

SESSION 6: TUESDAY, OCTOBER 22: 9:45 AM – 11:15 AM**6.01 Keynote Follow Up with Francis Wardle**

Francis Wardle,

This workshop will be a follow up from Tuesday's keynote speaker, Francis Wardle. Francis is the author of "Oh Boy! Strategies for Teaching Boys in Early Childhood."

6.02 Reports for Head Start Leaders - Part 1 of 4 K6.5 C2

Blair Hyatt, Pennsylvania Head Start Association

This is the first of a four-part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

6.03 PELICAN Provider Self-Service (PSS) - Keys to Quality K8.16 C2

Audrey Maddox, OCDEL

Providers will learn how to register for and utilize PSS to request and manage designations, grants, and coaching requests and designate a PSS account manager for their organization. This new functionality is coming November 2019.

6.04 All You Need to Know about Advocacy You Learned in Child Care K6.10 C2

Shawn Towey, PACCA

Successful advocacy is not that complicated! It's about relationships, persistence, listening, sharing values, picking your battles and staying focused. It helps to have confidence, a compelling story and some facts on your side, too. We'll review the ABC's of messaging, developing a relationship with your elected representatives, managing a meeting (at your site, their office or in the Capitol), and teaming up to transform a supporter into a champion.

6.05 Emergent Curriculum: Guided By the Power of Play K2.10 C1

Laurie Strouse, Penn State Child Care Center at Hort Woods

Participants will be encouraged to explore the benefits of using an emergent curriculum approach. We will promote the use of intentional teaching strategies in creating a curriculum that is responsive to children's interests. Participants will also learn how to use observation and planning tools to aid in the creation and extension of activities that are relevant and engaging. We will include opportunities for reflection, discussion, group work, and play.

6.06 The Raising of America - Once Upon a Time K6.10 C2

Christin Smith, Community Health Services, Inc.

Episode 2: "Once Upon A Time - When Childcare for All Wasn't Just A Fairytale." Imagine how different things would be today if quality early care and education had been available to any family that wanted it for the past 45 years. It almost happened! The Raising of America - Early Childhood and the Future of Our Nation is a documentary series that explores how a strong start for all our kids can lead to a healthier, more prosperous, and more equitable America. Participants may choose to attend just one of the sessions, all five, or any combination - each episode can stand independently and still be comprehensive. In all five sessions, a film will be shown, followed by facilitated discussion and activities related to what was just seen.

6.07 Guiding Math and Robotics Play, Enhancing Thinking K2.1 C2

Joy Ashley, Ivy May Day Care & Preschool

Our purpose is to stimulate discussion about young children's thinking, with special attention to math and robotics activities. Math and robotics are related and yet separate and each has special meaning in ECE, and special meaning when used together. Participants will be encouraged to share experiences and ideas about the use of teacher guided math and robotics play activities, and how they see the value and potential of this topic in connection to ECE. Participants will engage in using blocks and robots designed to foster the math and computational thinking (CT) of young children, and also will learn and develop curricular plans and assessment strategies.

6.08 Engaging Staff in Social-Emotional Learning: The SEL OUT Project D6.3 C2

Carol Barone-Martin, Pittsburgh Public School

We will describe a collaboration between Pittsburgh Public Schools Early Childhood Education, University of Pittsburgh Healthy Child Program, and System 1-2-3 which engaged early childhood staff in a social-emotional learning initiative, the SEL OUT Cohort. The project involved teachers, paraprofessionals, family support staff, and coaches learning about and practicing mindfulness, followed by the development of participant-driven action plans to impact their own emotional well-being and that of the children they serve. Participants then increased their impact by sharing their plans and results across the early childhood community.

6.09 What's it Really Worth? How to Run a Profitable Child Care Business D8.2 C3

Lissa Geiger Shulman, Trying Together

The learner will gain an understanding of how to run a profitable child care business. We will highlight the basic operating principles of the "business side" of a child care program. Activities and discussions focus on maximizing business profits by minimizing expenses and analyzing how various public funding sources and Keystone STARS participation may affect revenue. Primarily intended for child care program administrators, owners, and operators, we will provide valuable resources for those interested in applying for PA Pre-K Counts or for family and group child care program leaders who are interested in learning more about operating profitably.

6.10 A DAP and STARS-Aligned Approach to Ending Suspensions and Expulsions K1.3 C2

Mimi Loughhead, Trying Together

We will facilitate a conversation to define the terms of exclusionary discipline and to share the experiences of participants. Together we will focus on developmentally appropriate practice as the foundation for preventative and responsive strategies to create an environment that supports educators, families, and children in ways that are intentional and culturally competent. This session will be interactive and provide participants an opportunity to discuss how STARS standards align with best practices for addressing equity and inclusion in early childhood environments.

6.11 Advocating for Families and Children in the Mental Health Field K3.4 C1

Tammy Roberts, Community Action Partnership of Cambria County Early Childhood

We will help the staff members that work with the mental health portion of their programs understand how to better help parents through the process of finding help for their child. Help might be going to appointments, checking in once a week, making home visits to help the parents increase their awareness of the services available to them. We will also discuss the importance of and strategies for supporting both the child in the early learning program and the staff at the same time.

**6.12 Rising Up to Support the ECE Workforce
K6.5 C2**

Tara Dwyer, PA Key

District 1199c Training & Upgrading Fund has led the state in expansion of the ECE Apprenticeship model and by doing so has taken a collective impact approach to meeting the needs of the early childhood workforce. This session will highlight some of the considerations and innovative practices that have emerged in order to ensure those working with the youngest children have access to credentials that recognize and honor their experience, knowledge and skills. Join us as we discuss how this career pathway offers solutions to many of the challenges members of the ECE workforce face in degree attainment.

**6.13 Including All Learners in the Classroom
K2.1 C3**

Samantha Borys, Children's Village

The advantages of an inclusive classroom are evident, but how do we truly create an inclusive classroom? Participants will explore inclusion and what it looks like in the classroom. We will examine videos of classrooms and observe intentional inclusive teaching strategies for all children in the preschool classroom. Finally, we will use these ideas to explore how you can develop inclusive classrooms on your own.

**6.14 Make the Most of Your Circle Time K2.14
C2**

Brandon Williams, Early Childhood TLC

Morning circle time is a vital part of your daily routine. It allows teachers to start the day off with a positive tone and informs children what they can expect throughout the course of the day. However, circle time can quickly take a turn for the worse if children have to wait to receive their job assignment, wait for one child to "go check the weather," or passively count up to today's date. Join us as we explore strategies to help make circle time fun, engaging and effective.

6.15 Understanding Health & Wellness and Our Part in Reducing Childhood Obesity K7.3 C2

Marianne Infante, Montgomery County Intermediate Unit #23 (MCIU)

Participants will examine the current experts' thoughts and recommendations on the obesity crisis, learn about current predictions, and collaborate to explore how administrators and teachers can develop a new outlook on activities and the environment considering the trend in the U.S. that children in the U.S. will have a lower life expectancy than their parents due to obesity. Participants will also develop an understanding of health and wellness policies, explore how administrators and educators can integrate recommendations into their programs, and consider the importance of adopting intentional healthy teaching strategies based on recommended social and environmental changes.

6.16 Inclusive Physical Activities with Young Children with Special Needs K2.7 C2

Diane Craft, Active Play Books

Learn to create environments that help young children with disabilities develop their movement skills in natural settings while playing with typical peers. These physical activities need only inexpensive equipment and small spaces, accommodate children of varying ages and abilities, can also be played by families at home, and are FUN!

SESSION 6 EXTENDED (6E): TUESDAY, OCTOBER 22. 9:45 AM – 1:00 PM

If you select Extended session workshops, remember to avoid selecting workshops during overlapping sessions.

6.17E Classroom Management Strategies: Understanding, Supporting & Planning K2.10 C2

Mary Ellen Mannix, James's project

We will explore classroom behavior management strategies and their effectiveness. Participants will be introduced to strategies that are grounded in developmentally appropriate restorative practices.

6.18E Teaching Latino/a/x and Hispanic Cultures Through Kid-Friendly Snack Prep K3.3 C2

Michelle Szpara, Cabrini University

Preparing kid-friendly, culturally-diverse snacks with young children supports healthy eating and builds inclusive communities. We will prepare dishes such as ceviche, fruit salsa, and mango gazpacho in cucumber-cups. Recipes will be provided. All dishes can be made vegetarian and nut-free.

6.19E Growing Up WILD Early Childhood Educator Workshop K2.4 C2

Carissa Longo, DCNR- Bureau of State Parks

Learn how to activate your student's sense of wonder! Growing UP WILD (GUW) is a national, award-winning, standards-based early childhood education program that builds on children's fascination with nature and wildlife. Participants who attend the entire session will receive their own full-color Growing UP WILD Activity Guide. The guide features 27 field-tested activities that include art, reading, music, math, snacks, and outdoor learning. This program is meant for Educators and Aides who work with Pre-K - Grade 2 (ages 3-7).

6.20E Effective Shared Picturebook Reading and Children's Developing Language Skills K2.1 C2

Suzanne Swartz, Lock Haven University

Attendees will identify the five essential elements of effective shared multicultural picturebook reading. Implementation activities using picturebooks will focus on young children's language skills including the five inter-related domains of language and the two types of language.

6.21E Public Benefits 101: What I Need to Know about Eligibility for Public Assistance K3.4 C1

Bill McLaughlin, North Penn Legal Services

We will provide an overview of eligibility requirements for various public benefits programs such as Medical & Cash Assistance (TANF & GA), SNAP, LIHEAP, Subsidized Child Care, Emergency Shelter Allowances, and Immigrant Rights to Public Benefits. We will cover how these programs act as a safety net for low-income families, as well as programs available for parents to pursue education and training that can lead to jobs at a sustaining wage. The information will also be very useful for grandparent caretakers of minor children.

6.22E Becoming Less Stressed: 1st Steps to Developing Your Own Mindfulness Practices K6.3 C1

Lorrie Delp, Capital Area Early Head Start

Attendees will hear about topics in the mindfulness movement, including meditation, gratitude practices, and the benefits of being in nature. The research into these topics will be touched upon to help give credence to the practices. The three-hour time frame will allow for multiple meditation opportunities as well as being able to delve deeper into gratitude practices and post activity conversation. We will also touch upon some easy self-care topics.

6.23E Turn Your Early Learning Center into a Family Center K3.4 C1

Ginger Ragland, Infinity Educational Services, LLC

Building family relationships is extremely important. Parents want to be welcome at their child's place of development; they want the opportunity to make a difference and to participate as equal partners in their child's education. They want the opportunity to develop activities for themselves and their children - the early learning program and later the school cannot do it all. Let's develop this open communication in the early stages, which will later carry over into the school days.

6.24E Behavior Has Meaning K1.7 C2

Deborah Krotec, Head Start TTA/ICF

Children let us know what they want and need through their behaviors long before they can verbally express their feelings. When they do not have the words to express how they are feeling, they use behaviors to express themselves. Participants will examine ways that children use behavior to communicate their wants and needs, intentions and emotions, and will identify ways that adults can effectively respond to children's communication attempts.

SESSION 6 EXTRA EXTENDED (6EE): TUESDAY, OCTOBER 22. 9:45 AM – 2:45 PM

If you select Extended session workshops, remember to avoid selecting workshops during overlapping sessions.

6.25EE Early Childhood CTE Roundtable K6.5 C3

Mindy Miller, York Co School of Technology

Early Childhood CTE teachers will discuss CIP Code/POS (program of study), curriculum, NOCTI, CDA, and student organizations (FCCLA, SkillsUSA). This annual conversation among peers provides a great networking opportunity.

SESSION 7: TUESDAY, OCTOBER 22. 11:30 AM – 1:00 PM**7.01 OCDEL Certification Regulations**

OCDEL Certification Staff, OCDEL

This workshop will discuss the newly revised certification regulations.

7.02 Reports for Head Start Leaders - Part 2 of 4 K6.5 C2

Blair Hyatt, Pennsylvania Head Start Association

This is the second of a four-part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

7.03 Bucket Filling Dragons? How PBIS Practices Led Children to Create this Story K2.13 C2

Susan Veli, Capital Area Head Start

Learn practices that are put into place to help all children develop social emotional skills and become successful bucket fillers. Learn positive strategies to encourage a classroom community where all members contribute and are valued. Learn to use literature to help children build positive character traits.

7.04 Strengthening Fiscal Management: Budgets, Projections and Planning for Centers K8.9 C2

Donna Wennerholt, PA Key

Financial strategies can be a challenge when your education and experience have been focused on children. Come walk through projecting your budget and using that information to make plans for your program.

7.05 Family Engagement & Community Engagement: How and Why?? K3.1 C3

Kristin L. Fullenwellen, Sophisticated Mix LLC

We will present tools on how to effectively engage families and programs/organizations within the community. These strategies ultimately allow for increased attendance along with a willingness for parents to provide requested documentation in a timely manner. It is this trust and relationship-building that generates a plethora of benefits to the child, the family served, the community and the provider. Participants will leave with knowledge of how to measure the outcome of strategies they choose to utilize.

7.06 Keeping Our Cool in the Classroom K2.1 C1

Michelle Kimmy, Edinboro University of Pennsylvania

Participants will learn about Maslow's Hierarchy of Needs as it relates to the early childhood classroom, and will also discuss challenging behaviors and how they deal with it in their classrooms. Our focus will be on the reasons for behaviors and how we respond to them. The importance of family communication, routines, and knowing both ourselves and our students will also be discussed.

7.07 Imagine the Future of Assessment in a Child's Natural Environment During OST K4.8 C3

Teri Gilmore, Teri L. Gilmore Program Consultation

Day by day, month by month, and year by year children are being assessed. They are assessed immediately upon birth, during first parental interactions, culturally, while visiting the pediatrician, and while in learning niches. We understand the significance of assessments and we understand natural environment. Can we expand our understanding to include the child's natural cultural, developmental, and social contexts collectively and simultaneously for assessments? Can we drop the organized Early Learning environment in the middle of the unorganized community playground context? In addition, can we imagine assessments occurring during OST? If you can, come imagine the future of "The Catch Basin".

7.08 Social-Emotional Learning Starting with Me: The SEL OUT Plans K6.4 C2

Kim Dellefemine, Pittsburgh Public School Early Childhood Education

The five social-emotional learning action plans created and executed by a group of Pittsburgh Public School Early Childhood staff will be presented. They began their journey in self-reflection and personal growth and then branched out to increase impact across the program. Action plans included teaching self-care, promoting emotional security dialogue, increasing mind-body-soul activities, helping others use affirming words and encouraging mindfulness in partnership settings.

**7.09 The Inclusive Classroom Profile (ICP)
Overview: Measuring Inclusive Practices K4.6
C1**

Ann Gula, PA Key

We will present an overview of the Inclusive Classroom Profile, a program observation instrument (POI) designed to measure the twelve key inclusive practices in classrooms where children ages 2 to 5 years are enrolled and at least one child has an Individualized Education Plan (IEP). This POI analyzes the extent to which teachers intentionally adapt the classroom's environment, activities and instructional support to encourage access and active participation in the group through individualized adjustments that might differ between children. Each participant will receive a copy of the ICP.

**7.10 Introduction to Career Ready Skills Pre-K
- 12th grade K2.10 C2**

Betsy Saatman, PA Key

The workforce needs career-ready employees. Join us in learning about the new Career Ready Skills developed for Pre-K thru 12th grade with partners from OCDEL, the PA Department of Education and the PA Department of Labor and Industry.

**7.11 Hi5! Pre-K to Kindergarten Transition:
Best Practices, Research, and Policy K3.7 C2**

Emily Neff, Trying Together

Hi5! supports early and on-time kindergarten registration and promotes school readiness for children, families, educators, and administrators in Allegheny County. Join representatives from the Allegheny Intermediate Unit, Trying Together, and the United Way of Southwestern Pennsylvania to discuss ten years of countywide kindergarten transition activities that led to a 96% on-time kindergarten registration rate for the 2018-2019 school year. The Every Student Succeeds Act (ESSA) elevates early learning and strengthens collaboration between providers and school districts. Apply best practices and strategies to support your pre-k children and families as they transition to elementary school.

**7.12 State of the Industry: What's Trending in
Child Care D8.16 C1**

Alec Ligon, HINGE Brokers

The early childhood education industry is ripe with investor interest. A highly diverse group of investors and owners are radically changing the landscape of programs. Operational trends are changing quickly with new competition and demands from today's parents. In addition, the market is gaining investment from private equity and real estate investment communities, along with national groups with aggressive objectives. Join early education business broker Alec Ligon for an eye-opening session revealing what's new in the child care industry and where it's headed.

SESSION 8: TUESDAY, OCTOBER 22. 1:15 PM – 2:45 PM**8.01 Introduction to Voice Assistant in Early Learning Environments K8.16 C1***Shimira Williams, C.C. Busy*

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

8.02 Reports for Head Start Leaders - Part 3 of 4 K6.5 C2*Blair Hyatt, Pennsylvania Head Start Association*

This is the third of a four-part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

8.03 PELICAN Sub-systems Computer Lab - Provider Training K8.16 C2*Audrey Maddox, OCDEL*

New OR Experienced Providers: Come visit us with your questions about the PELICAN-Early Learning Network, Keys to Quality, and Child Care Works systems.

8.04 Hands-On Learning: How Can We Let Them Play When We're Supposed to Be Teaching? K2.14 C2*Kathryn Kashner, Northampton Community College*

Are you confused by how to incorporate early learning standards into meaningful lesson plans? Do you feel your classroom has turned into worksheet overload or you're just not sure how to gauge learning when our focus should be play? Do you have a hard time explaining the importance of play to your families? Come hear how one program has kept the spark alive for young children to learn through play.

8.05 Staff Retention in Child Care: Are You Rocking It or Is Your Ship Rocky? D8.11 C2*Kathe Petchel, HINGE Brokers*

Twenty-five percent of American companies lose new employees within the first year of employment - but in child care, this number increases to 30-40 percent. High turnover affects your company culture, parent confidence in your schools and your bottom line. What steps can you take to curb the negative effects of turnover and combat staff leaving your child care business? Join us for an enlightening session discussing effective retention strategies and how to onboard new hires so that they seamlessly integrate into your child care business.

8.06 The Raising of America - Are We Crazy About Our Kids? K6.10 C2*Christin Smith, Community Health Services, Inc.*

Episode 3: "Are We Crazy About Our Kids?"

Economists tell us investing in high-quality early care and education pays for itself in many ways and many times over. So what's holding us back? The Raising of America - Early Childhood and the Future of Our Nation is a documentary series that explores how a strong start for all our kids can lead to a healthier, more prosperous, and more equitable America. Participants may choose to attend just one of the sessions, all five, or any combination - each episode can stand independently and still be comprehensive. In all five sessions, a film will be shown, followed by facilitated discussion and activities related to what was just seen.

8.07 OSNAP: Nutrition and Physical Activity Promotion in Out of School Programs K7.3 C2

Jill Cox, Penn State Better Kid Care

OSNAP (Out-of-School Nutrition and Physical Activity) is an evidence-based program developed by Harvard Prevention Research Center at the Harvard T.H. Chan School of Public Health and supports out-of-school-time (OST) programs to improve nutrition and physical activity practices and policies. Through practice and policy development recommendations, OSNAP offers strategies in seven goal areas to support healthy OST environments for children. Each goal is based on current scientific evidence for healthy eating and physical activity. We will explore the research and evidence base for OSNAP and examine the goals and strategies for implementation. Additional training through Penn State Better Kid Care will be described.

8.08 ECE Apprenticeships + T.E.A.C.H. = Degrees & Higher Earnings for ECE Teachers K6.5 C1

Laurie Litz, PACCA

Registered Apprenticeship Programs have provided paid employment and education opportunities within a number of industries for many years. Recently early childhood education (ECE) apprenticeship programs have become available and are gaining more attention across the nation. Learn about a new ECE apprenticeship model implemented in PA and the role T.E.A.C.H. has played in supporting both apprentices and employers. A panel representing key partners will share information regarding design and components of the program, the critical role of higher education and the extensive collaboration needed to ensure successful implementation and outcomes for the apprentices and their employers.

8.09 Active Play! Fun Physical Activities for Preschoolers K1.8 C2

Diane Craft, Active Play Books

Learn fun, inclusive, developmentally appropriate physical activities to lead in center classrooms and family living rooms. These physical activities use inexpensive equipment to enable preschoolers to explore moderate to vigorous movement in safe ways. These activities encourage children to develop their fundamental movement skills and also rehearse academic concepts. View videos of 2-5-year-olds playing these fun activities and try a few, too!

8.10 Early Learning Is No Small Matter K6.1 C3

Lissa Geiger Shulman, Trying Together

Participants will view the documentary "Early Learning is No Small Matter" and learn how they can leverage the film for advocacy in their programs and communities. Opportunities to bring the film back to their community in support of statewide advocacy will be shared.

8.11 Family Engagement in a Child Care Setting K3.2 C2

Jenn Wertz, ELRC Regions 9 & 10/Child Care Consultants, Inc.

Family Engagement begins the first time you meet a child's family. The key to a successful child care experience is the relationship built with the child and the child's family. This session will focus on building that relationship from day one and how to maintain it through the child's time at your program.

8.12 Creating Educational Environments with Sensory Friendly & Ergonomic Design K2.11 C2

Marianne Infante, Montgomery County Intermediate Unit #23 (MCIU)

Participants will explore materials and environmental design that will proactively create a safe and universally designed ergonomic educational environment for all students. In addition, they will learn ways to respond to the sensory and ergonomic needs of individual students and trial some low-cost sensory strategies to meet various student needs.

8.13 Hitting CLASS Indicators with Music and Movement K2.6 C2

Brandon Williams, Early Childhood TLC

Let's take a fun approach to CLASS while improving our facilitation of music and movement. We will provide strategies for hitting all CLASS indicators using songs and rhymes.

8.14 Universal Design for Learning in Early Childhood Settings K2.1 C1

Jennifer Furness, Early Intervention Technical Assistance

We will provide early childhood educators with information, insights, and opportunities for practice related to the implementation of universal design and universal design for learning (UDL) across all early childhood settings. Learn strategies for using UDL guidelines and principles in both the curriculum and the classroom environment, and apply and assess the use of UDL.

8.15 Data: What Does It Mean for Coaches? K4.2 C2

Kathleen Murphey, Region III Head Start Training and Technical Assistance

Coaches want to know whether the coaching they provide to teachers and home visitors is making a difference. Join us to discover how to use data in your role as a coach. We will explore data that may be useful to inform coaching decisions and supports, types of data to collect during a Practice-Based Coaching cycle, and considerations for data use in measuring impact.

SESSION 8 EXTENDED (8E): TUESDAY, OCTOBER 22. 1:15 PM – 4:30 PM

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8.16E A Vibrant Early Childhood Education Business - It's All About the Plans K8.1 C1

Robert Gundling, Better Futures, LLC

This interactive workshop will focus on the benefits and procedure to create a Strategic Plan. This plan is required to have a healthy, thriving Early Childhood Business. We will provide a basic understanding of the steps needed to create a quality Strategic Plan, and will include some small group activities to help participants begin to create a draft Strategic Plan.

8.17E Why Are These Behaviors Occurring and What Should I Do? K3.5 C1

Lauren Spigelmyer, The Behavior Hub Nonprofit

Participants will learn an interactive way of understanding and explaining how stress affects children and lends itself to challenging behaviors. We will also talk about the impact of stress on the brain and nervous system. Individuals will leave the workshop with techniques that build and strengthen relationships, foster respect, teach children to solve problems, and promote empathy and self-regulation.

8.18E The Benefits of Yoga and Mindfulness in the Classroom K2.10 C2

Holly Keich, Capital Area Head Start

Yoga's benefits can extend off the mat and into the classroom to support a holistic learning experience for each child. Anti-bullying, health and wellness, and character education initiatives are common themes in American schools today, all focusing on educating the whole child. Learn to simple ways to incorporate yoga and mindfulness in your classroom during the day or devise plans for after-school enrichment programs. We will provide you with details about the benefits of yoga for children and the information, tools and resources to bring yoga and mindfulness to your program or school to create a peaceful, productive learning environment. Come prepared to move as we'll be practicing the yoga and self-care that we preach.

8.19E B for Bubbles and Breaths: Integrating Trauma-Informed Interventions & Academics K2.10 C2

Patrick McKelvey, Matilda Theiss Early Childhood Behavioral Health and Trauma Treatment Center, UPMC Western Psychiatric Hospital

Children's social and emotional needs are becoming increasingly complex, especially for children living in at-risk environments or who have experienced early traumatic stress. The need for programs to meet the social and emotional demands of children is crucial for optimal development and preparing children for success later on in life. We will help participants understand early social-emotional needs of children and explore creative ways to integrate trauma-informed social-emotional activities or concepts into all academic curriculum areas for young children.

8.20E A Relationship-Based Approach to Quality Improvement K4.2 C2

Traci Childress, Saint Mary's Nursery School

By aligning work towards improved quality to strengths of the community, teachers, and program, improvement can support more meaningful work without feeling like it is all just bureaucracy. Building on strengths to cultivate relationships can create more than buy-in; we can co-create change and cultivate an improved work and learning environment.

SESSION 9: TUESDAY, OCTOBER 22. 3:00 PM – 4:30 PM**9.01 The Power of Partnerships - Unleashing the Pre-K to K Transition Process K3.7 C2***Scott Miller, Avonworth School District*

We will highlight the importance of community partnerships in developing a successful Pre-K to Kindergarten transition plan. Best practices from Allegheny County's Hi5 Readiness Initiative will be shared with participants. Attendees will leave the workshop with examples from the field, a transition timeline template, and an organized list of partnerships and activities to consider. **9.02**

Reports for Head Start Leaders - Part 4 of 4 K6.5 C2*Blair Hyatt, Pennsylvania Head Start Association*

This is the fourth of a four-part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

9.03 PELICAN Sub-systems Computer Lab - Provider Training K8.16 C2*Audrey Maddox, OCDEL*

New OR Experienced Providers: Come visit us with your questions about the PELICAN-Early Learning Network, Keys to Quality, and Child Care Works systems.

9.04 Regulating the Dysregulated Child K1.3 C2*Jeniffer Potter, Community Action Partnership of Lancaster-Head Start*

Emotional dysregulation in children often results from experiences of early trauma, toxic stress, brain injury, or neglect and may present as challenging behaviors, social withdrawal, and/or anxiety. We will address the brain research behind these issues as well as classroom strategies that teachers can implement to develop children's self-regulation skills.

9.05 Promoting Adult Child Interactions - Birth to Five K2.14 C2*Brianne Broughman, Region III Head Start Training and Technical Assistance*

We will provide an overview of teaching practices and adult interactions that support creativity, analysis, and reasoning in children ages birth to five. Participants will talk about how to build concept development skills into daily interactions and learning experiences within a curriculum. In this interactive session, we will explore strategies to promote teacher-child interactions and support children's deeper thinking.

9.06 Promoting Child Development and Learning K1.2 C2*Donna Wennerholt, PA Key*

If you wonder why the children in your room do the things they do and how you can help support their development, this is the session for you. We will discuss Infants through Preschool children.

9.07 Building Family Engagement Bridges with SAC & the School Day K3.9 C2*Betsy Saatman, PA Key*

Together we will explore how to build relationships between the School Age Care/Out of School Time (SAC/OST) teachers and the traditional school day teachers and administration to create seamless days for children and families.

9.08 Planting Children, Planting Gardens K7.12 C2*Cheryl Moss, A Mother's Touch Center for Child Development*

Children and planting a garden: both come from seeds and have similar needs for nurturing, healthy environments. The outcomes are great when we give them both the right opportunities to grow. Come learn how we use farm-to-ECE to create a garden made by children and with children. Farm-to-ECE learning experiences provide children with important and fun opportunities to explore healthy eating, growing food, and gardening.

9.09 Improving the Financial Stability of Providers in Philadelphia D8.11 C1

Kerri Lee, Public Health Management Corporation

What does a program with strong business leadership and financial management look like? How are we measuring program viability? We will help answer some of these questions by providing information about the Early Childhood Education Fiscal Hub. Project partners - Public Health Management Corporation, Reinvestment Fund, and Children's Village - will explain how this pilot in Philadelphia has developed resources and technical assistance supports for owners/directors

to improve the financial operations and business practices of their child care centers.

9.10 Developing Preschool Readers and Writers with Help from Dr. Suess & Others K5.6 C2

Barbara Rothermel, Intermediate Unit 1

Literacy development is an integral part of early childhood development. Nursery rhymes and trade books are useful in teaching early literacy. The importance of early childhood reading and writing will be emphasized, and printing and early writing will also be a focus.

SESSION 10: TUESDAY, OCTOBER 22. 4:45 PM – 6:15 PM

10.01 Building Positive Interactions with Young Children - the Power of Saying "Yes" K1.8 C2

Kathryn Kashner, Northampton Community College

Let's talk about how powerful saying "yes" can be in the day to day work with young children, and how saying "yes" can actually support children who struggle with emotions and behaviors. Saying "yes" can put you on a path to fostering relationships that will have you feeling refreshed and rejuvenated in the work that you do with young children.

10.02 What's Stress Got to Do with It? K1.4 C2

Debra Riek, WITF

We know stress can be really damaging to children. We see effects of it in our classroom settings all the time. But why and what can we do about it? This is a brain research workshop for all of us who aren't neuroscientists. Come share your experiences and get some practical ideas for supporting the children in your classrooms.

10.03 Intensive Curriculum PD - Impact on Learning Outcomes and Staff Retention K4.2 C2

Melanie Brennan, KenCrest

We will be sharing an analysis of the impact of intensive professional development focused on curriculum implementation. What does the data tell us about the outcomes?

10.04 Fun Active Play with Infants and Toddlers K1.8 C2

Diane Craft, Active Play Books

It is essential to children's overall development that they have ample daily opportunities to be physically active. Infants and toddlers who are joyfully secure in each motor developmental milestone have a solid movement foundation upon which to find enjoyment and purpose in a lifetime of physical activity. Learn techniques to promote infants' movements that may also enhance their brain development. Help toddlers participate in physical activities by structuring their environment for success. Gather ideas for leading toddlers in loosely organized, non-competitive, fun physical activities that encourage them to explore and experiment with movement. Plus, enjoy playing a few of these activities yourself!

10.05 CQI - Involving Staff in Ongoing Goal Setting K6.3 C2

Jenn Wertz, ELRC Regions 9 & 10/Child Care Consultants, Inc.

Continuous Quality Improvement is essential to maintain best practices in your program. We will discuss the staff's involvement in creating, planning and meeting the program's goals and the sources of evidence we use to create the goals. We will also review how a staff member's personal Professional Development Plan goals can help contribute to the overall program's CQI plan.

**10.06 Inclusive Community-Based OT EI
Collaborative Library Program for
Preschoolers K1.3 C1**

*Marianne Infante, Montgomery County
Intermediate Unit #23 (MCIU)*

This collaborative program addresses the need for Early Intervention services to be more inclusive as directed by the U.S. Departments of Education and Health and Human Services by establishing a method to develop and refine local partnerships with early childhood library programs, families, supports and services. Through collaboration and relationship-building the children were successfully integrated into the community library to learn needed developmental skills alongside their typical peers.