well as that of our teachers and staff we find that morale and organizational climate can change for the better. In this session we will uncover research on the benefits of mindfulness as it relates to leadership, to teaching, and to children. We will practice some simple strategies and talk about the ways this approach might fit into your own leadership philosophy so that you can build a happy healthy climate in your organization.

10.05 Parent-Provider Partnerships in Child Care: Influence of Culture on Caregiving, K3.6 C2

Jacqueline Amor-Zitzelberger, Educator, Penn State Better Kid Care
Laurie Weinrub-Welch, Extension educator, Penn State Extension

As the early care and education field becomes increasingly diverse, the ability to collaborate effectively with parents and children from different backgrounds is increasingly critical to providing quality services. This workshop offers child care professionals the opportunity to explore how one's culture influences routines, caregiving style, and parenting choices. Participants will also learn and practice an approach ("cultural reciprocity") for resolving culturally based dilemmas with families.

10.06 The Afterschool Escape Room, K2.14 C2

Claudia Hunold, SAC Consultant, Community Services for Children

Have you ever done a scavenger hunt in your afterschool program? In this workshop, we will kick it up a notch and experience escape rooms. We will walk through the steps of creating escape rooms in afterschool programs, review materials and resources, and we will escape from a mini-escape room.

10.07 We Did It! We Made a Kid-Friendly Garden! You Can, Too!, K2.4 C2

Cheryl Moss, owner/director, A Mother's Touch Center for Child Development
MIchelle Smith, OUtreach Manager, Pennsylvania Head Start Association

The participants will learn how simple it is to garden with the children involved and the standards to back it as well. Gardening is therapeutic for both staff and children. Participants will also learn ways to get support and resources. You will be amazed at how much of the project the children are able to do!

10.08 Scaffolding Mathematics Using Montessori's Philosophy, K2.2 C3

Minnette Taylor, Executive Director, Mini Montessori Academy

Dr. Maria Montessori believed that children can absorb mathematical concepts naturally. In this workshop, participants will understand the importance of teaching mathematical concepts at an early age and how each developmental stage supports the following stage. They will identify developmentally appropriate activities for children and perform activities using the Montessori didactic materials that build on the child's developmental skills, and evaluate current teaching practices and identify three strategies or stages for improving mathematical experiences in their classrooms or for the program as a whole.