



WEDNESDAY

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

11.01 Be Clear on Clearances, K6.6 C3

Lisa Yeloushan, Certification Representative, OCDEL - Bureau of Certification Services
Tricia Slifkey, Certification Representative, OCDEL Bureau of Certification

This workshop will provide a brief overview of the Child Protection Services Law (CPSL) as well as a detailed review of the required clearances for staff members/ facility persons. The workshop will cover definitions of, and requirements for, a provisional employee, a staff member, facility person and volunteer. Throughout the workshop, participants will engage in mock "hire reviews" to evaluate compliance with the CPSL with regard to hiring, and "file reviews" to determine compliance with CPSL documentation requirements for staff files at inspection.

11.02 Changing the Way We See Challenging Behavior, K4.10 C1

Janet Gmitter, Consultant, Early Intervention Technical Assistance

Behind every challenging behavior is either an unsolved problem or a lagging skill, or both. This workshop will take participants through an exploratory process of looking at challenging behaviors through the lens of Ross Greene's "Assessment of Lagging Skills and Unsolved Problems" tool. By determining the underlying "lagging skill" and/or "unsolved problem," participants will learn to re-frame how they view challenging behaviors of children/students in order to better recognize the underlying needs behind those behaviors.

11.03 Chants, Language and Fun for ELLs in ECE Classrooms, K2.1 C2

Roger Gee, Professor, Holy Family University

Songs and chants are a part of many ECE classrooms. This session will begin with a rationale of why you should use chants in ECE with ELLs, followed by a list of resources, and finish with a workshop to write your own chants! You will write chants to develop vocabulary, grammar, and use of language functions.

11.04 Creating Environments that Support Language Development in Dual Language Learn, K2.4 C1

Amiee Aquino, Region III ECE TA Specialist, ICF

Participants will examine how infants and toddlers acquire language and how environments and routines can support that development. Participants will learn how these strategies can be implemented to support young children learning one or more languages.

11.05 Daily Infant-Toddler Transitions: Fresh Solutions to Familiar Challenges, K2.12 C2

Rebecca Escott, Early Learning Specialist, Penn State Better Kid Care

Are daily transitions with infants and toddlers exhausting you? Come learn about some new ways to trouble-shoot transition stresses, practice creative strategies for waiting times, and consider options to decrease the number of transitions and overall transition length. Participants will receive resources and exchange ideas with other infant-toddler professionals. Videos and hands-on activities are included during this active session because even adults struggle to sit still and not talk! Learn success stories from the pilot phase of the "Click. Coach. Connect." Infant Toddler Quality Project

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

Sarah Byrne-Houser, Outreach and Public Policy Associate, Trying Together
Lissa Geiger Shulman, Public Policy Director, Trying Together

While each aspect of early learning and care may come with a unique set of priorities, our goal ultimately remains the same: to build a comprehensive child care/early learning system that provides the best possible outcomes for all children. We share the responsibility for voicing this need and advancing the goal. To do so effectively, we must reflect on what drives us forward and learn to advocate for what we know is best for our children. This workshop leads you on the path to discover your role as a "changemaker," to share your own story well, and to effectively lead change from any position. A follow-up session, "Taking Action: Giving a Voice to Early Childhood" will occur during Session #13.

11.07 Implementing PBIS in a Group Child Care Home, K2.1 C1

Michelle Stevens, Director, Stevens Group Child Care
Doreen McGurn, Teacher, Stevens Group Child Care

This workshop will provide techniques that are being used to implement PBIS methods in Group Child Care Homes. Participants will be presented with strategies used to promote staff involvement and support for PBIS implementation. Participants will learn how to support the needs of all children while implementing PBIS methods in a Group Child Care Home environment.

11.08 Introduction to Voice Assistants in Early Learning Environments, K8.16 C1

Shimira Williams, Co-Founder, C.C. Busy

Are voice assistants like Google Assistant and Alexa the technology early childhood has been waiting for? #UseYourWords! Come learn how to integrate Alexa or Google Assistant to bring music, stories, podcasts, and more to early learning environments to enrich children's learning experiences. We will also discuss how voice assistants can be used to support home-to-school connections and business practices.

11.09 Open-Ended Art: Looking at Challenges and Finding Solutions, K2.10 C2

Tracy Galuski, Associate Professor, Empire State College

Despite the promotion of open-ended art in the field of early childhood, teacher-directed crafts are still pervasive in early childhood programs. Examples of structured crafts, made from the same materials based on the model provided, can be found lining the hallways of child care centers. Open-ended art is defined as a project where children are free to use a variety of materials without a planned outcome. Depending on the age of the children in the group, the teacher might provide a variety of materials in an art center and allow the children to explore them. New media would be introduced as children are taught different approaches. This session will explore challenges regularly expressed by early childhood

providers. Participants will learn solutions to these challenges based on developmentally appropriate practices, discussion and examples. Resources for open-ended art information and ideas will be shared.

11.10 PBIS Coaching: Visual Schedules Implementation, K2.13 C2

Beth Huertas, Trainer- Curriculum Specialist, Public Health Management Corporation

Early educators will learn to identify and implement a visual schedule in the classroom in order to support age-appropriate social and emotional growth and development. The teacher will be able to apply new strategies, use new materials, and utilize practices to best support the achievement of developmentally appropriate milestones by the children in their program.

11.11 Recruiting and Identifying Families Experiencing Homelessness, D8.17 C2

Wendy Kinnear, Region 5 Homeless Coordinator, Midwestern Intermediate Unit IV

Families experiencing homelessness are often a "hidden" population in communities. In addition, the McKinney-Vento definition of "homeless" is different than the definition used by HUD, so many parents do not know that they fall under this definition and do not self-identify. This workshop will focus on identifying and recruiting families to engage in available programs and services, using techniques utilized by public school districts. Rural and urban populations will be discussed as well as how to keep parents engaged and connected in services when their housing is unstable.

11.12 Scaffolding Language to Create Readers, K2.2 C3

Minnette Taylor, Executive Director, Mini Montessori Academy

Based on Dr. Maria Montessori's concept of "Sensitive Stages," participants will understand the importance of language development and how each developmental stage supports the following stage. We will identify developmentally appropriate activities for children that build language skills and increase their vocabulary, view Montessori language development videos, and perform activities using Montessori didactic materials. Finally, we will evaluate current practices and deliberate on the ways early childhood professionals can help mold the child's vocabulary skills, such as hands-on phonemic awareness, the introduction of letters, reinforcement of letter recognition and the direct application of the sub-skills of phonemic awareness to words building and word reading.

11.13 Shared Services: A Continuum of Business & Pedagogical Practices Supporting Qual, D8.4 C1

Amy Friedlander, Owner, Amy Friedlander Consulting
Elana Como, , Northwest Institute of Research ELRC Region 1
Rachelle Duffly, , Trying Together
Leah Spangler, , The Learning Lamp

Shared Services is a framework designed to support best practices in business administration and pedagogy within ECE programs. In this workshop we will briefly review the tenets of the Shared Services framework, and then focus on the Shared Service models, tools, supports, incentives, templates and other resources that exist within Pennsylvania. Participants will reflect on their current use of these resources and their future goals in Shared Services participation. Presenters have practical experience with designing and implementing Shared Services resources and initiatives.

11.14 The Management Features of Curriculum Implementation, D2.12 C2

Brianne Broughman, Early Childhood Specialist, ICF

Participants will discuss the three overarching features of successful curriculum implementation including how they can monitor fidelity, how they can implement a systematic approach to professional development, and how they can support the use of ongoing child assessment data.

11.15 Tough Talks; Engaging Families in Critical Conversations, K6.3 C2

Rebecca Lamar, Education Instructor, Northampton Community College

This workshop will discuss all components of professionalism and partnership with parents and families when difficult issues arise surrounding the development of a child. Communication, relationship building and everyday interactions are crucial to maintaining bonds with families, parents, staff and children. Strategies will be discussed that focus on parents as a support for their child's development, as well as the promotion of the development of the whole child. Topics include: biting; health and illness concerns; behavior concerns; and promoting the evaluation of a child. Participants will interact in small group activities, pair and share, and large group discussions.

Session 11 Extended: 9:45 am – 1:15 pm

11.17E From "Eww" to "Ah-ha"! Turning Fear of Nature into Curiosity, K2.14 C2

Julie Travaglini, Education Program Director, Allegheny Land Trust

How can a rattlesnake save your life? Could a cockroach actually survive a nuclear blast? Does bat's blood hold the key to invisibility? This hands-on, interactive workshop will explore the fascinating world of creatures usually considered "creepy". Learn fascinating facts, dispel common myths and explore the cultural folklore behind some of these creatures. What you discover will surprise you! You will take away new ideas on how to incorporate these "creepy" creatures into your early childhood classroom via make and take activities, dramatic play, sensory bins, motor activities, books, crafts and more!

11.18E Keystone Color Me Healthy, K7.3 C2

Darlene Sansone, Better Kid Care Coordinator, Penn State Better Kid Care

This interactive workshop will explore the award-winning "Color Me Healthy" curriculum as well as supporting materials and activities. Participants will develop an action plan for promoting good nutrition, planning healthy meals/snacks, and integrating physical activity appropriate for preschool children within their own classrooms while addressing the PA Early Learning Standards. Those completing this 3-hour session may have an opportunity to receive a variety of classroom materials for their facility. NOTE: Any participant whose facility has a "Color Me Healthy" kit should bring the kit with them to the session.

11.19E Personal Bias and Societal Stereotypes: Barriers to Inclusivity, K3.3 C1

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

Drawing on the highly acclaimed work of teacher and author, Louise Derman-Sparks, this course offers the participant an opportunity to discover how personal biases and societal stereotypes impact the teacher and caregiver's ability to implement inclusive practices.

11.20E Ready to Learn: Kindergarten Transition Starts at Birth, K1.3 C2

Mimi Loughead, Quality Initiatives Specialist, Trying Together

Emily Neff, , Trying Together

A definition of "school readiness" needs to include: the diversity of children's early life experiences as well as inequity in experiences, the wide variation in young children's development and learning; and the degree to which school expectations of children entering kindergarten are reasonable, appropriate, and supportive of individual differences. The workshop will focus on ready children, ready schools, and ready families. All children are born ready to learn. How do we support families and their young children from birth through transition to kindergarten to ensure that all children enter school with the skills that form the critical foundation for successful educational outcomes? Participants will relate current research to best practice for facilitating responsive relationships and stimulating experiences for young children in the home and early learning environments. Discussions will highlight the roles of schools and families that support children's smooth transition to school.

11.21E Sensory Integration: Understanding Children from a Neurological Perspective, K1.4 C2

Vanessa Vega, Director of Education Programs & Senior Occupational Therapist, Sensory Kids & Social Minds

Sensory Integration (SI) is a neurobiological process that organizes sensations from one's own body and from the environment and makes it possible to use the body effectively within a given environment. SI is a form of information processing that informs our praxis and perception skills. The brain, especially the young brain, is characterized by neuroplasticity; structure and function become more firm and set with age. However, children with SI dysfunction often experience challenges that occur during sensitive and/or critical periods of their development. The formative capacity of children allows person-environment interaction to promote and enhance neurointegrative efficiency. This workshop will provide an introduction to Ayres SI Therapy and will highlight common profiles for children with SI dysfunction and indicate simple, inexpensive modifications/ accommodations that might help these students succeed in child care and school environments. Opportunities for hands-on learning and interaction among participants will be included as time allows.

Session 12: 11:30 am - 1:00 pm

12.01 A Child's Place on the Planet: Environmental Education for Young Learners, K2.9 C2

Sue Long, Instructor, Capital Area Early Childhood Training Institute, Pennsylvania State University

Young children are natural explorers and curious about their world. Early childhood educators can harness this curiosity to introduce themes around environmental studies and stewardship. In this child-directed, hands-on workshop, we will combine literacy, numeracy, geography and environmental education with motivational activities for different learning styles. Participants will engage in games, role-playing and cooperative group activities that build academic skills and broaden ecological awareness and global citizenship, and will learn about exemplary children's literature to match these activity themes. Lesson plans and background materials for grades preK-2 will be made available in an electronic format.

12.02 Attitudes and Beliefs: How They Impact Inclusive Classroom Practices, K3.3 C1

Mary Mikus, Education Consultant, Early Intervention Technical Assistance

This session will explore attitudes and beliefs that either hinder or promote high-quality classroom and community inclusion for children with disabilities and delays. A brief foundational understanding of the definition and benefits of inclusion will start an exploration of perceptions, actions, and language that can either form barriers or create bridges to promote inclusion. Approaches to challenging negative attitudes

and beliefs will be discussed. Strategies to create a sense of belonging for all children in the classroom will be provided. Opportunities will be offered to reflect on individual and societal disability biases that impact our day to day practice and our collaborative work with families, communities and service systems. Supplemental coursework and resources will be provided for more in-depth exploration.

12.03 Becoming Trauma Informed, K3.5 C1

Shawnee Hooper, preschool program Specialist, PA Key
Jacquelin Foulz, preschool program Specialist, PA Key

This session will define trauma and identify the impact of trauma and adversity on behavior on staff and teachers. We will review the concepts of secondary traumatic stress, resilience, and supportive practices, and participants will learn the importance of having a self-care plan for work and home.

12.04 Come In: How Entry Into the Learning Space Sets the Tone for the Day, K1.9 C2

Debra Riek, Education Director, WITF

We spend lots of time thinking about and reflecting on our learning environments but what about how children get there? How do our entryways and entry practices set the tone for families and children in our care? Come discuss strategies and ideas about inviting children to come in.

12.05 Engaged Families: Partnerships that Make a Difference, K3.9 C1

Rose Gioia-fine, Manager of Innovation and Special Projects, Tuscarora Intermediate Unit 11

In this session, participants will explore the relationship between engaged families and children's readiness, success and well being. Current research and engagement frameworks will be reviewed, supportive resources will be explored and concrete strategies for improving engagement will be discussed.

12.06 Infant/Toddler Environments: Supporting Language & Learning, K1.9 C1

Stephanie Blake, Early Childhood Specialist, ICF

Participants will examine how infants and toddlers acquire language and how environments and routines can support that development. Participants will learn how these strategies can be implemented to support young children learning one or more languages.

12.08 Making PBIS Visible in your Preschool Classroom, K2.1 C2

Tamara Fetzer, Supervising Preschool Teacher, Child Care Center at Hort Woods, PSU

Once we gain an understanding of what PBIS is, we need to implement it in our classrooms. Join me in a discussion about how to embed social-emotional development into the environment, curriculum approaches, and meaningful interactions we have with our preschool-aged children. I will share applicable strategies that attendees can take back to their teaching teams and adapt to fit their children's needs.

12.09 Planning for Your College and Career Pathway - And How to Pay for it!, K6.5 C2

Laurie Litz, T.E.A.C.H. Director, PACCA

Planning your college and career pathway can be a daunting prospect. There are a wide range of options for Early Childhood Professionals to consider, from a Child Development Associate (CDA) Credential, Associate or Bachelor degrees or even Graduate level certificate and degree programs. Additionally there are on-line, in-person and hybrid programs available. Deciding which option to pursue is an important decision. This session will help participants to understand critical considerations when selecting a credential or degree program, next steps to enrolling and how to access financial supports to pay for college, including the T.E.A.C.H. Scholarship Program. Time for Q&A will help attendees to develop their personalized plan for next steps to pursuing a credential or degree.

12.10 Ready for School Ready to Succeed, K3.4 C1

Amber Fields, community impact manager of Education/Basic Needs, United Way of the Capital Region

A community initiative connecting families, schools and community resources will prepare children to enter kindergarten. The pilot project will employ education liaisons to serve low-income constituents with the greatest disparities in school readiness. The focus of their work will be through the lens of each school they work with to tailor approaches to help at-risk preschool children. This project is scalable to ensure it can grow to serve more children and families in rural, suburban and urban areas.

12.11 Reserving Slots for Children Experiencing Homelessness in HS and EHS, D3.4 C1

Tracy Duarte, Director, Head Start State Collaboration Office

The revised Head Start Program Performance Standards released in November 2016 include a provision allowing Head Start and Early Head Start programs to reserve one or more enrollment slots (up to 3% of the funded enrollment) for pregnant women and children experiencing homelessness in their service areas for a period of 30 days when a vacancy occurs. This Standard does not simply refer to vacancies at the beginning of the program year, but also applies to vacancies that might occur during the year because of children leaving or "dropping" from the program. This session is designed to support HS and EHS programs in strategically leveraging the new provision allowing programs to reserve slots for children and families experiencing homelessness. Participants will be provided with a description of how programs can lay the foundation needed to ensure families can benefit from this new provision.

12.12 So You Think You Do a Lot of Math in the Classroom?, K1.5 C2

Robin Fanelli, Early Childhood Specialist, Luzerne County Head Start

Melissa Ferrari, Early Childhood Specialist, Luzerne County Head Start

Math is more than just shapes or comparing the number of boys to girls. Did you know that the quality of Math taught in a child's PreK years is a predictor of later academic success? This workshop will increase your understanding of Mathematical concepts and methods through practical strategies that can be easily implemented in your center or home-based environment. We will show you how to use data to intentionally plan Math throughout your daily schedule. A variety of resources used throughout this presentation will create a change in your Math teaching practice.

12.13 Taking Care of #1: Caregiver Wellness and Resiliency, K7.3 C2

Christine Belinda, Early Learning Specialist, Penn State Better Kid Care

Working with children can be demanding and stressful. Caregiver stress can become a serious workplace issue when it becomes difficult for professionals to sensitively and safely respond to care for and respond to children. Learning to recognize and bounce back from stress is an important skill set for early care and

education professionals. Self-care tools and strategies will be shared that caregivers can use to understand their stressors and respond to them.

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

Jeanne Frantz, Early Childhood Mental Health Consultant, Public Health Management Corporation

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.

12.15 Local Collaborative Community Partnership Model, D3.6 C1

Sharon Harlacher, EI Coordinator, York/Adams MH-IDD Program
Kim Alloway, Infant Toddler Specialist, Child Care Consultants ELRC Regions 9 & 10
Tiffany Kleiser, Children's Mental Health Supervisor, Children's Mental Health Supervisor
Kelley Lamanno, Early Intervention Provider/SPEC, Early Intervention Provider/SPEC
Niki Goerner, Early Intervention Provider/Coach, Early Intervention Provider/Coach
Amy Dively, Christ Lutheran Early Learning Center, Christ Lutheran Early Learning Center
Diane Ferree, Christ Lutheran Early Learning Center, Christ Lutheran Early Learning Center

This session will highlight successful collaborative partnerships in one area of Pennsylvania that can be replicated in other regions. Effective strategies on how the partnerships were developed between Early Intervention, Early Care & Education, Behavioral Health, CCIS, and the (then) Regional Key will be discussed. Their partnership focuses on reducing suspensions and expulsion with a quick on-site team response. They will discuss ideas for maintaining and expanding their activities.

12.16 The Power of Observation in an Early Childhood Classroom, K4.14 C1

Natalie Pickett, Regional Professional Development Manager, Teaching Strategies

Explore how effective observation can help you individualize instruction, strengthen family connections, and effect positive child growth over time. Participants will be given multiple opportunities to practice conducting observations and define the qualities needed to make informative observations in the early childhood classroom.

12.17 Understanding Y: Generational Differences in the Workplace, K6.4 C2

Rose Snyder, Director of Member and Educational Services, PennAEYC

Generational differences can cause friction in the workplace. Generational perspectives are both personal and professional and influence how we get along with others in the workplace. Participants will engage in reflective practice to gain a better understanding of self and others as it relates to the differences in generational expectations of the workplace. The participants will identify influences that produce boundaries or create strengths in the workforce that can impact the overall health of the workplace climate.

12.18 Recipe for Involving Young Learners Through Literacy Activities.. and Cake!, K3.7 C2

Ashley White, Reading Specialist/Title I/ Family Engagement Coordinator, West Branch Elementary
Stacy Ricciotti, Literacy Coach, West Branch Elementary School

An interactive presentation turned into a culinary class. We will start by analyzing a recipe that will give us the ingredients and step by step directions on how to prepare an early childhood program. that yields a positive and successful transition of children from birth to kindergarten. Like any good recipes, the Wee-Warrior program has gone through many preparations to find the perfect blend!

Session 13: 1:15 pm – 2:45 pm

13.01 21st Century Learner: STEM through the PA Early Learning Standards, D2.5.C1

Amanda Burns, Coordinator of Curriculum & Instruction, Lancaster County Head Start
Jennifer McCormick, STEM Specialist, Community Action Partnership of Lancaster

We will explore how to integrate PA Early Learning Standards that support students with becoming 21st-century learners through Science, Technology, Engineering, and Mathematics. We will dive deeper into the standards around becoming problem solvers, collaborators, effective communicators, and critical thinkers. The workshop will incorporate Pre-K STEM-based learning opportunities to support student success and how it relates to the Classroom Assessment Scoring System (CLASS) as well as the Charlotte Danielson Framework for Teaching. Administrators and teachers will leave with gained knowledge of STEM standards, best practices on developing 21st-century learners, and how STEM integration relates to teacher effectiveness and student success.

13.02 A Day in the Life: Poverty Simulation, K3.5 C2

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

The effects of homelessness on children and families are far-reaching. Housing instability has been proven to negatively impact brain development of young children. In this interactive session participants will learn about the impact of poverty and lack of resources for these families. Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program supports the educational stability of children and youth through the federal law, the McKinney-Vento Homeless Assistance Act. We will discuss how this law offers protections and removes barriers to students' academic progress, including children in early childhood programs. Discussion will provide insight into the most pressing issues facing this vulnerable population. You will leave informed about concrete and effective ways to advocate for and assist these students.

13.03 Digging Deeper: Exploring the Effective Practice Guides as a Resource for Coaches, K2.13 C1

Stephanie Blake, Early Childhood Specialist, ICF

In this presentation, participants will explore the Early Childhood Learning & Knowledge Center's (ECLKC) Effective Practice Guide: Social and Emotional Development. The guide was developed to support teaching practices that promote the social and emotional development of children birth to 5, as

outlined in the Head Start Early Learning Outcomes Framework. Discover how to use this resource to support your practice-based coaching efforts.

13.04 Lessons from A Philadelphia Pilot: Two-Generation Ready to Learn, K1.3 C2

Anne Gemmell, Director of Family Learning, City of Philadelphia

Lessons from implementation, surveys, data analysis from the pilot program called Two-Generation Ready to Learn in Philadelphia. Five STAR 1 and 2 centers participated with the City to pilot strategies focused upon: 1) ensuring more children are ready for school; 2) enhancing program and personal digital and instructional skills; 3) developing effective parent engagement efforts using existing adult education and career pathway City support resources. The pilot launched in April 2018 and will end October 2018. Over seventy-five four-year-old children will use adaptive, secure and effective web-based software to support school readiness. Staff and directors will develop contextualized computer skills to inform their career development and instructional skills. The session will detail the vision, goals, data, surveys and lessons learned so other locales can consider, adapt or replicate the strategy.

13.05 Mindfulness in the Classroom: Helping Young Children Manage Stress, K2.13 C1

Lauren Besack, Professional Development Master Instructor, First Up

Mindfulness is defined as a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique. This practice can be valuable for reducing stress and anxiety while improving focus and self-regulation. This course will introduce the concept of mindfulness to participants and delve into strategies for creating a more mindful classroom and helping young children to understand and regulate their emotions and behaviors more effectively.

13.06 Planning for Program-wide Positive Behavior Interventions and Supports, D8.13 C3

Julia Slater, Educational Consultant, Early Intervention Technical Assistance
Susan Zeiders, Project Manager, Early Intervention Technical Assistance

Program-wide Positive Behavior Interventions and Support (PW PBIS) is a systems change process. This workshop will use the Six Drivers of Successful Implementation as a framework to help administrators prepare a strong foundation for implementing PW PBIS with fidelity.

13.07 Taking Action: Giving a Voice to Early Childhood, K6.10 C2

Sarah Byrne-Houser, Outreach and Public Policy Associate, Trying Together

Join us in an engaging and empowering leadership experience that develops the skills that you need to speak up and speak out for our children, families, and educators. Build on perspectives gathered in "Finding Your Voice"(offered during Session #11) to channel your passion and goals into a narrative and action plan that engages and influences others to support change.

13.08 The 1-2-3's of POCs, K6.6 C3

Lisa Yeloushan, Certification Representative, OCDEL - Bureau of Certification Services
Tricia Slifkey, Certification Representative, OCDEL Bureau of Certification

The workshop will cover the three required parts of a plan of correction (POC). Participants will be presented with several mock plans of correction to determine if the plans meet the criteria to be accepted.

Participants will engage in the creation of sample plans of corrections for real-life citations. Lastly, participants will be encouraged to create meaningful and practical plans of correction.

13.09 The Incredible Benefits of Play in ECE, K2.14 C2

Elizabeth Marcello, STARS Quality Coach, Child Care Consultants ELRC Regions 9 & 10
Michael Patte, Professor of Teaching and Learning, Bloomsburg University

Children not only learn best through play, but they are morally and legally entitled to play. Open-ended, child-directed play opportunities are becoming scarce in today's world, however, both in and out of school. This workshop addresses both the barriers and solutions to providing children with an opportunity for this type of play in an ECE or after-school setting by incorporating Playwork principles, loose parts theory, and other similar research-based approaches.

13.10 The Staff Features of Curriculum Implementation, K2.9 C2

Brianne Broughman, Early Childhood Specialist, ICF

Participants will discuss the three overarching features of successful curriculum implementation, including what is meant by fidelity, how professional development can support the implementation of curriculum, and how ongoing child assessment can support the individualization of the curriculum.

13.11 Trauma Informed Approaches to Connecting with 21st Century Families, K3.2 C2

Rebecca Lamar, Education Instructor, Northampton Community College
Anna Skamangas-Scaros, Executive Director, Early Childhood Education Training Academy

This workshop focuses on what trauma means for young children and their families in the 21st century. Trauma can be defined in many ways and connecting with those impacted by trauma will require a different level of empathy and understanding. This session gives understanding to the ACE Study and reviews some simple approaches to build relationships and maintain them in a society filled with trauma impact.

13.12 We Know Infant Mental Health Is Important. How Do We Let Others Know?, K3.9 C1

Kim Eckel, Young Child Wellness Coordinator, PA Project LAUNCH/Allegheny County Department of Human Services

Infant and early childhood mental health (IECMH) is the cornerstone of healthy development and yet this insight is not necessarily embedded in the myriad systems with which a family with young children might engage. The reasons for this are complex. In order to bring the insights of IECMH into other systems, it is necessary to understand the various reasons why a gap between research and practice exists. It is also useful to have an appreciation for the complexity of diverse systems. In this workshop, attendees will gain an appreciation for the diverse settings in which adult-serving systems can impact children. This workshop will unpack strategies pursued across diverse and unconventional systems that impact the wellbeing of young children, with a focus on 1) adult mental health services 2) homeless services 3) criminal justice 4) drug and alcohol providers 5) child welfare and 6) family courts.

Session 13 Extended: 1:15 pm – 4:30 pm

13.13E Creative Block Play: Supporting 21st Century Skills, K2.14 C2

Rosanne Hansel, Author and Consultant, 3D Childhood

Blocks offer all children, including dual language learners and those with disabilities, three-dimensional, sensory experiences that improve hand-eye coordination, spatial abilities and cognitive skills in science, engineering, and math. Creating a block area that is truly a laboratory for building these skills requires a deep understanding of the benefits of block play, knowledge about how to best prepare the environment for block play, ideas for exploring possibilities with children as they play with blocks, and tips on the role of the teacher in supporting and guiding deeper engagement in block play. After a visual presentation providing an overview of the main ideas with examples from preschool and kindergarten classrooms, both new and veteran teachers will engage in open-ended and focused explorations with blocks and loose parts to experience first-hand the joy of building, the sensory qualities of three dimensional materials and the unlimited potential for learning through block play.

13.14E Growing Brains Can Suffer From Stress, Too!, K1.4 C1

Michael Brink, Project Manager, Early Intervention Technical Assistance

Jodie Holmberg, Consultant, Early Intervention Technical Assistance

DeVoka Gordon, Consultant, Early Intervention Technical Assistance

The early years are critically important for brain development. It is the time of greatest opportunity to nurture positive, strong brain development and also the time of greatest vulnerability. As young brains grow and mature, children learn to regulate their thoughts, emotions, and behaviors. As practitioners, we help very young children integrate these functions through the everyday care we provide. Factors that affect healthy brain growth include nutrition, sleep, exposure to toxic substances, and the role of relationships. Through the use of facilitated small and large group discussions, hands-on activities and media clips, participants will learn about the influence of these factors and the key components they can use in everyday interactions with young children to support healthy brain development. This session will be based on Zero to Three's new curriculum, "The Growing Brain: From Birth to 5 Years Old."

13.15E How to Get and Keep Medicaid Funding for Mental Health Treatment, D8.16 C2

Steve Kossor, Licensed Psychologist, The Institute for Behavior Change

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

13.16E The Art of ECE Faculty Supervision and Delegation, D6.3 C2

Tom Yeager, Professional Development Technical Assistance Manager, YWCA Greater Pittsburgh

Janine Pagano, Technical Assistance/Mentor Manager, YWCA Greater Pittsburgh

Just as children progress through certain phases as they develop, so do adults as they go through their careers. As adults develop professionally, the approaches directors and administrators need to take towards working with their faculty/staff also need to change. This workshop will provide participants

with useful information on how to supervise and delegate to faculty/staff at various stages of their careers and prepare them for future success.

Session 14: 3:00 – 4:30 pm

14.01 Building a Caring Community: Prioritizing Social-Emotional Competence, K2.13 C1

Natalie Pickett, Regional Professional Development Manager, Teaching Strategies

Young children's social-emotional development involves learning how to recognize their own and others' feelings, regulate their emotions and behaviors, build relationships, and interact in groups. Social-emotional competence sets the stage for successful learning, enabling children to build trusting relationships with their teachers/caregivers and supporting development and learning across all developmental areas. This session examines strategies for creating an environment that promotes a variety of important social-emotional skills in the course of daily routines and experiences. Participants will discover developmentally appropriate ways to help children under age 3 make friends and relate to others, show empathy, resolve conflicts, follow rules, manage their behavior, and feel valued as a member of a caring classroom community.

14.02 Children and Gender: You and Your Influence, K1.9 C1; K3.3 C1

Marc Strawderman, Family-based therapist, Franklin Family Services

This workshop examines how children view gender. Research highlights how children create their views on gender, which includes influences from their early childhood educators. This workshop will remind you how important your job and actions are at shaping the children in your care.

14.03 ECE and COE: Collaborating with Your Local Center of Excellence, K3.5 C2

*Christine Ferrato, Director, Greater Nanticoke Area Family Center
Joseph Montanez, Executive Director, Miner's Medical*

This workshop will describe the development of a parent discussion group program for clients at the Miner's Medical treatment center, in Luzerne County. The topics of parent-child engagement, child development, problem-solving, and the Protective Factors are well-suited for adapting from evidence-based home visiting programs, such as PAT, for group counseling discussions.

14.04 Language Development in PreK, K1.9 C1

Stephanie Blake, Early Childhood Specialist, ICF

Participants will review and discuss the stages and components of language development during the preschool years. Participants will engage in discussions and activities to develop strategies for supporting the needs of all preschool-age children with respect to language development.

14.05 Ozobots, Coding and Minecraft, OH MY! Incorporating STEAM with Science Tots., K2.16 C3

Julie Travaglini, Education Program Director, Allegheny Land Trust

Can a preschooler learn binary code or how to program a robot? ABSOLUTELY! In this interactive workshop, we'll explore activities designed by Science Tots, a nonprofit that connects educators and families with STEAM resources to empower out of school learning. Participants will engage in Lego challenges, Ozobot programming, Playdough robot creation, Minecraft inspired activities and crafts that teach binary code.

14.06 Ready Set Move! In the Classroom, K1.8 C2

Beth Huertas, Trainer- Curriculum Specialist, Public Health Management Corporation
Tanisha Pride, Early Childhood Mental Health Specialist, Public Health Management Corporation

Let's get ready to MOVE!!! In this session, participants will be moving and grooving. We will discuss different ways to engage children in the learning process through movement.

14.07 Strengthening Fiscal Management for Centers, D8.6 C2

Donna Wennerholt, PD Project Manager, PA Key

This dynamic workshop for center-based Directors will strengthen their foundational knowledge of sound fiscal management practices. This training builds participants understanding of three key financial reports and reviews the importance of strong internal controls. It will also focus on the budget development process, projecting revenue and expense, and short and long-term financial planning. Topics necessary to support a financial healthy program.

14.08 The Community Musuem: Integrating Early Childhood and Community Services, K3.6 C1

William Tolliver, Manager of Early Childhood Learning, Children's Musuem of Pittsburgh
Tammi McMillan, Director of Educational Services, Hosanna House

This workshop will explore and highlight a Community /Museum partnership between the Children's Museum of Pittsburgh and Hosanna House. This collaboration is bolstered by a sustainable, professional development-based approach to integrate Museum quality experiences, exhibits, and programs into the Hosanna House community center. In this session, participants will learn the successes and barriers to genuine collaboration, how making and learning affect community-based initiatives, and the ins-and-outs of a shared staffing model. Participants will also engage in hands-on, maker learning activities to gain understanding of how Early Childhood is linked to Museum experiences

14.09 Using Program Observation Instruments for Continuous Quality Improvement, K4.1 C1

Ann Gula, Program Quality Assessment Supervisor, PA Key

This course introduces the various Program Observation Instruments (POIs) available to programs to support their Continuous Quality Improvement efforts. Participants will explore content and expectations of various POIs designed to focus on specific areas of program and/or classroom practices (program administration, children with special needs, school-age programming, classroom practices supporting social/emotional development). Participants will be introduced to strategies to implement these POIs in their program to support growth through the Continuous Quality Improvement process. Several randomly selected participants will receive a complimentary package of selected Program Observation Instruments.

14.10 We Can Work It Out: How to Support Children in Resolving Peer Conflicts, K2.13 C1

Jeanne Frantz, Early Childhood Mental Health Consultant, Public Health Management Corporation

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