INFANT AND EARLY CHILDHOOD CONFERENCE 2020
TACOMA CONVENTION CENTER | MAY 6-8

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Conference Contact Information
• Registration: 800-280-6218
• Email Registration: ieccreg@uoregon.edu
• Web Site: www.ieccwa.org
• Conference Coordinator: Amandacardwell@frontier.com

Additional Copies of Registration Brochure
• Email: info@ieccwa.org

Additional Conference Information
• ECDAW Federal ID: 91-1136052
• Conference fees are not tax deductible.
• Conference fees are not a charitable donation.

IECC Registration
1277 University of Oregon
Eugene, OR
97403-1277

Direct Questions About Registration To:
• Phone: 800.280.6218
• Fax: 541.346.3545
• Email: ieccreg@uoregon.edu

The Tacoma Convention Center is conveniently located in downtown Tacoma at:
1500 Commerce
Tacoma, WA 98402
253-830-6601

Register Early and Save!
Participants who register by March 31 are eligible for the lowest registration prices. Register online at our website: www.ieccwa.org

The Infant and Early Childhood Conference encourages a wide range of presentations and activities. The information presented represents the viewpoints of the speakers and exhibitors and is not necessarily endorsed or shared by the conference organizers or sponsors.
CONFERENCE PURPOSE AND PLANNING COMMITTEE

• Promote the mutual understanding of the contributions families and providers bring to the lives of young children;
• Challenge thinking about diversity and disability;
• Increase family and provider effectiveness through new skills, strategies and ideas to ensure high quality services;
• Enhance understanding of the unique strengths and needs of each family;
• Foster partnerships among families, service providers, agencies and sponsors to ensure coordinated services in local communities;
• Promote networking and coalition building around early childhood issues;
• Promote evidence based practices in early childhood education;
• Enhance the lives of families and their children through the use of information and technology.

2020 PLANNING COMMITTEE MEMBERS

Valerie Arnold  
Early Support for Infants and Toddlers Program

Vanessa Allen  
Department of Children, Youth, and Families

Debi Donelan  
Early Support for Infants and Toddlers Lead

Ryan Guzman  
Office of Superintendent of Public Instruction (OSPI)

Sally Holloway  
Whatcom Community College

Debbie Jackson  
Birth to Three Developmental Center

Laura Matson  
Learning & Teaching, Special Services  
Puget Sound Educational Services District

Shanna McBride  
Children’s Administration

Kathleen Meeker  
University of Washington

Louis Mendoza  
Kindering

Adrienne O’Brien  
Department of Children, Youth and Families

Ivanova Smith  
AtWork!

Diana Stokes  
Department of Children, Youth and Families

Brayde Willson  
Pierce County Human Services Developmental Disabilities

2020 CONFERENCE CHAIR

Maryanne Barnes  
Birth to Three Developmental Center  
Early Childhood Development Association of Washington (ECDAW)

CONFERENCE STAFF

Amanda Cardwell  
Conference Coordinator  
AC Consulting

CONFERENCE ADMINISTRATOR

Michael Stewart  
Boyer Children’s Clinic  
Early Childhood Development Association of Washington (ECDAW)
CONFERENCE SCHEDULE AND SESSION REMINDERS

Wednesday 5/6
- 8:00 am - 5:30 pm: Registration Desk Open
- 9:00 am - 5:00 pm: Pre-Conference Sessions
- 12:00 pm - 1:00 pm: Lunch

Thursday 5/7
- 7:30 am - 5:00 pm: Registration Desk Open
- 8:30 am - 10:30 am: Welcome and Keynote
- 10:30 am - 12:30 pm: Conference Session A
- 12:30 pm - 1:15 pm: Lunch and Vendor Shopping
- 1:30 pm - 3:00 pm: Conference Session B
- 3:30 pm - 5:00 pm: Conference Session C

Friday 5/8
- 8:00 am - 5:00 pm: Registration Desk Open
- 8:30 am - 10:45 am: Conference Session D
- 11:15 am - 12:30 pm: Late Morning Keynote
- 12:30 pm - 1:15 pm: Lunch and Vendor Shopping
- 1:30 pm - 3:00 pm: Conference Session E
- 3:15 pm - 4:30 pm: Conference Session F

>> KEYNOTE SPEAKERS

THURSDAY KEYNOTE
What to Expect When You Weren’t Expecting This
Mary Beth Moore, White Hawk Advocacy

Mary Beth Moore is a mother of four and a professional special education advocate. She gained her passion and knowledge of advocacy while enduring an 18 month battle over access to feeding therapy in schools. In her role as a mom of a special needs child and an advocate, she has become a trusted adviser to parents and professionals alike. Mary Beth and her husband Chris founded White Hawk Advocacy, named after their son Gavin whose name means White Hawk of Battle. They are dedicated to improving the lives of children with disabilities, building strong community connections and supporting schools on the journey to inclusion.

FRIDAY KEYNOTE
The Importance of Stories in Family Engagement and Advocacy
Bethany Moffi, Parent Advocate

Bethany Van Delft Moffi is a comedian, storyteller, emcee, and Parent Advocate who has been active in the special needs community since the birth of her daughter Lulu in 2011. She’s completed leadership and advocacy trainings through Mass Families Organizing for Change, Interaction Institute for Social Change, and Federation for Children with Special Needs Parent Consultant Institute. She was awarded the FCSN Patricia Blake Parent Advocacy Award in 2017, given to an individual who exemplifies the belief in the potential of all children with disabilities to achieve, and earned a certificate from the Massachusetts Down Syndrome Congress in supporting best practices for educating students with intellectual disabilities.

She is a regular host for “The MOTH” live events. Her Mainstage story sharing her post partum experience after the birth of her first child garnered 15+ million views, and is also included in The MOTH’s 2nd book “All These Wonders”.

In the comedy world, Bethany has performed at the prestigious JFL Festival, SF Sketchfest, All Jane Festival, and on 2 Dope Queens podcast. She was named Boston Magazine “Best Comic 2019”, produces comedy shows in her hometown of Boston, all the while keeping her kids and husband alive, and very not unhappy. She also bakes pretty well.
The Department of Children, Youth, and Families (DCYF) offers cost reimbursement for training taken from state-approved trainers in Washington. Professionals who currently work in child care facilities licensed or certified by DCYF can access this opportunity through their MERIT professional record.

Application guidelines for state-approved training reimbursement:
- You must have a professional record in MERIT with a STARS ID.
- You must be currently employed in a DCYF licensed or certified facility, in an eligible employment position. You must have this information recorded and confirmed or verified in your MERIT professional record. See information below for eligible employment positions and how to have your information confirmed or verified.
- You may only apply one time per fiscal year (July 1 – June 30).
- You may apply for up to $250 for your training reimbursement. This can include any combination of trainings.
- Trainings must be taken from an organization that meets the requirements of DCYF (IECC fulfills requirements to offer WA STARS credit and annual continuing education).
- Approved training must have been taken within the previous 12 months.

How to apply for a state-approved training reimbursement:
1. Sign in to your MERIT professional record at merit.del.wa.gov
2. Go to the “Applications” tab and select “Training Reimbursement”
3. Follow the steps to confirm your personal information – this is important because a check will be issued to the address listed in your professional record.
4. Continue to select trainings for which you would like to be reimbursed. MERIT will display all eligible trainings, and you can select as many as necessary to reach the maximum $250 reimbursement limit. You will be prompted to confirm your choices if you select any amount less than $250, just to be sure you are requesting the full amount available to you as you may only apply once per fiscal year (July 1 – June 30).
5. Sign and submit your application. You will receive an email as confirmation and your reimbursement will arrive in the mail*. MERIT tracks your state-approved training history for you. This means you do not need to submit proof of completion or any receipts in order to receive your training reimbursement.

The Department of Children, Youth, and Families is proud to support ongoing professional development efforts. If you have questions, please contact MERIT support services by calling 1.866.482.4325, option 8 or email merit@dcyf.wa.gov

ADDITIONAL SESSION INFORMATION:
- Some session sizes are limited. Classes are filled on a first-come, first-served basis.
- The “Who Should Attend” statement following each session is a suggestion. The recommendation is provided by the presenter and is a guide for who will most benefit from the information. That being said, it should only be considered a guide and anyone may register for any session.
- Some sessions are intended for “Intermediate” audiences and are denoted as such in the program.
- Some sessions require an additional materials fee. That fee amount and materials included with the fee are listed at the end of each description.

SESSION HANDOUTS:
The IECC conference does not provide paper handouts for conference sessions. If you are interested in printing off the handouts and bringing them with you to the conference, please visit our website www.ieccwa.org and under each session in the conference program will be a link to available handouts provided by the presenters. We highly recommend you download handouts to electronic devices in advance of arriving at the conference. While you may be able to access the complimentary WiFi onsite, historically the service has been very slow.
You may choose to participate in one preconference session. It will be the full-day and is an intensive training. The session will emphasize in-depth practical skill building opportunities. You may register for the preconference day only or you may register for the preconference as part of the two or three-day conference package.

**>> 9:00 am - 5:00 pm | PRECONFERENCE SESSIONS**

<table>
<thead>
<tr>
<th>PRE01</th>
<th>My Eyes are Fine, But I Can’t See</th>
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<td>PRE02</td>
<td>Assessment and Treatment for Childhood Apraxia of Speech in Young Children</td>
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<td>PRE03</td>
<td>Infant Mental Health 101</td>
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<td>PRE04</td>
<td>The Growing Brain; Promoting Healthy Brain Development from Birth to 5</td>
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<td>PRE05</td>
<td>A Healing-Centered Approach</td>
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<td>PRE06</td>
<td>Siblings: Concerns, Opportunities, and Effective Support Strategies for Parents and Providers</td>
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<td>PRE09</td>
<td>Promoting Social-Emotional Development and Addressing Challenging Behavior in Infants and Toddlers</td>
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<td>PRE10</td>
<td>Engaging Conflict and Navigating Change</td>
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**>> WEDNESDAY | PRECONFERENCE SESSIONS**

**PRE01: My Eyes are Fine, But I Can’t See: Supporting the Young Child with Cortical Visual Impairment, presented by DeEtte Snyder, PhD, Washington State School for the Blind, with Julia Erman, BA, Sandbox Software, Tracey Gaver, MA, Kindering**

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** All

This hands on and interactive workshop will explore the impact of blindness and visual impairment on early learning in all development domains, especially when the visual impairment is brain based and not ocular. But most importantly, explore ways families and all educational professionals can support children’s learning given a visual limitation. Brain-based visual impairment, also known as cortical visual impairment or CVI, is the most common form of childhood blindness and is highly misunderstood by parents and teachers because the eyes are “fine”, but the child does not use vision as expected. Often children with CVI have additional special needs, which complicate their learning challenges but also highlights the need for visual intervention and support.

This workshop will explore the many causes of CVI, visual behaviors associated with this unique visual impairment, and assessment strategies to pinpoint appropriate learning strategies or environmental accommodations. Participants will learn about the impact of vision loss on learning and development through hands on activities and be introduced to specific learning strategies to remediate and assist children through all sensory modalities in accessing the learning environment, including the home. Participants will gain skills in addressing vision concerns of parents or educational teams using screening tools to identify vision problems that can impact learning and then what to do with this information once obtained. Finally, the role of the certified teacher of the visually impaired (TVI) will be explored as a vital team member of educational teams for children aged birth to 5 in the home and in the school setting. This workshop will be facilitated by TVIs from around the state.
**PRE02: Assessment and Treatment for Childhood Apraxia of Speech in Young Children**, presented by Ruth Stoeckel, PhD, SLP

- **WA State Early Learning Core Competency**: Child Growth, Development and Learning
- **Age Group Addressed**: Birth through Age 8
- **Who Should Attend**: Teachers, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

This workshop will discuss challenges in making a diagnosis of childhood apraxia of speech (CAS) in young children. Evidence based practice for evaluating and treating young children with suspected or confirmed CAS will be covered, including participant activities and video examples.

**PRE03: Infant Mental Health 101: An Introduction to Infant Mental Health**, presented by Carol Good, MSW, Parent-Child Relationship Programs

- **WA State Early Learning Core Competency**: Child Growth, Development and Learning
- **Age Group Addressed**: All age groups
- **Who Should Attend**: All

This is a day long intensive overview of Infant Mental Health/Early Childhood Mental Health. We will cover the foundations of early attachment, impact of early adversity, and importance of parent-child relationship in intervention.

**PRE04: The Growing Brain; Promoting Healthy Brain Development from Birth to 5**, presented by Maia Thomas, MPH, Early Supports for Infants and Toddlers, DCYF

- **WA State Early Learning Core Competency**: Child Growth, Development and Learning
- **Age Group Addressed**: Birth through Age 5
- **Who Should Attend**: All
- **Materials Fee $10**: Full-color, spiral bound participant manual (approx. 75 pages total). Crafts and misc. items used for group activities during the session. Light snacks.

Decades of research indicate that the early years of life are a period of exponential brain development, characterized by great opportunity and vulnerability, dependent on the relationships and environment in which the child is growing. This innovative training focuses on giving early childhood providers evidence-informed understanding of their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children. Participants will learn strategies for:
1. Informing their practice with an understanding of early brain development.
2. Supporting pro-social behavior and social-emotional development.
3. Reducing toxic stress that can negatively influence brain development of very young children.

**PRE05: A Healing-Centered Approach**, presented by Betty Peralta, MS, ALTA: Alternative Learning & Therapeutic Avenues

- **WA State Early Learning Core Competency**: Interactions
- **Age Group Addressed**: All age groups
- **Who Should Attend**: All

Join us as we explore how biases affect development and what you can do to reverse the damage. Learn how to identify toxic stress in babies and young children; how structural racism and bias engender this toxic stress; and how you are and can be more of a healing force for generational trauma in the families you serve. Topics will include NeuroRelational Framework (NRF), promoting position social emotional development through relationship, discussing conventional discipline and how this plays a part into important relationships. To read more about this topic visit our conference website and visit the online program page.
Throughout their lives, siblings share many of the same concerns that parents of children with special needs experience, as well as issues that are uniquely theirs. Siblings typically experience these issues for longer than any other family member, as the sibling relationship can easily exceed 65 years. Because of the important role siblings play in the lives of their brothers and sisters with special needs and families, siblings and their concerns must not be ignored. Supporting siblings can contribute to lasting positive outcomes for children with disabilities and their entire families. Join us for a full-day, pre-conference workshop exploring siblings’ concerns, opportunities, and effective support strategies for parents and providers. The highlight of the workshop will be a panel of adult siblings reflecting on their experiences growing up, and sharing their insight on how we can better understand and support siblings.

While English has come to be considered as the global language for business and travel, there are many people who live in an English-dominant setting (the United States) without a good grasp on the language. For these people with young children in our school systems, special education services, medical settings, and play groups, how can we effectively communicate with the children and their parents if English is not their home language? When language barriers exist, it is common for the limited-English communicators to feel frustrated, powerless or alienated. For the English-speaking communication partners, crossing language and cultural barriers has more to do with recognizing one’s own biases and attitudes toward language differences than it does with simply speaking another language.

In this presentation, participants will receive information on how to expand their understanding and acceptance of cultural-linguistic differences, as well as some strategies to work more effectively with these limited-English families. In addition, a large part of practice and resources will be dedicated to collaborating with interpreters. Participants will receive a workbook and resources to assist them in working effectively with children and families who do not speak English or for whom English is a second language.
PRE08: Day One: Teaching Pyramid Observation Tool: Reliability Training, presented by Kathleen Meeker, PhD, University of Washington and Haring Center

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through 5
- **Who Should Attend:** Teachers, Administrators, Interested Professionals, Trainers, Adult Educators
- **Materials Fee $70:** Each participant will receive a TPOT scoring manual, two official TPOT scoring guides, a scoring notebook, a certificate of reliability (after passing the check-out process), and a folder with handouts/resources.
- **This is an advanced session**

The Teaching Pyramid Observation Tool (TPOT) measures preschool teachers' implementation of Pyramid Model practices to support young children's social-emotional development. This reliability workshop prepares participants in the use of the TPOT instrument to gather information on preschool teachers' implementation of Pyramid Model practices for use in coaching and program planning. This is an intensive 2 day workshop that requires prerequisite knowledge of the Pyramid Model and participation in the entire workshop. Upon successful completion of this workshop, participants will receive a certificate indicating they are reliable with the TPOT development team.

**IMPORTANT NOTE:** This is a two day training. Participants will also need to register for session TFD01 on Thursday.

PRE09: Promoting Social-Emotional Development and Addressing Challenging Behavior in Infants and Toddlers, presented by Jennifer Fung, PhD, Haring Center for Inclusive Education

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth to Age 3
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, Family Resources Coordinators, Students

Many factors, both biological and environmental, can influence the development of critical social-emotional skills and prosocial behaviors in very young children. Persistent challenging behaviors can impact learning, relationships, and participation in family routines. The goal of this session is to build the capacity of coaches, educators, families, and family support professionals to implement a positive behavior support framework that enhances social-emotional learning and supports the use of positive behaviors.

PRE10: Engaging Conflict and Navigating Change, presented by Greg Abell, Sound Options Group, LLC

- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** All Age Groups
- **Who Should Attend:** All

Two significant challenges facing agencies and teams is the effective engagement of conflict and the implementation of change. This session will explore the intersection between these two constructs and introduce skills and strategies for increasing individual and collective capacity for these two challenges.
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<thead>
<tr>
<th>Time</th>
<th>Conference Session TFD</th>
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<tbody>
<tr>
<td>10:30 am</td>
<td>TFD01: Day Two: Teaching Pyramid Observation Tool: Reliability Training</td>
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<tr>
<th>Time</th>
<th>Conference Session A</th>
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<tr>
<td>10:30 am</td>
<td>A02: The Potential to Be Included</td>
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<td>A03: Caregiver Coaching: A Practical Workshop for Early Intervention Providers</td>
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<td>A04: Responding to Increased Fear Around Immigration Enforcement in Staff and in the Community for Early Intervention Providers</td>
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<td>A05: Beyond Social Skills + Language Development: Understanding Social Communication &amp; ASD in Infants and Toddlers</td>
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<td>A06: Building Connections to Nature With Young Children of All Abilities</td>
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<td>A07: Challenging Toddler Behaviors: A Facilitated Conversation</td>
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<td>A08: The Trauma Sensitive Classroom</td>
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<td>A09: Supporting Adults in the Early Childhood Classrooms: Strategies for Coaching and Providing Feedback</td>
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<td>A10: Promoting Positive Interactions through Serve and Return</td>
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<td>A11: DCYPF Performance-Based Contracting Initiative: ECEAP, ESIT and Home Visiting Contracts</td>
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<td>A12: The Benefits of Play for Infants and Toddlers for Parents and Providers</td>
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<td>A13: Toy Adaptation with Husky ADAPT: Learning How to Make Toys More Accessible to a Diverse Population</td>
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<td>A14: Building a Legacy of Safety: Smart Strategies for Sexual Abuse Prevention</td>
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<td>A15: Your Voice, Your Story: Conveying Your Unique Experience Through the Art of Writing</td>
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<td>A16: Cook to Learn: Promoting STEAM Literacy, Family Engagement, and Creative Exploration</td>
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<tr>
<th>Time</th>
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<td>1:30 pm</td>
<td>B02: Part 1: Tactile Strategies for Early Communicators: Practical Ideas for Interactive Daily Routines</td>
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<td>B03: Farm to Early Care and Education - How Bringing the Farm to Your Kids Helps Them be Successful</td>
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<td>B04: Recognizing &amp; Addressing the Familial Impact of Feeding Difficulties</td>
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<td>B05: Fatherhood is Essential: Fathers Voices Transforming Family Systems</td>
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<td>B06: “Snack Talks”: Visual Supports to Increase Communication Engagement for Preschoolers with Autism</td>
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<td>B07: Families in Transition: Building Bridges to Support Families Who Are Experiencing Housing Instability</td>
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<td>B08: Introduction to Inclusion in Early Learning</td>
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<td>B09: Making Space for Everyone in a Foster Child’s Life: Practical Ways to Connect</td>
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<td>B10: Rhymes, Fingerplays, and Songs: Supporting Children’s Language Skills</td>
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<td>B11: Professional Development on Demand</td>
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<td>B12: The NICU Experience and Attachment</td>
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<td>B13: Let’s Play: Meaningful Math Practice and Processes</td>
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<td>B14: Parent Self-Efficacy: Empowering the Family During Critical Years of Development</td>
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<td>B15: Creating Belonging in Faith Communities for People of All Abilities and Their Families</td>
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THURSDAY | SESSIONS AT A GLANCE

3:30 pm - 5:00 pm | CONFERENCE SESSION C

| C02 | Part 2: Tactile Strategies for Early Communicators: Practical Ideas for Interactive Daily Routines |
| C03 | The Connections Model: Supporting Self-regulation, Interaction, and Learning |
| C04 | The Early Childhood Workforce - Gathering Voices for Support |
| C05 | Loose Parts and Material Engagements: Building Foundational Skills Through Joyful Play |
| C06 | Music & Movement through the Seasons |
| C07 | Interactive Book Reading for Each & Every Child |
| C08 | Including Parents and Caregivers in IFSP Services for Children in Dependency |
| C09 | I-Gens, Millennials, Gen-Xs, Baby Boomers, Traditionalists? Oh My! Incorporating Key Components to Engage All Learners |
| C10 | Impacts of Lead Exposure and Early Intervention |
| C11 | Socialsibs Intervention: Preliminary Outcomes with a Child on the Autism Spectrum with Complex Communication Needs |
| C12 | Circle Time 2.0: Enhancing Circle Time for Children with Sensory Differences |
| C13 | What About the Children: The Impact of Prenatal Substance Exposure |
| C14 | Creative Art Strategies to Promote Cultural Understanding and Inclusion in Early Education |
| C15 | Supporting Hospital-to-Home Transition for Infants and Families with Early Intervention |
| C16 | Equity Change Team Networking Session |

THURSDAY | SESSION TFD | 10:30 am - 5:00 pm

TFD01: Day Two: Teaching Pyramid Observation Tool: Reliability Training, presented by Kathleen Meeker, PhD, University of Washington and Haring Center

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through 5
- **Who Should Attend:** Teachers, Administrators, Interested Professionals, Trainers, Adult Educators

The Teaching Pyramid Observation Tool (TPOT) measures preschool teachers’ implementation of Pyramid Model practices to support young children’s social-emotional development. This reliability workshop prepares participants in the use of the TPOT instrument to gather information on preschool teachers’ implementation of Pyramid Model practices for use in coaching and program planning. This is an intensive 2 day workshop that requires prerequisite knowledge of the Pyramid Model and participation in the entire workshop. Upon successful completion of this workshop, participants will receive a certificate indicating they are reliable with the TPOT development team.

**IMPORTANT NOTE:** This is DAY TWO of the training. In order to attend, participants will also need to have attended PRE08 on Wednesday.
**A02: The Potential to Be Included, presented by Mary Beth Moore**
- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** Birth to Age 8
- **Who Should Attend:** All

There are many different perspectives on inclusion and what is required to make inclusion attainable. This will be an interactive discussion where the group will brainstorm around real world scenarios to progress from segregated environments to more inclusive experiences. You will walk away from this session knowing that every child has the potential to be authentically included and gain practical strategies for ensuring your child is given those opportunities.

**A03: Caregiver Coaching: A Practical Workshop for Early Intervention Providers, presented by Molly Poole, M.Ed., Kindering, with Rachel McKee, Kindering**
- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth to Age 3
- **Who Should Attend:** Teachers, Therapists, Home Visitors, Family Resources Coordinators, Students

Family centered therapies and the coaching model are at the root for successful Early Intervention. In this session, participants will develop language and strategies around reflective coaching, and be able to identify the 5 basic characteristics of coaching. Early Intervention Providers will have opportunity to discuss and practice implementation of caregiver coaching strategies.

**A04: Responding to Increased Fear Around Immigration Enforcement in Staff and in the Community for Early Intervention Providers, presented by Claire Douglas, MS, Kindering, with Jennifer Ajumogobia, MA, Kindering, Rita Alcantara, BA, Kindering, Adriana Ortiz-Serrano**
- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth through Age 3
- **Who Should Attend:** Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

Kindering is an early intervention agency providing services to families in King and Snohomish Counties. We have worked to respond to increased fear around immigration enforcement in the community and in our staff. This presentation will discuss the measures we have implemented to affirm our status as a Sensitive Location with respect to immigration enforcement and to educate staff around what that means. In addition the process of our partnership with El Centro de la Raza who has provided guidance in developing our policy and who provided clarity on the rights of families and direct service providers during a potential ICE visit. We will introduce the new policy called Responding to ICE Visits at Kindering (including home visits), that Kindering created as part of being a Sensitive Location and responding to staff requests for clarity and guidance. We will also discuss the accompanying staff training that we did to help best prepare staff for a potential ICE visit during a home visit as it will likely be a heightened if not traumatic situation. Also provided staff with basic information around immigrant rights and the blocked Public Charge proposed changes to encourage families in the community to continue to access the services they are legally entitled to. Finally a staff member will share learnings and best practices on how to discuss the role of the Early Intervention Staff member with the family and sharing immigration resources with families, using a specific personal example.
A05: Beyond Social Skills + Language Development: Understanding Social Communication & ASD in Infants and Toddlers, presented by Carla Benitz, MS, Kindering, with Hayley Ellis, MA, Kindering
• WA State Early Learning Core Competency: Child Growth, Development and Learning
• Age Group Addressed: Birth through Age 3
• Who Should Attend: All

Autism Spectrum Disorder used to be defined by impairments in “social interaction” and impairments in “communication” as separate categories. Current understanding of ASD is that these two categories are not actually separate, and that a core characteristic is “persistent deficits in social communication and social interaction.” What exactly is “social communication”? How can we identify deficits in social communication in a birth-to-three setting? This session is designed for all early intervention providers, parents, FRCs, and more. Learn about social-communication skills from birth to three, and their role in early identification of ASD. Participants will acquire practical tools to identify social-communication delays in children, and to discuss these delays with families and with other providers.

A06: Building Connections to Nature With Young Children of All Abilities, presented by Sheri Hill, PhD, Woodland Park Zoo, with Kristi Dodds, BS, Woodland Park Zoo, Nemesia Herzstein, BS, Woodland Park Zoo
• WA State Early Learning Core Competency: Child Growth, Development and Learning
• Age Group Addressed: All age groups
• Who Should Attend: All

Join with Woodland Park Zoo staff as we explore our successes and challenges as we “Say YES! to inclusion” in our work to connect very young children with nature. This interactive presentation will include a short hands-on introduction to “Nature Play” as well as research highlights of the benefits of cultivating connections to nature for health and well-being in children. We will also engage participants in the development of action plans for ways to fold activities that boost connections to nature into their daily work. We will problem solve typical barriers that participants may encounter, as well as share tools and resources. This session is good for all audiences including: informal educators, caregivers, parents, home visitors, early care and education providers, early intervention providers and program leadership.

A07: Challenging Toddler Behaviors: A Facilitated Conversation, presented by Renee Derby, MA, Kindering, with Amy Baker, MS, Kindering, Julia Comstock-Ross, OTR/L
• WA State Early Learning Core Competency: Interactions
• Age Group Addressed: Birth through Age 3
• Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, Interested Professionals

Do you already know about antecedents and consequences when it comes to challenging behaviors? Do you think challenging behavior can be a form of communication? Do you still encounter it in your setting? An Occupational Therapist, a Speech Language Pathologist, and a Special Educator will be doing a quick review of these concepts, followed by facilitated small group discussions around your most pressing challenges. In addition to your challenges, please bring your expertise to this interactive session.
A08: The Trauma Sensitive Classroom, presented by Lauren Fine, BS, Parenting for Joy and Justice
- WA State Early Learning Core Competency: Interactions
- Age Group Addressed: All age groups
- Who Should Attend: All
- Materials Fee $10: Materials include a handbook and small “goodie bag” of connection tools.

Adverse Childhood Experiences (ACES) are the largest unrecognized public health crisis in our country. Children who experience ACES are at a higher risk of poor social, emotional, and health outcomes. Parents and teachers often experience heightened stress as they care for children for whom emotional, regulatory, and social challenges are a daily struggle, one that is rooted in early trauma. The relationships that adults build with the children in their care, and with each other as co-caregivers, are the single most powerful protective factor for mitigating the effects of ACES. We will use the ARC Framework (Attachment, Regulation, Competence) to understand how to see what children need to heal from ACES. Then we will learn concrete, connection-based tools that caregivers, teachers, and administrators can use to build strong relationships that support children’s developing regulatory, attention, and social skills. Bring your burning questions or challenging classroom situations. We will be workshopping some scenarios together so that you can leave with an understanding of how to use these tools in your classroom as soon as you get back.

A09: Supporting Adults in the Early Childhood Classrooms: Strategies for Coaching and Providing Feedback, presented by Ariane Gauvreau, PhD, University of Washington, with Soundarya Narayan
- WA State Early Learning Core Competency: Professional Development and Leadership
- Age Group Addressed: All age groups
- Who Should Attend: Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Interested Professionals, Students, Trainers, Adult Educators

Working with other adults can be the most challenging part of being an early childhood practitioner. In this presentation, we will discuss practical strategies for coaching and giving feedback to team members.

A10: Promoting Positive Interactions through Serve and Return, presented by Jenna Peterson, MA, Kindering, with Davique Humfrey, BA, Kindering, Jesica Mendoza, BA, Kindering, Melody Stryker, RN, BSN, Kindering, Cristina Wheatley, MA, Kindering
- WA State Early Learning Core Competency: Interactions
- Age Group Addressed: Birth through Age 3
- Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Interested Professionals, Students

Research now tells us the most optimal way to foster healthy brain development and foundational social emotional skills is through interactions called serve and return. Come join us in this interactive workshop where we will explore stress and behavior in young children, how to notice children’s serves and various ways to respond through following the child’s lead. Participants will walk away with strategies to support children’s brain development and social-emotional skills; the foundation for all other learning.
A11: DCYF Performance-Based Contracting Initiative: ECEAP, ESIT and Home Visiting Contracts, presented by Stacey Gillette, MA, WA Department of Children, Youth, and Families
- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

DCYF is gradually shifting to outcomes-oriented contracts for client services. This session will highlight how ECEAP, ESIT and Home Visiting are implementing DCYF’s new performance-based contracting standards. The session will focus on what’s new for FY20 contracts, how teams are using data, research, and stakeholder feedback to inform their decisions, what challenges and opportunities are being encountered, and future plans to expand efforts in FY21.

A12: The Benefits of Play for Infants and Toddlers for Parents and Providers, presented by Monique Johnson, MA, Kennesaw State University
- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Age 3 through 5, Adults
- **Who Should Attend:** All

This interactive presentation will give an overview of play and how it contributes to early learning and brain development. The presenter will demonstrate activities that can be utilized with infants and toddlers that foster and support healthy development. The participants engage in group discussions and hands-on play learning experiences.

A13: Toy Adaptation with HuskyADAPT: Learning How to Make Toys More Accessible to a Diverse Population, presented by Alyssa Spomer, MS, University of Washington
- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth to Age 8
- **Who Should Attend:** All
- **Materials Fee $25:** Participants will receive step-by-step handouts on how to adapt toys on their own as well as a link to our adapted toy website which will provide information on toys that we as an organization have previously adapted and the specialty tools that we use to adapt them. Participants will also be able to take an adapted toy with them.

During this event, participants will listen to a short talk about the developmental importance of toys and the need for adapted toys, and learn a little about what HuskyADAPT is doing at the University of Washington to improve the availability of adapted toys in the Seattle community. Participants will then be led through a hands-on workshop in which they will adapt battery-powered toys to make them switch accessible. This process involves installing a universal headphone jack into toys to allow for toys to be activated using a wide variety of switches and buttons that best meet the needs of the user. During this activity, participants will work in teams of two to open toys, assess the electronics to identify how the toy activates normally, and install the headphone jack. By completing this workshop, participants will learn basic engineering concepts and hands-on skills and leave with the understanding necessary to begin adapting toys on their own. Participants of all skill levels and background are encouraged to participate!
A14: Building a Legacy of Safety: Smart Strategies for Sexual Abuse Prevention, presented by Christy Keating, JD, Savvy Parents Safe Kids

- **WA State Early Learning Core Competency:** Health, Safety, and Nutrition
- **Age Group Addressed:** All age groups
- **Who Should Attend:** Teachers, Administrators, Therapists, Healthcare Staff, Family Resources Coordinators, Interested Professionals, Trainers, Adult Educators

Children’s protection from sexual abuse is a critical priority. Ensure a legacy of safety by teaching smart strategies of prevention education for caregivers. Explore the dos and don’ts of mandatory reporting and gain skills to identify red-flag behaviors in adults and children. Find out how to implement safety lessons for children. Learn how to respond to family concerns and employ strategies for linguistically and culturally effective practice.

A15: Your Voice, Your Story: Conveying Your Unique Experience Through the Art of Writing, presented by Connie Weber, MA, Kindering

- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

Each of us has a story to tell and our own particular perspective. When we share our common experiences, we build up one another, and we create a community around us. As the parent of a child with special needs or as a teacher or therapist who has worked with children with disabilities, you have a distinctive outlook. The work is often challenging and emotionally demanding. Writing down your experiences can provide a healthy and strengthening outlet for yourself, and though the story is your own, sharing it can furnish others who travel the same road with encouragement. This workshop will help spark your creativity to get you started writing. You’ll participate in writing activities, discuss pertinent issues such as confidentiality, explore the possibilities of genre and literary form, and gain practical ideas on how to use the healing art of writing to enrich your own life and the lives of others.

A16: Cook to Learn: Promoting STEAM Literacy, Family Engagement, and Creative Exploration, presented by Rachel Haas, MPH, First 5 FUNdamentals, with Lauren Lindskog, Pierce County Library, Alyssa Torrez, KBTC Television

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** All age groups
- **Who Should Attend:** Teachers, Administrators, Interested Professionals, Students

Cook to Learn is a program designed to increase the math readiness skills of young children ages 2-5. Children and caregivers will participate in a Cook to Learn event where they prepare a food item together. The curriculum uses shapes, numbers, size, measurement, and patterns as guiding principles to increase knowledge of child development, while simultaneously helping young learners gain the skills needed to be Kindergarten ready in math. A focus on cooking has several advantages. Cooking is an everyday exercise that can easily be incorporated into families’ normal routines. The intent is to demonstrate that children can learn math principles through simple, fun, everyday moments. Cooking is also an activity done and celebrated in all cultures, and therefore, the curriculum was designed to be easily adapted to meet the needs and traditions of any community.

Presentation attendees will learn everything they need to know to host a Cook to Learn event in their communities. Attendees will be introduced to the curriculum, provided a book list and sample recipes, and have an opportunity to begin planning an event using a provided facilitator’s guide.
B02: Part 1: Tactile Strategies for Early Communicators: Practical Ideas for Interactive Daily Routines, presented by Megan Mogan, MS, CCC-SLP, Arizona Deafblind Project
- WA State Early Learning Core Competency: Interactions
- Age Group Addressed: All age groups
- Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, Interested Professionals, Students

Young children with visual impairment and additional disabilities (including deafblindness) develop concepts through direct experience with people, materials, and environments—through touch! This presentation will offer multiple examples of early literacy and communication activities using alternative tactile forms of communication to build motivation, participation, and reciprocity. Participants will reflect on their own experiences with touch, considering how to use this sense to facilitate access to shared topics, communication forms, and social interaction.

B03: Farm to Early Care and Education - How Bringing the Farm to Your Kids Helps Them be Successful, presented by Bianca Smith, BA, OSPI
- WA State Early Learning Core Competency: Health, Safety, and Nutrition
- Age Group Addressed: Birth to Age 3
- Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Family Resources Coordinators, Interested Professionals

Farm to Early Care and Education (ECE) is an extension of Farm to School that offers increased access to healthy, local foods, gardening opportunities, food-based activities, and family engagement opportunities. Discover how this program readies your children for success.

B04: Recognizing & Addressing the Familial Impact of Feeding Difficulties, presented by Lani Jones, PsyD, Providence Behavioral Group
- WA State Early Learning Core Competency: Child Growth, Development and Learning
- Age Group Addressed: Birth through Age 8
- Who Should Attend: All

Feeding difficulties are not uncommon in young children, and professionals address feeding difficulties from various perspectives. However, the impact of the social-emotional and relationship aspects are often overlooked in treatment. Research has continued to demonstrate the negative familial impact of feeding difficulties, such as the link between the increase of maternal depression and the decreased mother-child relationship. Stress and anxiety also impacts the underlying biological components of feeding. This presentation will address how to identify different types of stress responses. In addition, the role of anxiety in hindering positive feeding will be discussed. This presentation will incorporate general feeding guidelines, including a review of case studies and treatment suggestions for decreasing stress and anxiety in the family, as well as tips for creating positive mealtimes. Participants will be able to conceptualize their current cases in the context of parent-child relationships and the impact of that relationship on the child’s feeding difficulties.

B05: Fatherhood is Essential: Fathers Voices Transforming Family Systems, presented by Anne Stone, MA, DSHS Economic Services Administration
- WA State Early Learning Core Competency: Families and Community Partnerships
- Age Group Addressed: Birth through Age 5
- Who Should Attend: All

This presentation will provide attendees and opportunity to engage in discussion around our recent WA State Fatherhood survey findings. Learn about the new Washington State Interagency Fatherhood Council, and how to promote father friendly practices. We will learn from “professional fathers” on the council what works to engage dads in design, program, and system changes.
B06: “Snack Talks”: Visual Supports to Increase Communication Engagement for Preschoolers with Autism, presented by Katherine Bateman, PhD, University of Washington, with Ariane Gauvreau, PhD, University of Washington

- **WA State Early Learning Core Competency**: Child Growth, Development and Learning
- **Age Group Addressed**: All age groups
- **Who Should Attend**: All

Early childhood classrooms are dramatically changing as education systems across the country push for more settings that are inclusive. For students to meaningfully engage in inclusive settings, strong repertoires of social skills are needed. Yet, for children with autism spectrum disorder (ASD), engagement in meaningful social skills is often challenging. The purpose of this study was to investigate the effectiveness of “Snack Talk”, a visual communication support, aimed at increasing the communication engagement of five preschool children with autism. A reversal design across participants was used to analyze the relation between implementation of “Snack Talk” and social engagement. Generalization probe results demonstrated conversation engagement increased across all participants. A functional relationship was established between the teaching phase (baseline and intervention data collection phases) and generalization, demonstrating a strong generalized effect of intervention.


- **WA State Early Learning Core Competency**: Child Growth, Development and Learning
- **Age Group Addressed**: Birth through Age 5
- **Who Should Attend**: All

The stresses that come with housing instability can spread through every area of a family’s life. Providing the basic needs for one’s family often overshadows concerns about a child’s development. Kindering’s Families In Transition (FIT) program works to partner with the community providers who are assisting these vulnerable families to meet basic needs, such as shelter, food and medical care. We bring family support, parenting education and Early Intervention services into the community, meeting families wherever they are. Join the providers who serve these families, and family members who have received FIT services, in a discussion about their challenges, barriers and successes.

B08: Introduction to Inclusion in Early Learning, presented by Elizabeth Carley, MA, OTD, Northwest Center Kids IMPACT, with Kristen McLeskey, MA, Northwest Center Kids

- **WA State Early Learning Core Competency**: Program Planning and Development
- **Age Group Addressed**: Birth through Age 5
- **Who Should Attend**: Teachers, Administrators, Interested Professionals, Students

This training introduces the concept of inclusion in early learning through an equity lens. We will present the benefits of inclusive practices in early learning for both typically and non-typically developing children through research and practical experience. We will problem-solve and discuss ways to overcome barriers to inclusion in the classroom. Environmental adaptations and effective practices will be discussed and participants will learn concrete techniques for increasing inclusion in their programs to best serve children of all abilities.
B09: Making Space for Everyone in a Foster Child’s Life: Practical Ways to Connect, presented by Katie Biron, BS, Fostering Connections for Families, with Ashley Albert, Some college, Therapeutic Health Services

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

In an overburdened child welfare system, simply facilitating connection between parents and caregivers centers child well-being as the focus and improves the experience for everyone involved in a child’s life at this crucial time. The benefits of having safe, efficient communication between the many people involved in a foster child’s care are demonstrated through research and practical experience of families. Through this presentation, we hope to demonstrate how easy it can be to meaningfully connect the various parties in a foster placement and the benefits that connection can bring to child well-being, placement stability, and much more!

B10: Rhymes, Fingerplays, and Songs: Supporting Children’s Language Skills, presented by Susan Anderson-Newham, MS, Pierce County Library System, with Alison Pascone, MA, Pierce County Library System

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

Participants in this session will receive an overview of Early Literacy Skills and engage in rhymes, songs, fingerplays, and activities that help young children develop those skills. A handout of texts and resources will help participants begin using these language tools immediately. Rhyming and singing are instrumental in developing a love of language and a readiness for reading. Come sing and rhyme and bring your favorites to share!

B11: Professional Development on Demand, presented by Dawn Williams, MA, University of Washington, with May-Ling Joa, MA, Cultivate Learning

- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** All

This session will highlight innovative professional development tools that focus on providing relevant and equity-focused PD to early care and education providers. Specifically, two web-based PD packages, Circle Time Magazine and Meaningful Makeover, will be featured. Presenters will preview the shows and share ways coaches, education managers, instructional leaders, and other trainers can use the webisodes and supporting material for high-quality PD interactions. Attendees will be encouraged to participate and share ideas.

B12: The NICU Experience and Attachment, presented by Carol Good, MSW, Parent-Child Relationship Programs

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

This session is designed to help professionals understand how an infant’s experience in the NICU affects the infant, the parents, the attachment relationship, and examines considerations for intervention.
B13: Let’s Play: Meaningful Math Practice and Processes, presented by Cora Causey, PhD, University of Alabama at Birmingham

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through Age 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Home Visitors, Interested Professionals, Students

Based on current research of the importance of early math experiences and later literacy and mathematical understanding, the presenter will provide opportunities to critically look at processes and practices in the early childhood classroom. Mostly for 4K and 5K programs, the presentation will give the participants some practical examples of games, activities, and other resources which can be used to foster classroom learning as well as family engagement and strengthen mathematical learning in each of their unique classroom settings.

B14: Parent Self-Efficacy: Empowering the Family During Critical Years of Development, presented by Jen Schrotenboer, PhD, Communication Station

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

In this presentation the presenters will work to provide an overview of the concepts of parent self-efficacy and the potential impact it can have on a young child’s development. This presentation will elaborate on the potential long-term benefits parent self-efficacy has on a child. In addition, a theoretical background will be shared in this presentation including measures of self-efficacy. Interventions and key readings will be included in the presentation providing support to parent, teachers, caregivers, and others serving young children and families. We will also share possible resources and for participants use.

B15: Creating Belonging in Faith Communities for People of All Abilities and Their Families, presented by Sharon Ryder, M.Div., Kindering

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

Faith communities should be places where people of all abilities are welcomed, celebrated and belong. Unfortunately, many families have stories of exclusion and being asked to leave because of their child’s needs that are often labeled disruptive. In this session, we will explore ways in which faith communities can include children (and adults) with disabilities into the life of the congregation and its ministries.
C02: Tactile Strategies for Early Communicators: Practical Ideas for Interactive Daily Routines, presented by Megan Mogan, MS, CCC-SLP, Arizona Deafblind Project
- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** Age 3 through 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, Interested Professionals, Students

Young children with visual impairment and additional disabilities develop concepts through direct experience with people, materials, and environments - through touch! This presentation offers multiple examples of early literacy and communication activities using alternative tactile forms of communication to build motivation, participation, and reciprocity. Part 2 includes additional videos and activities for interactive daily routines. Attendance at Part 1 of this session is not required for joining Part 2.

C03: The Connections Model: Supporting Self-regulation, Interaction, and Learning, presented by Katie Merisko, MA, Northwest Center, with Jackie Jones, MS, Northwest Center, Kayla Khan, MS, Northwest Center, Andie Yoon, MS, Northwest Center
- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth to Age 3
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Therapists, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

This discussion provides information for caregivers, therapists, and teachers about the multi-directional relationship of self-regulation, interaction, and learning. This presentation introduces a model using the three gears as a visual aid to demonstrate the relationship between these factors. This presentation will provide individuals with the latest research on this topic and visuals and handouts to describe an integrated way of looking at learning. This presentation will provide case studies for discussion on how to use these tools in the home setting, childcare setting or classroom to support children with a variety of abilities. This approach is for providers who feel like traditional learning strategies are not working.

C04: The Early Childhood Workforce - Gathering Voices for Support, presented by Sally Holloway, MA, Whatcom Community College
- **WA State Early Learning Core Competency:** Professional Development and Leadership
- **Age Group Addressed:** Adults
- **Who Should Attend:** Teachers, Administrators, Home Visitors, Family Resources Coordinators, Interested Professionals, Students, Trainers, Adult Educators

Stressed, overworked, underpaid, and not appreciated. How can we come together to get what is needed for Early Childhood professionals? Discuss the latest recommendations from the Power to the Profession Task Force. Consider how far we might advance with a united voice. Find support in your colleagues and professional organization.
C05: Loose Parts and Material Engagements: Building Foundational Skills Through Joyful Play, presented by Dawson Nichols, PhD, University of Washington

- WA State Early Learning Core Competency: Child Growth, Development and Learning
- Age Group Addressed: Birth through Age 5
- Who Should Attend: All

Material engagements and loose-parts play build foundational skills through intrinsically motivated activities. These activities naturally adapt to each child’s capabilities and developmental level. This session will explain the science behind these activities and the many ways infants, toddlers, and preschoolers benefit from them. Participants will also learn effective practices to make these activities manageable and fun!

C06: Music & Movement through the Seasons, presented by Jamaica Stevens, Founder & CEO of JAMaROO Kids

- WA State Early Learning Core Competency: Curriculum and Learning Environment
- Age Group Addressed: Birth through Age 5
- Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Home Visitors, Students

Sing and Dance throughout the Year with Music and Movement Activities for Every Season! Love Music and Movement? Come learn simple, yet valuable ways to integrate music and movement into your daily curriculum in this hands-on workshop! Discover creative ways to use books, toys and other props that you can find throughout your classroom or in your childcare to keep your students engaged and focused throughout the year. Explore simple ways to change classic children’s songs and create new ones to build vocabulary, spark creativity and foster imaginative play! Find new ways to use music and movement activities in the classroom to promote early literacy and help your students understand basic math and science concepts!

Make transition times, circle time and small group activities more engaging and FUN by integrating new songs and creative movement! Explore ways to integrate social emotional learning through movement or music activities in this fun high energy interactive workshop!

C07: Interactive Book Reading for Each & Every Child, presented by Jennifer Cunningham, PhD, University of Washington, with Kathleen Meeker, PhD, University of Washington and Haring Center, Susan R. Sandall, PhD, University of Washington, Naima Shirdon, PhD, University of Washington

- WA State Early Learning Core Competency: Child Growth, Development and Learning
- Age Group Addressed: Birth through Age 5
- Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Interested Professionals

Interactive storybook reading can be used as a context for providing instruction and support for a variety of important language skills for young children. In this presentation, we will provide a detailed description of interactive shared book reading strategies and suggestions for adapting these strategies to accommodate for the communication needs of young children with disabilities. Strategies include prompting and modeling, AAC devices to provide an alternate mode for responding and interacting during stories, and selection and adaptation of high quality children’s literature. These strategies are designed to support active, meaningful child participation during shared book reading and literacy activities, which in turn provides the adult with the opportunity to expand the children’s responses, model more complex language, and provide further opportunities to practice key communication and language skills.
**THURSDAY | SESSION C | 3:30 pm - 5:00 pm**

**C08: Including Parents and Caregivers in IFSP Services for Children in Dependency, presented by Jennifer Gears, MA, Kindering, CHERISH, with Mara Calhoun, MA, Kindering, CHERISH**
- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth to Age 3
- **Who Should Attend:** All

Given that return home is the primary plan whenever possible for children in Washington State Child Welfare dependency, it is best practice to include parents in ESIT services a child may qualify for so that they are informed and have the opportunity to learn about their child’s needs and development. From the Puget Sound area, the CHERISH program has been working with systems-involved children, their caregiver family, and their parents for several years. In this presentation, developed in collaboration with Adrienne O’Brien from the WA state DCYF ESIT office, participants will learn about the program’s experience and recommendations for including all the important people in a child’s life in their services.

**C09: I-Gens, Millennials, Gen-Xs, Baby Boomers, Traditionalists? Oh My! Incorporating Key Components to Engage All Learners, presented by Catrecia Bryan, MS, ProSolutions Training**
- **WA State Early Learning Core Competency:** Professional Development and Leadership
- **Age Group Addressed:** Adults
- **Who Should Attend:** Administrators, Interested Professionals, Trainers, Adult Educators

For the first time in history, five generations of workers will soon be working side by side. This means we will have five generations of learners in our training classrooms. Although we often lump adult learners together in theory, in reality “adult learners” are a mix of distinct generations with different histories, characteristics, preferences and values. This interactive session will focus on these differences as well as generational similarities to determine common themes than can be explored in the classroom to engage multi-generational learners. This training is a must for leaders who want to address learners across different generations, incorporate adult learning principles, create effective learning environments, and encourage learning application in the workplace.

**C10: Impacts of Lead Exposure and Early Intervention, presented by Allison Browne, MPH, WA State Department of Health, with Amy Bertrand, MSW, WA State Department of Health**
- **WA State Early Learning Core Competency:** Health, Safety, and Nutrition
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students, Trainers, Adult Educators

No safe level of lead has been identified in children and exposure to lead can cause serious damage to a child’s development, including loss of IQ points and other cognitive deficits. The good news is that lead exposure is preventable. In this session, attendees will learn about the health effects and sources of lead, with supporting data. We will also discuss blood lead testing options, as well as case management for children with elevated blood lead levels. Case management helps connect families with early intervention resources, including nutrition and other developmental services. Attendees will also learn about other lead poisoning prevention resources offered by the WA State Department of Health, including testing for lead in school drinking water and the Lead Hazard Control and Healthy Housing Program.
C11: Socialsibs Intervention: Preliminary Outcomes with a Child on the Autism Spectrum with Complex Communication Needs, presented by Marissa Montejano, BA, Graduate Student, Portland State University, with Amy Donaldson, PhD, Portland State University, Chia-Cheng Lee, PhD, NA

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Age 5 through 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Therapists, Interested Professionals, Students

Socialsibs is a social communication intervention that targets social interaction, communication, and reciprocity using a combination of video modeling and sibling-mediation within a naturalistic behavioral framework. The effects of the intervention on social interaction between a child on the autism spectrum with complex communication challenges and his neurotypical sibling were examined within a pilot study. The current presentation will report study outcomes, intervention implementation, and challenges of implementation / modifications necessary for this type of intervention with children with complex communication challenges.

C12: Circle Time 2.0: Enhancing Circle Time for Children with Sensory Differences, presented by Tracey Gaver, MA, Kindering, with Caroline Lemmens, MA, Kindering

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Interested Professionals

In this hands on workshop, participants will explore strategies to facilitate participation in circle time for children with a variety of sensory differences, including visual and hearing impairment, significant motor needs as well as children on the autism spectrum.

C13: What About the Children: The Impact of Prenatal Substance Exposure, presented by Michelle Stiller Bradley, MA, Wonderland / Hope RISING Clinic, with Alex Lundy, MS, Wonderland / Hope RISING Clinic, Elizabeth Mckee, MSW, Wonderland / Hope RISING Clinic, Sole’ Weber, Wonderland / Hope RISING Clinic, Andrea Whipple, MS, Wonderland / Hope RISING Clinic

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** All

Over half a million infants are born each year affected by prenatal alcohol or illicit drug exposure, not to mention prescription and over the counter (OTC) medications. For some infants and children, the impact may be minimal and/or short-term. For many, however, the impact is profound and lifelong. Come learn about prenatal substance exposure from the Hope RISING Clinic team- the prevalence, effects on development, learning, and behavior, strategies to address challenges, and ways to support caregivers and families. Prenatal substance exposure is far more common than most people realize and we all can make a difference with the right information and tools!
C14: Creative Art Strategies to Promote Cultural Understanding and Inclusion in Early Education, presented by Julie Ann Avila, PhD/MD and MA, SAIL School
- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, Family Resources Coordinators, Interested Professionals, Students, Trainers, Adult Educator
- **Materials Fee $10:** Session handouts and arts materials.

Are you ready to turn on your creative juices to help your little ones begin their journey of cultural understanding and inclusion? Research in neuroscience has demonstrated the positive influence of the arts on cognitive, emotional, and social development. How we teach the arts also impacts cultural understanding among our students and the inclusion of students with disabilities. Come and learn some fun strategies for visual arts, music, and drama to share with your students.

C15: Supporting Hospital-to-Home Transition for Infants and Families with Early Intervention, presented by Natalie Miller, MS, Northwest Center, with Sara Circelli, MA, Northwest Center
- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Birth to Age 3
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

This presentation explores how the Early Intervention model can effectively support infants and caregivers after a hospital stay due to prematurity, feeding issues or other medical diagnoses. Infants and their families are transitioning from the hospital environment, where they had 24-hour support, to their home where caregiver(s) are solely responsible for the care of a medically fragile baby. Providing early support in the home post-discharge facilitates a smoother transition. It empowers caregivers to feel confident in the care of their baby and may reduce ER visits and rehospitalization. It also provides early identification and treatment of developmental delays in a high-risk population while providing support around a healthy dyadic relationship between caregiver(s) and infant. The presentation will also explore potential obstacles while supporting this population.

C16: Equity Change Team Networking Session, presented by Mike Stewart, Boyer Children’s Clinic, Hassan Wardere, Barbara Yasui, REACH Center for Multicultural Education
- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** All age groups
- **Who Should Attend:** Interested Professionals

This networking session is designed for providers and practitioners to share best practices around setting up an equity change team within an organization, what priorities does the ECT team work on, and a Q & A session with our two Diversity, Equity and Inclusion experts – Hassan and Barbara.
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<td>D02 Advocating for Inclusion of Children with Special Needs in Recreation: A Girl Scouting Model</td>
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<td>E13 Understanding, Supporting and Encouraging AAC Use in Young Children of All Abilities</td>
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<td>F08 Seeds to Sprouts: Gardening in the Classroom</td>
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<td>F09 The Power of Peer Support</td>
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D01: Infant & Early Childhood Mental Health, presented by Thelma Wong, MA, School Readiness Consulting
- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** All

Infant and early childhood mental health refers to how well a child develops socially and emotionally from birth to five. The key to preventing and treating mental health problems of very young children and their families is to take an approach informed by infant mental health principles and practices. This approach also supports relational health by guiding the development of healthy social and emotional behaviors. School Readiness Consulting has partnered with the Washington Association for Infant Mental Health (WA-AIMH) and Soar on a landscape analysis of infant and early childhood mental health for King County (funded by Best Starts for Kids) and the state of Washington (funded by the Perigee Fund and in partnership with Washington Department of Children Youth and Families). We are pleased to share our findings with conference attendees and facilitate an open discussion on key findings, themes, and strategic directions.

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Age 3 through Age 8
- **Who Should Attend:** All

Community based and volunteer-led recreation organizations often struggle with how to integrate individuals with special needs into their programs. Parents, professionals, and the participants themselves often take on an advocacy role as they help these groups bridge the gap. In this workshop, participants will find practical steps they can take to begin to change the culture of these groups to become more inclusive. Using the Girl Scouts of Western Washington as a model for how to “do inclusion well,” they will examine features of organizations that are inclusive, and how to populate the inclusion and self-advocacy mindset in community-based and volunteer-led recreation settings. Workshop participants will gain insight into specific ways to partner with volunteers or staff delivering program to ensure that all children are equally valued and included.

D03: Telling Your Story with a Purpose, presented by Louis Mendoza, BA, Kindering, with Jeremy Kredlo, MS, BECU
- **WA State Early Learning Core Competency:** Professional Development and Leadership
- **Age Group Addressed:** Adults
- **Who Should Attend:** All

This workshop is a basic training for those who would like to advocate for policy or systems-level change for children with health conditions, behavioral or mental health conditions, or disabilities. It covers what it means to advocate for change; how to define an issue that can be addressed with policy or systems changes; and how to draw on personal experiences as examples to make a point effectively and memorably. The focus of the training will be on learning to develop a 2- to 3-minute presentation (without any visual aids) that could be delivered to an individual decision-maker or a group of decision-makers, e.g. legislators, a school board, or a city council.
D04: Disability Awareness and Inclusion: We All Have a Role, presented by Rachel Nemhauser, BA, The Arc of King County, with Jae Kim, MA, The Arc of King County

- WA State Early Learning Core Competency: Families and Community Partnerships
- Age Group Addressed: All age groups
- Who Should Attend: All

Did you know that disability is a form of diversity? Many people don’t. Disability is often left out of conversations exploring equity and social justice. However, people with disabilities are often the most marginalized and disempowered group. Join this workshop so that you can become part of the solution. Together we will discuss how our thoughts impact our words and the way we treat people with disabilities. We’ll explore strategies and help each person identify their role in creating a culture of inclusion.

D05: Music and Inclusion: Unleashing the Power of Music in your Home, Social Group or Classroom, presented by Jocelyn Manzanarez, MA, Musically Minded, with Kristin Schneider, BA, Musically Minded

- WA State Early Learning Core Competency: Child Growth, Development and Learning
- Age Group Addressed: Age 3 through Age 5
- Who Should Attend: All
- Materials Fee $10: Materials included CD or digital download with all of the audio recordings shared in the training.

With children of varying learning difference, it can be difficult for group facilitators to meet the needs of a wide range of abilities. Because children are naturally drawn to music, weaving it into your curriculum or practice can open up new opportunities for connection and learning. In this hands-on, high-energy training, music educator, Jocelyn Manzanarez and music therapist, Kristin Scheneider, will provide tangible, take-home strategies for preschool teachers, early intervention specialists, parents, and other professionals regardless of musical background or skill level.

D06: Preschool Evaluation & Eligibility for Special Education, presented by Kristin Ching, MA, Center for Deaf & Hard of Hearing Youth

- WA State Early Learning Core Competency: Professional Development and Leadership
- Age Group Addressed: Age 3 through Age 5
- Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Interested Professionals, Trainers, Adult Educators

As a child nears age three and transitions from Part C early intervention services to Part B special education, school district teams become responsible for evaluation, determining eligibility, and the need for specially designed instruction. Preschool evaluation and eligibility practices vary greatly across Washington State, depending on district teams’ experience and how the law is interpreted. Like many other states, Washington Administrative Code or WAC 392-172A-01035, “Child with a disability or student eligible for special education” is based on the federal Part B regulations (ages 3-21) Individuals with Disabilities Education Act or IDEA. This presentation will cover three resources (one national, and two from WA State) to help clarify the law, break-down evaluation practices, and eligibility determination. This presentation will focus specifically on children who are deaf or hard of hearing (D/HH), and other children who are not under the category, developmental delay.
D07: “Growing up WILD”: Book, Fun Activities and Nature Tidbits, presented by Julie Tubbs Luthy, MS, Nature Adventures

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Interested Professionals, Students
- **Materials Fee $30:** Materials include the ‘Growing up WILD’ activity guide and handouts.

You’ll receive and be trained on the fabulous “Growing up WILD” activity guide designed for ages 3 - 8. The guide contains 27 nature based themes with background information, outdoor activities, healthy snacks, math, art, songs and more. In addition, you’ll learn fascinating things about Pacific NW plants and animals. Join us for a fun workshop and be ready to get your kids outside! If you’re already enjoying your “Environmental Experiences for Early Childhood” guide, you’ll see that this is an excellent companion guide with very little overlap.

D08: Building Blocks for Teaching Preschoolers with Special Needs: Reviewing the Third Edition of Building Blocks, presented by Ariane Gauvreau, PhD, University of Washington, with Gail Joseph, University of Washington, Susan R. Sandall, PhD, University of Washington, Dr. Ilene Schwartz, PhD,

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

This presentation will cover The Building Blocks Third Edition text and include practical information for ways providers can support ALL learners in early childhood environments.

D09: Adding Math to the Preschool Classroom: Using Board Games to Teach Early Numeracy Skills, presented by Clarissa Alfes, BA, University of Washington, with Jessica Anderson, BS, University of Washington, Kathleen Meeker, PhD, University of Washington and Haring Center, Kristen Missall, University of Washington

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Age 3 through Age 8
- **Who Should Attend:** All

This session will discuss using board games to teach preschoolers math through a naturalistic approach during center time and play. The session will provide an overview of early math milestones and typical numeracy skill development. The evidence base in support of math learning through structured board game play will be discussed. Methods, procedures, and findings from the research literature will also be considered. The Great Race Game, shortened Snakes and Ladders, and other early numeracy games including dice, playing cards, and dominos will be introduced. Participants will have the opportunity to practice administering instruction during hands-on board game play. Session participants will learn how to design and implement board-game learning into preschool classrooms. Caregivers will walk away with a range of new applications for incorporating math into preschool learning, scripts for board game intervention delivery, and resource handouts.
D10: Picky Eater vs. Feeding Disorder, presented by Sarina Murrell, MS, Mountain View Whisman School District

- WA State Early Learning Core Competency: Health, Safety, and Nutrition
- Age Group Addressed: Birth through Age 8
- Who Should Attend: All

Research shows that 25 percent of children suffer with some degree of a feeding disorder. In children who suffer from a developmental, neurological or genetic disorders, that number rises to 80 percent (Branan & Ramsey, 2010). Whether a child is a selective eater or the more common “picky-eater,” approaching their refusals from a possible “feeding difficulty” stance may better support their participation and progression. Fortunately, there are some clear differences between picky eaters and children with feeding disorders. Feeding disorders typically involve extreme selectivity and sensory-related aversions to food tastes and/or textures, and possible difficulty with chewing and swallowing. In this session, participants will receive guidelines and research related to distinguishing picky eaters vs. feeding disorders in children. In addition, they will be provided with resources and references to better support the children, parents and service providers in a team-approach to improving feeding outcomes.

D11: Preschool in the Park: Anti-Bias Education in Public Spaces, presented by Rachel Franz, MA, Twig & Thread Consulting

- WA State Early Learning Core Competency: Curriculum and Learning Environment
- Age Group Addressed: Age 3 through 5
- Who Should Attend: All
- Materials Fee $30: Handouts and a copy of Anti-Bias Education for Young Children and Ourselves by Louise Derman-Sparks and Julie Olsen Edwards.

Urban and community spaces provide preschool-age children with amazing opportunities for engaging in social and environmental justice. With examples from an all-outdoor urban preschool, we will explore children’s experiences in urban spaces as a platform for diving into anti-bias education in this session.

D12: Early Childhood Transitions: Preparing Systems to Support Children and Families From Birth through Kindergarten! Presented by Ryan Guzman, MA, OSPI

- WA State Early Learning Core Competency: Child Growth, Development and Learning
- Age Group Addressed: Birth through Age 8
- Who Should Attend: All

Early childhood professionals and programs are strategically positioned to ensure smooth and effective transitions by offering individualized support to families and children. Individualized supports are more readily implemented as we increase systemic capacity to communicate, collaborate, and empower families to advocate before, during, and after transitions across multiple early childhood settings, including Part C to Part B (IDEA). An engaging panel of practitioners and parents will offer a combination of evidence-based strategies, current resources, and experience-based recommendations to develop, implement, and sustain family-centered, culturally responsive, and developmentally appropriate transition practices. Strategies for supporting successful transitions for children who are blind/visually impaired or deaf/hard of hearing.
D13: Small Ways to Prevent Big Behaviors, presented by Courtney Butorac, MA, Seattle Public Schools and Social Learning Group

- **WA State Early Learning Core Competency**: Curriculum and Learning Environment
- **Age Group Addressed**: Age 5 through 8
- **Who Should Attend**: Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Therapists, Interested Professionals, Students, Trainers, Adult Educators

How do you handle a variety of behaviors in the classroom? Do you feel like you are always reacting to behaviors rather than preventing behaviors? This presentation will help you understand the function of a behavior and then give an overview of a variety of ways to prevent challenging behaviors in the classroom. It includes reinforcement systems, language strategies, environmental strategies, sensory regulation strategies and visual supports. These strategies will be doable for general education teachers, special education teacher and many can be used by parents or caregivers in the home.

D14: Adverse Childhood Experiences and Early Brain Development, presented by Josie Komorowski, MS, North Central ESD

- **WA State Early Learning Core Competency**: Child Growth, Development and Learning
- **Age Group Addressed**: All age groups
- **Who Should Attend**: All

Participants will learn about Adverse Childhood Experiences (ACEs), how adversity impacts early brain development, and how to build resiliency in early learning spaces.

D15: Understanding and Teaching Emotional Regulation Skills in Early Childhood, presented by Sharon Loudon, Education Service District 105

- **WA State Early Learning Core Competency**: Child Growth, Development and Learning
- **Age Group Addressed**: Age 3 through Age 5
- **Who Should Attend**: All

This presentation will focus on supporting class participants in increasing their understanding of how young children move between emotional states. Participants will also learn the value of using visual tools within classroom and home environments to increase a young children’s capacity to more independently regulate their bodies. A “make and take it” activity will be created by each participant.

D16: Children’s Right to Play: Seeing the Teacher as Play-worker, presented by Leon Smith, BA, Puddletown Playworks

- **WA State Early Learning Core Competency**: Child Growth, Development and Learning
- **Age Group Addressed**: Age 3 through Age 8
- **Who Should Attend**: All

Children’s play is a fundamental human right and a biological necessity that is often de-prioritized in favor of academic goals. We will examine the importance of free play in the healthy development of young children and some of the barriers to accessing play. We will explore the ways that teachers can help foster free play in their daily work. And we will share practical tools to create a playful learning environment, to help manage risk, as well as tactics for intervention and problem solving with children at play.
E01: Crafting Slam Styles Stories, presented by Bethany Moffi, BA, Self Employed
- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

StorySlams [events where tellers perform live 5 minute stories on a theme, using no notes] are enjoying huge popularity. When we share and listen to stories, we are engaged and able to imagine different perspectives, creating an empathetic and, at times, transformative experience. Using stories in our advocacy as parents, family, teachers, and service providers can paint pictures for medical professionals, legislators, decision-makers that help shift perspectives, leading to important conversations and great strides.

Join Moth storyteller and host Bethany Van Delft Moffi for a workshop where we will discuss slam story format, use simple writing prompts to mine participants' unique experiences for rich details and generate compelling stories. We’ll also get tips for live performance, discuss ways to use in our advocacy. Participants will have the opportunity to share their stories in front of the group.

E02: Research Based Strategies for Potty Training Young Children, presented by Claire Sherman, MA, Bellevue School District
- **WA State Early Learning Core Competency:** Health, Safety, and Nutrition
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

Have you struggled to potty train your child? You are not alone! There is so much information out there around how to best potty train children, but only a handful of that information is research based. This training will focus on strategies that are both practical and effective. This is the second time this training has been offered, and has taken your feedback into consideration to be better than ever. While we will talk about training urine and BMs, this will focus primarily on working with children who are not urine trained.

E03: A Road Map for Professionals to Better Support and Connect with Dads, presented by Nelson Rascon, MS, DadsMOVE
- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Adults
- **Who Should Attend:** Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Trainers, Adult Educators

Our presenters will discuss how professionals (e.g., teachers, clinicians, other family support staff) can better work with and connect with fathers. In this session participants will gain a better understanding of a father’s perspective, how to reach a father struggling as a parent and why working with fathers needs a different approach.

E04: Takes a Village: Building a Community of Support to Promote Students’ Social and Educational Success, presented by Robin Finlayson, PhD, University of Washington Autism Center, with Katherine Levy, PhD, University of Washington
- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** All age groups
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Family Resources Coordinators, Interested Professionals

A key component of overcoming challenges and developing a plan to promote student success in the classroom is creating collaborative teams that include parents, educators, and related service providers. This session will discuss strategies for building effective teams to meet students’ needs across all environments.
E05: Caregivers' Perspectives Matter: Understanding and Supporting the Social-Emotional Learning for Young Children with Disabilities from Asian Families, presented by Trina Chang, ME.d, University of Washington, with Gounah Choi, University of Washington

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Age 3 through 5
- **Who Should Attend:** Teachers, Administrators, Therapists, Home Visitors, Family Resources Coordinators, Interested Professionals, Students, Trainers, Adult Educators

Social-emotional competence (i.e., self-regulation, self-concept, self-efficacy and prosocial behavior to reach their own social goals) is crucial to young children’s quality of life. Children learn during their first five years of life to develop positive social interactions with others and navigate the environments they encounter. Nevertheless, children with developmental disabilities (particularly Autism Spectrum Disorder) may have difficulties developing appropriate social-emotional skills (Hemmeter, Snyder, Binder, & Clarke, 2011). Families play an equally important role in supporting the children with disabilities to practice social-emotional competence as social-emotional learning happens both in school and home settings. However, caregivers’ perceptions of their roles in their children’s social-emotional development may vary depending on their cultural backgrounds, and this may impact the communication regarding goal-setting and learning opportunities between home and early learning programs. Therefore, it is important to understand how caregivers with diverse cultural backgrounds interpret their experiences as they support their children’s social-emotional learning. Through interactive activities and case studies, we will discuss Asian caregivers’ perceptions of their roles in their children’s social-emotional learning. This presentation will also share culturally responsive strategies that will help early childhood professionals serve diverse families of young children with social-emotional needs.

E06: Mindfulness Practices and Stress Reduction – Benefits to Work and Personal Life, presented by Kristin Ching, MA, Center for Deaf & Hard of Hearing Youth

- **WA State Early Learning Core Competency:** Professional Development and Leadership
- **Age Group Addressed:** Adults
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Healthcare Staff, Family Resources Coordinators, Interested Professionals, Students

Working with young children and their families can bring a lot of joy and reward to a professional’s life, however, there’s no denying we live in a culture and society that is extremely driven, and the early childhood world is not outside of that reality. We may tell parents that it is important for them to take care of themselves, so that they have the energy to care for their little ones and family. This is the same for professionals. This presentation will share useful mindfulness practices, as well as dispel myths about stress. Come to this presentation and learn the importance of how self-care and being more mindful can benefit both your personal and professional life, creating more work-life harmony.

E07: Sharing Nature with Children: Nature Tidbits and Activities, presented by Julie Tubbs Luthy, MS, Nature Adventures

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Family Resources Coordinators, Interested Professionals, Trainers, Adult Educators
- **Materials Fee $30:** Handouts and resources

You’ll gather fascinating information about plants and animals; all things that you can observe with your budding naturalists. Along with the information are fun, easy activities to help make your new knowledge come alive. These activities require little to no equipment. This session pairs well with the morning session “Growing up WILD”
E08: Making Masterpieces: Art Appreciation for Preschoolers, presented by Brittney Andrade, BS, Successful Solutions

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through Age 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Interested Professionals, Students

The creative arts are a staple in just about every preschool classroom and for good reason! Art is a fundamental aspect of early childhood education. This course discusses artistic styles and famous artists, including Monet, Georgia O’Keeffe, Jackson Pollock plus more and how to integrate their works into your art instruction. Participants will actively work through some of the artistic styles discussed. It also includes lesson plans that can be adapted for your specific preschool classroom.

E09: Picturing Disability in Children’s Literature, presented by Kathleen Meeker, PhD, University of Washington and Haring Center, with Nawinda Upanan, M.Ed., University of Washington

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Interested Professionals, Students

This presentation will showcase a selection of children’s books recognized by the Council for Exceptional Children for their portrayal of individuals with disabilities. Participants will learn about the strengths and limitations of the books and discuss guidelines for using children’s literature as a tool for exploring human diversity in preschool.

E10: Playgrounds for the Future: How Play Environments Can Foster Creativity and Resilience in an Uncertain World, presented by Leon Smith, BA, Puddletown Playworks

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Interested Professionals, Students

How can we prepare the next generation for an uncertain and rapidly changing world? In this workshop, we will explore how a play environment can provide children with the experiences that will help them develop skills like cooperation, problem solving, creativity and resilience! We will examine examples from schools around the world and focus on practical tips for setting up your play environment. We will also share strategies for supporting risky play while still keeping kids safe!

E11: Supporting Independence in the Classroom with the TEACCH method: A Teacher’s Perspective on Bringing Research Into Practice, presented by Carina Piscitelli, MA, Issaquah School District

- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through Age 8
- **Who Should Attend:** Teachers, Administrators, Interested Professionals, Trainers, Adult Educators

The TEACCH method for supporting independence in young children with disabilities is an evidence-based model that has been used in classrooms around the country. TEACCH uses structured teaching strategies to promote independence and engagement with functional school routines. This presentation will focus on Issaquah School District’s experience with bringing this method into working classrooms. Focus will be on experiences designing work systems, schedules, and physical classroom structures.
The Washington state ABLE 529A plan and the DDETF special needs trust provides Washington residents with disabilities and their families the ability to save money and not lose public benefits. Many people with disabilities depend on public benefits like SSI, Medicaid, SNAP and HUD that only allow up to $2,000 in assets. ABLE accounts let beneficiaries save up to $500,000 for things like retirement, a house, or a vehicle, as well as purchase goods and services that improve their quality of life – all without affecting eligibility for many public benefits. DDETF accounts have unlimited saving ceilings and similar quality of life enhancements like employment supports, transportation and education. ABLE and DDETF provide a means for eligible participants to climb out of poverty and have a higher quality of life. The workshop will provide information on these Washington State programs. It could include aggregate statistics on the enrollees and their expenditure behaviors. These programs provide financial security from birth to death for our participants. These programs provide a way for family and friends and employers to contribute to an individual's well being without jeopardizing that person's public benefits.

Assistive and Augmented Communication (AAC) is more available than ever as an option for students not currently able to communicate verbally, and best practice tell us it should be introduced to children who might benefit from it as early as possible. In this session you will hear directly from an AAC users and the parent of an AAC user about life as an AAC user: how we learned, how we use it, why it matters to us, how to be a supportive communication partner, and more. Facilitated by Rachel Nemhauser, Parent to Parent Supervisor and Creator of the AAC meetup Smooth Talkers, this dynamic and eye-opening presentation will change the way you view communication, as well as your students with significant disabilities.

An opportunity for Family Resources Coordinators to meet and get new ideas and strategies for their work. The session will include table talks, resources, parent panel and Q & A with ESIT staff.
E15: Let's Get Moving - Yoga, Dance and Movement for the Classroom, presented by Jamaica Stevens, 3 Associate Degrees, CA State Teacher Permit, and A Certificate in Business Strategy, Founder & CEO of JAMaROO Kids
• WA State Early Learning Core Competency: Child Growth, Development and Learning
• Age Group Addressed: Age 3 through Age 8
• Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Home Visitors, Students

Learn 20 Different Yoga, Dance and Movement Activities for your classroom or childcare. Discover simple ways to integrate dance, music and yoga into your daily curriculum. These activities will encourage self expression, problem solving, teamwork and creative thinking while working on balance, coordination, listening skills, concentration, breathing techniques, spatial awareness, and basic science, math and early literacy skills! Discover creative ways to use books, toys and other props that you can find throughout your classroom or childcare to help keep your students engaged and focused. Learn tips for modifying the activities for different age groups to make sure that you are being developmentally appropriate!

F01: Importance of Play in Child Development and in our Professional Lives, presented by Kaya Wynn, MEd, MSW, Kindering
• WA State Early Learning Core Competency: Child Growth, Development and Learning
• Age Group Addressed: All age groups
• Who Should Attend: All

What is play? Why is it identified as such an important aspect of development; supporting both positive social-emotional and cognitive development? How can we, as child professionals, use play in our relationships with the children we engage on a daily basis, with our co-workers, and model this with the families we support? This workshop will be part lecture on the evidence supporting play in child development (and beyond) and part playtime, so bring a flexible, open mind and body!

F02: Math by the Book: an Approach for Using Children’s Literature to Teach Early Numeracy Skills, presented by Clarissa Alfes, BA, University of Washington, with Kathleen Meeker, PhD, University of Washington and Haring Center, Kristen Missall, University of Washington
• WA State Early Learning Core Competency: Child Growth, Development and Learning
• Age Group Addressed: Age 3 through 8
• Who Should Attend: All

This session will discuss how to use storybooks to teach young learners early mathematics skills. We will begin with explaining early numeracy development and providing an overview of math concepts such as number identification, number naming and quantity comparison. The research evidence supporting the importance of early math learning will be described; the literature on shared book reading as an evidenced-based practice for developing young children’s early numeracy skills also will be highlighted. Participants will have an opportunity to explore children’s storybooks and practice strategies for incorporating math language and teaching into book-reading and activities across settings. This session will also present lessons learned from the implementation of a specific storybook-embedded, small group intervention for early numeracy, designed to meet the learning needs of preschoolers at an inclusive early childhood program. Caregivers will walk away with a range of new applications for integrating math into early childhood learning, strategies for designing early numeracy instruction and intervention, and book resource handouts.
F03: Obtaining Services for Children with Special Needs: A Father's Perspective, presented by Nelson Rascon, MS, DadsMOVE
- WA State Early Learning Core Competency: Families and Community Partnerships
- Age Group Addressed: All age groups
- Who Should Attend: All

Raising a child and getting them the services they need is a tough job. Getting those services for children that require special services and supports because of their unique health or behavioral needs is even tougher. We will be discussing what it’s like to travel this road from a father’s perspective. We’ll present a brief overview of the work or our organizations with the majority of the session spent hearing from a panel of fathers, each with a different perspective, talking about the challenges they faced on this journey.

F04: Music, The Brain and Early Childhood Education, presented by Becky Cain, MA, Puyallup Performing Arts Academy
- WA State Early Learning Core Competency: Child Growth, Development and Learning
- Age Group Addressed: All age groups
- Who Should Attend: All

Science has shown that to have the maximum effect on brain development, music education must begin in early childhood. In this fun, hands on workshop, learn about the science behind using music, and how to implement it in your classroom, even if you have no music training or experience.

F05: Supports for Families in Early Childhood Special Education, presented by Theresa Aguilera, B.Ed., University of Washington
- WA State Early Learning Core Competency: Families and Community Partnerships
- Age Group Addressed: Birth through Age 8
- Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Home Visitors, Family Resources Coordinators

Social-Emotional Learning is an important component of Early Childhood Education for both children and their families. Families receiving Early Childhood Special Education Services have a variety of social-emotional needs including support for siblings, parent and caregiver education, and tools to manage the higher levels of stress that come with navigating multiple systems. This session will focus on what resources are available to support families, what your organizations are already doing, and how you can help families access these resources, or access them yourself!

F06: The New Rules of Self-Care for Early Childhood Educators, presented by Mary Allison Brown, MS, Mary Allison Brown
- WA State Early Learning Core Competency: Interactions
- Age Group Addressed: All age groups
- Who Should Attend: All
- Materials Fee $10: Each participant will receive a copy of Align With Joy: A 30-Day Guided Journal Designed to Cultivate a Life Filled With Joy and Gratitude

Research indicates that women working in low-income early learning programs have poorer physical and mental health than peers in other professions. The early learning environment can often be unpredictable and stressful. Unfortunately, self-care is often perceived as being a low-priority because it’s impossible to imagine even finding the time. In this training, participants will learn a new paradigm for self-care that starts with this basic truth: As an early learning professional, the children in your care will only thrive when you thrive. Participants in this session will learn the science of the body’s stress response and how to create a realistic routine incorporating the five pillars of foundational self-care in less than 20 minutes per day. Participants will learn how to integrate self-aware self-care into their daily routine to reduce stress, burnout, and turnover.
F07: Being Emotional Responsive through Play, presented by Ron Mohl, BA, Lakeshore Learning
Materials
- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Home Visitors

During this training we will discuss our role in a young child’s development and how it connects to social emotional skills. We will consider brain development when defining ourselves as facilitators of social emotional development and employ hands on strategies that supports a child’s journey towards independence.

F08: Seeds to Sprouts: Gardening in the Classroom, presented by Brittney Andrade, BS, Successful Solutions
- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Interested Professionals

It’s no secret that children love to get dirty. Why not encourage them to do so with a garden!? This session discusses the benefits for incorporating a garden into your curriculum, including learning valuable life skills, preventing childhood obesity, and community building. It also includes helpful information about which fruits, veggies, and flowers your students will enjoy growing as well as some additional lesson plans to do in the classroom that connect with what they are learning outdoors.

F09: The Power of Peer Support, presented by Polly Jirkovsky Gual, MPH, PEPS, with Jennie Capron, BA, PEPS
- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

This session will explore the importance of social connection for new parents and increasing family wellness with peer support. We will discuss how to create an inclusive and welcoming peer group that makes space for a variety of parental identities while also creating support and connections around shared experiences.
### Parent Track

| Pre06 Siblings: Concerns, Opportunities, and Effective Support Strategies | D03 Telling Your Story with a Purpose |
| Pre09 Promoting Social Emotional Development | D04 Disability Awareness and Inclusion: We All Have a Role |
| A06 Building Connections to Nature With Young Children of All Abilities | D05 Music and Inclusion |
| A07 Challenging Toddler Behaviors: A Facilitated Conversation | D07 “Growing up WILD”: Book, Fun Activities and Nature Tidbits |
| A10 Promoting Positive Interactions through Serve and Return | D10 Picky Eater VS Feeding Disorder |
| A12 The Benefits of Play for Infants and Toddlers for Parents and Providers | D13 Small Ways to Prevent Big Behaviors |
| A15 Your Voice, Your Story | E02 Research Based Strategies for Potty Training Young Children |
| A16 Cook to Learn | E05 Caregiver Perspective Matters |
| B03 Farm to ECE | E06 Mindfulness Practices and Stress Reduction – Benefits to Work and Personal Life |
| B04 Recognizing & Addressing the Familial Impact of Feeding Difficulties | E07 Sharing Nature with Children |
| B05 Fatherhood is Essential | E12 ABLE 529A and DDETF Special Needs Trust Savings Plans Overview |
| B06 “Snack Talks”: Visual Supports to Increase Communication Engagement | E15 Let’s Get Moving |
| B10 Rhymes, Fingerplays, and Songs | F03 Obtaining Services - A Fathers Perspective |
| B15 Creating Belonging in Faith Communities | F04 Music, The Brain and Early Childhood Education |
| C05 Loose Parts and Material Engagements: Building Foundational Skills Through Joyful Play | F07 Being Emotionally Responsive through Play |
| C06 Music & Movement through the Seasons | F09 The Power of Peer Support |
| C07 Interactive Book Reading for Each & Every Child | |
| C08 Including Parents and Caregivers in IFSP Services for Children in Dependency | |

### FRC Track

| Pre03 Infant Mental Health 101 | D06 Preschool Evaluation and Eligibility |
| Pre07 Supporting Families in their Home Language | D12 Early Childhood Transitions |
| Pre10 Engaging Conflict and Navigating Change | D14 Adverse Childhood Experiences and Early Brain Development |
| A04 Responding to Increased Fear Around Immigration | E03 A Road Map for Professionals to Better Support and Connect with Dads |
| A14 Building a Legacy of Safety | E05 Caregiver Perspective |
| A15 Infant and Early Childhood Mental Health | E06 Mindfulness Practices and Stress Reduction – Benefits to Work and Personal Life |
| B05 Fatherhood is Essential: Fathers Voices Transforming Family Systems | E12 ABLE 529A and DDETF Special Needs Trust Savings Plans Overview |
| B07 Families in Transition: Building Bridges to Support Families Who Are Experiencing Housing Instability | E14 Family Resources Coordinator Networking Session |
| B09 Making Space for Everyone in a Foster Child’s Life | F03 Obtaining Services - A Fathers Perspective |
| B12 The NICU Experience and Attachment | F05 Supports for Families in Early Childhood Special Education |
| C08 Including Parents and Caregivers in IFSP Services for Children in Dependency | F06 The New Rules of Self-Care for Early Childhood Educators |
| C10 Impacts of Lead Exposure | F09 The Power of Peer Support |
| C13 What About the Children-Impact of Prenatal Substance Abuse | |
| C15 Supporting Hospital to Home | |
CONTINUING EDUCATION
Clock Hours
Clock Hours may be earned at all conference sessions. Questions can be answered on site. In order to receive credit you must sign in at each session.

STARS
STARS credit may be earned at the rate of one STARS credit for each hour in session. In order to receive credit you must provide your STARS ID and sign the session attendance forms in each session. Questions can be answered on site.

CDA Candidates
If you desire CDA credit, you should contact your advisor to determine how to receive credit for your workshops.

CEU Credits
If you desire CEU credit for conference participation, you should contact your advisor to determine how to receive credit for your workshops. Each presenter submits written session objectives. To obtain a copy of the objectives, visit www.ieccwa.org - click on the “Conference Program” tab. The session objectives are listed immediately following each individual session.

Family Resources Coordinators (FRC)
The Infant and Early Childhood Conference is approved FRC training. Year 2 (and beyond) FRC’s are invited to take any preconference, plus other conference sessions as part of their approved training.

REGISTRATION
Registrations will be processed on a first-come, first-served basis until capacity is reached. Register early for best selection. The early bird deadline is March 31. If a class is full, email the registration office if you would like to be placed on the wait list.

Registrations must be accompanied by full payment (check, P.O., credit card or qualify as a special category as shown on the form). Forms with missing payment or unclear information can affect your enrollment in your preferred sessions. The conference cannot be responsible for delays in processing. Written acknowledgement will be sent by email and/or U.S. mail no later than two weeks before the conference.

REGISTRATION CATEGORIES
1. Group Registration Discount-
   There is a discount for groups of six or more from the same organization. In order to qualify, each registrant in the group must complete an individual form (or online registration). The individual’s Organization or School name as well as the group’s contact name and number must be identical. Only valid through 3/31.

2. Scholarships - Limited scholarships are available for families and students. Family Scholarship applications are available online. Students are required to register online. Additionally, we request that our scholarship recipients check the “volunteer as a workshop session assistant” box.

PAYMENT METHODS
1. Check - Mail payment with registration form. Checks returned for insufficient funds will be assessed a $35 fee.

2. Purchase Order - Send the purchase order form along with each registration form that is authorized. Full payment is due by 5/1/20.

3. Credit Card - MasterCard, Visa, or American Express cards accepted. To use a credit card for payments, you must complete your registration online.

CANCELLATION POLICY
Cancellations are eligible for a refund, minus a handling fee of $50, until April 1. The handling fee is applied regardless of payment method, including purchase orders. Cancellation requests sent after April 1st are non-refundable. If you are unable to attend the conference, you may substitute another individual in your place.

All refunds will be sent following the conference. In the event of cancellation or over-subscription of the conference, IECC’s liability is limited to the return of the registration fee. No-shows will be charged. If you are unable to attend, you may substitute another individual in your place.

HOTEL ACCOMMODATIONS
To make reservations at our special convention rate call the Hotel Murano toll-free 1-877-986-8083.

Note: Our room block will sell out. To ensure best pricing, please call early. When booking your room, you must
request the special “Infant and Early Childhood Conference” group rate.

EVENT LOCATION AND DRIVING DIRECTIONS
The Tacoma Convention Center is conveniently located in downtown Tacoma at:
1500 Broadway
Tacoma, WA 98402
253-572-3200
For complete driving directions visit: www.tacomaconventioncenter.org

SPECIAL REQUESTS
Please complete the registration form “Special Requests” section. Requests must be approved on or before April 1. All facilities are wheelchair accessible. Dietary requests are honored within the capacity of the conference center, only with written prearrangements.

CONFERENCE COMFORTS
You should plan to bring refillable water bottles, wear comfortable shoes, and dress in multiple layers.

LUNCH AT THE CONFERENCE
Lunch is included in the cost of your registration fees. Please list special dietary requests when submitting your registration form.

SCHOLARSHIP INFORMATION
With appreciation to our sponsors, several scholarship opportunities are presently available. Read carefully to learn how to apply.

Family Scholarships
Parents and family members are encouraged to attend this conference. There is a limited amount of funding available to assist parents of young children with special needs with the registration fee and lodging. To apply for a Family Scholarship, participants must go online to www.ieccwa.org or email Debbie Jackson at djackson@birthtothree.org. To be considered for a scholarship please go online and complete the Application and the Registration Form. Do NOT send payment. The deadline to apply is March 31. Award letters will be emailed at least two weeks later.

Student Volunteer Scholarships
University or college students working towards a degree working with young children or their families are eligible to attend the conference in exchange for volunteering. Students will be asked to pay $25.00 for lunch or provide their own. To apply for a Student Scholarship, you must be willing to assist in the sessions you register to attend, volunteer up to 2 hours of additional tasks and obtain an email from your instructor or advisor. Meals, transportation and hotel are not included. Students who desire an official certificate of attendance for their portfolios will be sent one after the conference. Students must register online

CHILDREN AT THE CONFERENCE
Infants are welcome; however, if your infant begins to cry during a session please be considerate to others and leave to soothe your baby. There are several nursing mother’s areas at the Center. Please ask at the information desk for assistance. While we all care for and about children, this event is for adults. Please do not bring young children to conference sessions.

OFFICIAL CERTIFICATE OF ATTENDANCE
An “Official Certificate” is available and will include a printed record of the sessions you attended. Certificates can be ordered before the Conference using your registration form. To order on site, visit the registration counter. Official certificates cannot be ordered after the day of the conference. You will receive your Official Certificate of Attendance within 45 days following the conference. In order to verify attendance, you must sign the attendance record in each session. There is a $13.00 fee for the official certificate.

RECORD OF PARTICIPATION
You will receive a record of participation to track your sessions you attended onsite and keep for your personal record. It will be in your conference materials.

VOLUNTEERS
The IECC Conference provides opportunities for many valuable volunteer experiences; assisting in registration, and networking experiences with colleagues, speakers, and future employers.

QUESTIONS ABOUT VOLUNTEERING AT THE CONFERENCE?
Go online to www.ieccwa.org and select “Volunteers” or send an email to AmandaCardwell@frontier.com.
IECC 2020 REGISTRATION FORM

Please print clearly in black ink or type. Fill out one form per person. Do not send hard copy if you fax this form. Visit www.ieccwa.org for easy online registration.

Please print clearly.

First and Last Name (for name badge): ________________________________

Employer or Affiliation (if applicable): ________________________________

Mailing Address: ________________________________ Home □ Work □

City: __________________________ State: _______ Zip: ________________

Daytime Phone: □ Home □ Work(____)______________________________

Email:________________________________________

Group Contact (if applicable): Name_______________________________

Phone: (____)_____________________________

County: ____________________________________

Continuing Education

□ Clock Hours

□ STARS Credit (must include STARS#) __________________

Special Accommodations or ADA requests explain here requests must be made and approved before 4/1:

*For interpreter requests please email amandacardwell@frontier.com

SPECIAL REGISTRATION CATEGORIES - check if applicable

□ Family Scholarship Applicant: Must complete online or email djackson@birthtothree.org

□ Conference Planning Committee: (Complimentary)

□ Sponsor: (Complimentary)

SESSION SELECTIONS PROCESS - Choose a first and second choice. Write the number of your selection for your choices.

List a first and second choice. 1st 2nd

Wednesday Preconference: Select one session

□ I will not be attending lunch Wednesday

Thursday Conference

Select TFD session (only select A, B, C as second choice)

Select an A session

Select a B session

Select a C session

□ I will not be attending lunch Thursday

Friday Conference

Select a D session

Select an E session

Select an F session

□ I will not be attending lunch Friday

□ I would like a Vegetarian lunch

□ I would like a Gluten Free lunch

□ I would like both Vegetarian and Gluten Free lunch

□ I have no dietary restrictions

Please note meals are served buffet style. The convention center can accommodate Vegetarian and Gluten Free diets.

If you mail this form:

IECC Registration
1277 University of Oregon
Eugene, OR 97403-1277

Email:.ieccreg@uoregon.edu
ECDAW Federal ID 91-1136052

Checks payable to: Infant and Early Childhood Conference.

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PAYMENT METHOD

□ Check Number: ____________

□ Credit Card: Registrations with credit card payments accepted online only - ieccwa.org

□ PO Number: _____________ please attach PO - Note: PO’s must be processed and paid by 5/1/20.
The Infant and Early Childhood Conference gratefully acknowledges the generous support of the following sponsors:

**Lead Sponsors:**
- King County Developmental Disabilities Division
- Department of Children, Youth and Families (DCYF)
  » Early Support for Infants and Toddlers (ESIT)
- Office of the Superintendent of Public Instruction (OSPI)
- Early Childhood Development Association of Washington (ECDAW)

**Major Sponsors:**
- Department of Health (DOH)
  » Children with Special Health Care Needs (CSHCN)
- Department of Social and Health Services - Children’s Administration
- Haring Center, University of Washington
- Pierce County Developmental Disabilities
- Washington Sensory Disabilities Services

**Friends of Early Childhood:**
- Kaplan Early Learning Company
- Puget Sound ESD
- Washington Association for the Education of Young Children (WAEYC)

**Special Thanks:**
- Birth to Three Developmental Center
- Boyer Children’s Clinic