

2009 Montana Early Childhood Conference

Region VIII Head Start Association & MT Association for the Education of Young Children

Track Name	Track Description	Track Presenters
<p>1. “Supporting Infants and Toddlers with Challenging Behaviors</p> <p>These sessions will be built around the Center of Social Emotional Foundations for Early Learning’s (CSEFEL) Teaching Pyramid, (Fox, Dunlap, Hemmeter, Joseph & Strain, 2003) which is a framework for understanding effective practices related to supporting young children’s social and emotional development and addressing challenging behavior.</p> <p>For more information: http://www.vanderbilt.edu/csefel/</p>	<p>In the last decade, we have all become more aware of the importance of the emotional and social development of infants and toddlers. Research has shown that development in these early years provides the foundation for the child’s future development in all areas. Problems that occur in the infant’s or toddler’s social or behavioral development may be early indicators of more difficult and persistent challenging behavior as the child grows older.</p> <p>In this track we will learn practical strategies to support young children’s social and emotional development and to reduce challenging behaviors. The following topics will be discussed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social and emotional development within the context of relationships <input type="checkbox"/> Responsive routines, environments, and strategies to support social emotional development <input type="checkbox"/> Individualized interventions to determine the meaning of behavior and developing appropriate <p><i>Who should attend? Early childhood working with infant & toddlers</i></p>	<p>Sharon Doubet, PhD. Assistant Professor Illinois State University</p>
<p>2. Teach Me What To Do! Promoting Young Children’s Social Emotional Competence and Addressing Challenging Behaviors</p> <p>These sessions will be built around the Center of Social Emotional Foundations for Early Learning’s (CSEFEL) Teaching Pyramid, (Fox, Dunlap, Hemmeter, Joseph & Strain, 2003) which is a framework for understanding effective practices related to supporting young children’s social and emotional development and addressing challenging behavior.</p> <p>For more information: http://www.vanderbilt.edu/csefel/</p>	<p>The sessions in this track will address promotion, prevention and intervention strategies related to preschool-aged children’s social and emotional development and challenging behavior. The model includes a focus on:</p> <ul style="list-style-type: none"> • Building relationships with children, families and colleagues • Designing environments that support young children’s social and emotional development • Strategies for teaching social skills and promoting emotional development • A systematic approach for addressing challenging behavior when it is persistent and not responsive to developmentally appropriate guidance procedures <p>These sessions will provide both a conceptual basis as well as specific strategies for supporting preschool-aged children’s social emotional development and addressing challenging behavior</p> <p><i>Who should attend? Early childhood practitioners working with preschool age.</i></p>	<p>Amanda Quesenberry, PhD Assistant Professor Illinois State University</p>
<p>3. NAEYC Accreditation</p> <p>Learn how to become an NAEYC accredited early childhood program</p>	<p>Early childhood experiences—from birth to age 8—have an enormous impact on children’s lifelong learning and positively contribute to their health and development. NAEYC Accreditation of programs for young children represents the mark of quality in early childhood education. NAEYC accredited programs invest in early childhood education because they believe in the benefits to children and families. Attend this track to learn about becoming an accredited program that indicates a mark of quality.</p> <p>Who should attend? Owner/Directors/Managers of programs interested in accreditation</p>	<p>Collette Box, MtAEYC Accreditation Committee Co-chair and Director of Discovery Center Child Care.</p>

<p>4. Home visiting 101 and Beyond</p>	<p>Since home visiting delivers services where the family’s life takes place, it is an especially useful strategy for reaching families who are geographically, socially, or psychologically isolated. In addition, home visiting accommodates families’ needs and schedules and allows the home visitor to better consider family circumstances when tailoring interventions. This interactive track will provide participants with strategies for building relationships with families and the basics of supporting the child’s learning in the home from bonding and attachment to parent and child activities. This track will also cover safety issues and information family and health resources.</p> <p><i>Who should attend? Home Visitors, Family Advocates, Supervisors</i></p>	<p>Lisa Murphy, Program Specialist State of Montana Early Childhood Services Bureau</p>
<p>5. Developmentally Appropriate Practices in Early Childhood Programs Serving Children birth through Age 8. (These sessions are based on the NAEYC DAP third addition edited by Carol Copple & Sue Bredekamp)</p>	<p>Children are born learners, but for them to actually learn and develop optimally requires us to provide them with care and education of the highest quality. <i>Developmentally appropriate practice</i> is a term that has come to be used within the profession to describe the complex and rewarding work done by excellent early childhood educators. These sessions on DAP will cover the joy of learning, achievement gaps, intentionality and effectiveness, cultural competency, continuity and change.</p> <p><i>Who should attend? Early Childhood practitioners serving children (0-8)</i></p>	<p>Jamie Palagi, MA MT DPHHS Early Childhood Services Bureau Chief</p>
<p>6. I am Moving I am Learning A Proactive Approach for Addressing Childhood Obesity</p>	<p><i>I Am Moving, I Am Learning Project</i> reinforces the importance of the mind-body connection and the relationship between physical fitness and early learning. These sessions will provide participants with strategies and resources for infusing quality physical movement and healthy nutrition choices within their familiar curriculum approaches and daily classroom routines. The research-based project is designed to support existing classroom practices.</p> <p>The overarching goals of <i>I Am Moving, I Am Learning</i> are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase the quantity of time spent in moderate to vigorous physical activity (MVPA) during the daily routine to meet national guidelines for physical activity; <input type="checkbox"/> Improve the quality of structured movement experiences intentionally facilitated by teachers and adults; <input type="checkbox"/> Improve healthy nutrition choices for children every day. <p><i>Who should attend? All early childhood practitioners</i></p>	<p>Butte Head Start Staff</p>
<p>7. Homelessness—Far and Wide</p>	<p>Homeless families have increased dramatically in recent years. Because shelter is a basic human need, it is not surprising that the effects of homelessness on children and families appear to be harsh and multifaceted. In this track you will learn about the real face of homelessness versus the perception of homelessness. We will start with the definition of homeless and the impact homelessness has on children and families. Participants will be led through a poverty simulation and personal vulnerability will be examined. Attend this track to learn how to provide services and support to homeless families.</p> <p><i>Who should attend? Anyone providing services & working with children and families.</i></p>	<p>Sherrie Downing Director of Montana Council on Homelessness, Board of Directors on National Council for Homelessness.</p>
<p>8. Adult Learning III Track – Strategies for Providing Effective Early Childhood Technical Assistance and Support</p>	<p>Description Adult Learning III fills the need for solid and practical skills in the provision of effective technical assistance. Participants in this track receive a workbook that includes the information covered in the sessions, learning activities completed during</p>	<p>Sandra Morris, Co-director, Instructor and Inclusion Outreach Coordinator Child Care plus+: Center on</p>

	<p>the sessions, and forms for future use. Participants develop individual action plans, and receive a Peer TA and Support Packet to guide their practice in real-life TA events after they return to the work place.</p> <p>Adult Learning III is designed for anyone who provides technical assistance for early childhood practitioners of any duration or intensity including: early childhood trainers/faculty, lead teachers, mentor coordinators, mentors, licensors, food program monitors, home visitors, consultants, program directors, etc.</p> <p>Learning Outcomes: Upon completion of this track, participants will be able to</p> <ul style="list-style-type: none"> ▪ Define technical assistance and the practices that make technical assistance most effective. ▪ Apply their knowledge of the Developmental Stages of Early Childhood Professionals (L. Katz) and the characteristics of learners at each developmental stage to identify strategies to use with individuals depending upon their stage. ▪ Apply NAEYC guidelines for Professional Development to technical assistance events. ▪ Describe and use a step-by-step process for delivering effective technical assistance which includes 1) developing relationships and building trust; 2) gathering information; 3) delivering effective technical assistance; and 4) evaluating the technical assistance outcomes and processes. ▪ Support the change process and use practical strategies for fostering change. ▪ Recognize the impact of early childhood dispositions on the learning process. ▪ Learn methods for overcoming and dealing with resistance. ▪ Establish 1 - 2 learning goals based on the above learning outcomes and develop an action plan for goal achievement. 	<p>Inclusion in Early Childhood The University of Montana Rural Institute</p>
<p>9. Inclusion Basics Track The Law, The Child, The Teacher, and The Program</p>	<p>~ <i>The Law: The Americans with Disabilities Act (ADA) and Early Childhood Programs</i></p> <p>Description: Early childhood programs provide the perfect setting for the growth and development of young children with differing abilities. The Americans with Disabilities Act (ADA) describes the rights of young children with disabilities to inclusion in these settings. Participants learn:</p> <ol style="list-style-type: none"> 1) Key elements of the ADA as it relates to early childhood programs. 2) What it takes to comply with the ADA and their role in compliance. 3) Answers to questions/concerns. <p>Learning Outcomes: Participants will be able to</p> <ul style="list-style-type: none"> ▪ Assess what they currently know about the ADA. ▪ Use a question/answer process to address key elements of the ADA and child care programs. ▪ Describe why the ADA is “good news” for child care and what it takes to be in compliance with the spirit of the ADA as well as the law. ▪ Employ resources to help them address future concerns. 	<p>Susan Harper-Whelan, Co-director, Instructor and Inclusion Outreach Coordinator Child Care plus+: Center on Inclusion in Early Childhood The University of Montana Rural Institute</p>

~ The Child: Making Referrals and Using Community Resources

Description: Early childhood professionals are in an ideal position to observe young children's development and are likely to notice when a child is not performing at age level. Participants will:

- 1) Learn a process for making referrals when children's development seems delayed that includes child observation and working with families.
- 2) Use a case study to practice the steps in the referral process.
- 3) Be given resources to guide them both in the referral process and any subsequent intervention that may be needed.

Learning Outcomes: Participants will be able to

- Make decisions about developmental concerns, including using child observations.
- Use an effective method to engage parents to share concerns about a child's development.
- Plan a course of action with parents, which may include initiating a referral to a community early intervention or special education agency for formal evaluation to check out their concerns.

~ The Teacher: Inclusion 101

Description: Inclusion 101 introduces the basic concept of early childhood inclusion and helps early childhood professionals understand their role in making inclusion work in their program/group. Participants will:

- 1) Learn what inclusion is and what it isn't.
- 2) Briefly examine the history of inclusion and legislation that has had an impact.
- 3) Practice the language of inclusion and using person-first language.
- 4) Analyze the joint position statement on early childhood inclusion (NAEYC/DEC, 2009) and the defining features of inclusion: access, participation, and supports.
- 5) Strengthen confidence in working with specialists.

Learning Outcomes: Participants will be able to

- Describe the evolution of inclusion in early childhood and the key to collaborating with early intervention specialist and special educators.
- Use the language of inclusion and person-first language.
- Explain what is meant by access, participation, and supports

~ The Program: Basic Inclusion Policies/Practices

Description: Learning activities help participants answer the question: what do I need to do to make my program a place where children with disabilities are fully included? Participants learn about 13 basic policies and practices that must be in place for successful inclusion of children with disabilities in an early childhood program. Participants will be able to identify which policies/practices they already have in place and which may still need to be developed. Information about additional resources is included.

Learning Outcomes: Participants will be able to:

- Explain inclusion and their role in making inclusion work in their program or group.
- Recognize individualization and what it looks like to tailor

	<p>activities/routines to meet the needs of individual children.</p> <ul style="list-style-type: none"> ▪ Describe the basic elements of creating and maintaining an environment that is both physically and developmentally accessible to each child. ▪ Identify what it takes to develop partnerships with parents and families which allow them to more effectively meet the needs of young children in their programs. ▪ Realize what it takes to strengthen their role as an effective member of the child and family’s intervention team. <p><i>Who should attend? Early childhood practitioners</i></p>	
<p>10. Competent Leadership Supervision and Management</p>	<p>All levels of the organization must work together to attain the goals of the agency and to create an environment of quality and shared learning. At team approach is essential to meet the needs of the families and requires thoughtful and competent leadership.</p> <p>This tract will focus on the skills and knowledge necessary to lead an early childhood organization. Participants will learn the nuts and bolts of human resource management, how to grow and sustain effective teams (including virtual ones), the power of leading through mentoring and by example, and developing practices for ongoing learning and development. Presenters include members of the Region VIII HS/EHS TA Network and the Associated Employers of Billings.</p> <p><i>Who should attend? Directors, managers</i></p>	<p>Melinda Edwards, Project Manager Montana Head Start State Based Training Office Cal Spangler, Montana Head Start State Based Training Office & Members of the Associated Employers of Billings</p>
<p>11. Promoting Safe and Healthy Lifestyles Health</p>	<p>A safe and healthy environment is essential in any early childhood setting. Early Childhood agencies have a tremendous opportunity to promote safe and healthy lifestyles and environments for infants, toddlers and preschoolers, as well as their families. This type of lifestyle contributes to the overall well being of the child and the family, and is supported through healthy nutrition and a safe and well-planned environment. This tract will address the dangers of environmental toxins, such as lead, and their impact on the developing child; how agency practices can influence families and contribute to a child’s lifelong eating habits; and how to work in partnership with local agencies to develop plans for emergency preparedness.</p> <p><i>Who should attend? Early childhood practitioners, Head Start and Early Head Start Health Coordinators and staff, directors, parents</i></p>	<p>Presenters include Dale Hayes, M.S., R.D; Jan Stetzer and Luke Fortune.</p>
<p>12. Supporting Mental Health in Young Children 0-8</p>	<p>This track is based on research (<i>New theoretical, practical and empirical knowledge from the young but growing field of infant mental health has taught us that emotional development in the earliest years of life sets the stage for all later development” (Chazan-Cohen, Jerald, & Stark, 2001, p. 4).</i> indicating that the emotional wellness of young children is fostered in secure, warm relationships with parents and other caregivers and critical to healthy early development and later school success. For children with early signs of distress and behavioral challenges, appropriate and early intervention strategies can prevent a lifetime of increasingly intense and complex problems.). Participants will discuss mental health in young children (0-8) from developmental and cultural perspectives and explore curriculum and instruction that</p>	<p>Jen Gilliard, Ph.D., L.C.P.C. Child and Family Therapist, Through a Child’s Eyes Family Clinic Professor, University of Montana Western, Jan Frederick, OTR Help at Home Therapy, Janet Speirer, M.A./ECSE Retired Educator</p>

	<p>support healthy attachment and sensory integration in young children. As an added bonus this track will include training in infant massage therapy.</p> <p><i>Who should attend? Anyone working with young children birth through age eight.</i></p>	
<p>13. Family and Community Partnerships</p>	<p>Research confirms what educators, families and communities know. Working together works! Join us as we explore what it means to partner with families and communities using Joyce Epstein’s “Keys” as a framework for planning meaningful involvement. Specific strategies, research, programs and practices to engage all families and community members in order to support the growth and learning of young children will be shared.</p> <p><i>Who should attend? Family advocates, directors, teachers</i></p>	<p>Jennifer Calder is the Program Coordinator for the Montana Parent Information and Resource Center (MT PIRC), a program of WORD, Inc., Laura Pickett is a Trainer and Parent Educator with the Family Resource Center Program at WORD, and the Montana PIRC Laurie Phelan, Montana Head Start State Based Training Office</p>
<p>14. Thinking Green in Early Childhood Programs</p>	<p>Session 1: “NOT The Last Child In The Woods: Incorporating More Nature Into Your Childcare Environment” presented by Sonnie Atwood</p> <p>While meeting outside for this two hour class we will examine the causes and consequences of what has been termed the "nature deficit disorder" that references the dwindling relationship between our children and the natural world. Reading the book, The Last Child In The Woods by Richard Louv is recommended before coming to this class as we will dedicate time to an open discussion about the increasingly important message within. Learn how to intermingle natural outdoor materials with indoor stations and create simple and engaging experiences with organic material as well.</p> <p>Session 2: “Making Something Out of Nothing: A Crash Course in Reusing Methods” presented by Sonnie Atwood</p> <p>An informational, inspirational two hour journey exploring ways to turn your trash into early childcare treasure. Stop throwing away perfectly usable material and learn how to transform packaging & other household waste into safe and creative playthings and art. Model reuse while doing your part! *Please bring 1 item to reuse during the class. It can be empty packaging, plastic, cardboard, paper, anything that you would normally throw away. You will leave with your trash and your perspective reincarnated!</p> <p>Session 3: “Developing Outdoor Learning Centers” presented by Dr. Julie Bullard</p> <p>This workshop will discuss the development of the quality outdoor learning centers. Participants will get the opportunity to view outdoor early childhood environments from around the country including many from Montana.</p>	

	<p>Session 4: “Growing from Gardening” presented by Marisa Christensen & Erin Burrowes</p> <p>Inch by inch, row by row, there are many opportunities for children to learn about literacy, math, science, and nutrition as their garden grows. Participants will discuss the benefits of giving children the freedom to experience and explore their natural world as changes take place everyday in their garden.</p> <p><i>Who should attend? Early childhood practitioners who work with young children and care about the environment.</i></p>	
<p>15. Beyond the Magnifying Glass—Math & Science</p>	<p>Early childhood programs are full of creativity and practices that encourage the natural curiosity of learning for children. Math and science are fundamental skills for school readiness, as they help children learn to make sense of their world. Yet, these domains involve much more than counting and collecting.</p> <p>This tract will focus on promoting scientific and mathematical knowledge and skills through the intentional, careful planning of the environment, while infusing the curriculum with research-based best practices that emphasize problem- solving and critical thinking. This tract will include a session presented by Marilyn Hosea (Region VIII HS/EHS TA Manager) that discusses linking academic research to agency practices. Move beyond the magnifying glass and leaf collections and discover creative ways to stimulate the child’s learning process for math and science.</p> <p><i>Who should attend? Early childhood practitioners, directors, parents</i></p>	<p>Laurie Phalen, M.Ed, MSW. LCSW Infant Toddler Specialist</p>
<p>16. There’s got to be a better way!</p>	<p>Session 1 – All Behavior is Communication! Dare to radically change the way you view children’s behavior! By focusing on their unmet needs rather than changing behavior, transform the most difficult children into ideal students and classmates. Discover how easy it can be to shift from frustration and anger to compassion and laughter. Come and learn the art (and science) of lovingly redirecting children by meeting the needs driving misbehavior. This module includes simple and effective keys for converting annoying or disruptive behavior into a solid respect for oneself and others.</p> <p>Session 2 – What to do when children are pushing your buttons! This interactive workshop is packed with practical tools to teach infants, toddlers and young children self-control and emotional intelligence by modeling loving firmness. Based on cutting-edge brain research, learn how to replace negative motivators with positive reinforcements that build high self-esteem while generating cooperation. Participants will learn how to transform high-energy battles into fun-loving connections.</p> <p>Session 3 - “Understanding Children’s Behavior” Using Conscious Discipline principles, participants will learn information about child and brain development and how this knowledge will help them to understand</p>	<p>Jenny Barkac & Wendy Martin Conscious Discipline Trainers Jennifer Williams, Redirecting Children’s Behavior Instructor</p>

why children behave the way they do and how to work through power struggles. They will learn how to effectively guide children depending on what area of the brain the child and the adult are operating from.

Session 4 - “Setting Limits without the Guilt”

Using **Conscious Discipline** principles, participants will learn how to make a shift from disciplining with fear to love, the secret to being firm and fair, helping children be successful at school and home, empowering the adult and child, and how to build the child’s character through daily conflicts.

Who should attend? Child care providers and early childhood classroom teachers