IECC VIRTUAL

May 2-6, 2022

www.ieccwa.org

Welcome

2022 IECC PLANNING COMMITTEE

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Puget Sound Educational Service District

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Snohomish County Early Intervention

Ariane Gauvreau
University of Washington

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Pierce County Human Services Developmental
Disabilities

Courtney O'Catherine
Puget Sound Educational Service District

Debi Donelan
King County Developmental Disabilities and Early
Childhood Supports Division

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Spokane Regional Health District

Jeremy Kredlo
Founder, Fierce Advocacy

Louis Mendoza
Kindering

MaLea Lindsey
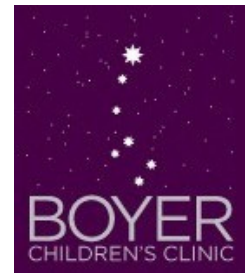Department of Children, Youth and Families

Malissa Adame
Pierce County Human Services Developmental
Disabilities

Melinda Bourgette
Northwest Center Kids

Michelle Roberts
Department of Children, Youth and Families

Ryan Guzman
Office of Superintendent of Public Instruction

Vanessa Allen
Department of Children, Youth and Families

ECDAW — EARLY CHILDHOOD DEVELOPMENT ASSOCIATION OF WASHINGTON

birth to three | EARLY LEARNING PARTNERS

BOYER CHILDREN'S CLINIC

2022 CONFERENCE CHAIR

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

2022 CONFERENCE ADMINISTRATOR

Michael Stewart
Boyer Children's Clinic
Early Childhood Development Association of Washington
(ECDAW)

2022 CONFERENCE COORDINATOR

Amanda Cardwell
AC Consulting

The IECC 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.

Monday 5.2.22

9:00am Opening Keynote

10:30am Morning Breakout
- ECE Transitions Part C to B Transition, Ryan Guzman
- Supporting Play, Language & Social Emotional Skills, Jennifer Cunningham

1:00pm Afternoon Breakout
- A Neuroaffirmative Approach to Neurodiversity and Disability, Kristin Schneider
- Unlocking the Mystery of the Pre-K Continuum, Kerri Blankenship

7:00pm Evening Breakout
- Families of Color; Cultivating Relationships, Fatima Attia
- Supporting Social Emotional Learning, Ariane Gauvreau

Tuesday 5.3.22

9:00am Morning Breakout
- Evidence-Based Practices, Julie Dean
- Overview of the DC: 0-5 for ECE Professionals, Kiki Fabian

1:00pm Afternoon Breakout
- Learning to Learn for Special Populations, Sharon Loudon
- ALL IN: Building a Supportive Community, Traci Hoppis

7:00pm Evening Breakout
- Unlearning Ableism, Melissa McPheeters
- Inclusive Group Mealtimes, Erica Yuen

Wednesday 5.4.22

9:00am Morning Breakout
- Teaming with Families and Professionals, Karen Nelson
- Three Steps to Resilience, Betty Peralta

1:00pm Afternoon Breakout
- Engaging with and Supporting Fathers, Louis Mendoza
- CVI Schedule, DeEtte Snyder

7:00pm Evening Breakout
- Achieving a Better Life Experience through Financial Support Programs, Peter Tassoni
- Supporting Language Development for Children of All Abilities, Michelle Duhon

Thursday 5.5.22

9:00am Morning Breakout
- Piloting Diverse Peer Support Groups, Polly Jirkovsky Gual
- Meaningful Connections with Multicultural Families, Faduma Mahamoud
- Navigating the To Do List After Your Child's Autism Diagnosis, Katy Bateman

1:00pm Afternoon Breakout
- Connections Model, Kayla Khan
- Including Parents and Caregivers, Jennifer Gears

7:00pm Evening Breakout
- Parent Coaching Strategies, Sarina Murrell
- When the Brain Doesn't Hear, Maurice Belote

Friday 5.6.22

9:00am Closing Keynote

10:30am Morning Breakout
- Supporting Multicultural Parents, Rachel Nemhauser
- Lessons Learned about Caregiver Coaching, Jenn Black

1:00pm Afternoon Breakout
- The Transition Process, Whitney Stohr
- Supporting Limited-English Speaking Families, Sarina Murrell

Keynotes

POSITIONALITY: LOCATING A PERSONAL AND PROFESSIONAL POSITION

Kendra Liljenquist

Positionality refers to a person's occupation or adoption of a position in relation to others, usually in relation to sociocultural identifiers. It helps locate a person in the context of other individuals, social groups, and to society based on the identities assumed by them or ascribed to them. Positionality firmly relates to the concept of intersectionality, a term drawn from the American civil rights movement which refers to the intersection of these overlapping identities which are also related to systems of dominance, oppression, and discrimination. These concepts are deeply rooted in the fields of social work and sociology but applied to theory and practice in many disciplines and also a common frame of reference in qualitative research. Join us for this one hour keynote to consider personal & professional positionality, focus on cultural humility, & explore how these elements effect your work with families.

FRIDAY 5.6
9:00AM

TAKING A DIVE INTO DEEP CULTURE: THE TRANSFORMATIVE POWER OF INDIGENOUS PEDAGOGY

Dr. Martina Whelshula and Cree Whelshula
Swan Innovations

For nearly a century Native American students have experienced the poorest educational outcomes in Washington state and nationally. These outcomes are deeply rooted in the hundreds of years of ongoing colonization; which includes the 150 years of public Indian education since the boarding school era. The emergence of neurobiology has shed light on what Indigenous people have always known; that culture is a protective factor and builds resilience in Indigenous children. This keynote presentation describes what deep culture is (beyond clothes, food, songs, etc.) and what happens in the brain and body when taught through a deep cultural context. Native American cultural values, practices and behaviors can enhance brain and epigenetic function which can supercharge learning experiences for all.

10:30am-11:30am

ECE Transitions Part C to B Transition: Understanding How Systems Impact our Children and Families
Presented by Ryan Guzman, OSPI and Valerie Arnold DCYF

Join representatives from OSPI and DCYF ESIT in a conversation to review key updates in our early childhood special education systems. Participants will have the opportunity to discuss and better understand Washingtons Administrative Codes that regulate IDEA, Part C and B. In addition we will learn and discuss new and innovative policy and procedural changes taking place within the Part C system. Lastly, participants will have the opportunity learn essential practices from ESIT Provider Agencies and local districts that ensure a seamless transition for both child and family from Part C to B educational systems.

Age Group Addressed: All   **Audience Addressed**: All   **Core Competency Area**: Professional Development and Learning

10:30am-12:00pm

Supporting Play, Language, and Social-Emotional Skills in Toddler Classrooms
Presented by Jennifer Cunningham and Shawna Harbin, University of Washington

In this presentation, we will share strategies from the ToddlerTalk intervention framework. ToddlerTalk strategies are designed to support early language and social emotional development in toddler classroom settings. ToddlerTalk is focused on strategies that educators can use across the day during their ongoing routines and activities in the classroom to build relationships and support each and every child's development. Early language and social-emotional skills provide a foundation for academic learning and social interactions, making both high priorities of focus in ECE.

Age Group Addressed: Birth to Age 3   **Audience Addressed**: Teachers, Interested Professionals, Adults
Core Competency Area: Interactions

1:00pm-2:30pm

A Neuroaffirmative Approach to Neurodiversity and Disability
Presented by Kristin Schneider, Music Works Northwest

In this presentation, music therapists from Music Works Northwest will share their journey toward a neuroaffirmative approach to their practice, including the benefits and challenges of providing therapy with this approach, strategies for neuroaffirmative treatment planning, resources from neurodivergent voices when working with children with disabilities. This presentation is appropriate for therapists, teachers, parents, or anyone who works with disabled or neurodivergent children of any age.

Age Group Addressed: All   **Audience Addressed**: Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Therapists, Interested Professionals, Students   **Core Competency Area**: Professional Development and Leadership

1:00pm-2:30pm

Unlocking the Mystery of the Pre-K Continuum
Presented by Keri Blankenship, Capital Region ESD 113

In Washington state, only 21% of students ages 3-5 receiving special education services attend and receive those services in a regular early childhood classroom. This places Washington fourth from last in the nation and only above those states not funding PreK programming. This training seeks to improve equitable access for marginalized students by building the understanding of representatives- teachers, administrators, and parents/guardians- making programming, placement, and services delivery decisions for students ages 3-5 receiving special education services.

Age Group Addressed: Age 3 through Age 5   **Audience Addressed**: Teachers, Administrators, Families   **Core Competency Area**: Curriculum and Learning Environment

7:00pm-8:00pm

Families of Color: Cultivating Relationships
Presented by Fatima Attia, Boyer Children's Clinic

In this session it is our goal to educate and inform families and practitioners about the short and long term benefits of offering a safe space for and cultivating relationships with families of color. From being able to comfortably and safely vent out individual and shared lived experiences, to having space to do critical introspective work using questions posed by the really well cultivated curriculum- individuals and families are able to process and get curious about their identity, how they will raise their children, their fears, their traumas etc. We will discuss how to comfortably navigate questions regarding race, identity, community, equity and how these are not 'bad words' in our space. In fact, they are the bases of our entire conversation. They lead us to discuss such questions as "What is your earliest memory of racism" (spoiler alert, each story has kids, younger than you're probably picturing. Holding onto traumas from childhood and sharing them as funny anecdotes are often what you hear). another big question "how is your identity similar to your child, how is it different". In many families, their race is the same, or partly the same as their child, but in many, there's a layer of difference where a lot of fear lies and that is with ability. Many people of color have always feared that the lack of belonging and opportunities would exist for their children as they have for themselves, after having a child with an exceptionality, these fears only grew exponentially, many of our parents are able bodied, neurotypical, and the child's identity differs there. These conversations are necessary, and having the safe place we build together to discuss and discover the answers together is just so powerful and meaningful and critical.

Age Group Addressed: All   **Audience Addressed**: Parents, Foster Parents, Care Givers, Teachers, Administrators, Therapists, FRC's, Interested Professionals, Students, Trainers, Adult Educators   **Core Competency Area**: Families and Community Partnerships

7:00pm-8:30pm

Supporting Social Emotional Learning in Inclusive Early Childhood Settings: Cultivating Friendship Skills
Presented by Ariane Gauvreau, University of Washington

This presentation will draw from Washington State Pyramid Model training content, and focus specifically on the importance of and strategies for supporting all young children develop meaningful relationships with one another within inclusive classrooms. We will review the research on the importance of friendships, discuss specific strategies for implementing these practices in early childhood classrooms, and develop plans for teaching friendship skills.

Age Group Addressed: All   **Audience Addressed**: All   **Core Competency Area**: Curriculum and Learning Environment

9:00am-10:30am

Evidence-Based Practices: What Are They And Why Are They Important?
Presented by Julie Dean, OSPI, Valerie Arnold, DCYF, Laura Batcheller, OESD 114, Kim Lyman, ESD 101, Gretchen Stahr Breunig, OSPI

This session will focus on identifying evidence-based practice and related high-leverage practices to support responsive environments for children Birth-8. Presenters will use a variety of modalities to engage the audience to participate in session by encouraging caregivers to share their varying expertise with support to children, communities, and programs.

Age Group Addressed: Birth through Age 8   **Audience Addressed**: All   **Core Competency Area**: Families and Community Partnerships

9:00am-11:00am

Overview of the DC: 0-5 for ECE Professionals
Presented by Jamie Elzea, Nurtureways and Kiki Fabian, Washington Health Care Authority

The DC:0-5 (Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood) is the internationally accepted system for developmentally appropriate assessment of young children's mental health. It uses developmentally specific diagnostic criteria that reflects mental health disorders that are typically diagnosed in infancy and early childhood. In Washington state, Medicaid mental health providers are now required to use the DC:0-5 as the diagnostic manual for mental health assessment for children younger than six. This presentation will provide participants with an overview of the background, approach, and content areas of DC:0-5™ and will support early childhood professionals in understanding the importance of developmentally appropriate diagnostic practices.

Age Group Addressed: Birth through Age 5   **Audience Addressed**: Teachers, Administrators, Therapists, Healthcare staff, Home Visitors, FRC's, Interested Professionals, Trainers, Adult Educators   **Core Competency Area**: Health, Safety, and Nutrition

1:00pm-2:30pm

Learning to Learn for Special Populations; The Power of Visual Supports in Early Intervention Programs
Presented by Sharon Loudon, Educational Service District 105
Participants will gain new skills on how to support young children in experiencing success moving through basic learning routines with the use of visual tools. Emphasis will be placed on looking at a child's unique developmental level to ensure that the visual tools being utilized are meaningful to the child as well as how to generalize visual supports from more structured learning environments into a child's home and community.

Age Group Addressed: All **Audience Addressed**: All **Core Competency Area**: Child Growth, Development and Learning

1:00pm-2:30pm

ALL IN: Building a Supportive Community, One Family at a Time
Presented by Traci Hoppis, Washington State Parent to Parent

Washington State Parent to Parent provides social, emotional and informational support to families raising children with developmental disabilities and/or special healthcare needs. Attend this session to learn more about the Parent to Parent Network, and hear directly from family members who have experienced the benefits of Parent to Parent support!

Age Group Addressed: Birth to Age 3   **Audience Addressed**: All   **Core Competency Area**: Families and Community Partnerships

7:00pm-8:30pm

Unlearning Ableism
Presented by Melissa McPheeters, Rise to Resilience

This session is designed to support participants' understanding of what ableism is, how it shows up in classroom settings, and how they can challenge ableism in their practices. We will explore such topics as TL Lewis' working definition of ableism and consider several models of disability. It is possible that participants may experience discomfort during or after the presentation as we learn how we have perpetuated ableism ourselves. Discomfort is a normal experience as part of growth and the (un)learning process. By the end of the session participants should be able to 1. Identify what ableism is 2. Explore how ableism manifests in the classroom and school settings 3. Determine how we challenge ableism in our practices.

Age Group Addressed: Birth through Age 8   **Audience Addressed**: All   **Core Competency Area**: Child Growth, Development and Learning

7:00pm-8:30pm

Picky Eating and Other Special Considerations for Inclusive Group Mealtimes
Presented by Erica Yuen and Madeleine Jean, Northwest Center

Group mealtimes in are an important opportunity to support healthy relationships with food, build independence with self-help skills, engage in meaningful conversations, and promote social inclusion. In this session, participants will learn how to navigate special considerations at mealtime, so that ALL children can fully participate. First, participants will examine strategies for supporting picky eaters and how to promote food exploration for all children. Next, participants will explore ways to create a culturally inclusive mealtime. Lastly, participants will learn strategies for promoting safety and inclusion for children with allergies and individual care plans at mealtime. Throughout the training, participants will get to explore case studies to help them build their tool kits for offering inclusive group mealtimes.

Age Group Addressed: Birth through Age 5   **Audience Addressed**: Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Therapists, Interested Professionals, Students **Core Competency Area**: Child Growth, Development, and Learning

9:00am-10:30am

Teaming with Families and Professionals: Working to Support the Needs of Children with Developmental Disabilities
Presented by Karen Nelson, Boost Collaborative

Childcare expulsion rates continue to persist at an unacceptably high rate. Black and Hispanic/Latinx males in particular continue to be most affected by this practice. This workshop will begin to explore the role bias has in the observation of behavior in early childhood.

Age Group Addressed: Birth through Age 3   **Audience Addressed**: All   **Core Competency Area**: Professional Development and Leadership
**This is an Intermediate Session – participants should have prior information or knowledge of early intervention services.

9:00am-12:00pm

Three Steps to Resilience
Presented by Betty Peralta, ALTA: Alternative Learning & Therapeutic Avenues

This NeuroRelational Framework 101 will help you familiarize yourself with the three steps of moving a child who has experienced trauma from struggling to resilient. The NRF is not a new adaption; it is a framework that holds tools you can use in conjunction with any program you use. In this 3-hour workshop, we will discuss how developmental trauma affects learning, and then delve into the NRF's three steps: (1) how to recognize threat responses in children, (2) how to help their brains sense safety before challenging them, and (3) how to address all four levels of brain development needs in order to lessen their stress and increase their ability to learn and thrive.

Age Group Addressed: Birth through Age 8   **Audience Addressed**: All   **Core Competency Area**: Child Growth, Development and Learning

1:00pm-2:30pm

Engaging with and Supporting Fathers
Presented by Louis Mendoza, Kindering and Nelson Rascon, DadsMOVE

An issue faced by many organizations that provide services and support to families is, how to engage fathers. In this workshop we'll present documentation and first hand knowledge to engage the audience in a discussion of how to address this issue. This workshop is directed toward service providers but the presenters welcome the attendance and perspective of parents.

Age Group Addressed: Adults   **Audience Addressed**: All   **Core Competency Area**: Interactions

1:00pm-3:30pm

CVI Schedule: Supporting the Young Child with Cortical Visual Impairment with a Routines Based Approach
Presented by DeEtte Snyder Washington School for the Blind and Emma Packard Washington Sensory Disability Services

Brain-based visual impairment, also known as cerebral/cortical visual impairment or CVI, is the most common form of childhood blindness. Research in the field of blindness and low vision (BLV) has indicated that as much as 35% of all children with BLV have a neurologic or brain based BLV rather than an ocular impairment. The eyes see, but the brain is what interprets and learns from visual information. Therefore, the partnership between the eyes and brain are critically important to an effective visual system. CVI is sometimes misunderstood by parents, teachers, and other related service providers because while the eyes may be healthy, the child does not use their vision as expected and may appear blind.
This workshop will provide an overall view of CVI including the neurologic conditions that increase the risk for CVI and the visual behaviors associated with this visual impairment. Specifically, participants will explore the use of routine-based learning strategy called "a CVI schedule", that provides access to visual information through accommodations during daily activities, which are determined by each caregiver and supported by the IFSP or IEP team including the TVI and other important service providers. This routine based approach is a promising practice that is a critical component of family centered practices and is appropriate for use with all families across the continuum of racial, cultural, and economic diversity.

Age Group Addressed: Birth to Age 5 **Audience Addressed**: Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, FRC's, Students   **Core Competency Area**: Child Growth, Development, and Learning

7:00pm-8:00pm

Achieving a Better Life Experience through Financial Support Programs
Presented by Peter Tassoni, WA Dept of Commerce and Tamara Roberts, Arc Washington State

Provide an overview of the Achieving a Better Life Experience 529A savings plan and the special needs trust Developmental Disabilities Endowment Trust Fund available for people with disabilities. These plans allow folks to save beyond the $2,000 limit required by benefit programs. Many families enroll their youngsters into the program to start saving for future expenses related to the child's disability. These plans become vital during the high school transition years as the child moves into adulthood. We will share the nuts and bolts about the two plans in a compare and contrast format, show some statistics on enrollees and their saving / spending behaviors and finally talk a bit about estate planning trends related to plan participants.

Age Group Addressed: All   **Audience Addressed**: Parents, Foster Parents, Relative Care Givers, Teachers, Healthcare Staff, FRC's, Interested Professionals, Students, Trainers, Adult Educators   **Core Competency Area**: Families and Community Partnerships

7:00pm-9:00pm

Supporting Language Development for Children of All Abilities
Presented by Michelle Duhon and Erica Yuen, Northwest Center

In this session, we will explore the typical language development milestones for children from infancy through 5 years old. We will identify possible delays and challenges that some children may experience as they develop these skills. Additionally, we will offer classroom strategies to support language development, and ways to partner with families to address possible concerns.

Age Group Addressed: Birth through Age 5   **Audience Addressed**: All   **Core Competency Area**: Child Growth, Development and Learning

9:00am-10:30am
Piloting Diverse Peer Support Groups
Presented by Polly Jirkovsky Gual, PEPS
PEPS, the Program for Early Parent Support, is a program that supports parents of babies 0-3 years old through parent peer-support groups. Over the last several years, PEPS has worked to improve our reach to communities we haven't served well traditionally. We will share our learnings around strategies for landscape analysis, working with community partners, running community focus groups and pilot programs, and hiring contractors with lived experience to develop new programming. Our efforts led to us piloting new programs for LGBTQIA+ families, single parents, and parents of children with medical delays and disabilities, with other pilots in the works. Attendees of this session will have the opportunity to reflect on their own organizations, and create a plan to evaluate and improve their programmatic reach in their own communities.

Age Group Addressed: Birth through Age 3   **Audience Addressed**: Therapists, Home Visitors, FRC's, Interested Professionals, Trainers, Educators   **Core Competency Area**: Program Planning and Development

9:00am-10:30am
Meaningful Connections with Multicultrual Families of Young Children with Developmental Delays/Disabilities
Presented by Faduma Mahamoud, Open Doors for Multicultural Families
In this presentation participants will discuss population focus; understanding who do we work with and why. Diving into further discussion regarding multicultural family linguistics and cultural diversity as well as common barriers to multicultural family experiences. Participants will also discuss how services are provided and common systematic barriers in early childhood systems/programs. Finally there will be an opportunity to see what participants can do in their own organizations including brainstorming language access, community partnerships, how to build relationships and ask the right questions and how to change programming to increase access. Participants will leave with a better understanding of equity/equitable services for young children and their families in Early Learning/Early childhood programs.
Age Group Addressed: Birth through Age 3   **Audience Addressed**: Therapists, Home Visitors, FRC's, Interested Professionals, Trainers, Educators   **Core Competency Area**: Families and Community Partnerships

9:00am-11:00am
Navigating the To Do List After Your Child's Autism Diagnosis
Presented by Katy Bateman and Adriana Luna, University of Washington
This session is for parents who have a child three and younger who has recently been diagnosed with autism. Parents will learn about four strategies designed to promote meaningful learning through playful interactions and have a chance to discuss recommendations on their child's diagnostic report, ask questions, and build community with other parents.

Age Group Addressed: All   **Audience Addressed**: All   **Core Competency Area**: Families and Community Partnerships

1:00pm-2:30pm
Connections Model: Supporting Learning from a Neurological Perspective
Presented by Kayla Khan with Jackie Jones, Katie Merisko and Andie Yoon, Northwest Center

This presentation will provide an overview of a neurological framework for learning. Our neurological framework takes evidence from early childhood research and simplifies it into three steps that can be utilized to support learning in daily routines and activities by parents, teachers, and providers. Presenters will show how to use the Connections Model to reframe children's behaviors and support learning of new skills. The presentation includes videos, anecdotes, and real life examples. Presenters and participants will share and work through case studies using the Connections Model tool. Participants will receive a copy of the Connections Model tool and visuals to support the use of the Connections Model in classrooms, homes, and the community.

Age Group Addressed: Birth to Age 3   **Audience Addressed**: All   **Core Competency Area**: Child Growth Development and Learning
**This is an Intermediate session – participants should have basic knowledge of the sensory system and its impact on children and families.

1:00pm-3:00pm

Including Parents & Caregivers: A Wholistic Approach to ESIT Services for Children in Dependency
Presented by Jennifer Gears and Mara Calhoun, Kindering, CHERISH

ESIT services have a stronger, positive impact on development and wellbeing when caregivers and parents are both engaged, providing consistency and modeling collaboration for the child. With reunification being the primary goal whenever possible for children in Washington State Child Welfare dependency, it is best practice to include parents in ESIT services so that they have the opportunity to learn about their child's development and needs in preparation for their reunification. Through years of navigating services with children, families, and the child welfare system, the CHERISH program has gained knowledge and experience providing dual-family ESIT services. In this presentation, CHERISH staff will share lessons learned and recommendations for a more inclusive approach to IFSP services.

Age Group Addressed: Birth to Age 3   **Audience Addressed**: All **Core Competency Area**: Families and Community Partnerships
**This is an Intermediate session – participants should have some prior knowledge of ESIT services and Child Welfare systems.

7:00pm-8:30pm

Parent Coaching Strategies: Bringing Positive and Lasting Change through Relationship-Building, Co-Construction, and Self-Reflection
Presented by Sarina Murrell, The Airplane Spoon

Parenting can be challenging, but supporting parents doesn't have to be. In our specific roles as we work with young children and their parents, we can help establish more positive, trusting relationships with the parents we serve and help create long-term, effective change through some simple (but powerful) parent coaching strategies - relationship building, co-construction and self-reflection. In this session, we will be comparing and contrasting what Parent Coaching is and what it is not. We will practice these strategies on ourselves and think about our own experiences - since we are all united with this same simple truth: we all have been children and we all have had parents. By best supporting and empowering our parents, we are, in turn, better supporting and empowering our children.

Age Group Addressed: Adults   **Audience Addressed**: Interested Professionals, Families   **Core Competency Area**: Families and Community Partnerships

7:00pm-8:30pm

When the Brain Doesn't Hear: Central Auditory Processing Disorder, The Auditory Equivalent of Cortical/Cerebral Visual Impairment
Presented by Maurice Belote, Washington Sensory Disabilities Services

In recent years, we have learned a lot about how to identify and support children who do not process visual information typically—a neurological condition called cortical or cerebral visual impairment (CVI). But the causes underlying CVI also may be associated with a disorder that causes the brain to not "hear" typically—a condition called central auditory processing disorder or CAPD. This session will help increase awareness of CAPD: risk factors, signs, and why testing may be impossible to do. Even in situations where we cannot get a definite diagnosis, we can implement strategies and interventions, both low- and high-tech, that not only can benefit children with CAPD, but can support all children in early learning settings.

Age Group Addressed: All   **Audience Addressed**: All **Core Competency Area**: Child Growth, Development and Learning
**This is an Intermediate session – it will be especially applicable for teachers of the blind/low vision, teachers of the Deaf/hard of hearing, speech/language pathologists, special education teachers, and other interested people who support children with complex needs.

10:30am-12:00pm

Supporting Multicultural Parents of Youth with Developmental Disabilities
Presented by Rachel Nemhauser, The Arc of King County

Raising a child with a developmental disability is a unique experience, and oftentimes requires specialized support from community professionals. Please join Rachel Nemhauser from The Arc of King County, along with a multicultural panel of parents of children with disabilities, as they explore their experiences, both good and bad, and the supports they need.

Age Group Addressed: All   **Audience Addressed**: All   **Core Competency Area**: Families and Community Partnerships

10:30am-12:00pm

Lessons Learned About Caregiver Coaching and Telehealth
Presented by Jenn Black, A Step Ahead in Pierce County

The COVID-19 pandemic caused many early intervention practitioners to alter their service model from in-person direct provider to screen-based remote services. In this facilitated discussion participants will have the opportunity to discuss caregiver coaching strategies and implementation. Presenter Jenn Black will use audience experiences to exchange lessons learned, implementation challenges, strengths and strategies for the return of in-person services related to caregiver coaching (as described by Rush & Shelden, 2020) and telehealth.

Age Group Addressed: Birth to Age 3   **Audience Addressed**: Therapists, Teachers, Home Visitors, FRC's
Core Competency Area: Professional Development and Leadership
**This is an Intermediate session – Participants need to be early intervention practitioners during the pandemic (March 2020 to present).

1:00pm-2:00pm

The Transition Process: From Early Intervention Services to Age 3
Presented by Whitney Stohr, Washington For All Families Coalition with Michelle Williams, Kittitas Valley Opportunities, Darci Ladwig, Informing Families and Vanessa Allen, DCYF

For the parents and families of children receiving Early Intervention, the months leading up to a child's third birthday can be filled with anxiety and confusion about what comes next. The transition process from Early Intervention is often misunderstood by families. This can lead to feelings of powerlessness, frustration, or lack of engagement in the process. However, family participation in transition is crucial if we are to create a transition plan that best meets the needs of the child. This presentation will provide families and caregivers with the information they need to better understand the purpose and timeline of transition and why their involvement in the process is so important.

Age Group Addressed: Birth to Age 3   **Audience Addressed**: Parents, Foster Parents, Relative Care Givers, Administrators, Therapists, Home Visitors, FRC's, Interested Professionals, Students   **Core Competency Area**: Family and Community Partnerships

1:00pm-3:00pm

Supporting Limited-English Speaking Families and Collaborating with Interpreters
Presented by Sarina Murrell, The Airplane Spoon

Effective communication between different languages naturally presents inherent challenges. This is even more true when supporting children who come from other home languages/limited-English families. Collaboration between the child, family, other members of the care/education team, and interpreters is critical. This course will provide insight to best practices for equitable services for all individuals (regardless of home language), how to best collaborate with families (directly and with interpreters), and how to educate ourselves on linguistic and cultural biases and differences to better inform our professional and individual approach to language diversity.

Age Group Addressed: All   **Audience Addressed**: All   **Core Competency Area**: Families and Community Partnerships

Information

Registration

Registration will be processed on a first come first serve basis until the capacity of each session is reached. Register early for best selection. Registration will open March 16, 2022.

Register online at https://ieccwa.org/2022/registration

Cancellation Policy - Please plan to attend sessions live. If you are unable to attend you can send someone in your place or give our registration office notice by emailing ieccreg@uoregon.edu.

Conference Contact Information
•Registration: 800-280-6218
•Email Registration: ieccreg@uoregon.edu

Pricing

Conference Registration is Complimentary

**Registration will be available at a first come first serve basis. Conference sessions may have session capacities.

**IECC recognizes that the COVID-19 pandemic has had a significant impact on families and providers. In an effort to provide a safe learning environment for all of our participants we have shifted to a virtual conference model. It is with great thanks to our amazing sponsors that we are currently able to provide this event at a complimentary rate.

**REGISTER NOW
WWW.IECCWA.ORG**

Continuing Education

STARS Credit is available to those who register and provide a valid STARS ID number.

Clock Hours will be available for a minimal fee and can be purchased before the end of the event and is based on the total number of hours in attendance.

Participants will be required to attend full live session streaming to qualify for STARS or Clock Hours.

QUESTIONS CONTACT EVENT COORDINATOR

Amanda Cardwell
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IECC CONTACT

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VIEW THE FULL PROGRAM ONLINE:

https://ieccwa.org/2022/program/daily_schedule.php

infant and early childhood
conference | 2022

Conference Sponsors

Conference Goals

- Challenge thinking about diversity and disability;
- Increase family and provider effectiveness through new skills, strategies and ideas for providing high quality services;
- Enhance understanding of the unique strengths and needs of each family;
- Foster partnerships across families, disciplines, agencies and funders to provide coordinated services in local communities;
- Promote networking and coalition building around early childhood issues;
- Enhance the lives of families and their children through the use of information and technology; and
- Promote the mutual understanding of the contributions families and providers bring to the lives of young children.

"It is urgent that we deliver on the promise of equal education by providing equitable early care and education. To do this, we must address bias, racism, segregation, low expectations, and trauma, and ensure that early care and education programs and educators are engaging in culturally responsive anti-bias education with children, especially Black and other children of color. "

From Don't Look Away: Embracing Anti-Bias Classrooms by Iruka, Curenton, Durden, and Escayg. (2020)
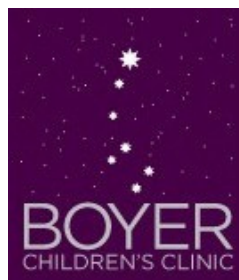
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