

SESSION 1: MONDAY, OCTOBER 18. 10:15 AM – 11:45 AM**1.1 Public Policy (Part 1 of 3), K6.10 C2**

Diane Barber, PACCA

The public policy workshops will address current issues in early childhood policies from national and state perspectives in order to further understanding of the policy vision for early care and education. Additional information will be available soon. Parts 2 and 3 are workshops #2.1 and #3.1. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/ Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

1.2 Social-Emotional Development in the Classroom and Red Flags, K2.13 C1

Kim Alloway, Child Care Consultants, Inc.; Ashley Turner, Child Care Consultants, Inc.

Understanding social-emotional development is pertinent to the success of the children and early learning professionals in the classroom. We will help newer teachers understand the importance of social-emotional development and growth in children, developmental milestones, and possible red flags that would indicate the need for intervention.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler

1.3 Celebrating Family Partnerships in the EC Classroom, K3.1 C2

Vanessa Pashkoff, Williston Northampton Children's Center

The relationship between families and educators is extremely important and it is essential that children have their family life both visible and valued in the classroom environment and community. How can we as educators work to create a classroom culture and community in which families feel seen, heard, valued, and authentically represented? We will share the importance of making a child's family life visible in the classroom environment and provide examples of ways to strengthen the relationship between families and educators. Together, we will look at the partnership between home and school by focusing on three crucial aspects: Representation, Connection, and Communication.

Target Audience: Administration; Center-Based; Care; Home-Based Care

Child Ages: Infant/Toddler; Preschool/PreK

1.4 Manage with Confidence & Joy, D6.3 C1

Luann Scardino, Discover the Rainbow/Happy Early Learning Professionals

I know first-hand how Directors can lose confidence when managing staff in the childcare setting. You will learn several ways to "upskill" your current staff so you can gain more confidence and experience more joy.

Target Audience: Administration

Child Ages: Infant through School-Age

1.5 Charting a Way Forward for Managing COVID, K7.5 C2

Jill Cox, Penn State Better Kid Care; Amy Requa, PA Key

Early care and education professionals continue to overcome immense challenges during the pandemic. What does the future look like? What wisdom was gained during the pandemic? Which practices should remain to promote the health and safety of children and adults who care for them? Emotional and mental health supports must be prioritized as families and care providers work through the fallout of a stressful and isolating year. What do children and families need from us as

they resume activities and routines paused for more than a year? Based on current CDC guidance and evidence-based studies, we will focus on what our future will look like and discuss positive strategies to chart our way forward together.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

SESSION 2: MONDAY, OCTOBER 18. 12:30 PM – 2:00 PM

2.1 Public Policy (Part 2 of 3), K6.10 C2

Diane Barber, PACCA

The public policy workshops will address current issues in early childhood policies from national and state perspectives in order to further understanding of the policy vision for early care and education. Additional information will be available soon. Parts 1 and 3 are workshops #1.1 and #3.1. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

2.2 Making Your Classroom Bloom: Seven Principles to a Nature Inspired Space, K4.4 C2

Stefanie Camoni, PA Key

This overview of the Rating Observation Scale for Inspiring Environments (ROSIE) will provide the opportunity to explore the Seven Principles of Design in depth, using classroom examples to enhance the discussion. Participants will learn how to observe classrooms by looking at aesthetic design such as color, focal points, texture, lighting, displays, and the use of space and nature.

Target Audience: Administration; Center-Based Care

Child Ages: Preschool/PreK

2.3 Cultural Responsiveness: Becoming Culturally Aware (Part 1 of 3), K3.3 C2

Kweli Archie, Philadelphia Health Management Corporation; Betsy Manlove, Lock Haven University

In session 1, participants will gain an understanding of the history of anti-bias early childhood education with a focus on race. They will have an opportunity to practice challenging conversations about race, marginalized groups and intersectionality. In addition, participants will discover the power of courageous conversations.

THIS IS A 3-PART SERIES: If you select this workshop, please also select #6.2 on Tuesday and #10.3 on Wednesday.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant through School-Age

2.4 Student Teaching Models for Working Early Childhood Professionals, D6.5 C2

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

We will highlight various flexible options for working early childhood professionals to complete their PreK-4 student teaching requirements while continuing to work in an early childhood setting. Presenters will discuss common challenges related to student teaching assignments and resources related to finding or offering more flexible options. In addition, we will provide information about financial assistance that is available to support both students and employers during student teaching semester(s).

Target Audience: Administration; Center-Based Care; Higher Ed & Consulting/Training/TA

Child Ages: Infant through School-Age

2.5 SEL Activities to Promote Global Citizenship and Environmental Stewardship, K2.9 C2

Judith Mosse, Armstrong School District

Social and emotional learning (SEL) can build students' self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Combining SEL with global learning is an excellent way to deepen students' interpersonal skills while honing students' knowledge and awareness of world issues. In this interactive workshop, engage in games that promote cooperative strategies, environmental ethics and stewardship while building students' relationship skills and responsible decision making. Receive lesson plans matched to state standards.

Target Audience: Administration; Center-Based Care; Home-Based Care

Child Ages: Kindergarten - 2nd Grade; School-Age

SESSION 3: MONDAY, OCTOBER 18. 2:45 PM – 4:15 PM

3.1 Public Policy (Part 3 of 3), K6.10 C2

Diane Barber, PACCA

The public policy workshops will address current issues in early childhood policies from national and state perspectives in order to further understanding of the policy vision for early care and education. Additional information will be available soon. Parts 1 and 2 are workshops #1.1 and #2.1. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed &

Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

3.2 Pyramid Model Coaches' Colloquy: Lessons Learned in Practice-Based Coaching, D6.2 C3

Beth Beals, ICF

Implementation of Practice-Based Coaching is a journey. Just as teachers and home visitors work to improve their use of Pyramid Model practices, coaches need opportunities to reflect and build competence in their coaching skills. This is a facilitated discussion structured to provide coaches who are supporting Pyramid Model practices by implementing PBC to share successes, challenges, and network with others to support the delivery of a successful coordinated coaching strategy that positively impacts sustained practice change.

Target Audience: Center-Based Care; Home-Based Care; Home Visiting

Children's Ages: Infant/Toddler; Preschool/PreK

3.3 Happily Ever Resilient: Breaking Trauma's Curse with Fairytales' Ordinary Magic, K2.3 C2

Stephanie Goloway, Community College of Allegheny County

We know the sad impact of family substance use disorders and other trauma on children. Here we will explore an evidence-based neurodevelopmental model of resilience that can protect against trauma's effects. The great news is that resilience is "ordinary magic" and aligns with the developmentally effective strategies you are already using! After learning about protective factors for resilience, we will use them, along with favorite fairytales, to create imaginative and playful classroom experiences that promote resilience AND emergent literacy skills for all children in your class. Included will be ideas for storytelling, art, STEM, and routines and transitions.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Preschool/PreK

3.4 Personal Care Routines for Infants and Toddlers (Part 1 of 2), K7.2 C2

Adam Moskowitz, School District of Philadelphia

In Part 1, we will look at Maslow's hierarchy of needs - participants will identify the stages of Maslow's Hierarchy of needs and learn to implement strategies to build positive relationships with families.

THIS IS A 2-PART SERIES: If you select this workshop, please also select #4.4

Target Audience: Administration; Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler

3.5 How to Assess Your Inclusive Practices Using the ICP, K2.3 C1

Pam Schaffner, PA Key; Leah Zabari, PA Key

Do you have questions on how to include children with disabilities in your classroom? Then this workshop is for you! Come learn strategies and gain support for quality inclusion. We will give participants an overview of the Inclusive Classroom Profile (ICP), a program observation instrument (POI) currently one of the choices in the Keystone STARS standards. This POI measures practices classrooms use to include children with IEPs into regular preschool programming. Some of the practices that are measured are Adaptations of space, materials, and equipment; Conflict resolution; Transitions between activities; and Support for communication.

Target Audience: Administration; Center-Based Care; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Program Monitoring

Child Ages: Preschool/PreK

SESSION 4: MONDAY, OCTOBER 18. 4:30 PM – 6:00 PM**4.1 Understanding Behavior: How a Child's Brain is Built, K1.3 C1***Nicole Dean Lumpkin, ChildrenRFirst*

We know children develop emotionally and intellectually through experiences. However, how that information is received and processed depends on how their brain has developed and where it is in its "construction." Based on the book, "The Whole-Brain Child" by Daniel J Siegel, we will discuss how and when the brain develops and how a child's behavior can be explained on how their brain deals with information given to them. We will discuss tantrums v. meltdowns, overstimulation, and developmentally appropriate practices that allow a child's brain to keep "building".

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler; Preschool/PreK

4.2 Calling All Leaders! DO NOT DISTURB: FOCUS Is My Superpower, D6.9 C2*Cathia Thomas, KC Education Management, LLC*

When your job is to make tough calls all day, focus is a key leadership skill. If you can't focus, you can't think. If you can't think, you can't make decisions properly. Both seasoned leaders and first-time leaders can be mentally scattered and "all over the place." This is because mental overload, workplace drama, parent complaints, insecurities, stress, and more mess up one's focus. It's time for leaders to declutter their minds and regain their focus. The exceptional leader is focused. This leader rises above distractions. In this highly interactive, motivating workshop, leaders at all levels will tap into their focus superpower. Leaders will leave recharged to lead change in early childhood.

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant through School-Age

4.3 Literature Based Social-Emotional Learning, K2.10 C2*Natalie Schweizer, Private Industry Council*

Simple, yet effective and enjoyable early childhood social-emotional lessons that you can easily do in your classroom TOMORROW! Participants will analyze various children's books and activity ideas for use in their classrooms.

Target Audience: Center-Based Care; Home-Based Care; Early Intervention; Home Visiting
Child Ages: Preschool/PreK; Kindergarten - 2nd Grade

4.4 Personal Care Routines for Infants and Toddlers (Part 2 of 2), K7.2 C2*Adam Moskowitz, School District of Philadelphia*

In Part 2, we will provide participants with best practices for health and safety for infants and toddlers aligned to the ITERS scale.

THIS IS A 2-PART SERIES: If you select this workshop, please also select #3.4.

Target Audience: Administration; Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler

4.5 Where Does the Money Come From? Understanding Funding Streams in the ECE System, K6.10 C2*Emily Neff, Trying Together; Tracy Weaver, PennAEYC; Elizabeth Farwell Ozer, First Up*

Where does the money come from for Pennsylvania's early care and education programs? Do you want to discuss how to get more investments in the ECE system? The purpose of this workshop is to help you understand the early childhood funding streams and budget line items that impact ECE programs and services. We will also look at barriers to providing high-quality early learning services, discuss strategies and solutions, and how directing advocacy activities to the right people helps children, families, and the early childhood field.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Program Monitoring

Child Ages: Infant/Toddler; Preschool/PreK