

2012

infant and early childhood

C O N F E R E N C E

Greater Tacoma Convention and Trade Center

May 2

Preconference

May 3 and 4

Conference & Exhibits



infant and early childhood
C O N F E R E N C E



REGISTER ONLINE: <http://www.ieccwa.org>

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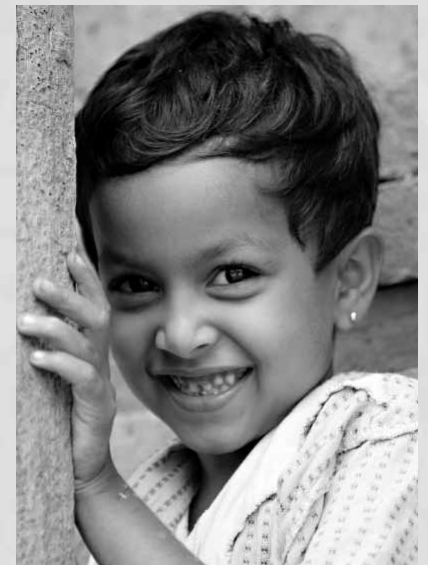
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Infant and Early Childhood Conference Purpose & Goals

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

For Additional Conference Information

Registration: 800-280-6218
 Email Registration: ieccreg@ce.uoregon.edu
 Web Site: www.ieccwa.org
 Additional Copies of Registration Brochure: info@ieccwa.org
 Conference Coordinator:
 360-629-8181
 Exhibit Hall Coordinator:
 360-629-8181

ECDAW Federal ID: 91-1136052

Conference fees are not tax deductible.

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



CONFERENCE CHAIR

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

CONFERENCE STAFF

Rebecca DeGeorge
 Facilities Management

Michael Stewart
 Boyer Children's Clinic
 ECDAW
 Conference Administrator

Tracy Ulrich
 Conference Coordinator

ACKNOWLEDGEMENTS

Boyer Children's Clinic
 Conference Administration



2012 PLANNING COMMITTEE

MEMBERS

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

Maria Wilson
 Washington State Center Manager
 Region X EHS-HS TTA Centers



PRECONFERENCE SCHEDULE WEDNESDAY, MAY 2

Preconference Sessions are full-day intensive trainings. Sessions emphasize in-depth practical skill building opportunities. There is a separate fee if you register for the preconference day only or you may register for the preconference as part of the two or three-day conference package. These sessions are focused on particular subject areas and are directed to selected audiences. Read through the course description and details carefully before making your selections. All sessions are STARS and clock hours approved. Preconference 1, 2, 3 or 4 may be taken in conjunction with full conference attendance for a total of two credits through Seattle Pacific University.

8:00 AM	Registration Opens
9:30 AM – 5:30 PM	Attend One Preconference Session
	Pre01 Issues and Trends in Early Childhood Special Education: Using Parental-Child Groups and Home Visits to Promote Social Emotional Competence
	Pre02 Issues and Trends in Early Childhood Special Education: Providing Developmentally-Appropriate Intervention to Infants and Toddlers with Autism
	Pre03 Issues and Trends in Early Childhood Special Education: Effective Strategies for Young Children with Cortical Visual Impairment (CVI)
	Pre04 Issues and Trends in Early Childhood Special Education: Effective Everyday Teaching Practices
	Pre05 It’s a Family Affair: Support Families to Improve Family and Child Outcomes
	Pre06 The New Face of Poverty in America: Implications for Interventions
	Pre07 The Etiology of Early Feeding Issues
	Pre08 Therapeutic Dance Ideas That Work for Every Child: A Day of Movement
	Pre09 Addressing the Crisis in Creativity
	Pre10 Childhood Sexuality and Child Sexual Abuse Prevention
	Pre11 Training on the Screening Tool for Autism in Toddlers and Young Children (STAT™)
12:30 PM – 1:30 PM	Lunch
6:00 PM	Registration Closes for Conference Packet Pickup

Volunteering at the Conference

IECC provides many opportunities for valuable volunteer experiences, like assisting in registration; and networking experiences with colleagues, speakers, and future employers. One simple way for professionals to volunteer is to be a workshop session assistant. It’s easy; you are assigned to the session you register for. You’ll assist the presenter, ask attendees to sign an attendance sheet, help pass out hand-outs and collect session evaluations. That’s it! Just mark the “YES, I will volunteer” box on the registration form. We appreciate our volunteers!

For additional information, go online to www.ieccwa.org and click on the “Volunteers” tab or contact the Volunteer Coordinator at AmandaShiflet@frontier.com.



Preconference Session ONE

(MAY BE TAKEN FOR COLLEGE CREDIT)

Pre01 Issues and Trends in Childhood Special Education Using Parent-Child Groups and Home Visits to Promote Social Emotional Competence, presented by Tweety Yates

Promoting social emotional competence can help young children get off to a strong start in life! This workshop will discuss a model that focuses on enhancing the social emotional competence of infants, toddlers and preschoolers by expanding and strengthening parent-child interactions and relationships. Resources, strategies and videos will be shared that apply to parent-child groups and home visiting. Several parent-child group and home visit plans for promoting social emotional competence will also be shared with participants that can be used to implement the model.

Age Group Addressed: All

Who Should Attend: All

About the Presenter: Tweety Yates is a member of the Department of Special Education faculty at the University of Illinois and serves as Co-Project Coordinator of the Center on the Social and Emotional Foundation for Early Learning (CSEFEL). She is also involved in several other early childhood projects that focus on early literacy initiatives and relationship based interventions to support development through parent-child interactions.

Tweety Yates' research interests include parent-child interaction and personnel development issues in early childhood. She is currently evaluating the validity and feasibility of a parent-child relationship-based model of early intervention in culturally and geographically diverse settings. She is also involved in training, outreach, and evaluation of a story-based creative arts curriculum derived from a variety of cultural and ethnic traditions designed to promote child learning and early literacy skills.

Sponsor: Haring Center and the National Center for Quality Teaching and Learning



Preconference Session TWO

(MAY BE TAKEN FOR COLLEGE CREDIT)

Pre02 Issues and Trends in Early Childhood Special Education: Providing Developmentally-Appropriate Intervention to Infants and Toddlers with Autism, presented by Jennifer Fung and Kellie Horn

This session will provide participants with an overview of current research on the prevalence, early indicators and diagnosis of ASD in very young children. The focus of this session will be on the necessary ingredients for creating appropriate programs for infants and toddlers with autism in the Part C system. All children receiving services in the Part C system have the same family-centered core ingredients: eligibility, IFSP outcomes, services, and progress toward OSEP child and family outcomes. This session emphasizes the need for guiding principles and evidence based strategies, such as discrete trial training, pivotal response training, and parent-implemented intervention, which ensure intervention is effective and appropriate for young children with autism and their families.

Age Group Addressed: Birth through Age 3

Who Should Attend: Teachers, Therapists, Administrators, Family Resources Coordinators

About the Presenters: Kellie Horn provides statewide training and technical assistance for the Early Support for Infants and Toddlers Program. She is also the early childhood special education coordinator for the Educational Service District 123 in Tri-Cities, where she provides support and training for the 23 school districts in southeastern Washington. Kellie is passionate about her work and tries to take technical aspects of early intervention and make them practical, meaningful and possible.

Jennifer Fung, Ph.D is an instructor in the University of Washington's early childhood special education program and the project director for the Toddler DATA (Developmentally Appropriate Treatment for Autism) research study at the UW's Haring Center for Applied Research and Training in Education. She has a great deal of experience with young children with special needs and their families, with an emphasis on working with toddlers with autism spectrum disorders. Her professional experiences include working as a special educator, behavioral consultant, parent educator, and family support coordinator for families of children who have just received an autism diagnosis. As a researcher at the University of Washington, Jennifer's research interests and activities are in the areas of: identification and evaluation of effective intervention strategies for infants and toddlers with autism and their families, inclusion and education of young children with disabilities in child care and other natural environments, and the preparation and training of future educators, both early childhood education and early childhood special education personnel.

Sponsor: Haring Center for Applied Research & Training in Education and DEL\ESIT

Preconference Session THREE

(MAY BE TAKEN FOR COLLEGE CREDIT)

Pre03 Issues and Trends in Early Childhood Special Education: Effective Strategies for Young Children with Cortical Visual Impairment (CVI), presented by Nancy Hatfield, Director, Early Childhood, Washington Sensory Disabilities Services, with Cindy McAlexander, Kelly Kerr, and Mary Drury

Cortical visual impairment (CVI) is a form of vision impairment caused by a “brain problem” rather than an “eye problem.” It may be associated with developmental brain defects; asphyxia, hypoxia, or ischemia at birth; injury to the occipital lobe; or infection of the central nervous system, such as meningitis or encephalitis. Symptoms of CVI can be puzzling, but there are strategies that can help a child’s visual functioning and development.

Are you working or living with a child who has a diagnosis of cortical visual impairment? Do you have questions about the visual functioning of a child you know who has significant medical issues and delays, or a diagnosis of cerebral palsy? If so, join us for this day-long workshop. We will investigate strategies for encouraging effective use of vision and other senses, explore how to set up play environments and literacy areas in the classroom and home, and offer recommendations to enhance vision using current technologies. We will offer insights regarding orientation and mobility issues for young children with CVI, share videos and resources, and give you opportunities to share your experiences. This is an intermediate session.

Age Group Addressed: All

Who Should Attend: All



Preconference Session

FOUR

(MAY BE TAKEN FOR COLLEGE CREDIT)

Pre04 Issues and Trends in Early Childhood Special Education: Effective Everyday Teaching Practices, presented by Lindsey Lawrence and Susan Sandall

Within the context of current policies, new initiatives, and uneven resources, early childhood teachers are being asked to have deep knowledge of child development and early learning and to have the skills to use developmentally appropriate and evidence-based teaching practices. In this session, participants will have the opportunity to learn about, see via videotape and analyze a variety of teaching practices. The Building Blocks framework will be used as a way to think about levels or tiers of support. Methods for individualizing will be provided. These methods build on a solid foundation of effective and engaging interactions and environments that are important for all young children. Other objectives are to learn about curriculum modifications and adaptations and how to apply them; learn about embedded teaching and how to identify the key features. Tools for planning and monitoring children’s progress will be shared. Teachers must be able to plan high quality learning experiences and use effective practices to deliver those experiences. This session will expand your toolkit to maximize learning outcomes for your children.

Age Group Addressed: Age 3 through Age 5

Who Should Attend: Teachers

About the Presenters:

Susan Sandall is an Associate Professor at the University of Washington, College of Education. Her scholarly interests are a) effective instructional practices for young children with disabilities in inclusive classrooms, b) effective methods for translating research to practice, and c) the changing roles of teachers of young children, their relationships with other providers, and the implications for personnel preparation and professional development. She is the PI of the National Center on Quality Teaching and Learning, and co-PI for the Head Start Center for Inclusion, both funded by the Office of Head Start. She is an investigator on an IES-funded research project studying the impact of varying approaches to professional development in inclusive early childhood classrooms. Dr. Sandall is also the Director of the Applied Research Unit at the Haring Center at the UW.

Lindsey Lawrence is the Professional Development Coordinator at the Experimental Education Unit at the University of Washington’s Haring Center in Seattle, Washington. She provides ongoing training and support to the EEU teaching staff. Her professional experiences include working as a head teacher in an inclusive preschool classroom, on grant projects as a teacher coach and on curriculum development in the area of early childhood and Head Start.

Sponsor: Haring Center and the National Center for Quality Teaching and Learning



Preconference Session FIVE

Pre05 It's a Family Affair: Support Families to Improve Family and Child Outcomes, presented by Robin McWilliam, Ph.D.

To get significant improvement in child outcomes, we might need to remember who has the biggest influence on children's behavior and learning. What are we doing with families during home visits that will support families in helping their children's functioning? To get significant improvement in family outcomes, we need to provide supports that indirectly address that result. This workshop will present nine specific family-centered practices relevant to children's and families' successful functioning.

Age Group Addressed: All

Who Should Attend: All

About the Presenter: Robin McWilliam, Ph.D. develops programs for home- and community-based early intervention and for classroom-based, inclusive preschool. He has conducted research for 28 years and is a frequent presenter and consultant around the U.S. and overseas. He is the author of *Routines-Based Early Intervention*, the editor of *Working With Families of Young Children With Special Needs*, and co-author of *Engagement of Every Child in the Preschool Classroom*. He is the Director of the Center for Child and Family Research at Siskin Children's Institute, Chattanooga, TN.

Sponsor: Department of Early Learning (DEL) Early Support for Infants and Toddlers (ESIT)

Preconference Session SIX

Pre06 The New Face of Poverty in America: Implications for Interventions, presented Jackie McReynolds and Karen Peterson

According to recent Census data, one in six Americans find themselves in poverty; millions more are surviving on expanded unemployment benefits. Americans from all walks of life are now in need of economic assistance for the first time in their lives. There is a new face of poverty developing in the United States, and this newly poor population is uncertain of their options for feeding and housing their families. New challenges face child and family services in reaching out to this population and helping them understand and negotiate America's social safety net. This preconference session will review the new statistics and data on poverty with a focus on childhood impacts. To strengthen participants' understanding of poverty impacts, the following questions will be addressed: What is the "new face" of poverty in the United States? What are the implications for service design and delivery, support and planning? What are the developmental implications for children? What are the new strategies for addressing poverty impacts on children?

Age Group Addressed: All

Who Should Attend: All

About the Presenters: Jackie McReynolds is a senior instructor in the Department of Human Development at Washington State

University in Vancouver, Washington. She teaches undergraduate students in the areas of child abuse and neglect, human services, family poverty, family communications, and her research and community outreach focus is on the systemic impact of methamphetamine use in child, family, and community.

Dr. Karen Peterson is a professor of early childhood education in the Department of Human Development at Washington State University in Vancouver, Washington. She is the Director of the campus children's program and kindergarten. Her teaching efforts are in early childhood education and her research and outreach focus is on development of community collaborative structures in early childhood.

Sponsor: Washington State University, Vancouver Campus

Preconference Session SEVEN

Pre07 The Etiology of Early Feeding Issues, presented by Gay Lloyd Pinder

For all of us eating is necessary. For most of us eating is a pleasure and we look forward to mealtimes and snacks. In cultures around the world social interaction is often centered around food. In fact every culture has special foods that are used in celebrations of every sort and kind. Food is fun and food is important! We take this pleasure for granted. Yet there are children for whom eating is neither easy nor fun. When a child has problems eating or when a child doesn't want to eat, their daily life is disrupted on a variety of levels and that disruption extends to their entire family and beyond. This workshop explores the etiology of feeding problems, both motor based and also sensory based and then explores practical ideas and strategies that might be used to build skills needed for eating and also to make the entire experience more positive for the child and family. We will discuss aspects of the evaluation of feeding skills including gross and fine motor skills; oral motor skills, including the evaluation of swallowing; sensory issues present and past; GI history and the potential impact on later feeding; and communication skills in the context of feeding. We will explore a variety of practical ideas to consider in a feeding program including positioning, nutritional needs, food textures and tastes, repetition and familiarity, power and communication, and routine. During this workshop we will also discuss those children who have gastroonomy tubes to supplement their feeding to meet their nutritional needs and how they can be and need to be included in a meal or snack time. Depending on audience interest and need we can discuss when and how children can be assisted to wean from their gastroonomy tube feedings. Throughout the workshop family dynamics and participation are an ongoing cornerstone in discussion and focus. The family not only shares the impact of a child's feeding issues, but also plays a key role in the process towards the solution. This workshop is a good precursor for the Feeding Group presentation scheduled for Thursday morning. **There is a \$5.00 materials fee.**

Age Group Addressed: All

Who Should Attend: Teachers, Therapists, Healthcare

About the Presenter: Gay Lloyd Pinder, Ph.D., is a Speech Language Pathologist who has specialized for the past 30 years in working with infants and young children with neuromuscular

disorders and the feeding and communication problems associated with those disorders. She is a co-founder and staff member at Children's Therapy Center in Kent, a neuromuscular center serving children of all ages and their families. Dr. Pinder is a certified instructor in the Neurodevelopmental Treatment Association (NDTA) and has taught workshops and courses nationally and internationally. Her therapy is child-centered and family-focused and is based on a holistic perspective of development.

Preconference Session EIGHT

Pre08 Therapeutic Movement Ideas that Work for Every Child: A Day of Movement For the Home, Classroom and Therapy Session, presented by Christine Roberts, BFA, Nurturing Pathways

Discover movement activities that improve motor development, sensory processing, behavior and language skills. Explore the body brain connection while you participate in creative dance activities for infants to five years of age, mobile and non-mobile that are research based for improving cognitive function. Drawing on the research about exercise and the brain, and the early neurodevelopmental patterns; the session will explore creative dance activities that use the Six Building Blocks for Motor Development. Understanding the Six Building Blocks: Vestibular, Proprioception, tactile touch, motor patterns and motor planning and how they affect cognitive function will explain the why behind the what to do to move with infants and young children with a variety of learning challenges. Unique sensory props, musical instruments, nursery rhymes, dance explorations, obstacle courses alone.

This session will cover creative dance activities for infants to five years of age, mobile and non-mobile that are research based for improving cognitive function. Drawing on the research about exercise and the brain, and the early neurodevelopmental patterns of infants; the session will explore creative dance activities that use the Six Building Blocks for Motor Development. The Six Building Blocks: vestibular, proprioceptive, tactile touch, motor patterns, and motor planning, will be engaged with fun sensory props, musical instruments, nursery rhymes, dance explorations, and obstacle courses. A wide variety of creative dance activities will be offered including 15 minute lesson plans for home or school. Expect to gain a deeper understanding of the Six Building Blocks, their impact on learning, effective movement materials for a wide range of abilities, and to have fun!

Participants should wear comfortable clothing and bring a bottle of water to this session.

Age Group Addressed: Birth through Age 5

Who Should Attend: All

About the Presenters: Christine Roberts is the Founder of Nurturing Pathways®, Inc; an early childhood creative dance program that uses dance to develop the whole child. She presents nationally and locally for a variety of audiences and shares from her 25 years of experience teaching dance on the benefits of movement for the developing mind. Christine licenses instructors in Nurturing Pathways® Program nationally and internationally, annually in Seattle, WA.

Preconference Session NINE

Pre09 Addressing the Crisis in Creativity, presented by Joy Knight, Private Consultant

According to recent studies, we are facing a crisis in creativity in the United States. In this workshop participants will discuss the reasons for this crisis and how as professionals and parents in the early childhood community we are the first responders. Participants will explore how our environments both encourage and suppress the creative experience. Resources and ideas will be shared and experiences will be "created" to use immediately with the children in your care. STARS Core Competency: CUR

There is a \$10.00 materials fee.

Age Group Addressed: All

Who Should Attend: All

About the Presenter: Joy Knight is a seasoned local, regional, and national presenter. Joy has been presenting in her unique and entertaining style at the IECC for the last seven years. Her sessions are always highly engaging and very popular with participants. Joy has been working in the field for more than 30 years.

Preconference Session TEN

Pre10 Childhood Sexuality and Child Sexual Abuse Prevention: Creating Healthy Perspectives, presented by Kim Estes, Child Sexual Abuse Prevention Specialist and Amy Lang, Parent Educator

A child's safety is an adult's job. Protecting children from sexual abuse is an important part of your work as an early childhood professional. In this day-long session we will explore childhood sexual development; learn ways to keep the kids in your care safer; and become true "Stewards of Children." Amy and Kim use a lively and interactive format to convey this empowering information. Participants will learn the different phases of child sexual development, common and uncommon behaviors, and how to effectively talk to kids who are playing this way. Participants will learn how to provide the children in their care with the necessary life skills they will need to begin the foundation of safety that will last a lifetime. You will receive easy to apply tips and tools that will make safety lessons fun and non-scary for children ages 2 through 8. Come and learn the valuable tools you need to spot red flag behavior and how to respond to parents concerns about abuse and abduction. The materials fee will supply participants with a take home workbook for the Darkness 2 Light portion of the workshop.

There is a \$25.00 materials fee.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: All

About the Presenters: Kim Estes is a certified child expert and parent educator. She has spoken both locally and nationally about the importance of prevention education in keeping our children



safer. Her lively teaching style is popular with parents and caregivers, often easing their anxiety around the topic of talking to children about body safety.

Amy Lang, MA created the modern parent's birds and bees talk. Recently featured in the Wall Street Journal, she teaches in the Seattle area and nationally. Amy offers lectures and consultations for early childhood educators to help them learn about sexual development and behavior in children. Amy offers a quick assessment tool that can be put to use immediately and her pragmatic approach to this tough topic easily engages educators from diverse backgrounds and belief systems.

Preconference Session ELEVEN

PRE11: Training Workshop on the Screening Tool for Autism in Toddlers and Young Children (STAT), presented by Wendy Stone, Ph.D., UW Autism Center

The Screening Tool for Autism in Toddlers and Young Children (STAT™) is an empirically based, interactive measure used to screen for autism in children between 24 and 36 months old. The STAT consists of 12 activities that assess imitation, play, and communication skills within the context of a 20-minute play-based interaction. This advanced training workshop is designed for professionals who have regular contact and experience working with young children with autism. Participants will: (1) learn about the development of the STAT and core social-communication impairments in young children with autism; (2) observe videotaped STAT administrations to practice scoring; and (3) have an opportunity to gain hands-on experience administering and scoring the STAT. Space is limited, and applications for STAT training will be reviewed by the instructor before registration is confirmed.

Certification to administer the STAT is required before using the STAT independently; the certification process involves sending videotapes to attain administration and scoring reliability following the workshop. The STAT Materials Kit (not required in advance of the training) can be purchased from Vanderbilt University at the workshop rate of \$300 by emailing Amy Swanson at amy.r.swanson@vanderbilt.edu or calling 615-322-6533.

The fee for this workshop is \$325, which includes training materials and costs associated with the STAT certification process.

Age Group Addressed: Birth through Age 3

Who Should Attend: All

About the Presenter: Wendy Stone, Ph.D. is Professor of Psychology at University of Washington and the Susan and Richard Fade Endowed Chair and Director of the UW Autism Center. Her research and clinical work have focused on early identification and intervention for children with autism. She is an author of the STAT and many professional publications, including the book, "Does My Child Have Autism?"

Host: University of Washington Autism Center

Earn College Credits

Preconference 1, 2, 3 and 4 are courses that may be taken in conjunction with full conference attendance to earn a total of two credits through Seattle Pacific University (SPU).

In order to receive the two credits, you must register and pay for credits on Wednesday, attend all three days of conference (Thursday evening is optional), and complete a homework assignment by the deadline. The homework deadline will be announced at the conference.

There is an additional cost of \$130.00. A representative will be on site to answer questions, on Wednesday, which is the only day that you may register and pay for credit.

Requirements to Earn Credits

1. Register for and attend eligible preconference (session 1, 2, 3 or 4) plus attend all sessions on Thursday and Friday. The Thursday evening session is optional.
2. Verify attendance by signing the attendance form at the SPU credit table **all three days**.
3. Pay \$130.00 at the SPU credit table located on the third level (near registration) before the end of the day on Wednesday. Payment methods will include cash, credit cards or check only. Please note: purchase orders cannot be accepted as a method of payment.
4. Complete the instructor's assignment and submit by the deadline following the conference. Credit will not be earned for incomplete assignments or for assignments turned in after the due date.

Conference will be held at The Greater Tacoma Convention and Trade Center:

1500 Broadway
Tacoma, WA 98402

Parking

There is a cost to park at the Greater Tacoma Convention and Trade Center parking garages and all surrounding hotel parking areas. If you are staying at the Hotel Murano or the Marriott Hotel, the Convention Center is within walking distance.

Free parking is available at the Tacoma Dome Station. You will be transported to the Convention Center via a complimentary train ride. There is a pick-up/drop-off station at the Greater Tacoma Convention and Trade Center.

Thursday Conference Schedule



9:00 - 10:00 AM	WELCOME AND THURSDAY KEYNOTE ADDRESS
CONFERENCE SESSION A - 10:30 AM Sessions 1 through 4 end at 12:15 PM Sessions 5 through 11 end at 12:30 PM Sessions 12 through 15 end at 12:45 PM	A1 The Use of Video Modeling and Sibling-Mediated Intervention with Children with Autism Spectrum Disorders:
	A2 Be an Expert! Using and Explaining ESIT's New Procedural Safeguards Forms
	A3 Teaching Peace Through Gardening
	A4 Science & Art Integration Projects: Rockets, Slime and Science Lab
	A5 Connecting the Dots: Practical Tools for Fostering Positive Teacher Child Relationships
	A6 Addressing the Educational Needs of Young Children with Shaken Baby Syndrome/Abusive Head Trauma
	A7 Parent Partnerships
	A8 Navigating the Path to Early Identification and Amplification for Children with Hearing Loss
	A9 Supporting Students with Autism: Generalizing Skills from the Extended Day Classroom to the Preschool Classroom
	A10 Therapy in the Living Room: How and Why Natural Environments Support Development
	A11 Math and Literacy
	A12 Families & Early Literacy: A Musical Support Base
	A13 Let's Talk: Fostering Learning Through Daily Conversations
	A14 Introduction to the Early Learning and Development Guidelines
	A15 Meaningful Science in the Pre-Kindergarten Classroom: Connecting Students' Everyday Experiences to Promote Engagement and Learning
CONFERENCE SESSION HD These are half-day sessions 1:30 - 5:30 PM	THD1 Get on Top of the New Part C Regs! Changes in the 2011 IDEA Part C Regulations and the Impact on ESIT Program Policies and Procedures
	THD2 Implementation of the Routines Based Interview in Washington State
	THD3 Introduction to Infant Mental Health
	THD4 Let's Talk: Communicating Developmental Concerns to Parents
CONFERENCE SESSION B 1:30 - 3:30 PM	B5 OSPI Early Literacy and Numeracy Training Modules
	B6 Now I Eat My ABC's: Cooking and Literacy Connections
	B7 The Process of Autism Diagnosis: A Discussion of Best Practice in Assessment and Support for Families
	B8 Hip Hop - You Don't Stop: Physical Activity Interventions and Implications for Young Children
	B9 Inviting Relationships with Families
	B10 Nourishing our Bodies and Minds: Little Voices for Healthy Choices
	B11 Feeding and Swallowing Skills in Children with Down Syndrome
	B12 When Being Perfect Just Isn't "Good Enough"
	B13 The Powerful Preschool
	B14 Emotion Coaching Workshop
	B15 Changing Our Attitudes About What Makes a Successful Home Visit
	B16 Science & Art Integration Projects: Rockets, Slime and Science Lab
CONFERENCE SESSION C 4:00 - 5:30 PM	C5 The Trellis Approach-A Progressive Educational Model for Children with Autism from Early Intervention to School Age
	C6 What's So Good About That Book? Creating Rich Early Pre-literacy Home Environments for Infants and Toddlers
	C7 Managing Infectious Diseases in Early Education and Child Care Settings
	C8 Using COSF Tools
	C9 Early Childhood Oral Health IS Important for ALL Children: Strategies for Success
	C10 Our Next Step: The Transition Process from Early Intervention Services at Age
	C11 Meeting the Social and Emotional Needs of Foster Children within the Early Intervention System
	C12 Welcoming Children with Hearing Loss into your Preschool Classroom
	C13 Understanding and Addressing Challenging Behaviors
	C14 Unlocking the Secrets to Using the Outdoors: Discover a New Way to Look at and Build Outdoor Curriculum
	C15 Mosaic Art with Tumbled Safe Recycled Stained Glass
	C16 Does My Two Year Old Have ADHD?



Thursday Evening and Friday Conference Schedule

THURSDAY EVENING SCHEDULE	
CONFERENCE SESSION PM 5:00 - 6:00 PM	PM Community Resources Fair and Exhibits Hall
CONFERENCE SESSION PM 6:00 - 8:00 PM Thursday evening sessions are open to the general public. There is no fee for participants to attend.	PM1 What Can We Do to Help Stop Bullying?
	PM2 Will You Play with Me? Increasing Peer Interactions through Planned "Buddy" Activities
	PM3 High Five Mathematize!
	PM4 Hip Hop - You Don't Stop: Physical Activity Interventions and Implications for Young Children
	PM5 Family Resources Coordinator Networking
	PM6 Come Sign and Read with Me!
	PM7 Mosaic Art with Tumbled Safe Recycled Stained Glass
	PM8 MERIT: Managed Education and Registry Information Tool
	PM9 Bringing You Protected Tomorrows: Your Journey Through an Eight-step Special Needs Planning Program
FRIDAY SCHEDULE	
CONFERENCE SESSION FHD 8:30 - 12:00 PM	FHD1 Growing up WILD
	FHD2 Explosions, Potions and Flying Objects
	FHD3 Implementing Evidence Based Practices in Early Intervention: One Organization's Three Year Journey
	FHD4 From Expert to Consultant to Coach
CONFERENCE SESSION D 8:30 AM- 10:00 AM	D5 Early Intervention - What's New with Nutrition?
	D6 B-3 Early Intervention Programs for Children who are Deaf and Hard of Hearing Utilizing Various Communication Modes Collaborating to Serve Families
	D7 Breastfeeding-Friendly Facilities: Simple steps to ensuring the best start for babies
	D8 A Multidisciplinary Approach to Infant and Toddler Sleep
	D9 Pediatric Vision Conditions Affecting Learning and Visual Development
	D10 You Have to Start Here Before You Can Get There - Functional Assessment
	D11 The Transition Process: IDEA Part C to Part B
	D12 Social and Emotional Development - Infants and Toddlers - It begins with you!
	D13 Science & Early Childhood Special Education Classrooms
	D14 Importance of Early Literacy
	D15 Developmental Milestones and Early Signs of Autism: How to Use the Modified Checklist for Autism in Toddlers Screening and Talk with Families
	D16 Families in Grief - for Parents, Foster Parents and Relative Care Givers

IECC Registration

1277 University of Oregon
Eugene, OR 97403-1277

Direct Questions About Registration To:

Phone: 800.280.6218

Fax: 541.346.3545

Email: ieccreg@ce.uoregon.edu

ECDAW Federal ID

91-1136052

Conference fees are not a charitable donation.

ATTENTION: Family Resources Coordinators

You are invited to attend a special networking opportunity - Thursday evening at 6:00 pm. At this facilitated gathering you will meet other FRCs, exchange ideas and concerns, and receive updated information.



FRIDAY SCHEDULE CONTINUED		
<p>CONFERENCE SESSION E</p> <p>10:30 AM</p> <p>Sessions 5 through 10 end at 12:00 PM</p> <p>Session 11 through 16 end at 12:15 PM</p>	E5 Junior Naturalist	
	E6 Early Support for Infants and Toddlers (ESIT) Program Update	
	E7 The State of Autism in 2012	
	E8 Ethical and Legal Issues Concerning Paraeducator Employment, Training, Supervision, and Evaluation: What Administrators and Teachers Need to Know	
	E9 Language-Motor Group: A Collaborative Approach to Teaching Language, Concepts, and Motor Skills Through Themes and Play-based Learning	
	E10 Hope in the Face of Budget Cuts - A Toolkit for Community Asset Mapping	
	E11 Snack Talk: Increasing Communication During Mealtimes	
	E12 The Big Picture: Communities, School, and Home	
	E13 The Use of Distance Technology to Provide Early Intervention Services, Lessons Learned	
	E14 Play with A Purpose	
	E15 Grief in Families - for Professionals	
	E16 Building the Road to Washington's Early Learning System	
	<p>CONFERENCE SESSION F</p> <p>1:45 PM - 4:00 PM</p>	F1 We CAN get there from here! We CAN get there from here! Negotiating A Route Between Disciplinary Expertise and Functional IFSP Outcomes
		F2 Changing Our Attitudes About What Makes a "Successful" Home Visit
		F3 Early Math Matters
		F4 Building Independent Skills and Self Esteem Through Life Skills for Children with Multiple Disabilities
F5 Literacy Embedded Play Centers and Kits		
F6 Early Diagnosis of Autism-How Early is Too Early?		
F7 Parents with Learning Difficulties: Resources for Providing Services		
F8 Ready, Set, Go! 5210		
F9 Early Relationships Matter: Using Infant Mental Health Principles and Practices to Promote Strong Attachments		
F10 Sensory-Based Feeding and Mealtime Interventions for Children		
F11 Curriculum and Assessment		
F12 Empowering the Parent Leader Within You		
F13 Language and Learning		
F14 Developing Self-Determination and Advocacy Skills in Children with Special Needs		
F15 Early Literacy and Communication Activities for Young Children with Special Needs		

Important Notes:

- Some session sizes are limited, and classes are filled on a first-come, first-served basis.
- The “Who Should Attend” statement following each session is a suggestion. The recommendation is provided by the Presenter and is a guide for who will most benefit from the information. That being said, it should only be considered a guide and anyone may register for any session.
- Some sessions are intended for “Advanced” audiences and are denoted as Advanced in the program.
- Some sessions have different ending times. This helps us shorten the lunch line.
- If you select a half-day session on Thursday, you will not select a “B” or “C” session.
- If you select a full-day session, you will not select an “A”, “B”, or “C” (Thursday), “D”, “E” or “F” (Friday) session.



THURSDAY - May 3

CONFERENCE SESSION A 10:30AM

A1 The Use of Video Modeling and Sibling-Mediated Intervention with Children with Autism Spectrum Disorders: A Case Study, presented by Amy Donaldson, Assistant Professor, Portland State University

Increasing the social communication skills of children with autism spectrum disorders (ASD) is often a goal of intervention. Recently, two interventions (video modeling and peer-mediated intervention) have been found efficacious in targeting social communication skills. Video modeling provides direct intervention to the child with ASD, while peer-mediated interventions teach peers to support children with ASD. This workshop describes use of a “hybrid” intervention that combines these approaches, where the child with ASD’s sibling serves as the “peer”. The intent of including siblings in intervention is to increase generalization of target behaviors, as well as provide families with strategies for increasing social communication at home. The workshop will include a description of the intervention methods and the current research related to their effectiveness. Also, a case study using this hybrid method will be discussed. Clinical and educational application of this intervention will be discussed. This is an intermediate session. STARS Core Competency: CUR

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Administrators, Therapists

A2 Be an Expert! Using and Explaining ESIT’s New Procedural Safeguards Forms, presented by Kathi Gillaspay, M.Ed., NECTAC with Anne Lucas, Joicey Hurth, and Rene Denman

This workshop will provide a comprehensive review of the new Procedural Safeguards Forms that were created by the Systems Improvement Project in 2011 and are currently being used by ESIT programs and providers. In the context of the flow of the IFSP process, (using the flow chart from the Procedural Safeguards Training and Technical Assistance Guide) each form will be reviewed in depth for purpose and timing of use. Additional information and activities will be used to help providers develop skills and comfort in explaining rights and procedural safeguards to families in the context of the IFSP process. Providers of ESIT services will also share their perspectives on using the state approved forms. A basic knowledge of the procedural safeguards forms will be helpful, but not required, to attend this workshop. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 3

Who Should Attend: Administrators, Therapists, Family Resources Coordinators

A3 Teaching Peace Through Gardening, presented by Lisa Taylor, B.A., M.A., Program Manager, with Sarah Kerr, Teaching Intern from Seattle Tilth

Explore garden activities that promote peaceful interactions and build self-esteem, teamwork and community in this fun, hands-on workshop. See how gardening can support your exploration of themes such as helping and cooperating, care of home, interconnections and friendship, and biodiversity. Other garden activities foster the development of observation and self awareness. STARS Core Competency: DEV

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Administrators

A4 Science & Art Integration Projects: Rockets, Slime and Science Lab, presented by Tim Lowell, Artist and Educator, Bainbridge Island Arts Education Consortium

Create hands-on examples of the intersection of art and science. You will make and take home a working rocket using recycled water bottles and make it fly with non-toxic, safe “fuel”. By combining non-toxic mediums/substances you will experience mixing of colors, changing of form, chemical reactions and the creation of colorful, tactile putty (a.k.a. Gak, Oobleck, Slime). STARS Core Competency: CUR

There is a \$10.00 materials fee for this session.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

A5 Connecting the Dots: Practical Tools for Fostering Positive Teacher Child Relationships, presented by Kristin Ainslie and Crista Scott, Curriculum Writers, National Center on Quality Teaching and Learning, University of Washington

Busy, active classrooms, teachers often find it challenging to make time for one-on-one interactions with children. At times, fostering individual relationships with children who have disabilities or challenging behavior can take more time and attention than other developing relationships; thus making it even more challenging to nurture individual relationships. This session will focus on providing strategies for fostering positive interactions with all children in the context of ongoing daily activities. General strategies about positive adult-child interactions will be shared along with specific ideas related to teacher awareness and responsiveness to individual children. Connections will be made between the shared strategies and CLASS (Classroom Assessment Scoring System), an observational tool used to assess classroom quality. STARS Core Competency: CUR

Age Group Addressed: Age 3 through Age 5

Who Should Attend: Teachers, Administrators, Therapists

A6 Addressing the Educational Needs of Young Children with Shaken Baby Syndrome/Abusive Head Trauma, presented by Philip Schweigert, M.Ed., Instructional Lead, New Mexico School for the Blind/Visually Impaired

Many of the children who survive abusive head trauma (AHT) are faced with lifelong visual impairments, quite often the result of the brain injury or optic nerve damage they incurred. This may be in addition to other difficulties and impairments such as learning disabilities, cognitive delays, physical impairments, and seizure disorders. Over the last four years an average of 10% of our student population at the Early Childhood Program of the New Mexico School for the Blind and Visually Impaired has been made up of children whose loss of vision is because of Shaken Baby Syndrome (SBS) or AHT. Moreover, our Early Intervention (birth to 3 years) program reports that more than 6% of their current caseload is the result of this non-accidental trauma. This is an increase of more than 2% over last year. Enrollment projections indicate more incoming children with similar etiologies.

The purpose of this presentation is to outline the different ways we are addressing SBS/AHT in our school and within our communities. We will discuss the nature of these students’ visual impairments and highlight the progress they have made as well as the range of learning hurdles many continue to face as a result of their injuries.

Secondly, this session will share our efforts to increase awareness about SBS/AHT to the community at large as well as a targeted effort aimed at those caregivers and service providers of children with disabilities. STARS Core Competency: DEV

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

A7 Parent Partnerships, presented by Debbie Jackson, PAVE, with Greg Abell, Sound Mediation Group, LLC.

This is a fun engaging session for families attending the conference. Parents and relative care givers will have the opportunity to meet all the other family members attending the conference. We will be exchanging information and resources from across the state. This class is designed specifically for parents, foster parents, (and other relative care givers), and should be attended by all Parent Scholarship recipients. STARS Core Competency: FAM

This session will be immediately followed by a special luncheon for parents and partners.

Age Group Addressed: All

Who Should Attend: Parents, Foster-Parents, Relative Care Givers, Parent Scholarship Recipients

A8 Navigating the Path to Early Identification and Amplification for Children with Hearing Loss, presented by Jane Tabor, Au.D. CCC-A, Center for Childhood Deafness and Hearing Loss, with Kerianne Christie, M.Ed. NBCT, Washington School for the Deaf

Understanding the process of early identification through Universal Newborn Hearing Screenings in Washington State can be challenging for parents due to lack of clear and standardized referral processes, undefined protocols and a lack of understanding of the significance of early identification and intervention in children with hearing loss. The presentation will explore how and why children in Washington State are lost to follow-up services and what parents, teachers and professionals need to know about the process in order to help children with hearing loss obtain the appropriate interventions they need at an early age. Unfortunately we are still seeing children around the state ages 3-8 who are just being identified and as a result their language, psycho, social and emotional development are negatively impacted. Other state models for intervention will be explored and discussed. This is an intermediate session. STARS Core Competency: ENV

Age Group Addressed: All

Who Should Attend: All

A9 Supporting Students with Autism: Generalizing Skills from the Extended Day Classroom to the Preschool Classroom, presented by Lisa Pitale, M.Ed, Erin Greager, Extended Day Preschool Teacher, and Shannon Crissey, Blended Preschool Teacher, Experimental Education Unit, Haring Center, University of Washington

Two extended day teachers and one preschool teacher at the University of Washington's Experimental Education Unit present current classroom research on preschool-aged students with autism generalizing skills from the extended day classroom to the preschool classroom. Results of their research will be discussed as well as strategies for implementing generalization into your own classroom.. STARS Core Competency: ENV

Age Group Addressed: Age 3 through Age 5

Who Should Attend: Parents, Teachers, Administrators, Therapists

A10 Therapy in the Living Room: How and Why Natural

Environments Support Development, presented by Kris Marion, M.S. Speech-Language Pathologist and the Wonderland Developmental Center Team

Join Wonderland Developmental Center's staff as they discuss the unique experience of shifting from clinic-based services to home- and community-based services. When children and families receive therapy services wherever they live, learn, and play, new challenges and benefits arise. Discussion around this topic will include a wide variety of sub-topics, including social-learning games with siblings, household items as therapy tools, engaging caregivers in therapeutic play interactions, and helping families better understand their child's development. Learn a variety of natural and practical tips and tools, and leave this presentation better able to maximize families' daily lives. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 3

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Resources Coordinators

A11 Math and Literacy, presented by Susan Anderson-Newham, BA, MA, Pierce County Library System

Math is a blast! This workshop will provide an overview of early math skills. Participants will leave with a myriad of ideas for fun games and activities to share with children as well as many ways to use picture books to have even more fun with math. STARS Core Competency: CUR

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

A12 Families & Early Literacy: A Musical Support Base, presented by Amanda Montgomery

Come hear about a new kind of family literacy program which features the use of song-based picture books as a playful engagement tool for families to experience early literacy moments with kindergarten aged children. Based on several recent research projects, this hands-on session will share success stories of parents involved in such a family literacy program and offer suggestions for how other early childhood professionals might consider implementing such ideas for family engagement at their centres or classrooms in the future. STARS Core Competency: FAM

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

A13 Let's Talk: Fostering Learning through Daily Conversations, presented by Kaitlin Bargreen and Angela Notari-Syverson, National Center on Quality Teaching and Learning

Engaging children in conversation fosters cognitive development and enhances social and language skills. Despite this knowledge, it is often challenging for classroom teachers to find time to engage in meaningful conversations with children. This workshop will focus on strategies for engaging children in conversations. Specifically, participants will learn conversation strategies such as asking questions, using novel words, and about "thick and thin" conversations, in order to foster children's development and positive interactions with adults. The shared strategies will also address how to modify language to meet the needs of individual learners. STARS Core Competency: COM

Age Group Addressed: Age 3 through Age 5

Who Should Attend: All



A14 Introduction to the Early Learning and Development Guidelines, presented by Jennifer Jennings-Shaffer, Head Start State Collaboration Office Project Manager, DEL

This session will be an opportunity to hear from Guidelines Redesign Committee members about the process for developing the redesigned Early Learning and Development Guidelines (formerly Benchmarks) and to gain an overview of the new document's content. STARS Core Competency: DEV

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

A15 Meaningful Science in the Pre-Kindergarten Classroom: Connecting Students' Everyday Experiences to Promote Engagement and Learning, presented by Tiffany Lee, Ph.D, with Sarah Tomlanovich, Kendall Melonson, Jenny Cummins, and Alan Barta, Epiphany School

Young children are curious and excited to learn about the natural world. How can educators support these developing science-related interests and provide meaningful learning experiences in early childhood settings? In this presentation, we will describe how to create classroom science curricula for young children that draw upon their out-of-school experiences and knowledge. In addition, we will show how these lessons for young children align with and promote the early development of scientific knowledge and practices that are expected of K-12 students. The work presented is a result of an on-going, multi-year collaboration between early childhood practitioners and educational researchers. STARS Core Competency: CUR

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Administrators

CONFERENCE SESSION THD

1:30 - 5:30

These are half day sessions

If you select a THD session, there is an afternoon refreshment break.

However, you cannot attend a B or C session

THD1 Get on Top of the New Part C Regs! Changes in the 2011 IDEA Part C Regulations and the Impact on ESIT Program Policies and Procedures, presented by presented by Kathi Gillaspay, with Joicey Hurth, Associate Director, NECTAC, Anne Lucas, Technical Assistance Specialist, NECTAC and WRRC, and Karen Walker, ESIT Program Administrator, DEL/ESIT.

This session will provide an overview of the major changes between the 1999 and the newly released 2011 IDEA Part C regulations. The implications of these changes on policies and procedures for the Early Support for Infants and Toddlers program will be discussed. A brief question and answer session will be included for participants to interact with state and national staff. This is an intermediate session. STARS Core Competency: PROF

Age Group Addressed: Birth through Age 3

Who Should Attend: Administrators, Therapists, Family Resources Coordinators

THD2 Implementation of the Routines Based Interview (RBI) in Washington State, presented by Chris Miller, EdS, NCSP, ESD 112 and Kellie Horn, ESIT

Current best practice guidance for working with children birth to three years old suggests using a model of family-centered practice to obtain successful family outcomes. With this is a directive from national organizations such as Zero to Three and our own Department of Early Learning (DEL) to include family-based assessments that lead to functional outcomes. One of the most effective ways to

determine family outcomes and turn them into functional IFSP goals is through the use of the Routines Based Interview (RBI) developed by Robin McWilliam, PhD

We know that the Individualized Family Service Plan (IFSP) is not only a document, but a process. An effective family-centered approach ensures that families are supported throughout the process, however, this can be challenging for early intervention programs in rural and urban areas. As a result, the "Family" in IFSP often becomes "Child" despite the dedicated efforts of highly skilled professionals. The RBI is an evidence-based method for gathering information about a child's functioning in the context of the family's routines and every day experiences that ensures IFSP goals are functional because they are family selected.

The goal of this session is to provide participants with an introduction to the basics of the Routines Based Interview (RBI) and how to implement this powerful tool to improve outcomes for children and families. The session will include video examples, practice interviewing, tools for assessing developmental milestones/functioning within routines and practice writing an IFSP using RBI information. Finally, participants will be provided with an opportunity to have an open discussion about barriers to implementation. The presenters will provide models for possible effective use of the RBI as well as share their own experiences with interviewing families and implementing this approach into their work in the field. This is an intermediate session. STARS Core Competency: PROF

Age Group Addressed: Birth through Age 5

Who Should Attend: Teachers, Administrators, Healthcare, Family Engagement Staff, Family Resources Coordinators

THD3 Introduction to Infant Mental Health, presented by Jennifer Nash, MOT, OTR/L, Stepping Stones Occupational Therapy

The field of infant mental health is a new philosophy that is growing in popularity across disciplines including nursing, education, medicine, physical therapy, psychology, social work and speech-language pathology. Infant mental health is defined as the healthy social and emotional development of a child from birth to 3 years. Infant mental health approaches focus on providing family-centered care and fostering quality attachments between child and parent/caregiver.

The quality of attachment between caregiver and infant is of utmost significance; both for children who are typically developing and for children with special health care needs. Poor quality of attachment between caregivers and children is more frequent among groups of CSHCN, such as premature infants, children with Down syndrome, and children with autism. Secure attachments in infancy are directly related to competency in the areas of social and emotional development later in life. Bonding with CSHCN is challenging, as their cues are often more difficult to interpret. As such given the developmental significance of parent-child attachment, service providers working with young children with disabilities and their families need a working knowledge of attachment and ways to facilitate parent-infants bonds during this vulnerable and crucial time in the lives of infants and their caregivers.

This presentation will provide information on infant mental health through a combination of lecture and small group activities. The lecture portion will provide an overview of infant mental health, discuss factors that influence attachment, and identify the four types of attachment. Small group work will include reading engagement/disengagement cues, watching videos, and discussing clinical applications. STARS Core Competency: ENV

There is a \$5.00 materials fee.

Age Group Addressed: Birth through Age 5

Who Should Attend: All

THD4 Let's Talk: Communicating Developmental Concerns to Parents, presented by Mary Leighton, MA, Children's Home Society of Washington

In this workshop you will learn a communication framework that increases your ability to talk with parents about both the strengths and issues of concern regarding their child(ren). You will gain a greater understanding of how parents may react and how you can provide important information and support. We will focus on how to move out of the "problem" and into the "solution"-empowering parents to move toward hope through taking action. STARS Core Competency: CUR

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

**CONFERENCE SESSION B
1:30 - 3:30**

B5 OSPI Early Literacy and Numeracy Training Modules, presented by Sheila Ammons, M.A., Office of Superintendent of Public Instruction with Julie Wagner, OSPI Elementary Mathematics Specialist and Luisa Sanchez-Nilsen, OSPI Elementary Reading Specialist

Come learn about a free professional development resource on early literacy and numeracy for children ages 3-5. The Office of Superintendent of Public Instruction (OSPI) has developed online training modules on early literacy and numeracy. The modules present current research and evidence-based instructional practices to support early literacy and numeracy development in preschoolers. Video examples and work samples are included to illustrate literacy development in young children who are typically developing as well as young children with disabilities. Participants will learn about OSPI's early literacy and numeracy training modules and see a sample from each module. STARS Core Competency: DEV

Age Group Addressed: Age 3 through Age 5

Who Should Attend: Parents, Teachers, Administrators, Therapists

B6 Now I Eat My ABC's: Cooking and Literacy Connections, presented by Alison Pascone, MA, MLIS, Peirce County Library System

Involving children in cooking can be a bit messy but is always fun! This class will fill you with ideas on how to develop literacy concepts while cooking and eating delicious treats together. STARS Core Competency: CUR

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Teachers, Parents



B7 The Process of Autism Diagnosis: A Discussion of Best Practice in Assessment and Support for Families, presented by Mara Calhoun, MSW, and Sherira Fernandes, M.Ed. NCSP, University of Washington

Families' experiences during the evaluation for autism are profound and impactful on family functioning as well as interactions with services for their child. Families, early childhood professionals and community partners can all benefit from up-to-date knowledge of best practices in autism assessment and support for families through the processes of referral, evaluation, and diagnosis. The presenters will share their knowledge from familiarity working with families from culturally, socio-economically, and age diverse backgrounds as well as current research being utilized at the CARE Clinic and Child Development Clinic at the University of Washington. STARS Core Competency: DEV

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Therapists, Family Engagement Staff, Family Resources Coordinators

B8 Hip Hop - You Don't Stop: Physical Activity Interventions and Implications for Young Children, presented by Shawna Harbin, BA, with Shane Herriott, from University of Washington

Current research shows us that most young children are not meeting guidelines for daily physical activity, while obesity trends are increasing at an alarming rate. As educators and parents, we have a responsibility to help children meet these guidelines and build a positive relationship with movement. In this session, we will talk about the importance of physical activity in improving health and learning for young children both with and without disabilities. We'll also draw from current research to provide ideas for simple and fun activities that can easily be implemented in early childhood settings to enhance movement and enjoyment. STARS Core Competency: CUR

Age group addressed: Age 3 through Age 8

Who should attend: Parents, Teachers, Administrators, Therapists, Healthcare

B9 Inviting Relationships with Families, presented by Patricia Nan Anderson, Ed.D., Consultant, Speaker and Author

The partnership between families and early childhood education staff is fundamental to children's current and future success in their readiness for school. This training will provide research based content relevant to establishing strong relationships with families. The session supports sensitivity to cultural and personal perspectives and respect for individual participant learning styles. Principles, Dr. Anderson will share key information about how you can strengthen the program family partnership. STARS Core Competency: FAM

Age group addressed: All

Who should attend: Teachers

B10 Nourishing our Bodies and Minds; Little Voices for Healthy Choices, presented by Teresa Bockes, M.S., ECE Specialist, ICF International

Little Voices for Healthy Choices was a Head Start initiative designed to explore the areas of Brain and Motor Development, Nutrition, Music and Movement and Sleep. It is one piece of OHS's general initiative "Growing Healthy and Strong;" which also includes I am Moving I am Learning and Head Start Body Start. This session is designed to familiarize participants with the exciting, interactive content available as part of Little Voices for Healthy Choices with a focus on the area of Nutrition. Using the recently released DVD, Webcast and Podcasts, we will review and discuss some key current issues for infants and toddlers. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 3

Who Should Attend: Parents, Teachers, Therapists, Family Engagement Staff



Workshop Selections

B11 Feeding and Swallowing Skills in Children with Down Syndrome, presented by Jennifer Sarver, MA, CCC-SLP, Mary Bridge Children’s Hospital, and Tiffany Elliott, Speech Pathologist, Mary Bridge Children’s Hospital

Many children with Down Syndrome have difficulties with feeding some time during their development. Some require thickened liquids to preserve a safe swallow, while others require supplemental feeding support while they learn to develop more functional oral motor skills. This workshop will address red flags that place children with Down Syndrome at risk for oral motor delays and swallowing disorders, anatomical differences, common medical diagnosis, and timeline for development of oral motor skills will be reviewed. Therapeutic techniques to help improve oral control and modifications to viscosities for safe swallow management will be discussed. Swallow study videos and clinical feeding therapy vignettes will also be provided to support learning. This is an intermediate session. STARS Core Competency: ENV

Age Group Addressed: Birth through Age 3

Who Should Attend: Teachers, Parents, Therapists, Healthcare, Family Resources Coordinators

B12 When Being Perfect Just Isn’t Good Enough, presented by Catherine Brewere, M.A., NAVOS

In our roles as caregivers to young children, as parents, teachers, therapists and health-care providers, we often challenge ourselves to be perfect. We expect to be responsive at a moment’s notice, to see and react to each of the cues our child gives, to nurture all our child’s developmental and physical needs. This goal for child-caring perfection can lead a caregiver to frustration and burnout. But even more, it is not what our children need.

This seminar will talk about the “Good Enough” caregiver. We will think about how occasionally failing to see a child’s cue or a moment of non-responsiveness can actually help a young child develop security and independence. We will be discussing the work of D.W. Winnicott, a British pediatrician and psychoanalyst and the writers who have further developed his work. In this session we will talk about what are the characteristics of a “Good Enough” caregiver. We also will discuss “Optimal Frustration” and how a little frustration benefits our children, even our young children. Finally we will discuss “Rupture and Repair”, the theory that children learn to trust their caregivers through the moments when things go wrong in the relationship and the caregivers makes things “all right.”

The viewpoint that “Good Enough” care-giving is better for the child than the perfect caregiver allows us more room to breathe. In being easier on ourselves and being content to be “Good Enough” it also becomes easier to find (or recover) our joy in working with the children in our lives. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 5

Who Should Attend: Parents, Teachers, Therapists, Healthcare

B13 The Powerful Preschool, presented by Krista Goudy-Sutterli, Rosemary Copeland, Katherine Anderson and Janie Lopez

The Powerful Preschool begins here with this exciting, practical workshop. A cadre of four certified teachers will provide activities for preschoolers that really work. Participants will have the opportunity to make and take activities that are related to the Creative Curriculum domains. Experience how our program utilizes proven, practical and fun activities based on language enrichment, vocabulary, and numeracy acquisition. You will be ready to return to your children with new ideas to implement that are grounded in research and filled with the wonder of learning. STARS Core Competency: CUR

There is a \$5.00 materials fee.

Age Group Addressed: Age 3 through Age 5

Who Should Attend: Parents, Teachers, Administrators, Family Engagement Staff, Family Resources Coordinators

B14 Emotion Coaching Workshop, presented by Kerry Beymer, Parenting Support and Education Manager, Encompass

The Emotion Coaching workshop is based on the book “What Am I Feeling?” by Talaris Institute and John Gottman, Ph.D. The purpose of Emotion Coaching is to help parents, caregivers, and professionals understand the value of emotions in children. This curriculum was designed for parents, caregivers and childcare professional who nurture children from birth to five years old. This is a 2-hour workshop that is divided into three sections; Meta- Emotions, the Four Parenting Styles and Emotion Coaching. The goal of the workshop is to provide participants with the latest research-based information with helpful tips for everyday use. STARS Core Competency: GUID

Age Group Addressed: Birth through Age 5

Who Should Attend: All

B15 Changing Our Attitudes About What Makes a Successful Home Visit, presented by Denise Olson, M.S, with Krista Shultz, Kelly McCabe, Heather Brey from Early Childhood CARES, University of Oregon

Does a big bag of toys make you a good interventionist? What is the purpose of the home visit: to teach or “perform”? Our panel of Early Intervention/Early Childhood Special Educators will focus on 1) What is used to be like for us when we brought toys to home visits, (2) What happened to make us want to try a different way, and (3) What it is like now that we are trying it a different way. Ideas for “low tech” activities and incorporating family’s own materials and toys into intervention activities will also be provided. There will be a mini make and take. STARS Core Competency: FAM

There is a \$5.00 materials fee.

Age Group Addressed: Birth through Age 5

Who Should Attend: Teachers, Therapists, Family Resources Coordinators

B16 Science & Art Integration Projects: Rockets, Slime and Science Lab, presented by Tim Lowell, Artist and Educator, Bainbridge Island Arts Education Consortium

Create hands-on examples of the intersection of art and science. You will make and take home a working rocket using recycled water bottles and make it fly with non-toxic, safe “fuel”. By combining non-toxic mediums/substances you will experience mixing of colors, changing of form, chemical reactions and the creation of colorful, tactile putty (a.k.a. Gak, Oobleck, Slime). STARS Core Competency: CUR

There is a \$10.00 materials fee for this session.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators



CONFERENCE SESSION C 4:00 - 5:30

C5 The Trellis Approach—A Progressive Educational Model for Children with Autism from Early Intervention to School Age, presented by Leslie Wolff, OTR/L, The Progress Center, with Jessica Lawrence, M.Ed., NBCT, Longview School District and Mary Carr-Wilt

Learn about a working model of collaboration using an educational based program that begins with early identification in the birth to 3 program, transitions to the 3-5 preschool program, and into the elementary grades. The goal of this presentation is to help the attendees identify ways to improve school transitions for children with Autism, as they progress to higher educational levels. This prevents regression as a result of a new program or approach at each new school. This seminar will explain how a current program is currently in process. STARS Core Competency: FAM

Age Group Addressed: All

Who Should Attend: Teachers, Administrators, Therapists, Family Resources Coordinators

C6 What's So Good About That Book? Creating Rich Early Pre-literacy Home Environments for Infants and Toddlers, presented by Jill Bargones, Ph.D., with Erin Quinn, Mollyshannon Neel, MS, Amy McCall, and Patti Hobbs, Family Conversations, Seattle Children's Hospital

In this session, we will explore ways to support families with infants and toddlers in creating rich pre-literacy environments in their home. Topics will include: What to notice when choosing books for infants and toddlers, What infants and toddlers learn from different types of books, and how to make books come alive through daily routines and creating opportunities.

Our work with deaf and hard-of-hearing children has highlighted the links between early pre-literacy experiences, daily opportunities, and language development. To support these links for all young children, we will discuss a framework for choosing and sharing books with infants and toddlers and strategies for incorporating the ideas and language from books into a child's life. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 3

Who Should Attend: Parents, Teachers, Administrators, Therapists, Family Resources Coordinators

C7 Managing Infectious Diseases in Early Education and Child Care Settings, presented by Linda Albert, Public Health Nurse/Child Care Health Consultant, Skagit County Health Department

This curriculum was developed by the American Academy of Pediatrics for early childhood educators and child care providers. With this training participants will learn how to prevent, recognize and manage infectious diseases in early education and child care settings. STARS Core Competency: HS

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Family Engagement Staff, Family Resources Coordinators

C8 Using COSF Tools, presented by Mary Perkins, M.Ed., Private Consultant, Olympia, Washington

The Early Childhood Outcomes Center and our state's agencies have created tools to help you determine ratings as you discuss and rate child outcomes for the children you serve. These tools can help you limit subjectivity and more readily come to ratings agreements with your team. We'll review use of the Decision Tree and the Block and Bucket lists as we do a rating on a case study child and we'll look at issues of functionality and foundational skills and their place in COSF ratings. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 5

Who Should Attend: Teachers, Administrators, Therapists, Family Resources Coordinators

C9 Early Childhood Oral Health IS Important for ALL Children: Strategies for Success, presented by Kimberly Huggins, RDH, B.S., Research and Outreach Manager, School of Dentistry

Initiating good oral health practices at an early age for children with and without disabilities is recommended. This presentation will discuss the role of health care professionals, teachers, parents, caregivers and others in achieving good oral health among Children with Special Health Care Needs (CSHCN). Oral health "Fact Sheets" for CSHCN, developed by a team from the University of Washington and Washington DOH Oral Health Program, will be presented for a number of conditions (e.g. Autism Spectrum Disorders, Cerebral Palsy, Down syndrome) and will include: oral health strategies for use at home, use of social stories in preparation of dental visits, recommendations for interacting with the dental team and resources for care. STARS Core Competency: HS

Age Group Addressed: All

Who Should Attend: All

C10 Our Next Step: The Transition Process from Early Intervention Services at Age Three, presented by Debbie Jackson, Parent Participation Coordinator ESIT, PAVE

Our Next Step provides training and resource information for families of children who will transition out of the Part C Early Intervention programs at age three. It is a helpful tool for the providers, educators and Family Resources Coordinators in early intervention. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 3

Who Should Attend: Parents, Foster Parents, Relative Care givers, Teachers, Therapists, Family Engagement Staff, Family Resources Coordinators

C11 Meeting the Social and Emotional Needs of Foster Children within the Early Intervention System, presented by Julie Fisher, MSW, Kindering, with Jill Reece, Clinical Social Worker, Kindering

Since 2004, Kindering has had an infant mental health program for foster children called CHERISH. CHERISH stands for Children Encouraged by Relationships In Secure Homes. In this presentation, you will learn how CHERISH provides Infant Mental Health services within Early Intervention. We will focus on the specific social and emotional needs of foster children and ways to qualify these children for Part C. There will be many case examples; questions and discussion are encouraged. STARS Core Competency: DEV

Age Group Addressed: Birth to Age 3

Who Should Attend: All

C12 Welcoming Children with Hearing Loss into your Preschool Classroom, presented by Kerianne Christie, M.Ed., with Pamela Whitney, Washington School for the Deaf and Nancy Hatfield, Ph.D., Puget Sound ESD

Expecting a new child who is deaf or hard of hearing in your preschool classroom or do you already have a child with a hearing loss in your classroom and you would like more information and resources? Our goal is that every child with hearing loss will experience full access to preschool learning. Ideally a program would be staffed by specialists with training in deaf education and early childhood development. In many parts of the state, however, this is not an option. This workshop is designed to address this situation by increasing your ability to meet the needs of these children in your current program.

Whether you work in a special education classroom or a community preschool setting, this workshop will give you a framework for learning what you need to consider BEFORE the child with hearing loss sets foot in your program. Without careful planning and preparation, these young children are at risk for having less-than-full access to language, social interaction, and learning in your classroom.



Workshop Selections

You will increase your awareness of:

- *what a child with hearing loss experiences in a noisy preschool setting
- *how to optimize the auditory and visual learning environment
- *various technologies you might need to learn
- *tips for facilitating language acquisition

We will help you develop a language plan with resources for increasing your signing skills as well as ideas of how to sign with young children; share techniques for reading with preschoolers that have a hearing loss, and more. You will leave with a learning plan to help your entire staff prepare over the next several months. This is an intermediate session. STARS Core Competency: ENV

Age Group Addressed: Birth through Age 5

Who Should Attend: Parents, Teachers, Administrators, Therapists, Family Engagement Staff

C13 Understanding and Addressing Challenging Behaviors, presented by Colleen Nolan, MA, NW Regional ESD, Oregon

This presentation will address understanding why challenging behaviors occur, the function of the behavior, preparing and responding to behaviors using the ABC formula, and how to teach replacement behaviors for children. This will also encourage teachers and caregivers to take a look at their mindset and help reframe our own personal thoughts and responses to behaviors in order to help the child learn new skills. Simple techniques for calming strategies, recognizing when there is a problem and designing supportive environments for children will be discussed. STARS Core Competency: DEV

Age Group Addressed: Age 3 through Age 5

Who Should Attend: Parents, Teachers, Therapists, Family Engagement Staff

C14 Unlocking the Secrets to Using the Outdoors: Discover a New Way to Look at and Build Outdoor Curriculum, presented by Sarah Wachter, B.A., Early Childhood Consultant, with Celeste Alfred, Toddler Teacher, Stroum Jewish Community Center and Nancy Myles, NW Area Service Manager, DEL

Do you dread outdoor play time? Do your children exhibit frustrating behaviors when outside? Are you tired of the same outdoor games? Have you heard about Michelle Obama's Get Moving Initiative, but aren't sure how to incorporate it in your daily routine? This seminar will help teachers, paraeducators, students and parents incorporate outside play time as part of the daily curriculum. Participants will leave with practical, easy, fun, and inexpensive ways to promote discovery and excitement as well as enhance children's physical development as part of the regular day. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 5

Who Should Attend: Parents, Teachers

C15 Mosaic Art with Tumbled Safe Recycled Stained Glass, presented by Tim Lowell, Artist and Educator, Bainbridge Island Arts Education Consortium

Unleash your creativity and inspire your students to do the same! In this fun, creative session you will make and take home two mosaic glass coasters using tumbled safe (no sharp edges) recycled stained glass. Tim Lowell will lead the project and be available to give you some ideas and answer questions about large group mosaic projects for your school from benches and birdbaths to garden installation. STARS Core Competency: CUR

There is a \$10.00 materials fee for this session.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: All

C16 Does My Two Year Old Have ADHD? Presented by Dr. Bradley Hood

What are the early signs of ADD or ADHD? Can a child "grow out" of ADHD? When can the diagnosis be made with accuracy? What are the pros and cons of medication for a child under 5? Under 3? What are the different medications used today and their side effects? Dr. Bradley Hood, developmental pediatrician, will discuss these and other questions in this session. STARS Core Competency: CUR

Age Group Addressed: Birth through Age 5

Who Should Attend: Parents, Teachers, Therapists, Family Engagement Staff, Family Resources Coordinators



Thursday Evening

Thursday, 5:00 - 8:00 PM

Sessions can be taken for Clock Hours or STARS credit

This is a FREE Training - anyone can attend - even if not registered for conference.

Members of the early learning community, including families and services providers, are invited to attend the Community Resources Festival and one of the eleven Thursday evening sessions. Pre-registration is required - go to www.ieccwa.org. If you know someone that would benefit from this free training, please forward them this information.

Thursday Evening 5:00 - 5:45 PM

PM Community Resources Festival and Exhibitors Hall

You are invited to attend the Community Resources Festival and Exhibitor Hall located on the fifth floor of the Tacoma Convention Center. This is a wonderful opportunity to explore, meet, visit with and learn from participating Community Resources Agencies in this valuable networking session. STARS Core Competency: PROF

Age Group Addressed: All

Who Should Attend: All

Thursday Evening Conference Session PM 6:00 - 8:00 PM

PM1 What Can We Do to Help Stop Bullying? Presented by John Farrell, M.Ed., Bridges of Peace and Hope

Participatory songs and stories that encourage kindness, respect, understanding and cooperation. Empathy and compassion are introduced through music and role playing. The audience is engaged and active through movement, sign language, call and response, discussion and songwriting activities. STARS Core Competency: CUR

There is a \$15.00 materials fee.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: All

PM2 Will You Play with Me? Increasing Peer Interactions through Planned "Buddy" Activities, presented by Barbara Matlock, M.Ed., with Dawn Williams, from the National Center on Quality Teaching and Learning

In this session, educators and care providers will learn about teaching social skills to young children through planned "buddy" activities. While appropriate for all young children, these practices are especially effective for children with disabilities or at risk for social learning difficulties. Participants will learn how to introduce and implement "Buddy Day" activities in their early childhood settings as well as how to embed instruction for any identified social learning goal. Participants will also receive information about how to encourage all classroom staff to participate in the implementation of "Buddy Day". Finally, strategies will be shared

on how to involve families in buddy day activities. "Buddy Day" is based on the research of Laushey and Heflin (2000), in which they found that a peer buddy approach for children with autism significantly increased appropriate social interactions. STARS Core Competency: DEV

Age Group Addressed: Age 3 through Age 5

Who Should Attend: Teachers, Administrators, Therapists

PM3 High Five Mathematize! Presented by Teresa Bockes, BS, MS, ECE Specialist, with Maria Wilson, ECE Specialist, ICF International

Mathematize means to bring out the math in what children are doing. Children's experiences can be mathematized by: emphasizing math concepts and relationships; using mathematical language, making comments, asking and answering questions, posing problems; and providing a variety of materials and tools to help children explore math ideas. In this session, you will learn how children develop math knowledge and skills from birth to five years of age and how adults can support children's learning in each math area. STARS Core Competency: CUR

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Family Engagement Staff

PM4 Hip Hop - You Don't Stop: Physical Activity Interventions and Implications for Young Children, presented by Shawna Harbin, BA, with Shane Herriott, from University of Washington

Current research shows us that most young children are not meeting guidelines for daily physical activity, while obesity trends are increasing at an alarming rate. As educators and parents, we have a responsibility to help children meet these guidelines and build a positive relationship with movement. In this session, we will talk about the importance of physical activity in improving health and learning for young children both with and without disabilities. We'll also draw from current research to provide ideas for simple and fun activities that can easily be implemented in early childhood settings to enhance movement and enjoyment. STARS Core Competency: ENV

Age Group Addressed: Age 3 through Age 8

Who should attend: Parents, Teachers, Administrators, Therapists, Healthcare



Workshop Selections

PM5 Family Resources Coordinator Network, presented by Carol Hall, ESD 112 and Kathy Grant-Davis, ESIT

In this session participants will have the opportunity to share and learn strategies from other Family Resources Coordinators. Come and learn what is happening in different facilities and connect with others in your field. STARS Core Competency: CUR

Age Group Addressed: Birth through Age 3

Who Should Attend: Family Resources Coordinators

PM6 Come Sign and Read with Me! Presented by Teresa Davenport, M.Ed., with Brayde Willson, and Karen Stueland, from the Hearing, Speech & Deafness Center

Come for a fun and engaging class and learn some ASL signs that you can use with young children. ASL can benefit any child's development of language and provides a way for infants and toddlers to communicate their needs even before they can speak. Additionally, ASL provides a language foundation for deaf and hard of hearing children which positively impacts later learning and literacy skills. Ever wonder how you "read" a book with a deaf or hard of hearing child using ASL? We will show you some strategies to make this a positive and enjoyable experience for you and your child. This session is taught by educators of the deaf who work with children and families in the Parent-Infant-Program (PIP) at the Hearing, Speech and Deafness Center. STARS Core Competency: COM

Age Group Addressed: All

Who Should Attend: All

PM7 Mosaic Art with Tumbled Safe Recycled Stained Glass, presented by Tim Lowell, Artist and Educator, Bainbridge Island Arts Education Consortium

Unleash your creativity and inspire your students to do the same! In this fun, creative session you will make and take home two mosaic glass coasters using tumbled safe (no sharp edges) recycled stained glass. Tim Lowell will lead the project and be available to give you some ideas and answer questions about large group mosaic projects for your school from benches and birdbaths to garden installation. STARS Core Competency: CUR

There is a \$10.00 materials fee for this session.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: All

PM8 MERIT: Managed Education and Registry Information Tool, presented by Deborah Harris, BA, MS, MERIT Program Specialist, Department of Early Learning

The Managed Education and Registry Information Tool (MERIT) replaced the STARS database to house information about STARS-approved trainers and trainings, and child care providers' professional training and education records. Come learn about the benefits of MERIT, how to register, how to create a professional record, and how to complete a facility registration application.

The workshop will also cover information about the new trainer approval process and the benefits of becoming a state-approved trainer. This is an intermediate session. STARS Core Competency: PROF

Age Group Addressed: All

Who Should Attend: Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

PM9 Bringing You Protected Tomorrows: Your Journey Through an Eight-step Special Needs Planning Program, presented by Mary Anne Ehlert

As family members of a person with a disability, we so often tend to view life in light of the challenges presented to us. Bringing You Protected Tomorrows looks at our lives in a whole new light, as Mary Anne Ehlert provides a passionate glimpse of her life with her sister, Marcia. The presentation will be uplifting and entertaining, as well as provide a good basic understanding of some important facts. Participants will develop the foundation for their family's own personal Eight Step Future Care Plan. Some topics of discussion include: how to create a map of the future; how to prepare legally and financially; how to incorporate and maximize government benefits; how to prepare for transition; and how to communicate your Future Care Plan to your family. STARS Core Competency: DEV

Age Group Addressed: All

Who Should Attend: All



FRIDAY - May 4

CONFERENCE SESSION FHD

8:30AM - 12:00PM

These are half day sessions

If you select a FHD session, there is a morning refreshment break.

However; you cannot attend a D or E session

FHD1 Growing Up WILD, presented by Julie Tubbs Luthy, Private Consultant, Environmental Educator with Natural Adventures

Growing Up Wild is Project Wild's new early education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. The Growing Up Wild curriculum includes activities aligned to the National Association for the Education of Young Children Accreditation Criteria and Head Starts' Child Outcomes Framework. The hands-on, sensory activities spark curiosity, and make connections to math, language and literacy, nature play, and scientific inquiry. They provide an early foundation for developing positive impressions about nature and lifelong social and academic skills.

You'll receive and be trained on the fabulous "Growing up WILD" activity guide. The guide contains 27 nature based themes complete with background information, outdoor activities, ideas for healthy snacks, ways kids can help, math, art, songs and more. Join us for a fun day and be ready to hit the ground running with a new nature based bag of tricks! STARS Core Competency: CUR

There is a \$25.00 materials fee.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Family Engagement Staff, Family Resources Coordinators

FHD2 Explosions, Potions and Flying Objects, presented by Joy Knight, Private Consultant/Early Childhood Trainer

Our role as professionals partnering with parents of children with special needs is changing. In our more traditional approach to the role we have engaged families as expert with the approaches and solutions to problems and objectives defined by us. In our role as consultant we have somewhat backed off this role. The emerging role of "coach" provides a context for melding our skills, expertise, and experience into a role that honors and partners with the skill, expertise, and experience of the families with whom we work. In this seminar we will explore the ramification of this new role as professionals. STARS Core Competency: CUR

Note: There is a \$10.00 materials fee.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Administrators, Family Engagement Staff, Family Resources Coordinators

FHD3 Implementing Evidence Based Practices in Early Intervention: One Organization's Three Year Journey, presented by Terry Clark, M.Ed., Executive Director Little Red School House

A panel of Early Interventionists (OT, PT, SLP, Educator, and Social Worker), parents, and an administrator describe the evidence based practices they are utilizing in providing Early Intervention services under IDEA, Part C. Some Early Intervention Panelists will share their experiences of moving from a center-based model to a Primary Coach approach with services provided in the child's natural learning environment. Other Early Intervention Panelists will share their experiences of being hired into the organization after this transition had occurred. Parents will share their experience of the transition and the services. The administrator will share the impact of the transition on capacity and budget. A clear description of the current services, what works well and what has been learned will be shared. This is an intermediate session. STARS Core Competency: ADM

Age Group Addressed: Birth through Age 3

Who Should Attend: Parents, Teachers, Administrators, Family Engagement Staff, Family Resources Coordinators

FHD4 From Expert to Consultant to Coach, presented by Greg Abell, Sound Mediation Group, LLC.

Our role as professionals partnering with parents of children with special needs is changing. In our more traditional approach to the role we have engaged families as experts with the approaches and the solutions to a challenge defined by us. The emerging role of "coach" provides a context for melding our skills, expertise, and experience into a role that honors and partners with the skill, expertise, and experience of the families with whom we work. In this seminar we will explore the ramifications of this new role as professionals. This is an intermediate session. STARS Core Competency: ADM

Age Group Addressed: All

Who Should Attend: Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators





CONFERENCE SESSION D 8:30AM

D5 Early Intervention - What's New with Nutrition? Presented by Sharon Feucht, Nutritionist, Center on Human Development and Disability, UW

Children and their families can benefit from nutrition guidelines provided in their early intervention program. For those young children with more complex nutrition issues early intervention can provide access to nutrition services coordinated with the medical home and other providers.

This session will discuss current topics about nutrition for young children. We will review some of the key nutrients during childhood and those that are receiving information in the press – vitamin D, iron, and calcium. The session will also explore the development of eating-related and food-related behaviors, especially during the preschool years – how children learn to eat what they eat. Some strategies for promoting healthy eating habits will be discussed, along with strategies for addressing eating challenges such as “picky” eating. Resources will be shared.

In addition, results of a 2011 survey of Washington State EI programs related to provision of nutrition services by a registered dietitian will be shared including structure of services, costs, and financial resources used for referrals. This is an intermediate session. STARS Core Competency: HS

Age Group Addressed: Birth through Age 3

Who Should Attend: All

D6 B-3 Early Intervention Programs for Children who are Deaf and Hard of Hearing Utilizing Various Communication Modes Collaborating to Serve Families, presented by Kimberly Hamren, M.Ed., Listen and Talk, with Mollyshannon Neel, Family Conversations and Teresa Davenport, M.Ed., Hearing, Speech & Deafness Center

Once families in the state of Washington have their infant or toddler identified with a hearing loss, they will enter a Birth-3 program before early intervention services can begin. As families choose the program that best fits their family they are also making their selection for the initial (or first) mode of communication for their family. Western Washington families benefit from the collaboration that exists between the Early Intervention Programs for families with children who are deaf and hard of hearing (D/HH). These early intervention programs understand that while there are differences between the programs, they share many similar issues and needs. In Western Washington there are 3 programs that represent different modes of communication.

This presentation will be provided by staff from all 3 programs and will demonstrate how families benefit from the collaborative relationships these 3 programs promote and practice. The D/HH programs collaborate as they develop; systems change and advocacy, county procedures for supporting families and in-service and training for professionals and families. Attendees of this presentation will learn the history of how these collaborative relationships were nurtured and developed, the beneficial outcomes for professionals, families and the community as a whole, will hear how families describe their experiences and discuss the outlook for the future.

Age Group Addressed: Birth through Age 3

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

D7 Breastfeeding-Friendly Facilities: Simple steps to ensuring the best start for babies, presented by Rachel Schwartz, MSW, MPH, WithinReach, Danette Glassy, MD, FAAP, Mercer Island Pediatrics

Exclusive breastfeeding for children for the first 6 months of life and continued breastfeeding past one year is the evidence-based recommendation from most major medical authorities. However, just 13% of babies in the U.S. are fed accordingly. A mother's return to work and her child's entry into childcare is a common reason for moms to give up breastfeeding and introduce formula. Supporting breastfeeding families is one of the most important things you can do to support the health and development of the children in your care. Childcare providers who attend this session will learn how to become a breastfeeding-friendly facility and how to support and encourage parents to continue providing breastmilk for their child.

This session will review the standards laid out for supporting breastmilk feeding at childcare facilities in Caring for our Children, the highly regarded performance standard guidelines from the American Academy of Pediatrics and what the Let's Move! Child Care Checklist is based on. We will review a sample child care provider breastfeeding policy, human milk storage guidelines and important considerations in caring for breastfed babies. STARS Core Competency: HS

Age Group Addressed: Birth through Age 3

Who Should Attend: Teachers, Administrators, Family Resources Coordinators

D8 A Multidisciplinary Approach to Infant and Toddler Sleep, presented by Angelique Millette, Ph.D., Pediatric Sleep Consultant and Parent Educator.

Sleep deprived parents are often too tired to research sleep solutions and may not feel comfortable talking to their pediatricians about their infants or toddlers poor sleeping. Many sleep books use a “one size fits all” approach. A new model will be presented to better understand and solve infant and toddler sleep problems. The model incorporates a motto often used by birth and postpartum doulas: “meet the family where they are at.” This model takes into account familial, social, cultural as well as parenting practices, and over all family functioning. Additionally, the model incorporates attachment theory, and takes a look at untreated maternal mood disorders impact on infant and toddler sleep organization. The model is not limited to one sleep location or arrangement. Finally, the model presents a better understanding of the very early sleep regulation that infants are developing as parents help them to sleep. This presentation will expand upon ideas and sleep arrangements discussed in previous presentations. Participants will learn about three sleep methods too use with their clients, the pro's and con's of using these methods, and review three case studies. This is an intermediate session. STARS Core Competency: HS

Age Group Addressed: Birth through Age 5

Who Should Attend: Parents, Teachers, Therapists, Healthcare, Family Resources Coordinators

D9 Pediatric Vision Conditions Affecting Learning and Visual Development, presented by Joanna Haws, O.D., Olympia Vision Clinic, Karen Preston, O.D., NW Pediatric Eyecare

In this session participants will discuss the most common childhood vision disorders and how they affect vision development and learning. Participants will gain an understanding of the behavioral aspects of how children with these conditions interact with others. STARS Core Competency: HS

Age Group Addressed: All

Who Should Attend: Teachers, Parents, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

D10 You Have to Start Here Before You Can Get There!
Presented by Kellie Horn, ESIT Technical Assistance Consultant

TRUE or FALSE All families, with the necessary supports and resources, can enhance their child's learning and development. That's right. TRUE! The foundation of the early intervention process is built upon the family's experience and knowledge about their child. It is essential that we collect initial, ongoing and functional information about the family and child in order to provide appropriate supports, resources, and services. This session will provide guidance on conducting functional assessments, including practices and tools used to gather information about child participation in the context of family routines. Participants will develop action steps for implementation. (The processes and materials associated with using functional assessment information to develop IFSP outcomes and plan interventions are covered in the We CAN get there from here session). This is an intermediate session. STARS Core Competency: OBS

Age Group Addressed: Birth through Age 3

Who Should Attend: Teachers, Parents, Administrators, Therapists, Family Resources Coordinators

D11 The Transition Process: IDEA Part C to Part B, presented by Sheila Ammons, M.A., Office of Superintendent of Public Instruction and Karen Walker, M.Ed., MBA, Department of Early Learning

This session will review program requirements for children transitioning from Part C early intervention to Part B special education services at age three. Participants will discuss the definition of "potentially eligible" and the process used to determine which children are potentially eligible for Part B special education programs. This session is designed for providers and administrators of early intervention and special education programs. This is an intermediate session. STARS Core Competency: PROF

Age Group Addressed: Birth through Age 5

Who Should Attend: Teachers, Administrators, Therapists, Family Resources Coordinators

D12 Social and Emotional Development - Infants and Toddlers - It begins with you! Presented by Suzanne Johnson, M.Ed., Lower Columbia College

This presentation will focus on meeting the needs of young children in social emotional development. It will begin with getting to know ourselves, our hot topics and how they can impact those we care for. We will learn how self-care and cognitive distortions will affect our relationships with families. We will study the work of Stanley Greenspan and look at milestones of typical social/emotional development and how to meet the needs of those in our care. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 5

Who Should Attend: Parents, Teachers, Administrators

D13 Science & Early Childhood Special Education Classrooms, presented by Tara Coffin, B.A., Experimental Education Unit

This session will explore effective instructional practices that can be implemented to teach science in preschool and kindergarten settings, both to individuals with disabilities and their typically developing peers. By exploring activities as well as key modifications and methods, science is illuminated as an ideal interdisciplinary subject that can serve as a venue for addressing other cognitive, social, adaptive, and even motor goals, by embedding them into this vehicle of scientific exploration. The presenter will provide a couple sample activities, and explore what the "discovery process" really means in the early childhood setting.

To goal of this session is to highlight science as an interdisciplinary

subject, and empower teachers to launch an exploration in their own classroom. This is an intermediate session. STARS Core Competency: CUR

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Therapists

D14 Importance of Early Literacy, presented by April Walker, Parent Trainer/Educator, WEA, and Avis Jackson, Family Resource Coordinator, Madison Family Literacy

This is a fun interactive class for parents or anyone who takes care of young children. There are two simple but important things a parent can do to help their children become successful in life. Come learn what these two things are and how to do small things that will increase your child's intelligence and make learning easier for him/her. Learn Early Literacy activities you can do to increase your child's Brain Power! Every participant will take home books and a Make-n-Take project they can do with their child! STARS Core Competency: CUR

Note: There is a \$5.00 materials fee.

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Family Engagement Staff

D15 Developmental Milestones and Early Signs of Autism: How to Use the Modified Checklist for Autism in Toddlers Screening and Talk with Families, presented by Cindy Carroll MA, CCC-SLP, Children's Village

The purpose of this class is to provide education and learning around developmental milestones, including red flags of autism and administration of the MCHAT. We know that early identification of developmental delays and autism is crucial. Identifying concerns early can change the trajectory of learning and quality of life for your children and their families. Referring young children into services when there are concerns about autism is not an easy task. Working with and talking supportively to families is a vital piece of this work. New materials from the Center for Disease Control's "Learn the Signs Act Early" campaign will be introduced to talk about typical developmental milestones and identify when a concern is present. Each participant will be provided with these informative and family friendly materials and how to request more to give to families. Additionally, this class will weave early signs and red flags of autism throughout the presentation including a section on how to use the MCHAT to screen for autism spectrum disorders. Video clips will be included to compare and contrast typical development with atypical development and autism. Participants will learn not only how to identify a concern, but when and how to refer. The final segment highlights strategies for talking with families about these delicate subjects. STARS Core Competency: ADM

Age Group Addressed: Birth through Age 3

Who Should Attend: All

D16 Families in Grief - for Parents, Foster Parents and Relative Care Givers, presented by Gretchen Savage, MA, Mental Health Therapist, Sound Mental Health Deaf Services, and Christine Griffin, Parent to Parent Coordinator and mother of two children with hearing loss.

A diagnosis of a Development Disability in a young child can introduce unexpected grief into a family system. Fathers and Mothers handle grief differently, and this grief is passed on to children in unexpected ways. In this workshop, parents will gain an understanding of how grief might be affecting them. This workshop provides parents strategies and tools for coping with grief in daily life. Parents will be able to take resources home that will connect them with other families with similar experiences. STARS Core Competency: DEV

Age Group Addressed: All

Who Should Attend: Parents

**CONFERENCE SESSION E
10:30**

E5 Junior Naturalist, presented by Lisa Taylor, B.A., M.A., with Sarah Kerr, Seattle Tilth

The garden is a great place for building observation skills, sensory exploration and experiential learning. In this hands-on workshop, participants will explore experiential learning in the garden classroom. Learn how to use sense meditations such as owl eyes, listening practice, and animal forms to learn about nature. Discover many other fun activities that help children develop an awareness of plants, animals and weather. STARS Core Competency: ENV

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Therapists

E6 Early Support for Infants and Toddlers (ESIT) Program Update, presented by Karen Walker, M.Ed., ESIT Program Administrator, Department of Early Learning

ESIT staff will share recent technical assistance information and resources. Learn about IFSP resources and discuss program implementation. Come prepared to share how ESIT resources are being used in local early intervention programs. This is an intermediate session. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 3

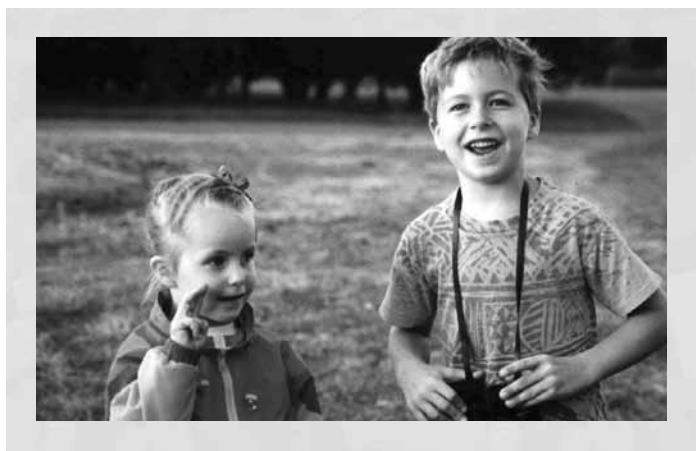
Who Should Attend: Teachers, Administrators, Therapists, Family Resources Coordinators

E7 The State of Autism in 2012, presented by Charles Cowan, MD, Clinical Professor, Departments of Pediatrics and Psychiatry UW School of Medicine Medical Director, Seattle Children's Autism Center Pediatrician, Neurodevelopmental Program Seattle Children's Hospital

Autism Spectrum Disorders are the most commonly diagnosed developmental disorders. The purpose of this presentation is to help attendees understand new information about a wide range of issues related to autism. Autism Spectrum Disorders represent an increasing public health dilemma, challenging our resources to diagnose, assess and treat a rapidly increasing population. To help the audience have a broader understanding we will review new studies about risk and prevalence, fascinating new basic science advances, new guidelines for early intervention approaches for children with ASDs and how new community resources are being developed. This is an intermediate session. STARS Core Competency: HS

Age Group Addressed: All

Who Should Attend: All



E8 Ethical and Legal Issues Concerning Paraeducator Employment, Training, Supervision, and Evaluation: What Administrators and Teachers Need to Know, presented by Kent Gerlach, Ph.D., Pacific Lutheran University

This session will address some of the current legal and ethical issues involving employment, training, supervision, and evaluation of paraeducators. Topics will focus on clarifying the appropriate role of paraeducators, who assist with instruction, and the need for state and local policy. NCLB (ESEA) and IDEA mandates "Appropriate Supervision of Paraprofessionals." How is "appropriate supervision" defined? Quality indicators for designing staff development for paraeducators, administrators, and teachers will be addressed. Criteria for developing appropriate job descriptions for paraprofessionals and teachers will be shared. The revised CEC Common Core Professional Development Standards for Paraeducators in Special Education will be distributed. This is an intermediate session. STARS Core Competency: CUR

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Teachers, Administrators

E9 Language-Motor Group: A Collaborative Approach to Teaching Language, Concepts, and Motor Skills through Themes and Play-Based Learning, presented by Colette Smith M.P.T., Corey McMillan, M. Ed. Brandi Bielefeld B.A., James Alyson M.S. CCC-SLP, Claudia Ciprut M.S. CCC-SLP, Bilingual Extension

Presenters will share a collaborative approach to teaching language, concepts, and motor skills called Language-Motor Groups. Themed language-motor boxes were created by a physical therapist with input from a special education teacher, a speech language pathologist, and an occupational therapist.

Language-Motor Groups are used with a variety of students, ages 3-12 in special education and inclusive classrooms at the target school. Special education teachers and support staff, speech language pathologists, the occupational therapist, and the physical therapist interact with all students using a transdisciplinary approach. Each group includes a music-based warm-up, a surprise activity, a main activity, and a fine-motor based cool-down. All activities are created around one theme, which changes monthly.

Language-Motor groups have been successful with all age groups, across a variety of ability levels. Several themes will be presented along with student profiles and discussion of individual students whose social engagement, cognitive skills, communication/language skills, fine and gross motor skills increased as a result of regular participation in weekly language-motor group. Participants will have the opportunity for hands-on exploration of motor boxes and their contents, and will receive access to all necessary documents to plan and implement 10 themed motor boxes in their own setting. This is an intermediate session. STARS Core Competency: FAM

There is a \$5.00 materials fee.

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Teachers, Therapists

E10 Hope in the Face of Budget Cuts - A Toolkit for Community Asset Mapping, presented by Amy Carlsen, RN, University of Washington LEND Family Discipline Leader and Kate Orville, Co-Director, Medical Home Leadership Network, U of W

In a time of extreme budget cuts, learn how rural communities in WA State have used their existing resources in creative ways to better serve children with autism and their families. These WA communities are tackling the early identification and timely diagnosis of children with autism and related disorders by building broad, effective, enthusiastic coalitions across public health, early intervention, child care, primary care, schools, mental health and autism diagnostic centers. Utilizing Community Asset Mapping

strategies, we will discuss a tool kit designed to be a template for community discussion.

We will explore how this tool kit can be used in your community to strengthen collaboration and improve services for children with autism and other related disorders and their families. We will also discuss how community coalitions come together and the challenges involved. This practical, interactive session will be conducted by members of the WA State Community Asset Mapping Project technical assistance team. Presenters have extensive experience as professionals and parents in strengthening and promoting family-centered, community-based approaches to health care for children with neurodevelopmental disabilities. STARS Core Competency: PROF

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

E11 Snack Talk: Increasing Communication During Mealtimes, presented by Ariane Gauvreau, M.Ed., University of Washington

Receive information on simple ways to increase communication and provide support for social skills and language instruction during meal times at school and at home. Learn about recent research on 'Snack Talk' for children with disabilities in preschool programs and create your own 'Snack Talk' to take back to your classroom or home. This is an intermediate session. STARS Core Competency: PROF

Age Group Addressed: Birth through Age 8

Who Should Attend: Parents, Teachers, Therapists

E12 The Big Picture: Communities, School, and Home, presented by Shira Ackerman, Ph.D., Northwest Autism Center and Quinanna Robins, SL Start

Effective strategies for working with young children on the autism spectrum and their families. Creating a collaborative approach from the beginning can create the opportunity for significant progress. Behavioral support services go beyond just addressing challenging behaviors they encompass the whole child and family. Involving all service lines in a child's intervention plan is paramount and necessary. This presentation will help attendees gain a broader understanding of how to provide services for the whole family and child. STARS Core Competency: DEV

There is a \$5.00 materials fee.

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

E13 The Use of Distance Technology to Provide Early Intervention Services, Lessons Learned, presented by Kimberly Hamren, M.Ed., with Suzanne Quigley, Listen and Talk

This presentation will share tips, strategies, pitfalls and promise of implementing early intervention services utilizing a coaching model through teleintervention. Well-designed, timely early intervention services can improve the outcome and quality of life for children with developmental disabilities/delays. A critical component of early intervention is that it be provided in the "natural environment." The home setting is often the natural environment for providing optimal learning opportunities. These learning opportunities enhance and promote a child's development and participation in everyday activities and strengthen the competence and confidence of the parent's abilities to self-reflect and generalize their skills. Many early intervention specialists providing services in the natural environment can face challenges which impact the quality and frequency of services. These challenges include: cancellations due

to sibling illnesses, weather/travel conditions, time spent traveling, safety. Teleintervention holds promise for a viable alternative for providing services to help overcome these challenges.

Additional successful application of the technology includes participating in IFSP meetings, joint home visits with team members and including extended family. The presenters will share video clips of sessions and will include practical information and tools needed to implement distance technology to provide early intervention strategies such as; a checklist for providers of (TI), how to prepare for a session, getting technology ready for a session, conducting the TI session and meeting requirements of natural environments. A recently developed resource manual will also be shared. STARS Core Competency: CUR

Age Group Addressed: Birth through Age 5

Who Should Attend: All

E14 Play with a Purpose, presented by Laurie Sjolund, M.E., Early Learning Coordinator and Pam Stoner, Center Director, Sumner School District

How does intentional play build young brains? Learn why intentional play matters socially, emotionally, cognitively and physically. Gain practical strategies to make intentional play happen with children in your care. STARS Core Competency: DEV

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Administrators, Family Engagement Staff

E15 Grief in Families - for Professional's, presented by Gretchen Savage, M.A., Sound Mental Health

Developmental Disabilities in young children can introduce unexpected grief into a family system. This workshop offers an understanding of current Grief Theory, cultural and gender differences in how families process grief, and an exploration of how unacknowledged grief may be affecting the professionals that work with families. In this workshop, we also explore the unique ways that children experience and express their grief. The workshop includes role plays, providing both theoretical and experiential understanding. Presenters: Gretchen Savage, MA, Mental Health Therapist, Sound Mental Health Deaf Services, and Christine Griffin, Parent to Parent Coordinator and mother of two children with hearing loss. STARS Core Competency: CUR

Age Group Addressed: All

Who Should Attend: Teachers, Administrators, Healthcare, Family Engagement Staff, Family Resources Coordinators

E16 Building the Road to Washington's Early Learning System, presented by Kelli Bohanon, WA Department of Early Learning

This presentation will provide an overview of the progress Washington is making in implementing the Early Learning Plan, our state's 10-year road map for building an early learning system. Representatives from the Department of Early Learning, Thrive by Five Washington and the Office of Superintendent of Public Instruction will share status updates on the implementation of key strategies outlined in the 2012 Joint Resolution Partnership Action Plan. This is an intermediate session. STARS Core Competency: ADM

Age Group Addressed: All

Who Should Attend: All

F1 We CAN Get There From Here! We CAN Get There From Here!



CONFERENCE SESSION F 1:45 - 4:00

Negotiating A Route Between Disciplinary Expertise and Functional IFSP Outcomes, presented by Kristine Slentz, Ph.D., ESIT Technical Assistance Contractor

Are you looking for efficient and effective ways to use functional child and family assessment information to develop family-centered outcomes? Wondering about the role of disciplinary expertise in the world of global and participation-based outcomes? The new WA State IFSP form and 2011 Part C Regulations will provide the context for participants at this session to review and summarize functional child and family assessment, develop family-centered IFSP outcomes, and plan intervention activities and strategies. Session emphasis will be on alignment between global OSEP child outcomes, IFSP outcomes, and intervention plans, with particular attention to integration of disciplinary expertise into the process. (The processes and materials associated with collecting functional intervention goals are covered in a separate session: "You Have to Start Here to Get There"). This is an intermediate session. STARS Core Competency: OBS

There is a \$5.00 materials fee.

Age Group Addressed: Birth through Age 3

Who Should Attend: Teachers, Administrators, Therapists, Family Resources Coordinators

F2 Changing Our Attitudes About What Makes a Successful Home Visit, presented by Denise Olson, M.S, with Krista Shultz, Kelly McCabe, Heather Brey from Early Childhood CARES, University of Oregon

Does a big bag of toys make you a good interventionist? What is the purpose of the home visit: to teach or "perform"? Our panel of Early Intervention/Early Childhood Special Educators will focus on what is used to be like for us when we brought toys to home visits, what happened to make us want to try a different way, and what it is like now that we are trying it a different way. Ideas for "low tech" activities and incorporating family's own materials and toys into intervention activities will also be provided. There will be a mini make and take. STARS Core Competency: FAM

There is a \$5.00 materials fee.

Age Group Addressed: Birth through Age 5

Who Should Attend: Teachers, Therapists, Family Resources Coordinators

F3 Early Math Matters, presented by Laurie Sjolund, M.Ed., Sumner School District

In this session, you will gain an understanding of why foundational math skills are critical to children's later learning and development. Math standards for children preschool to 3rd grade will be shared. You will walk away with information and strategies on how adults can help children develop these basic skills. This is an intermediate session. STARS Core Competency: CUR

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Administrators, Family Resources Coordinators

F4 Building Independent Skills and Self Esteem Through Life Skills for Children with Multiple Disabilities, presented by Gayani Rajaguru, Special Education Teacher and Colleen Cotroneo, Occupational Therapist, Marysville School District

This is a discussion about the importance of life skills for children with multiple disabilities. Our goals are to discuss what life skills are and how they tie into a child's growth. These skills will ultimately help to build independence and greater self esteem in the child. The

presentation will also cover ways to incorporate life skills at home for parents of children with disabilities. We will have a question and answer discussion following the presentation. STARS Core Competency: DEV

Age Group Addressed: Age 3 through Age 8

Who Should Attend: Parents, Teachers, Therapists

F5 Literacy Embedded Play Centers and Kits presented by, Janet Spybrook, Ed.D, with Sharryn Walker, Central Washington University

Teacher candidates in two courses: Early Literacy, and Preschool for Children with Developmental Delay created inclusive Literacy Embedded Play Centers and Kits for use in Head Start classrooms, home environments, and a Children's Activity Museum. This presentation will provide a framework for creating the centers and kits as well as parent and child involvement in literacy activities. Presenters will also discuss how this opportunity provided theory to practice experiences for teacher candidates regarding how to use play to encourage development in all domains, as well as early literacy. This is an intermediate session. STARS Core Competency: CUR

Age Group Addressed: Birth through Age 5

Who Should Attend: Parents, Teachers, Therapists, Family Engagement Staff, Family Resources Coordinators

F6 Early Diagnosis of Autism: How Early Is Too Early? Presented by Glenn Tripp

We are diagnosing Autism Spectrum Disorder at younger and younger ages. In fact, early diagnosis is encouraged so that appropriate interventions can be started. Sometimes the signs are clearly evident. But more often the picture can be confusing with only some "red flags." Sometimes the "red flags" are better explained by cognitive or global delay. How do we sort out what diagnosis to give? When is the right time to use the diagnosis of Autism Spectrum Disorder? Dr. Glenn Tripp, developmental pediatrician, will discuss these and other questions in this session. STARS Core Competency: CUR

Age Group Addressed: Age 3 through Age 8

Who Should Attend: All

F7 Parents with Learning Difficulties: Resources for Providing Services, presented by Leslie Munson, Ph.D., with Ruth Falco and David Allen, Portland State University

The right to marry and raise children, long recognized as a fundamental human right, is often denied to individuals with intellectual disabilities (The ARC, 2002). Even as their numbers grow, parents with intellectual disabilities continue to be an invisible and underserved population" (Booth & Booth, 1993, p.459). They are too frequently under suspicion and vulnerable to the loss of their children. They frequently lack individualized supports necessary for successful parenting. Further, children born to parents with learning difficulties are at risk for developmental delays (Feldman & Walton-Allen, 1997). Yet, with appropriate individual and community supports, parents can provide a supportive developmental environment. Learn how to provide supports to families with learning difficulties so they can be successful. The speakers will share knowledge and experiences gained as they are developing a parent-infant interaction curriculum for parents with learning difficulties. Leave with ideas for materials as well as resources for additional materials. This is an intermediate session. STARS Core Competency: DEV

Age Group Addressed: Birth through Age 3

Who Should Attend: Teachers, Therapists, Healthcare, Family Engagement Staff, Family Resources Coordinators

F8 Ready, Set, Go! 5210, presented by Mary Quinlan, M.A.,

with Lori Tanner, MultiCare Mary Bridge Children's Hospital

Ready, Set, Go! is an initiative to combat childhood obesity by promoting healthy lifestyle choices for children, youth and families. Modeled after a very successful community-wide program (Let's Go! Maine), our mission is to increase physical activity and healthy eating among each of the six sectors (Schools, After School, Early Childhood, HealthCare, Workplace, Community) that influence youth and families. By working across sectors we hope to achieve lifestyle and environmental changes that improve the health of children. The child care environment can play an important role developing health behaviors of children during formative years. Child care activities can provide opportunities for physical activity, healthy eating, and role models for these behaviors.

The 5-2-1-0 message emphasizes the importance of: 5 or more fruits and vegetables; limiting recreational screen time to 2 hours or less; engaging in 1 hour or more of physical activity; 0 sugary drinks/ more water and low-fat milk daily. Participants will receive toolkits for implementation and learn 9 strategies that can be used in childcare programs to address the policies, practices and environment that influence healthy lifestyle behaviors. STARS Core Competency: CUR

Age Group Addressed: All

Who Should Attend: Parents, Teachers, Administrators, Therapists, Healthcare, Family Engagement Staff

F9 Early Relationships Matter: Using Infant Mental Health Principles and Practices to Promote Strong Attachments, presented by Christy Kimpo, BS, Ph.D., NAVOS Mental Health Solutions

This presentation will describe how early attachment relationships form between infants and their caregivers. It is well known that extended separations, neglect, abuse or other maltreatment can lead to disrupted attachment relationships. However, impaired attachments can also occur for a variety of other reasons: when caregivers have experienced trauma or have mental health issues, when the infant has significant medical problems, or when the infant has challenges in how they deal with sensory information. This presentation will focus on exploring Infant Mental Health practices to support the development of attachment for all infants and their primary caregivers. In addition, we will explore some of the consequences later in childhood when there are problems with their earliest relationships. STARS Core Competency: ADM

There is a \$5.00 materials fee.

Age Group Addressed: All

Who Should Attend: All

F10 Sensory-Based Feeding and Mealtime Interventions for Children, presented by Jennifer Nash, MOT, OTR/L, Stepping Stones Occupational Therapy

Feeding and eating are critical components in everyday life. A hallmark of parenting is the act of feeding a child. Parenting a child with feeding and/or eating difficulties can negatively influence how a parent views himself or herself. Feeding issues can also create friction between a parent and child, affecting attachment.

Feeding and eating problems occur for children with and without disabilities. For children who are typically developing, approximately 25%-45% experience feeding challenges. The percentage increases drastically for children with developmental delays with up to 80% experiencing difficulties. The causes of feeding problems for children with developmental disabilities can be medical, non-medical, or a combination of both. Behavioral, sensory, and psychosocial factors can greatly influence and complicate pediatric clinical cases. Clinicians who work with this population need to take a playful, thoughtful, and family-centered approach to treatment.

This presentation will provide information on sensory-based feeding and mealtime interventions through a combination of lecture and small group activities. The lecture portion will provide an overview of pediatric feeding difficulties, factors that influence feeding, and common feeding myths. Small group work will involve experiencing sensory-based feeding activities, creating sensory themes for feeding, and practicing the use of oral motor supplies. STARS Core Competency: DEV

There is a \$5.00 materials fee.

Age Group Addressed: All

Who Should Attend: All

F11 Curriculum and Assessment, presented by Jessica Schulte M.Ed., Experimental Education Unit, Haring Center, University of Washington

Good assessments are designed for specific purposes. Curriculum referenced assessments measure an individual child's performance within a sequence of curricular objectives. Such assessment tools can be used to identify individual child goals or outcomes, monitor progress, and thus, inform teaching for individual children. This session will focus on the use of curriculum-referenced assessments in early intervention/early childhood special education, examine the value of using such assessments, share examples of currently available assessments, and provide guidance for selecting a curriculum-referenced assessment for your program. STARS Core Competency:

Age Group Addressed: Age 3 through Age 5

Who Should Attend: All

F12 Empowering the Parent Leader Within You, presented by Christine Griffin, Parent, WA State Hands & Voices

What are the skill sets and steps needed to become a parent leader and how do I know if I have what it takes? How do I get started? These questions will be answered by two involved parent leaders, Christine Griffin and Karlene Umbaugh, who will address the necessity to involve parents as leaders in the participation of shaping systems designed to serve them and their children. Christine Griffin is program coordinator of Parent to Parent of Whatcom County and WA State Guide By Your Side programs. Karlene Umbaugh is Outreach Coordinator with Parent to Parent of Whatcom County as well as co-founder and board member of Families for Autistic Children's Education and Support Northwest (F.A.C.E.S.) and a Special Olympics coach. STARS Core Competency: FAM

Age Group Addressed: All

Who Should Attend: Parents

F13 Language and Learning, presented by Dr. Mimi Walker, Educator, Tacoma Public Schools/ARK Institute of Learning

This session will provide participants with a clear definition of language, language applications in the school and home environment, activities for young children to acquire language skills, and how to detect and assist children with language challenges. The goal is for all participants to increase their knowledge of language development in young children and take away at least two applicable ideas to try in their home or workplace. Audience participation will be encouraged. All participants will receive an early literacy 2012 calendar, handouts and resource guide. STARS Core Competency: COM

Age Group Addressed: Birth through Age 5

Who Should Attend: Parents, Teachers, Therapists, Family Engagement Staff, Family Resources Coordinators



Workshop Selections

F14 Developing Self-Determination and Advocacy Skills in Children with Special Needs, presented by Amanda Hardesty, Pierce County Community Connections

This presentation will provide information, tools and techniques that will assist parents in developing a plan to implement opportunities for the development of self-determination and advocacy skills in their child with special needs. The presentation includes time to discuss or explore individual questions in the group environment and for one parent volunteer to begin a life skills map for their child with special needs. During this presentation we will discuss how to develop a life skills map; the IEP process and how to include your child with special needs; the importance of teaching advocacy skills and starting at a young age; and self-determination – what is it and how to begin. STARS Core Competency: FAM

Age Group Addressed: All

Who Should Attend: Parents and Interested Professionals

F15 Early Literacy and Communication Activities for Young Children with Special Needs, presented by Joy Knight, Private Consultant

This presentation will provide information, tools and techniques that will assist parents in developing a plan to implement opportunities for the development of self-determination and advocacy skills in their child with special needs. The presentation includes time to discuss or explore individual questions in the group environment and for one parent volunteer to begin a life skills map for their child with special needs. During this presentation we will discuss how to develop a life skills map; the IEP process and how to include your child with special needs; the importance of teaching advocacy skills and starting at a young age; and self-determination – what is it and how to begin. STARS Core Competency: FAM

Age Group Addressed: All

Who Should Attend: All



ATTENTION: FAMILIES

The following session are specifically recommended for individuals attending the conference in their role as a parent or relative caregiver

PRE09	Addressing the Crisis in Creativity
PRE10	Childhood Sexuality and Child Abuse Prevention
A7	Parent Partnerships
B6	Now I Eat My ABC's
B7	The Process of Autism Diagnosis
B8	Hip Hop - You Don't Stop
B10	Nourishing Our Bodies and Minds
B16	Science and Art Integration
C10	Our Next Step
C13	Understanding and Addressing Challenging Behaviors
C14	Unlocking the Secrets to Using the Outdoors
C15/PM7	Mosaic Art
FHD1	Growing Up Wild
FHD2	Explosions, Potions, and Flying Objects
D5	What's New with Nutrition
D6	Programs for Children who are Deaf and Hard of Hearing
D16	Families in Grief
E5	Junior Naturalist
E7	The State of Autism 2012
E9	Language-Motor Group
E11	Snack Talk
E12	The Big Picture Communities, School, and Home
E14	Play With A Purpose
F4	Building Independent Skills and Self Esteem Through Life Skills
F7	Parents with Learning Difficulties
F10	Sensory Based Feeding and Mealtime Interventions
F12	Empowering the Parent Leader within You
F14	Developing Self-Determination and Advocacy Skills in Children with Special Needs
F15	Early Literacy and Communication Activities

Continuing Education

College Credits

Registrants may earn a total of two credits through Seattle Pacific University (SPU) for a cost of \$130.00. Payment must be made at the SPU credit table on Wednesday.

Clock Hours

Clock Hours may be earned for participation in keynote sessions, preconference sessions and all conference sessions. Costs for clock hours are a \$5 fee plus \$2 per clock hour.

Clock hours are provided by ESD 113.* To register for clock hours, go to www.myesd.org. Click on SIGN IN at the left of the page and log in to the site. At the next screen enter the session ID number. Click ENROLL at the right hand side of the page and then click CHECK OUT located towards the middle of the page. If you haven't yet created an account, click on CREATE AN ACCOUNT located at the left hand side of the page under SIGN IN and follow the directions. Once signed in, follow the steps mentioned above. If you have difficulty with registration or setting up an account, please contact Dianna Avery at 360-464-6717 or davery@esd113.org.

*Attendance must be marked prior to clock hour application.

STARS

STARS credit may be earned at the rate of one STARS credit for each hour participating in a keynote, preconference, or conference session. In order to receive credit, you must provide your STARS provider number and sign the session attendance forms in each session. Questions can be answered at the information desk.

Child Development Associates Candidates

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

CEU Credits

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

Family Resources Coordinators (FRC)

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

FRC's will be given preference for enrollment if registration is sent no later than March 31. Report forms and assistance will be available in the morning on Thursday, at the Continuing Education Desk in the lobby.

Registration

Registrations will be processed on a first come, first served basis until capacity is reached. Register early for best selection. The early bird deadline is March 31. **If a class is full, call the registration office at 800-280-6218 if you would like to be placed on the wait list.**

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

Registration Categories

1. Group Registration Discount-

There is a discount for groups of six or more from the same organization. In order to qualify, each registrant must complete an individual form (or online registration). The individual's Organization or School name as well as the group's contact name and number must be identical.

2. Scholarships - Limited scholarships for families and professionals are available. Scholarship applications are available online or the scholarship application must be attached to the completed registration form and sent to the registrar by the deadline. There is a co-payment for Professional Scholarships (not Parent Scholarships).

3. Student Volunteers - Students at Washington State Colleges and Universities are invited to volunteer at the conference and receive complimentary registration.

Payment Methods

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

2. **Purchase Order** - Send the purchase order form along with each registration form that is authorized. Full payment is due by 6/15/12.

3. **Credit Card** - MasterCard, Visa, or American Express cards accepted. Be sure to complete credit card section in dark ink or type. Cards that are not accepted by the bank will be charged a \$35 fee for reprocessing.

Cancellation Policy

Cancellations are eligible for a refund, minus a handling fee of \$40, until April 1. The handling fee is applied regardless of payment method, including purchase orders. Cancellation requests sent after April 1st are non-refundable, except in the case of a medical emergency. Doctor's note is required. In the event of cancellation or over-subscription of the conference, liability is limited to the return of the registration fee. No-shows will be charged. If you cannot attend, you are encouraged to send someone in your place.

Hotel Accommodations

To make reservations at our special convention rate call the Hotel Murano toll-free 1-866-986-8083.

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

Event Location and Driving Directions

The Tacoma Convention Center is conveniently located in downtown Tacoma at:

1500 Broadway
Tacoma, WA 98402
253-830-6601

For complete driving directions visit:
www.tacomaconventioncenter.com

Special Requests

Please complete the registration form "Special Requests" section and send no later than March 31. All facilities are wheelchair accessible. Dietary requests are honored within the capacity of the conference center, only with written prearrangements.



Conference Comforts

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

Lunch at the Conference

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

Children at the Conference

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

Scholarship Information

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

Family Scholarships

Parents and family members are encouraged to attend this conference. There is a limited amount of funding available to assist parents of young children with special needs with the registration fee, lodging, travel, and meals. To apply for a Parent Scholarship, refer to the scholarship application or online at www.ieccwa.org. To be considered for a scholarship, complete the Application and the Registration Form online or mail both forms to the conference registrar. Do NOT send payment. The deadline to apply is March 31. Award letters will be emailed at least two weeks later.

Child Care Scholarships

You may qualify for scholarship support to attend the conference. Up to five employees per facility may receive a \$75 scholarship award. The conference attendee is responsible to pay any balance due, in advance of attending the conference.

Instructions: complete the Scholarship Application form online or send it to the registration office. Applicants will be notified within 10 business days of their application. Lodging and /or transportation is not included. Please apply early. There is a limited number of scholarships; they are awarded to eligible applicants on a first come, first served basis. Once notified of an award, applicant is responsible for all additional fees owed.

For additional information: Tracy Ulrich - 360.629.8181 or TracyUlrich@frontier.com

STARS Reimbursement

Each STARS participant may receive reimbursement after attending the Conference. Please read the qualifications below carefully in order to be eligible. You may receive up to \$100.00 each year towards your annual 10 hour requirement.

To apply for reimbursement you must submit within 90 days after you have attended the IECC Conference:

1. A Completed Reimbursement Application; plus
2. Your receipt for the IECC Conference OR a copy of your cancelled check (both sides); plus
3. An OFFICIAL CERTIFICATE of ATTENDANCE.

You do NOT need a STARS number to apply for reimbursement. Reimbursement applications are posted on the WAEYC website: www.waeyc.org.

For additional information: Washington STARS office - 253.854.2565 or 800.727.3107, ext. 16

Official Certificate of

Attendance

An "Official Certificate" is available and will include a printed record of the sessions you attended. Certificates can be ordered before the Conference using your registration form. To order on site, visit the registration counter. Official certificates cannot be ordered after the day of the conference. You will receive your Official Certificate of Attendance within 45 days following the conference. In order to verify attendance, you must sign the attendance record in each session. There is a \$10.00 fee for the official certificate.

Note: The Official Certificate of Attendance is required in order to receive STARS reimbursement.

Unofficial Certificate of Attendance

You will receive an unofficial certificate to use for your personal records. It will be in your conference materials. STARS does not accept the unofficial certificate as training documentation or for reimbursement.

Volunteers

The IECC Conference provides opportunities for many valuable volunteer experiences; like assisting in registration, and networking experiences with colleagues, speakers, and future employers. One simple way to volunteer is to be a workshop session assistant. It's easy: you'll check participants into the session and ask them to sign an attendance sheet, help pass out hand-outs and collect session evaluations. That's it! Just check the "YES, I will volunteer" box on the registration form and indicate your availability to assist in the session that you are attending. You'll be very glad that you did!

Student Volunteers Scholarships

University or college students working towards a degree working with young children or their families are eligible to attend up to two days of the conference for free.

To apply for a Student Scholarship, you must be willing to volunteer five hours of your time and obtain an email from your instructor or advisor. Meals, transportation and hotel are not included.

Instructions: Additional information is available online - see the "Volunteers" tab. When you complete the Student Volunteer Registration, you will be asked to obtain instructor approval and ask your instructor to email verification of student status it to starvin@uoregon.edu. Your registration will not be confirmed until after the instructor (or advisor) email is received.

Questions about Volunteering at the Conference?

Go online to www.ieccwa.org and select "Volunteers" or send an email to AmandaShiflet@frontier.com.

Registration Form



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

Please print clearly.

First and Last Name (for name badge): _____

Employer or Affiliation (if applicable): _____

Mailing Address: _____ Home Work

City: _____ State: _____ Zip: _____

Daytime Phone: Home Work(____) _____

Email: _____

Group Contact (if applicable): Name _____

Phone: (____) _____

County: _____

Sign (if using credit card as method of payment): _____

Special Requests

- Special Dietary Request - Due by April 15
- Attend Parent Luncheon
- Attend FRC Networking Luncheon
- Clock Hours
- SPU Credit (must register and attend Pre1, 2, 3, or 4)
- STARS Credit (must include STARS#) _____

Please note: there is a \$5.00 savings if you register online.

If you mail this form:

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

Phone: 800-280-6218
Fax: 541-346-3545

Email: ieccreg@ce.uoregon.edu

ECDAW Federal ID 91-1136052

Checks payable to: Infant and Early Childhood Conference.

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

List a first and second choice	1st	2nd
Wednesday: Select one session		
Thursday Conference		
Select an A session		
Select a THD or a B session		
Select a C session (if THD selected do not choose C)		
Select a Thursday PM session - There is no charge if registering for the Thursday PM session only		
Friday Conference		
Select a FHD session or D (if FHD selected do not choose D)		
Select an E session		
Select a F session		
<input type="checkbox"/> Yes <input type="checkbox"/> No Vegetarian lunch. Lunch is included.		

Primary Role (please check one)

- Parent or Relative Care Giver
- Teachers
- Administrators
- Therapists
- Healthcare Staff
- Family Resources Coordinator
- Family Engagement Staff
- Student
- Other: _____

SPECIAL REGISTRATION CATEGORIES - check if applicable

- Scholarship Applicant:** Complete and attach scholarship application
- Conference Planning Committee:** (Complimentary)
- Sponsor:** (Complimentary)
- Presenter:** (Complimentary); Workshop #: _____
Complete this form if registering to attend lunch or sessions.
- Student Volunteer: register online.** Instructor must email confirmation of student status to ieccreg@ce.uoregon.edu

Volunteer - Workshop Session Assistant

- Yes, I will be a Workshop Session Assistant in the session(s) I am attending.
- Yes, I will volunteer wherever needed.

SELECT THE APPROPRIATE FEES AND TOTAL	on/ before 3/31	after 3/31
Attend ANY one day	<input type="checkbox"/> \$145	<input type="checkbox"/> \$175
Group Discount	<input type="checkbox"/> \$135	
Attend ANY two days	<input type="checkbox"/> \$195	<input type="checkbox"/> \$225
Group Discount	<input type="checkbox"/> \$185	
Attend ANY Three Days	<input type="checkbox"/> \$235	<input type="checkbox"/> \$275
Group Discount	<input type="checkbox"/> \$225	
Materials Fees: Session: Pre11 Sessions: Pre10, FHD1 Session: PM1 Sessions: Pre9, A4, B16, C15, PM7, FHD2 Sessions: Pre7, B13, B15, D14, THD3, E9, E12, F1, F2, F9, F10	<input type="checkbox"/> \$325 per person <input type="checkbox"/> \$25 per person <input type="checkbox"/> \$15 per Session <input type="checkbox"/> \$10 per Session <input type="checkbox"/> \$5 per Session	
Official Certificate of Participation	<input type="checkbox"/> \$10	
Would you like to make a donation to support scholarships for families?	<input type="checkbox"/> \$10 <input type="checkbox"/> \$50 <input type="checkbox"/> \$100 <input type="checkbox"/> Other _____	
TOTAL ALL FEES (Conference fees are not a charitable donation)	\$ _____	

PAYMENT METHOD

Payment: Check Visa/MC Amex PO#
PO form must accompany registration. PO payments due by 6/15/12

Card Number: _____ Expiration Date: _____

Name on Credit Card: _____

CVV2 Number (3 or 4 digit security code): _____



ALL INFORMATION IS REQUIRED TO BE ELIGIBLE FOR AN AWARD

Please print clearly in black ink or type. Fill out one form per person. This form may be copied. Fill in the appropriate sections below for parents or child care workers. For scholarship questions contact Tracy Ulrich at tracyulrich@frontier.com

ALL APPLICANTS - Complete and return with registration form

Name: _____ Daytime Phone (____) _____ Extension: _____

FAMILY SCHOLARSHIP APPLICATION - for families of children (up to age 6). Deadline to apply: March 31

Your child's disability/special health care needs: _____ Child's age: _____

Your relationship to child: _____ Your occupation: _____

Please list your early childhood or parent group affiliations (i.e. Parent to Parent): _____

Have you received a scholarship for this conference before? Yes No Will you attend parent luncheon Thursday: Yes No

Will you attend parent dinner Thursday evening: Yes No

Check your funding needs: Preconference fee Conference fee Mileage Lodging Meals

Where (if any) does your child receive services? _____

Please describe your financial need: (add attachments if needed) _____

Signature _____ Date _____

Parent Scholarships are funded by CSHCN, ESIT, ECDAW, and KCDD

PROFESSIONAL SCHOLARSHIP APPLICATION: For child care center staff

WASHINGTON STATE RESIDENTS ONLY

Do you work in a licensed, exempt, or tribally certified child care - or afterschool program -or a family home child care? Yes No

Name of Place of Employment _____

Your Title at Work _____

Employment Address, City, Zip, County _____

Employment Phone Number _____

Are you a resident of Washington State? Yes No

Are you an employee of the State of Washington? Yes No

I understand that any balance which exceeds scholarship award is payable at time of registration application. Scholarship award amount will be applied to your registration.

Please sign below to affirm that the information above is true and accurate (scholarship cannot be awarded without signature).

Recipient's Signature _____ Date _____

Scholarships for professionals are funded by DEL, ESIT, KCDD, and WSDS

**Early Childhood Development
Association of Washington**

1850 Boyer Avenue East
Seattle, WA 98112

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The Infant and Early Childhood Conference gratefully acknowledges the generous support of the following sponsors:

Lead Sponsors:

- Department of Early Learning (DEL)
 - Early Support for Infants and Toddlers (ESIT)
- Early Childhood Development Association of Washington (ECDAW)
- Office of the Superintendent of Public Instruction (OSPI)

Major Sponsors:

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- Haring Center, University of Washington

Key Sponsors:

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 - Combating Autism Advisory Council
- Washington Sensory Disabilities Services
- Washington State University
- Autism Center, University of Washington
- King County Developmental Disabilities Division

Friends of Early Childhood:

- Division for Early Childhood (DEC)
- Foundation for Early Learning
- Mary Bridge Children's Hospital & Health Center
- PAVE (Partnerships for Action, Voices for Empowerment)

Conference Administration:

- Boyer Children's Clinic

